

AGENDA
KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES
Board Room 1900 18th Avenue 4:00 p.m.
Kingsburg, CA 93631
June 20, 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 _____

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 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.)*

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Government Code Section 54957: Superintendent Evaluation – July 2021 – June 2022

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 Regular Meeting of the Board of Trustees

PLACE AND DATE

Board Room, Kingsburg High School, 1900 18th Avenue, Kingsburg, California, May 16, 2022.

CALL TO ORDER

The meeting was called to order at 4:02 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

MEMBERS ABSENT

Mr. Johnie Thomsen, Member

OTHERS PRESENT

Mr. Don Shoemaker, Superintendent
Mr. Rufino Ucelo Jr., Chief Business Official
Dr. Ryan Phelan, Principal
Mr. Ryan Walterman, Director Alternative Education
Ms. Cindy Schreiner, 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 (M240-2122)

Mr. Nagle moved to approve the agenda as presented.

Mr. Lunde seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen:

Mr. Nagle:

Mr. Lunde:

Mr. Serpa:

Mr. Jackson:

PUBLIC COMMENTS

None

APPROVAL OF MINUTES

REGULAR MEETING – APRIL 19, 2022 (M241-2122)

Mr. Serpa moved to approve the minutes of the Regular meeting of April 19, 2022 as presented in 7.1 of the supporting documents.

Mr. Nagle seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: *Aye*

Mr. Lunde: *Aye*

Mr. Serpa: *Aye*

Mr. Jackson: *Aye*

SPECIAL MEETING – MAY 2, 2022 (M242-2122)

Mr. Nagle moved to approve the minutes of the special meeting of May 2, 2022 as presented in 7.2 of the supporting documents.

Mr. Lunde seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: *Aye*

Mr. Lunde: *Aye*

Mr. Serpa: *Aye*

Mr. Jackson: *Aye*

REPORTS**VALLEY ROP REPORT**

- Fabrizio Lofaro, Superintendent, Valley ROP presented the 2021-2022 Valley ROP Annual Board Report for Kingsburg JUHSD. Report on file at the district office.
- Valley ROP is celebrating 50 years, 1971-2021.
- One of VROP focuses moving forward is developing strong internship opportunities for students.- Future Teaching Fellow Academy; CNA Job Fairs.
- Current intern partnership with Harris Construction and already two students from KHS have signed up.
- 96% graduation rate of students who complete a CTE capstone course at Kingsburg High School

STUDENT REPRESENTATIVE REPORT

- Bella Ekizian, Student Representative
- New ASB Officers election underway for next school year.
- The first indoor rally since the pandemic was a success and enjoyed by all.
- Farewell rally for seniors is planned for May 27th.
- Prom will be at a wedding venue in the country on May 21, 7:00 p.m.
- Meeting took place this past weekend with 75 students for Link Crew and training for the next school year.

SUPERINTENDENT REPORT

- Athletic Director, Scott Hodges, introduced Kira Wilson, who was named 2022 State CIF Scholar-Athlete of the Year. CIF State Office reviews the nominees from 10 Sections within California and chooses 1 male and 1 female. This is a great honor for Kira and for Kingsburg Joint Union High School District. Chase Diaz also was honored with the CIF Scholar Athlete Award for Central Sequoia League. Great job by both our talented student athletes!
- VROP will hold the Wildland Fire Graduation on our campus this Friday.
- The Governor's May revised budget has been published, which includes many changes and updates to K-12 education. Rufino Ucelo, Jr., CBO, and staff are working hard to analyze implications as district moves forward.
- Agenda tonight includes the Bond Refinance, which district estimates will save taxpayers approximately 1.5 million moving forward.
- FFA Fire Pit Building Competition was hosted April 20th at Kingsburg High School.
- Laura Vallenari and Richard Mynderup stepped up to help Rafer Johnson Middle School theater group. Rafer Johnson Middle School asked to use our theater due their own being unavailable. This required Laura V. and Richard M. to assist with the production lighting, sound and technical procedures. Thank you!

PRINCIPAL REPORT

- Summer School 2021-2022 will have 530 student participants this year.
- Machenzie Wilson won Junior League of Fresno Senior Girl Athletic Scholarship Award. Congratulations!

DIRECTOR OF KINGSBURG ALTERNATIVE EDUCATION CENTER REPORT

- Graduation for Kingsburg Alternative Education Center (KAEC) will be on May 31, Tuesday, at 7:00 p.m. in the Kingsburg High School new gym. There are approximately 52 students graduating this year.
- KAEC sought scholarships as well for their students, to help in post high school transition.
- Ongoing facilities upgrades and planning for next school year underway.
- Summer school is also provided for students at KAEC.

BOARD ACTION**BILLS PAID APRIL 2022 (M243-2122)**

Mr. Serpa moved to approve the bills paid for April 2022 as presented in 9.1 of the supporting documents.
Mr. Lunde seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

INTERDISTRICT TRANSFERS

9.2 Moved to Closed Session

2022-23 DESIGNATION OF CIF REPS TO THE LEAGUE (M244-2122)

Mr. Nagle moved to approve the 2022-2023 Designation of CIF Representative to the League appointing the following individuals to represent Kingsburg Joint Union High School District: Scott Hodges, Don Shoemaker, Ryan Phelan and Heather Wilson as presented in 9.3 of the supporting document.

Mr. Lunde seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

COSCO FIRE PROTECTION PROPOSAL – KINGSBURG ALTERNATIVE ED CENTER (M245-2122)

Mr. Nagle moved to approve the proposal from COSCO Fire Protection, Inc. for fire alarm system installation for Kingsburg Joint Union High School District at the Kingsburg Alternative Education Center site in the amount of \$59,870.00 as presented in 9.4 of the supporting document.

Mr. Lunde seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

RESOLUTION #R32-2122 ADOPTING DEVELOPMENT FEES (M246-2122)

Mr. Serpa moved to approve Resolution #R32-2122 In the Matter of Adopting Development Fees on Residential and Commercial and Industrial Development to Fund the Construction or Reconstruction of School Facilities as presented in 9.5 of the supporting document.

Mr. Lunde seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

RESOLUTION #R33-2122 CALLING GOVERNING BOARD MEMBER ELECTION 11-8-22 (M247-2122)

Mr. Serpa moved to approve Resolution #R33-2122 in the Matter of Calling a Governing Board Member Election on November 8, 2022. The purpose of the election is to choose members of the board of trustees for the following seats: Area 2, Area 3 & Area 5 as presented in 9.6 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

RESOLUTION #R34-2122 ISSUANCE & SALE 2022 GENERAL OBLIGATION REFUNDING BONDS

(M248-2122)

Mr. Nagle moved to approve Resolution #R34-2122 Providing for the Issuance and Sale of 2022 General Obligation Refunding Bonds in an Aggregated Principal Amount not to Exceed \$13,500,000.00 to Refund Outstanding General Obligation Bonds and Approving Related Documents and Actions as presented in 9.7 of the supporting documents.

Mr. Lunde seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

COLLEGE CAREER ACCESS PARTNERSHIP AGREEMENT (M249-2122)

Mr. Serpa moved to approve the College and Career Access Partnership (CCAP) Agreement Regarding Instructional Services for Dual Enrollment Between State Center Community College District and Its Colleges and Kingsburg Joint Union High School District for the purpose of offering expanding opportunities for students and develop seamless pathways from high school to community college for career technical education as presented in 9.8 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

2021-2022 SUMMER SCHOOL MASTER SCHEDULE (M250-2122)

Mr. Nagle moved to approve the 2021-2022 Summer School Master Schedule as presented in 9.9 of the supporting document.

Mr. Lunde seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

RESOLUTIONS FOR SUMMER SCHOOL 2021-2022 SUMMER SCHOOL TEACHERS (M251-2122)

Mr. Serpa moved to approve the following resolutions for teachers who hold valid California Multiple Subject teaching credentials and have 9 upper division or combined 18 upper and lower division units in physical education and social science. This enables them to teach Health & Wellness or World History under Local Assignment Option Education Code 44263 in Summer School 2021-2022:

#R35-2122	John Lovejoy	World History
#R36-2122	Nicole Comstock	Heath Wellness
#R37-2122	Clemente Moreno	Health Wellness
#R38-2122	Jon Hall	Heath Wellness
#R39-2122	Darin Peterson	Health Wellness
#R40-2122	Dave Wilson	Health Wellness

As presented in 9.10 of the supporting documents.

Mr. Nagle seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

OVERNIGHT TRIP GIRLS VARSITY SOCCER NEWPORT HARBOR INVITATIONAL (M252-2122)

Mr. Nagle moved to approve the Overnight Trip Girls Varsity Soccer Team to Newport Harbor High School for the Newport Harbor Invitational and Southern California Invitational Tournament December 1 – 3, 2022 as presented in 9.11 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 3 ayes; 1 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: No

Mr. Serpa: Aye

Mr. Jackson: Aye

OVERNIGHT TRIP MEN'S WATER POLO GRANITE BAY TOURNAMENT (M253-2122)

Mr. Serpa moved to approve the Overnight Trip Men's Water Polo to the Granite Bay Tournament September 23- 24, 2022 as presented in 9.12 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 3 ayes; 1 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: No

Mr. Serpa: Aye

Mr. Jackson: Aye

2022-2023 KJUHS D STAFF HANDBOOK (M254-2122)

Mr. Nagle moved to approve the KJUHS D 2022-2023 Staff Handbook as presented in 9.13 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

2022-2023 KHS STUDENT PARENT HANDBOOK (M255-2122)

Mr. Lunde moved to approve the 2022-2023 KHS Student Parent Handbook as presented in 9.14 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

2022-2023 OASIS & KINGSBURG INDEPENDENT STUDY HANDBOOKS (M256-2122)

Mr. Nagle moved to approve the 2022-2023 OASIS and Kingsburg Independent Study Handbooks as presented in 9.15 of the supporting document.

Mr. Lunde seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

2022-2023 ATHLETIC HANDBOOK (M257-2122)

Mr. Lunde moved to approve the 2022-2023 Athletic Handbook as presented in 9.16 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

2022-2023 AGREEMENT TO PROVIDE FOOD SERVICE BETWEEN SELMA UNIFIED & KINGSBURG JUHS D (M258-2122)

Mr. Nagle moved to approve the 2022-2023 Agreement to Provide Food Service Between Selma Unified School District and Kingsburg Joint Union High School District as presented in 9.17 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

RESOLUTION #R43-2122 DECLARATION RURAL STATUS PURPOSE EXEMPTION FROM SENATE BILL 328 (M259-2122)

Mr. Serpa moved to approve Resolution #R43-2122 Declaration of Rural Status for Purpose of Exemption From Senate Bill 328. This senate bill prohibits school day for high schools from beginning earlier than 8:30 a.m., where Education Code Section 46148, exempts rural school districts from the required start time as presented in 9.18 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 4 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

DISCUSSION

10.1 LCAP

Cindy Schreiner, Executive Director of Student Services, discussed in detail LCAP 2022-2023, outlining the Goals, New Actions, LCAP Expenditures and Data Goals. Report on file at the district office.

WRITTEN INFORMATION

STUDENT BODY FUNDS REPORT

The Board noted the ASB Fund Reports for April 2022 as presented in 11.1 of the supporting documents.

SUSPENSION REPORT – APRIL 2022

The Board noted the suspension report for Kingsburg High School and Oasis High School for April 2022 as presented in 11.2 of the supporting document.

2021-2022 SECOND INTERIM REPORT CERTIFICATION

The Board noted the 2021-2022 Second Interim Report Certification from Fresno County Superintendent of Schools' District Financial Services Department noting that Kingsburg Joint Union High School District received a Positive Certification, indicating that the District will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

CLOSED SESSION

INTERDISTRICT TRANSFERS (M260-2122)

NEW MAINTENANCE PAINTER – GILBERT BADILLA (M261-2122)

SUMMER STUDENT TECH WORKER 2022 – ARIANA CHAGOYA (M262-2122)

KHS WINTER COACHES 2022-2023 (M263-2122)

ADDITIONAL FALL COACHES 2022-2023 (M264-2122)

The Board met in closed session from 5:25 p.m. to 5:45 p.m.

ITEMS REPORTED OUT OF CLOSED SESSION**INTERDISTRICT TRANSFERS (M260-2122)**

Mr. Nagle moved to approve or deny the Interdistrict Transfers as designated by the Superintendent as presented in 9.2 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 3 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: *Aye*

Mr. Lunde: *Left*

Mr. Serpa: *Aye*

Mr. Jackson: *Aye*

NEW MAINTENANCE PAINTER – GILBERT BADILLA (M261-2122)

Mr. Nagle moved to approve Gilbert Badilla as the new Maintenance Painter for the Kingsburg Joint Union High School District retroactive to May 1st, 2022 as presented in 12.1 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 3 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: *Aye*

Mr. Lunde: *Left*

Mr. Serpa: *Aye*

Mr. Jackson: *Aye*

SUMMER STUDENT TECH WORKER 2022 – ARIANA CHAGOYA (M262-2122)

Mr. Nagle moved to approve Ariana Chagoya as a Summer Student Tech Worker for the 2022 summer session set at minimum wage of \$15.00 an hour as presented in 12.2 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 3 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: *Aye*

Mr. Lunde: *Left*

Mr. Serpa: *Aye*

Mr. Jackson: *Aye*

KHS WINTER COACHES 2022-2023 (M263-2122)

Mr. Nagle moved to approve the Kingsburg High School Winter Coaches for the 2022-2023 school year as presented in 9.7 of the supporting documents.

Mr. Serpa seconded the motion.

The motion carried: 3 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: *Aye*

Mr. Lunde: *Left*

Mr. Serpa: *Aye*

Mr. Jackson: *Aye*

ADDITIONAL FALL COACHES 2022-2023 (M264-2122)

Mr. Serpa moved to approve additional Fall Coaches for the 2022-2023 school year: Shanna McDonald, Head Pep Squad; Sarah Alanis, Assistant Pep Squad Coach; Mary Rodriguez, Volleyball Head F/S Girls Coach as presented in 9.7 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 3 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: *Aye*

Mr. Lunde: *Left*

Mr. Serpa: *Aye*

Mr. Jackson: *Aye*

ADJOURNMENT (M265-2122)

Mr. Nagle moved to adjourn the meeting at 5:46 p.m.

Mr. Serpa seconded the motion.

The motion carried: 3 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: *Aye*

Mr. Lunde: *Left*

Mr. Serpa: *Aye*

Mr. Jackson: *Aye*

Minutes of the regular meeting of May 16, 2022 are approved except for the following omissions, deletions or changes:

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Nagle: _____ Lunde: _____ Serpa: _____ Jackson: _____

Minutes of the regular meeting of May 16, 2022 are approved by action of the board.

Mr. Rick Jackson
President of the Board

Mr. Mike Serpa
Clerk of the Board

**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 18th Avenue, Kingsburg, California,
June 6, 2022.

CALL TO ORDER

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

MEMBERS PRESENT

Mr. Steve Nagle, Member
Mr. Mike Serpa, Clerk
Mr. Rick Jackson, President

MEMBERS ABSENT

Mr. Johnie Thomsen, Member
Mr. Brent Lunde, Member

OTHERS PRESENT

Mr. Rufino Ucelo, Jr., CBO
Ms. Cindy Schreiner, Executive Director of Student Services
Ms. Shari Jensen, Administrative Assistant to Superintendent

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

APPROVAL OF AGENDA (M266-2122)

Mr. Nagle moved to approve the agenda as presented.
Mr. Serpa seconded the motion.

The motion carried unanimously; 3 ayes, 0 noes

HEARING SESSION

- 7.1 2022-2023 Local Control & Accountability (LCAP) Public Hearing & Comments
- 7.2 2022-2023 Budget Public Hearing & Comment

CLOSED SESSION**NETWORK ANALYST – ELSA VARGAS (M267-2122)****HEALTH TEACHER – CHRISTOPHER WOODS (M268-2122)****HEAD GIRLS TENNIS COACH – AARON ORTIZ (M269-2122)**

From 4:05 p.m. to 4:10 p.m.

ITEMS REPORTED OUT OF CLOSED SESSION**NETWORK ANALYST – ELSA VARGAS (M267-2122)**

Mr. Nagle moved to approve Elsa Vargas as a Network Analyst for the Kingsburg Joint Union High School District as of July 1, 2022 as presented in 8.1 of the supporting documents.

Mr. Serpa seconded the motion.

The motion carried: 3 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: *Aye*

Mr. Lunde: *Absent*

Mr. Serpa: *Aye*

Mr. Jackson: *Aye*

HEALTH TEACHER – CHRISTOPHER WOODS (M268-2122)

Mr. Serpa moved to approve Christopher Woods as a Health Teacher for the Kingsburg Joint Union High School District as of August 12, 2022 as presented in 8.2 of the supporting documents.

Mr. Nagle seconded the motion.

The motion carried: 3 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: *Aye*

Mr. Lunde: *Absent*

Mr. Serpa: *Aye*

Mr. Jackson: *Aye*

HEAD GIRLS TENNIS COACH – AARON ORTIZ (M269-2122)

Mr. Nagle moved to approve Aaron Ortiz as the new Head Girls Tennis Coach for the Kingsburg Joint Union High School District for the 2022-2023 school year as presented in 8.3 of the supporting documents.

Mr. Serpa seconded the motion.

The motion carried: 3 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: *Aye*

Mr. Lunde: *Absent*

Mr. Serpa: *Aye*

Mr. Jackson: *Aye*

ADJOURNMENT (M270-2122)

Mr. Serpa moved to adjourn the meeting at 4:11 p.m.

Mr. Nagle seconded the motion.

The motion carried: 3 ayes; 0 noes;

Mr. Thomsen: *Absent*

Mr. Nagle: *Aye*

Mr. Lunde: *Absent*

Mr. Serpa: *Aye*

Mr. Jackson: *Aye*

Minutes of the special meeting of June 6, 2022 are approved except for the following omissions, deletions or changes:

FOR BOARD ACTION:

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

Minutes of the special meeting of June 6, 2022 are approved by action of the board.

Rick Jackson
President of the Board

Mike Serpa
Clerk of the Board

ISSUE: Presentation of Accounts Payable for the month of May 2022.

ACTION: Presentation of Accounts Payable for the month of May 2022.

RECOMMENDATION: Recommend approval.

FOR BOARD ACTION:

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

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- 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-----Sl--Dp	Amount
12-ACSA	512448842	PO-220308	ANNUAL DUES	0100-00000-0-0000-7300-530000-000-9978	515.01
				Warrant Total:	515.01
				Vendor Total:	515.01
1253-AMAZON.COM LLC	512448844	PO-221071	SUPPLIES-SPORTS MEDICINE	0100-63870-0-3800-1000-430000-001-3012	490.35
		PO-221071	SUPPLIES-SPORTS MEDICINE	0100-63870-0-3800-1000-430000-001-3012	741.00
		PO-221175	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	27.09
		PO-221157	SUPPLIES-TECH DEPT	0100-00000-0-1110-2420-430000-001-0000	305.08
		PO-221182	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	39.87
		PO-221130	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	13.88
		PO-221130	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	51.74
		PO-221112	SUPPLIES-AG	0100-63000-0-1110-1000-430000-001-1132	366.85
		PO-221112	SUPPLIES-AG	0100-63000-0-1110-1000-430000-001-1132	533.60
		PO-221172	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	28.10
				Warrant Total:	2,597.56
	512451606	PO-221222	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	58.83
		PO-221224	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	261.22
		PO-221226	SUPPLIES-DIST	0100-00000-0-0000-7300-430000-000-0000	101.51
		PO-221209	SUPPLIES-CNA GRADUATION	0100-00000-0-1110-1000-430000-001-3200	249.84
		PO-221214	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	54.60
1253-AMAZON.COM LLC cont.----->		PO-221216	SUPPLIES-PBIS	0100-09000-0-1110-1000-430000-001-0201	86.11

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1253-AMAZON.COM LLC		PO-221219	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	77.99	
		PO-221258	SUPPLIES-GROUNDS	0100-81500-0-0000-8100-430010-000-0000	50.30	
		PO-221188	NON CAP EQUIP-ESSER II	0100-32120-0-1110-1000-440000-001-0000	1,249.38	
				Warrant Total:	2,189.78	
				Vendor Total:	4,787.34	
2257-AMERICAN SCHOOL COUNSELOR	512448845	PO-221176	MEMBERSHIP	0100-00000-0-1110-3110-530000-001-0000	129.00	
					Warrant Total:	129.00
					Vendor Total:	129.00
583-AT&T	512451608	PO-220903	PHONES-OHS/INTERNET	0100-00000-0-3200-8100-590004-002-0000	42.00	
			PHONES-I.S./INTERNET	0100-00000-0-3300-8100-590004-002-0000	21.00	
			PHONES-FIRE ALARM	0100-00000-0-1110-1000-590008-001-0000	22.36	
			PHONES-KHS/INTERNET	0100-00000-0-1110-1000-590008-001-0000	1,624.55	
			Warrant Total:	1,709.91		
				Vendor Total:	1,709.91	
61-AUTOMATED OFFICE SYSTEMS	512448846	PO-221205	COPIER MAINT-AG	0100-35500-0-3800-1000-560007-001-0000	22.63	
			COPIER MAINT-AG	0100-70100-0-3800-1000-560007-001-0000	22.64	
			COPIER MAINT-I.S.	0100-00000-0-3300-8100-560007-002-0000	80.58	
			Warrant Total:	125.85		
				Vendor Total:	125.85	
2242-BELKORP AG LLC	512451609	PO-221228	SUPPLIES-GROUNDS	0100-00000-0-0000-8200-430010-000-0000	156.48	
			Warrant Total:	156.48		
		PO-221229	REPAIRS-MOWER	0100-00000-0-0000-8200-560019-000-0000	1,002.49	
				Warrant Total:	1,002.49	
				Vendor Total:	1,158.97	
501-BUSINESS CARD	512451611	PO-221074	SUPPLIES-CTIEG/AG	0100-63870-0-3800-1000-430000-001-3020	19.99	
			SUPPLIES-LIBRARY	0100-63000-0-1110-1000-430000-001-0000	543.42	
			SUPPLIES-CHILD DEVELOPEMENT	0100-63880-0-3800-1000-430000-001-6394	159.34	
			STUDENT ENGAGEMENT	0100-09000-0-1110-1000-430000-000-0301	400.00	
			PROPANE	0100-00000-0-0000-8200-430010-000-0000	89.80	
			PROPANE	0100-00000-0-0000-8200-430010-000-0000	20.49	
			NYTIMES	0100-63000-0-1110-1000-430020-001-1143	4.00	
			WASHINGTON POST	0100-63000-0-1110-1000-430020-001-1143	5.00	
			FFA LEADERSHIP CONF-LODGING	0100-35500-0-3800-1000-520000-001-0000	376.77	
			FFA LEADERSHIP CONF-LODGING	0100-70100-0-3800-1000-520000-001-0000	346.77	
			FFA LEADERSHIP CONF-LODGING	0100-70100-0-3800-1000-520000-001-0000	376.77	
			FFA LEADERSHIP CONF-LODGING	0100-70100-0-3800-1000-520000-001-0000	376.77	
			FFA LEADERSHIP CONF-LODGING	0100-70100-0-3800-1000-520000-001-0000	376.77	
			FFA LEADERSHIP CONF-LODGING	0100-70100-0-3800-1000-520000-001-0000	376.77	
501-BUSINESS CARD cont.----->		PO-221211	AP BY THE SEA REGISTRATION	0100-09000-0-1110-1000-520000-000-0304	820.00	

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501-BUSINESS CARD		PO-221016	FFA LEADERSHIP CONF-LODGING	0100-35500-0-3800-1000-520000-001-0000	376.77
		PO-221016	FFA LEADERSHIP CONF-LODGING	0100-35500-0-3800-1000-520000-001-0000	346.77
		PO-221016	FFA LEADERSHIP CONF-LODGING	0100-35500-0-3800-1000-520000-001-0000	376.77
		PO-221263	GIFT CARDS-PBIS	0100-09000-0-1110-1000-580000-002-0201	103.80
		PO-221262	LUNCH INSERVICE	0100-32120-0-1110-1000-580000-001-0000	169.64
		PO-221262	LUNCH INSERVICE	0100-32120-0-1110-1000-580000-001-0000	326.71
		PO-221193	CANVA PRO	0100-09000-0-1110-1000-580000-000-0301	40.91
		PO-221212	D.O.T./CLEARING HOUSE QUERIES	0100-00000-0-1110-3600-580000-001-0000	62.50
			Warrant Total:	5,719.76	
			Vendor Total:	5,719.76	
107-BUSWEST-FRESNO	512451613	PO-221231	SUPPLY-BUS 4	0100-00000-0-1110-3600-430024-001-0000	53.29
			Warrant Total:	53.29	
			Vendor Total:	53.29	
2024-CENGAGE LEARNING	512451614	PO-221069	TEXTBOOKS-CHILD DEVELOPMENT	0100-63880-0-3800-1000-410000-001-6394	3,371.41
			Warrant Total:	3,371.41	
			Vendor Total:	3,371.41	
2438-CINTAS CORPORATION	512451615	PO-220106	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	82.81
		PO-220106	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	103.51
		PO-220106	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	103.51
		PO-220106	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	82.81
		PO-220106	JANITORIAL SERVICE	0100-00000-0-0000-8200-550004-000-0000	259.76
		PO-220106	JANITORIAL SERVICE	0100-00000-0-0000-8200-550004-000-0000	259.76
		PO-220106	JANITORIAL SERVICE	0100-00000-0-0000-8200-550004-000-0000	259.76
		PO-220106	JANITORIAL SERVICE	0100-00000-0-0000-8200-550004-000-0000	259.76
			Warrant Total:	1,411.68	
			Vendor Total:	1,411.68	
1318-CITY OF KINGSBURG	512448848	PO-221190	QUARTERLY POOL/JAN-MAR	0100-00000-0-8100-5100-580000-000-9966	32,011.35
			Warrant Total:	32,011.35	
150-CITY OF KINGSBURG	512451616	PO-220068	UTILITIES-KHS	0100-81500-0-0000-8100-550009-000-0000	4,049.39
		PO-220068	UTILITIES-OHS	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
			Warrant Total:	4,883.39	
			Vendor Total:	36,894.74	
2628-CMS COMMUNICATIONS INC.	512451617	PO-221156	SUPPLIES-TECHNOLOGY	0100-00000-0-1110-2420-430000-001-0000	157.79
			Warrant Total:	157.79	
			Vendor Total:	157.79	

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2243-COSCO FIRE PROTECTION	512451618	PO-221232	DISABLE DUCT DETECTORS	0100-81500-0-0000-8100-580000-000-0000	250.00	
	Warrant Total:					250.00
	512452451	PO-221282	REPAIRS-ALARM SYSTEM	0100-81500-0-0000-8100-560019-000-0000	1,767.00	
Warrant Total:					1,767.00	
Vendor Total:					2,017.00	
191-DAKTRONICS INC.	512448849	PO-220977	REPAIRS-SCOREBOARD	0100-81500-0-0000-8100-560019-000-0000	1,408.99	
	Warrant Total:					1,408.99
	Vendor Total:					1,408.99
2738-DAVE BURGESS CONSULTING INC.	512451621	PO-221197	SUPPLIES-E.E. GRANT	0100-62660-0-1110-1000-430000-001-0000	1,307.76	
	Warrant Total:					1,307.76
	Vendor Total:					1,307.76
2693-DAVIS, JENNY	512448850	PO-221199	GUARDIAN MILEAGE	0100-65000-0-5760-9200-714201-000-0000	224.70	
	Warrant Total:					224.70
	Vendor Total:					224.70
1043-DBA: BETTS TRUCK PARTS & SERV	512451622	PO-221230	BUS 2 MAINT	0100-00000-0-1110-3600-560005-001-0000	303.21	
	Warrant Total:					303.21
	Vendor Total:					303.21
1415-DBA: CINTAS FIRST AID & SAFETY	512451623	PO-221261	FIRST AID RESTOCK	0100-00000-0-1110-1000-430012-001-0000	70.18	
	Warrant Total:					70.18
	Vendor Total:					70.18
1328-DBA: FRESNO EQUIPMENT COMPANY	512451625	PO-221236	REPAIRS-GROUNDS	0100-00000-0-0000-8200-560019-000-0000	364.94	
	Warrant Total:					364.94
	Vendor Total:					364.94
2094-DBA: ISOM ADVISORS	512448851	PO-221189	BOND REPORTING	0100-00000-0-0000-7300-580000-000-0000	3,175.00	
	Warrant Total:					3,175.00
	Vendor Total:					3,175.00
2683-DBA: KCAPS	512451626	PO-220877	COMMUNITY HUBS-TRAVER	0100-74250-0-1110-1000-580000-000-0032	1,348.16	
	Warrant Total:					1,348.16
	512451627	PO-220877	COMMUNITY HUBS-KHS	0100-74250-0-1110-1000-580000-000-0023	1,746.61	
	Warrant Total:					1,746.61
Vendor Total:					3,094.77	

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1305-DBA: NAPA AUTO PARTS	512451628	PO-221244	MAINT/OPERATIONS-FEB	0100-81500-0-0000-8100-430018-000-9960	1,617.19
		PO-221244	MAINT/OPERATIONS-MAR	0100-81500-0-0000-8100-430018-000-9960	228.94
		PO-221244	MAINT/OPERATIONS-APR	0100-81500-0-0000-8100-430018-000-9960	66.88
		PO-221244	TRANSPORTATION-FEB	0100-00000-0-1110-3600-430024-001-0000	1,188.69
		PO-221244	TRANSPORTATION-MAR	0100-00000-0-1110-3600-430024-001-0000	140.61
		PO-221244	TRANSPORTATION-APR	0100-00000-0-1110-3600-430024-001-0000	308.97
			Warrant Total:		
	Vendor Total:			3,551.28	
596-DBA: SAVVAS LEARNING COMPANY	512451629	PO-221106	TEXTBOOKS-SCIENCE	0100-32120-0-1110-1000-410000-001-1170	9,321.29
					Warrant Total: 9,321.29
				Vendor Total: 9,321.29	
2178-DBA: SCHOOLMART	512451630	PO-220722	SUPPLIES-OASIS	0100-63000-0-3200-1000-430000-002-0000	56.76
		PO-220722	SUPPLIES-I.S.	0100-63000-0-3300-1000-430000-002-0000	56.77
		PO-220722	SUPPLIES-AG	0100-63000-0-1110-1000-430000-001-1132	19.49
			Warrant Total:		
	Vendor Total:			133.02	
2623-DBA: STS EDUCATION	512452453	PO-221090	SUPPLIES-COMPUTER SCIENCE	0100-63000-0-1110-1000-430000-001-3015	35.00
		PO-221090	SUPPLIES-COMPUTER SCIENCE	0100-63000-0-1110-1000-430000-001-3015	345.84
			Warrant Total:		
	Vendor Total:			380.84	
2140-DBA: TEACHERS PAY TEACHERS	512448853	PO-221102	SUPPLIES-ESSER II	0100-32120-0-1110-1000-410000-001-0000	145.79
					Warrant Total: 145.79
	512451632	PO-221218	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	138.31
	Warrant Total:			138.31	
	Vendor Total:			284.10	
2057-DBA: TEAMTALK NETWORK	512448854	PO-220101	DISPATCH RADIOS	0100-00000-0-1110-3600-590003-001-0000	199.92
					Warrant Total: 199.92
				Vendor Total: 199.92	
2706-DBA: TRANE	512452454	PO-220644	HVAC-LITTLE THEATER	0100-32120-0-0000-8500-620000-000-0000	158,722.20
					Warrant Total: 158,722.20
				Vendor Total: 158,722.20	
2533-DBA: TURF TANK	512451634	PO-220124	EQUIP-SUBSCRIPTION	0100-00000-0-0000-8200-560000-000-0000	2,500.00
					Warrant Total: 2,500.00
				Vendor Total: 2,500.00	

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1715-DBA: U.S. BANK EQUIPMENT	512448855	PO-221206	COPIER LEASE-KHS	0100-00000-0-1110-1000-560008-001-0000	184.01	
		PO-221206	COPIER LEASE-KHS	0100-00000-0-1110-1000-560008-001-0000	924.88	
		PO-221206	COPIER LEASE-OASIS	0100-00000-0-3200-8100-560008-002-0000	264.18	
	Warrant Total:					1,373.07
	512451635	PO-221206	COPIER LEASE-KHS	0100-00000-0-1110-1000-560008-001-0000	184.01	
Warrant Total:					184.01	
Vendor Total:					1,557.08	
1757-DBA: VALLEY VET SUPPLY	512451636	PO-221158	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	142.74	
		PO-221158	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	1,439.04	
	Warrant Total:					1,581.78
Vendor Total:					1,581.78	
835-DBA: VILLAGE TIRE SALES	512451637	PO-221243	TIRES-SUBURBAN	0100-00000-0-1110-3600-430021-001-0000	885.61	
		PO-221243	TIRES-SUBURBAN	0100-00000-0-1110-3600-430021-001-0000	885.61	
		PO-221257	TIRES-2005 THOMAS BUS	0100-00000-0-1110-3600-430021-001-0000	711.80	
Warrant Total:					2,483.02	
Vendor Total:					2,483.02	
1077-E. G. BABCOCK CO.	512451638	PO-221256	SUPPLIES-GROUNDS	0100-81500-0-0000-8100-430010-000-0000	298.61	
Warrant Total:					298.61	
Vendor Total:					298.61	
2041-ENFINITY CENTRALVAL7 KJUHS	512451639	PO-220107	SOLAR	0100-11000-0-0000-8200-550001-000-0005	20,491.06	
Warrant Total:					20,491.06	
Vendor Total:					20,491.06	
1261-ENNS, MIKE	512451640	PO-220105	COMPUTER SERVICE	0100-09000-0-1110-2420-580000-000-0302	1,485.00	
Warrant Total:					1,485.00	
Vendor Total:					1,485.00	
263-ENTERPRISE RENT A CAR	512451641	PO-221227	RENTAL-ATHLETICS	0100-14000-0-1135-4200-560000-001-0000	50.00	
		PO-221227	RENTAL-ATHLETICS	0100-14000-0-1135-4200-560000-001-0000	50.00	
		PO-221227	RENTAL-ATHLETICS	0100-14000-0-1135-4200-560000-001-0000	50.00	
		PO-221227	RENTAL-ATHLETICS	0100-14000-0-1135-4200-560000-001-0000	282.57	
Warrant Total:					432.57	
Vendor Total:					432.57	
1635-FCSS-LEGAL SERVICES DEPARTMENT	512451642	PO-221253	LEGAL SERVICES	0100-00000-0-0000-7300-580018-000-0000	60.00	
Warrant Total:					60.00	
Vendor Total:					60.00	

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1155-FLINN SCIENTIFIC INC.	512452455	PO-221274	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	199.87
				Warrant Total:	199.87
				Vendor Total:	199.87
289-FOLLETT SCHOOL SOLUTIONS INC.	512451643	PO-220780	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	473.27
				0100-09000-0-1110-1000-430000-001-0107	735.05
				0100-09000-0-1110-1000-430000-001-0107	247.67
				Warrant Total:	1,455.99
Vendor Total:	1,455.99				
300-FRESNO COUNTY SUPERINTENDENT	512452456	PO-221270	PROFESSIONAL LEARNING	0100-40350-0-1110-1000-580000-001-0401	5,964.85
				0100-09000-0-1143-1000-580000-001-0109	885.15
				Warrant Total:	6,850.00
Vendor Total:	6,850.00				
2734-HILLSIDES	512451644	PO-221267	MENTAL HEALTH SERVICES	0100-00000-0-5760-3120-580000-001-0000	445.00
				0100-00000-0-5760-3120-580000-001-0000	2,754.88
				0100-00000-0-5760-3120-580000-001-0000	26,546.00
				Warrant Total:	29,745.88
Vendor Total:	29,745.88				
368-INGRAHAM TROPHIES	512451645	PO-221245	SUPPLIES-VIKING OF THE MONTH	0100-09000-0-1110-1000-430000-001-0201	526.83
				0100-09000-0-1110-1000-430000-001-0201	303.94
				0100-00000-0-0000-7110-580000-000-0000	532.92
				Warrant Total:	1,363.69
Vendor Total:	1,363.69				
2157-JENSEN, SHARI	512452457	PO-221281	SUPPLIES-BOARD	0100-00000-0-0000-7110-430000-000-0000	129.96
Warrant Total:	129.96				
Vendor Total:	129.96				
400-JOE SAUBERT INC.	512451646	PO-221235	REPAIRS-10 WING	0100-00000-0-0000-8200-560019-000-0000	157.00
Warrant Total:	157.00				
Vendor Total:	157.00				
2739-JOHNSON, ANGEL	512448858	PO-221200	GUARDIAN MILEAGE	0100-65000-0-5760-9200-714201-000-0000	115.92
Warrant Total:	115.92				
Vendor Total:	115.92				

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2692-JOHNSTON, KRISTINE	512451647	PO-221242	LUNCH INSERVICE	0100-32120-0-1110-1000-580000-001-0000	41.53	
	Warrant Total:					41.53
	512452458	PO-221265	PARENT ENGAGEMENT	0100-09000-0-1110-1000-430000-000-0301	16.20	
		PO-221265	PARENT ENGAGEMENT	0100-09000-0-1110-1000-430000-000-0301	17.00	
		PO-221265	PARENT ENGAGEMENT	0100-09000-0-1110-1000-430000-000-0301	34.00	
Warrant Total:					67.20	
Vendor Total:					108.73	
435-KHS STUDENT BODY	512451648	PO-221239	VIKING OF THE MONTH	0100-09000-0-1110-1000-430000-001-0201	300.00	
		PO-220951	TOURNAMENTS-PBIS	0100-09000-0-1110-1000-430000-002-0201	200.00	
		PO-221247	FUEL-WRESTLING	0100-00000-0-1110-3600-430009-001-0000	363.55	
		PO-221248	WASC WORKSHOP	0100-00000-0-1110-1000-580000-002-0000	63.30	
	Warrant Total:					926.85
Vendor Total:					926.85	
2455-KINGS INDUSTRIAL OCCUPATIONAL	512451649	PO-221221	D.O.T. PHYSICAL	0100-00000-0-1110-3600-580025-001-0000	95.00	
	Warrant Total:					95.00
Vendor Total:					95.00	
476-LOZANO SMITH LLP	512452459	PO-220513	LEGAL SERVICE	0100-00000-0-0000-7300-580018-000-0000	750.00	
	Warrant Total:					750.00
Vendor Total:					750.00	
1364-MANLEY, MIKE	512452460	PO-221286	MILEAGE/PARKING	0100-00000-0-1135-4200-580000-001-0000	10.00	
		PO-221286	MILEAGE/PARKING	0100-00000-0-1135-4200-580000-001-0000	216.57	
	Warrant Total:					226.57
Vendor Total:					226.57	
2255-MID VALLEY DISPOSAL LLC	512451650	PO-221220	WASTE/REFUSE	0100-81500-0-0000-8100-550008-000-0000	450.00	
	Warrant Total:					450.00
Vendor Total:					450.00	
533-MYNDERUP, RICHARD	512448859	PO-221198	SUPPLIES-CTEIG	0100-63870-0-3800-1000-430000-001-3017	101.94	
		PO-221198	SUPPLIES-CTEIG	0100-63000-0-1110-1000-430000-001-1155	0.66	
	Warrant Total:					102.60
Vendor Total:					102.60	
2298-NAVARRO, ROBERT	512451651	PO-221213	D.O.T. PHYSICAL	0100-00000-0-1110-3600-580025-001-0000	75.00	
	Warrant Total:					75.00
Vendor Total:					75.00	

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547-NELSON'S ACE HARDWARE	512452461	PO-221287	SUPPLIES-MAINT	0100-81500-0-0000-8100-430018-000-0030	628.14
				Warrant Total:	628.14
				Vendor Total:	628.14
568-OFFICE DEPOT INC.	512448860	PO-221179	SUPPLIES-TESTING	0100-00000-0-1110-1000-430000-001-9943	19.82
		PO-221179	SUPPLIES-TESTING	0100-00000-0-1110-1000-430000-001-9943	59.06
		PO-221180	SUPPLIES-ATHLETICS	0100-00000-0-1135-4200-430000-001-0000	74.26
		PO-221103	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	8.55
		PO-221129	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	113.24
		PO-221103	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	89.78
		PO-221120	TECH SUPPLY	0100-00000-0-1110-2420-430000-001-1143	90.11
		PO-221114	SUPPLIES-COMPUTER TECH	0100-63000-0-1110-1000-430000-001-3015	59.79
		PO-221118	SUPPLIES-COMPUTER TECH	0100-63000-0-1110-1000-430000-001-3015	54.91
		PO-221121	SUPPLIES-COMPUTER TECH	0100-63000-0-1110-1000-430000-001-3015	5.37
		PO-221121	SUPPLIES-COMPUTER TECH	0100-63000-0-1110-1000-430000-001-3015	120.30
		PO-221123	SUPPLIES-BLOCK "K"	0100-00000-0-1110-1000-430000-001-0000	18.90
		PO-221123	SUPPLIES-BLOCK "K"	0100-00000-0-1110-1000-430000-001-0000	35.60
		PO-221114	SUPPLIES-COMPUTER TECH	0100-63000-0-1110-1000-430000-001-3015	240.21
		PO-221116	SUPPLIES-COMPUTER TECH	0100-63000-0-1110-1000-430000-001-3015	228.08
		PO-221142	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	130.76
		PO-221137	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	27.07
		PO-221137	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	215.52
		PO-221142	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	15.23
		PO-221142	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	295.76
		PO-221135	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	10.01
		PO-221135	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	133.24
		PO-221132	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	40.60
		PO-221132	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	54.13
		PO-221133	TECH SUPPLY-INK	0100-00000-0-1110-2420-430000-001-1143	123.73
		PO-221169	SUPPLIES-DISTRICT OFFICE	0100-00000-0-0000-7300-430000-000-0000	129.66
		PO-221170	SUPPLIES-AG/MATH/SPANISH	0100-63000-0-1110-1000-430000-001-1132	6.36
		PO-221170	SUPPLIES-AG/MATH/SPANISH	0100-63000-0-1110-1000-430000-001-1145	73.00
		PO-221170	SUPPLIES-AG/MATH/SPANISH	0100-63000-0-1110-1000-430000-001-1152	102.15
		PO-221151	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	3.07
		PO-221151	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	20.26
		PO-221151	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	320.67
		PO-221154	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	88.27
		PO-221155	SUPPLIES-SPANISH	0100-63000-0-1110-1000-430000-001-1145	63.16
		PO-221144	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	106.27
		PO-221147	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	108.76
		PO-221149	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	19.50
		PO-221149	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	243.35
568-OFFICE DEPOT INC. cont.----->				Warrant Total:	3,548.51

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568-OFFICE DEPOT INC.	512451652	PO-221196	SUPPLIES-ART/DIST	0100-63000-0-1110-1000-430000-001-1133	35.66
		PO-221196	SUPPLIES-ART/DIST	0100-00000-0-0000-7300-430000-000-0000	19.80
		PO-221181	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	14.21
		PO-221181	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	38.24
		PO-221181	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	26.69
		PO-221181	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	101.13
		PO-221194	SUPPLIES-ADMIN	0100-00000-0-0000-2700-430000-001-0000	257.14
		PO-221273	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	377.45
			Warrant Total:		870.32
	512452462	PO-221208	SUPPLIES-ADMIN	0100-00000-0-0000-2700-430000-001-0000	139.16
		PO-221223	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	61.90
		PO-221223	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	131.42
		PO-221225	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	54.71
			Warrant Total:		387.19
		Vendor Total:		4,806.02	
584-PACIFIC GAS & ELECTRIC CO.	512448861	PO-220894	UTILITIES-KHS	0100-00000-0-0000-8200-550001-000-0000	9,217.40
				Warrant Total:	9,217.40
	512451653	PO-220894	UTILITIES-KHS	0100-00000-0-0000-8200-550001-000-0000	10,385.18
		PO-220894	UTILITIES-OASIS	0100-00000-0-3200-8100-550001-002-0000	12.32
		PO-220894	UTILITIES-I.S.	0100-00000-0-3300-8100-550001-002-0000	12.32
		Warrant Total:		10,409.82	
		Vendor Total:		19,627.22	
585-PACIFIC WEST CONTROLS INC.	512451654	PO-220117	HVAC MAINT/SERVICE	0100-81500-0-0000-8100-560010-000-0000	150.00
		PO-221238	MAINT CONTRACT	0100-81500-0-0000-8100-560010-000-0000	2,465.00
			Warrant Total:		2,615.00
		Vendor Total:		2,615.00	
1728-RAY MORGAN COMPANY INC.	512452463	PO-220631	CONSULTING/NON CAP EQUIP	0100-32120-0-0000-7300-440000-000-3112	4,082.20
		PO-220631	CONSULTING/NON CAP EQUIP	0100-32120-0-0000-7300-580000-000-3112	12,298.00
			Warrant Total:		16,380.20
		Vendor Total:		16,380.20	
2713-REALITY WORKS INC.	512448862	PO-221066	SUPPLIES-CTEIG	0100-63870-0-3800-1000-430000-001-3020	1,121.36
				Warrant Total:	1,121.36
			Vendor Total:		1,121.36
676-SAFELITE AUTO GLASS	512452464	PO-221283	WINDSHIELD	0100-81500-0-0000-8100-430018-000-0000	103.69
		PO-221283	WINDSHIELD	0100-81500-0-0000-8100-430018-000-0000	547.66
			Warrant Total:		651.35
		Vendor Total:		651.35	

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1476-SCHOOL SAVERS CORPORATION	512448863	PO-221141	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	361.42
		PO-221150	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	144.67
				Warrant Total:	506.09
				Vendor Total:	506.09
1995-SHI INTERNATIONAL CORP.	512452466	PO-221280	NON CAP EQUIPMENT	0100-32100-0-1110-7110-440000-000-0000	250.22
				Warrant Total:	250.22
				Vendor Total:	250.22
2694-SIGLE, JAMES	512448864	PO-221201	GUARDIAN MILEAGE	0100-65000-0-5760-9200-714201-000-0000	203.55
				Warrant Total:	203.55
				Vendor Total:	203.55
724-SISC III	512448865	PV-220012	BOARD	0100-00000-0-0000-7110-340200-000-0000	7,305.50
		PV-220012	BC-RETIREE*	0100-00000-0-0000-7110-340200-000-0000	1,853.30
		PV-220012	RS-RETIREE*	0100-00000-0-0000-8200-370200-000-0000	2,229.80
		PV-220012	JH-RETIREE	0100-00000-0-0000-8200-370200-000-0000	1,818.80
		PV-220012	LC-RETIREE	0100-00000-0-0000-3130-370200-000-0000	1,675.80
		PV-220012	BS-RETIREE*	0100-00000-0-0000-7110-370200-000-0000	2,201.80
		PV-220012	STAFF	0100-00010-0-0000-0000-951400-000-0000	155,615.55
				Warrant Total:	172,700.55
				Vendor Total:	172,700.55
1618-SITE ONE LANDSCAPE SUPPLY	512451656	PO-221237	SUPPLIES-GROUNDS	0100-00000-0-0000-8200-430010-000-0000	459.40
		PO-221237	SUPPLIES-GROUNDS	0100-00000-0-0000-8200-430010-000-0000	1,305.05
		PO-221237	SUPPLIES-GROUNDS	0100-00000-0-0000-8200-430010-000-0000	1,532.22
		PO-221237	SUPPLIES-GROUNDS	0100-00000-0-0000-8200-430010-000-0000	3,216.48
				Warrant Total:	6,513.15
				Vendor Total:	6,513.15
2701-SMITH, THERESA	512451657	PO-221241	CATERING	0100-09000-0-1110-1000-580000-000-0301	300.00
				Warrant Total:	300.00
				Vendor Total:	300.00
740-STATE OF CALIFORNIA	512451658	PO-220354	FINGERPRINTING	0100-00000-0-0000-7300-580015-000-0000	81.00
				Warrant Total:	81.00
				Vendor Total:	81.00
748-SULLIVAN SUPPLY INC.	512451659	PO-221076	SUPPLIES-CTEIG/AG	0100-35500-0-3800-1000-430000-001-0000	347.23
		PO-221076	SUPPLIES-CTEIG/AG	0100-63870-0-3800-1000-430000-001-3020	74.72
				Warrant Total:	421.95
				Vendor Total:	421.95

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1527-SWEETWATER SOUND INC.	512448866	PO-221026	SUPPLY-MUSIC DEPT	0100-63000-0-1110-1000-430000-001-1155	2,068.35	
	Warrant Total:					2,068.35
	512451660	PO-221215	SUPPLIES-MUSIC	0100-63000-0-1110-1000-430000-001-1155	392.31	
		PO-220798	NON CAP EQUIP-MUSIC	0100-32120-0-1110-1000-440000-001-0000	7,218.23	
		PO-220798	NON CAP EQUIP-MUSIC	0100-32120-0-1110-1000-440000-001-0000	7,628.25	
Warrant Total:					15,238.79	
Vendor Total:					17,307.14	
758-TCM INVESTMENTS	512448868	PO-220121	COPIER RENTAL-AG	0100-70100-0-3800-1000-560008-001-0000	46.32	
		PO-220121	COPIER RENTAL-AG	0100-35500-0-3800-1000-560008-001-0000	46.31	
		PO-220121	COPIER RENTAL-I.S.	0100-00000-0-3300-8100-560008-002-0000	72.76	
	Warrant Total:					165.39
Vendor Total:					165.39	
2730-TECHNOLOGY IN EDUCATION INC.	512451661	PO-220984	NON CAP EQUIPMENT	0100-32120-0-1110-1000-440000-001-0000	4,262.67	
	Warrant Total:					4,262.67
Vendor Total:					4,262.67	
774-THE GAS COMPANY	512451662	PO-220123	NATURAL GAS	0100-00000-0-0000-8200-550003-000-0000	744.80	
	Warrant Total:					744.80
	Vendor Total:					744.80
779-THE HOME DEPOT	512451663	PO-221184	SUPPLIES-CTEIG	0100-63870-0-3800-1000-430000-001-3017	594.57	
		PO-220082	SUPPLIES-MAINT	0100-81500-0-0000-8100-430018-000-0004	56.34	
	Warrant Total:					650.91
Vendor Total:					650.91	
1862-THYSSENKRUPP ELEVATOR CORP	512448869	PO-220891	REPAIRS - ELEVATOR	0100-81500-0-0000-8100-560019-000-0000	3,603.39	
	Warrant Total:					3,603.39
Vendor Total:					3,603.39	
2297-VALERO MARKETING & SUPPLY COMP	512452467	PO-220760	FUEL	0100-00000-0-1110-3600-430009-001-9956	2,520.52	
	Warrant Total:					2,520.52
Vendor Total:					2,520.52	
828-VALLEY IRON INC	512451664	PO-220007	SUPPLIES-AG MECH	0100-00000-0-1132-1000-430000-001-0010	294.24	
	Warrant Total:					294.24
Vendor Total:					294.24	

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994-VALLEY R.O.P.	512448870	PO-220557	JM-TEACHER	0100-63870-0-3800-1000-580000-001-6350	172.99
		PO-220557	JM-TEACHER	0100-63870-0-3800-1000-580000-001-6350	109.56
		PO-220692	OJ-SPORTS MEDICINE	0100-00000-0-1135-4200-580000-000-0204	3,095.24
		PO-220557	JM-TEACHER	0100-00000-0-1110-1000-580000-001-6350	9,138.05
		PO-220557	JM-TEACHER	0100-00000-0-1110-1000-580000-001-6350	9,138.05
		PO-220692	OJ-SPORTS MEDICINE	0100-00000-0-1135-4200-580000-000-0204	3,095.24
				Warrant Total:	24,749.13
				Vendor Total:	24,749.13
2151-VERIZON WIRELESS	512452469	PO-220135	CELL PHONES-ADMIN	0100-00000-0-0000-7300-590006-000-0000	481.45
		PO-220754	HOT SPOTS-KHS	0100-09000-0-1110-1000-590008-001-0302	4,523.19
		PO-220754	HOT SPOTS-OHS	0100-31820-0-1110-1000-590008-002-0000	4,029.06
				Warrant Total:	9,033.70
				Vendor Total:	9,033.70
837-VIRCO MANUFACTURING CORP	512448871	PO-220872	NON CAP FURNITURE-ESSER II	0100-32120-0-1110-1000-440001-001-0000	4,236.13
					Warrant Total:
				Vendor Total:	4,236.13
2414-WALTERMAN, RYAN	512448872	PO-221203	SUPPLIES-PBIS	0100-09000-0-1110-1000-430000-002-0201	142.90
		PO-221203	SUPPLIES-PBIS	0100-09000-0-1110-1000-430000-002-0201	24.94
		PO-221203	SUPPLIES-PBIS	0100-09000-0-1110-1000-430000-002-0201	137.44
		PO-221203	SUPPLIES-PBIS	0100-09000-0-1110-1000-430000-002-0201	16.00
				Warrant Total:	321.28
512451665	PO-221266	PARENT ENGAGEMENT	0100-09000-0-1110-1000-430000-002-0301	142.90	
			Warrant Total:	142.90	
				Vendor Total:	464.18
848-WARD'S NATURAL SCIENCE	512452470	PO-220745	SUPPLIES-SCIENCE	0100-74250-0-1110-1000-430000-001-0000	1,846.12
		PO-220745	SUPPLIES-SCIENCE	0100-74250-0-1110-1000-430000-001-0000	313.09
		PO-220745	SUPPLIES-SCIENCE	0100-74250-0-1110-1000-430000-001-0000	800.74
		PO-220745	SUPPLIES-SCIENCE	0100-74250-0-1110-1000-430000-001-0000	1,713.63
				Warrant Total:	4,673.58
				Vendor Total:	4,673.58
2736-WARKENTIN, MICHELLE	512451666	PO-221268	STAFF DEVELOPEMENT	0100-40350-0-1110-1000-580000-001-0401	31.18
		PO-221268	STAFF DEVELOPEMENT	0100-40350-0-1110-1000-580000-001-0401	35.90
		PO-221268	STAFF DEVELOPEMENT	0100-40350-0-1110-1000-580000-001-0401	48.48
				Warrant Total:	115.56
				Vendor Total:	115.56

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2321-WESTAIR GASES & EQUIPMENT INC.	512451667	PO-221187	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	521.06	
					Warrant Total:	521.06
	512452471	PO-221251	SUPPLIES-AG MECH	0100-00000-0-1132-1000-430000-001-1132	221.67	
				Warrant Total:	221.67	
				Vendor Total:	742.73	
2580-ZOOM VIDEO COMMUNICATIONS INC.	512452472	PO-220127	CLOUD RECORDING-100GB	0100-32120-0-1110-1000-580000-000-0000	40.00	
					Warrant Total:	40.00
					Vendor Total:	40.00
Fund Total:					614,646.00	

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1300-Cafeteria Fund					
2474-ALENA FOODS INC.	512448843	PO-221022	WATER	1300-53100-0-0000-3700-430000-000-0000	3,582.00
				Warrant Total:	3,582.00
				Vendor Total:	3,582.00
130-CDW GOVERNMENT INC.	512448847	PO-220370	NON CAP COMPTER EQUIP	1300-53100-0-0000-3700-440002-000-0000	490.26
				Warrant Total:	490.26
				Vendor Total:	490.26
1368-DBA:T.S. WOO DISTRIBUTING INC.	512448856	PO-221207	FOOD SERVICE	1300-53100-0-0000-3700-470002-000-0000	210.48
				Warrant Total:	210.48
				Vendor Total:	210.48
2418-SELMA UNIFIED SCHOOL DISTRICT	512452465	PO-221279	LUNCHES-APRIL	1300-53100-0-0000-3700-580000-000-0000	10,989.90
				Warrant Total:	10,989.90
				Vendor Total:	10,989.90
755-SYSCO CENTRAL CALIFORNIA INC.	512448867	PO-221185	FOOD SERVICE	1300-53100-0-0000-3700-430000-000-0000	122.23
		PO-221185	FOOD SERVICE	1300-53100-0-0000-3700-470002-000-0000	307.39
		PO-221185	FOOD SERVICE	1300-53100-0-0000-3700-470002-000-0000	514.62
		PO-221185	FOOD SERVICE	1300-53100-0-0000-3700-470002-000-0000	1,490.96
		PO-221185	FOOD SERVICE	1300-53100-0-0000-3700-470002-000-0000	1,707.14
		PO-221185	FOOD SERVICE	1300-53100-0-0000-3700-470002-000-0000	1,849.51
				Warrant Total:	5,991.85
				Vendor Total:	5,991.85
Fund Total:					21,264.49

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
ACCOUNTS PAYABLE BOARD REPORT
Issue Date: 05/01/2022 thru 05/31/2022
Regular Meeting June 20, 2022

Vendor	Warrant #	Reference	Description	Fu---Re---Y-Gl---Fn---Ob-----Si--Dp	Amount	
<u>1400-Deferred Maintenance Fund</u>						
2243-COSCO FIRE PROTECTION	512451619	PO-221234	REPAIRS-ALARM	1400-00000-0-0000-8500-560019-000-0000	695.00	
		PO-221234	REPAIRS-ALARM	1400-00000-0-0000-8500-560019-000-0000	750.00	
		PO-221234	REPAIRS-ALARM	1400-00000-0-0000-8500-560019-000-0000	1,315.00	
		PO-221234	REPAIRS-ALARM	1400-00000-0-0000-8500-560019-000-0000	1,569.00	
				Warrant Total:	4,329.00	
				Vendor Total:	4,329.00	
2388-GLOBAL CTI GROUP INC.	512448857	PO-221115	NON CAP EQUIPMENT	1400-00000-0-0000-8500-440000-002-0000	1,166.28	
					Warrant Total:	1,166.28
					Vendor Total:	1,166.28
Fund Total:					5,495.28	

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
ACCOUNTS PAYABLE BOARD REPORT
Issue Date: 05/01/2022 thru 05/31/2022
Regular Meeting June 20, 2022

Vendor	Warrant #	Reference	Description	Fu---Re---Y-GI---Fn---Ob---Si---Dp	Amount
<u>2104-Building Fund</u>					
2741-VANIR CONSTRUCTIONS MANAGEMENT	512452468	PO-221284	COURTYARD RENOVATION	2104-00000-0-0000-8500-580000-000-2924	6,976.97
Warrant Total:					6,976.97
Vendor Total:					6,976.97
Fund Total:					6,976.97

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
ACCOUNTS PAYABLE BOARD REPORT
Issue Date: 05/01/2022 thru 05/31/2022
Regular Meeting June 20, 2022

Vendor	Warrant #	Reference	Description	Fu---Re---Y-Gl---Fn---Ob-----Si--Dp	Amount
2500-Capital Facilities Fund					
2243-COSCO FIRE PROTECTION	512451620	PO-221233	INSPECTIONS	2500-90510-0-0000-8500-580000-000-0000	437.50
		PO-221233	INSPECTIONS	2500-90510-0-0000-8500-580000-000-0000	500.00
				Warrant Total:	937.50
				Vendor Total:	937.50
1354-DBA: EXECUTIVE BUSINESS PROD.	512451624	PO-220338	NON CAP FURNITURE-ADMIN	2500-90510-0-0000-8500-440001-000-0000	39.82
		PO-220338	NON CAP FURNITURE-ADMIN	2500-90510-0-0000-8500-440001-000-0000	1,027.19
				Warrant Total:	1,067.01
				Vendor Total:	1,067.01
	512452452	PO-221217	NON CAP FURNITURE	2500-90510-0-0000-8500-440001-002-0000	1,274.18
				Warrant Total:	1,274.18
				Vendor Total:	2,341.19
2443-DBA: SEQUOIA CONSTRUCTION COMP	512448852	PO-221204	FS BUILDING	2500-90510-0-0000-8500-620000-001-0000	7,920.00
					Warrant Total:
	512451631	PO-221271	DG-BASEBALL FIELD	2500-90510-0-0000-8500-617000-001-0000	1,600.20
		PO-221272	BLDG. IMPROVEMENTS	2500-90510-0-0000-8500-620000-001-0000	1,340.40
				Warrant Total:	2,940.60
				Vendor Total:	10,860.60
2454-DBA: THE TAYLOR GROUP ARCH.	512451633	PO-221254	OHS-PORTABLE	2500-90510-0-0000-8500-620002-002-3101	4,331.02
				Warrant Total:	4,331.02
				Vendor Total:	4,331.02
2004-SCHOOL WORKS INC.	512451655	PO-221255	DEVELOPER FEE STUDY	2500-90510-0-0000-8500-580000-000-0000	2,500.00
				Warrant Total:	2,500.00
				Vendor Total:	2,500.00
Fund Total:					31,117.46

ISSUE: Presented to the Board is the 2022-2023 Agriculture Incentive Grant Application for Kingsburg Joint Union High School District scheduled to receive \$13,160.00 in funding for the 2022-2023 school year.

ACTION: Approve or deny the 2022-2023 Agriculture Incentive Grant Application.

RECOMMENDATION: Recommend approval

FOR BOARD ACTION:

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



Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

To: Board of Trustees
Kingsburg Joint Union High School District

From: Brian Donovan
Agriculture Department Chair

Date: May 23, 2023

Re: 2022-2023 Agriculture Incentive Grant Application

I am requesting board approval of the 2022-2023 Agriculture Incentive Grant application. The Kingsburg Joint Union High School District is scheduled to receive \$ \$13,160 in Ag Incentive Grant funding next year to supplement district and other funds that aid in developing, implementing and strengthening the agriculture program for students.

If you have any questions or concerns, I can be reached by cell phone (650-255-2876).

Thank you.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022-23 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Kingsburg High School

School Site

Kingsburg Joint Union High School Dist.

District

Please include the following items with your application:

- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent



Signature of Agriculture Teacher
Responsible for the Program

Superintendent

Authorized Agent Title



Signature of Principal

Contact Phone Number: (650) 255-2876

Date of Local Agency Board Approval: 06/20/22

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW

Please check each Quality Criteria you meet:

- 1. Curriculum and Instruction
- 2. Leadership and Citizenship Development
- 3. Practical Application of Occupational Skills
- 4. Qualified and Competent Personnel
- 5. Facilities, Equipment, and Materials
- 6. Community, Business, and Industry Involvement
- 7. Career Guidance
- 8. Program Promotion
- 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE
CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

Yes No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A
VARIANCE REQUEST FORM FOR EACH AND CONTINUE TO THE NEXT PAGE OF
YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE,
AND YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL
CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022-23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2022 TO JUNE 30, 2023

Applicant Information (please fill in the underlined fields)

Number of different agriculture teachers at site
(Please attach a separate list of agriculture teachers' names): 3

Total number of students from the prior fiscal year R-2 Report: 270

Number of teachers meeting Criterion 10 (Class size - See instructions): 0

Number of teachers meeting Criterion 11a (Year round employment - See instructions): 3

Number of teachers meeting Criterion 11b (Project supervision period - See instructions): 0

Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)? n

Award Calculations

Part 1: Based on your number of agriculture teachers at the site:
(Please attach a separate list of agriculture teachers' names): \$ 5,000.00

Part 2: Based on \$8.00 per member listed on the R-2 Report: \$ 2,160.00

Part 3a: Based on number of teachers meeting Criterion 10: \$ 0.00

Part 3b: Based on number of teachers meeting Criterion 11a: \$ 6,000.00

Part 3c: Based on number of teachers meeting Criterion 11b: \$ 0.00

Part 4: Based on meeting all criteria on the Quality Criterion 12 Form: \$ 0.00

Total Estimated Award: \$ 13,160.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate: \$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Instructional Materials	\$ 6,015.00	\$ 6,015.00
Subtotal	N/A	\$ 6,015.00	\$ 6,015.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Professional Development	\$ 3,000.00	\$ 3,000.00
2.	Student Supervision - Conferences	\$ 2,500.00	\$ 2,500.00
3.	Copier Rental	\$ 900.00	\$ 900.00
4.	Copier Maintenance	\$ 745.00	\$ 745.00
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	N/A	\$ 7,145.00	\$ 7,145.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.			
2.			
3.			
4.			
5.			
Subtotal	N/A	\$ 0.00	\$ 0.00

Total Allocated Funds: \$ 13,160.00 \$ 13,160.00

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 21-22

School Kingsburg High School

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
----------	------------------------

Attended the following:

Greenhand Conference	11
Made For Excellence Conference	4
Advanced Leadership Academy	6
Chapter Officer Leadership Conference	8
Spring Region Meeting	2
State Leadership Conference	23
National Convention	0

Submitted the following:

State Degree Application	6
American Degree Application	4
Proficiency Award Application - Section	6
Chapter Award Application - State	0
Scholarship Application - State	1

Participated in the following:

Opening and Closing Contest - Section	24
Best Informed Greenhand Contest - Section	6
Co-Op Marketing Quiz - Section	0
Creed Recitation - Section	2
Extemporaneous Speaking - Section	1
Job Interview - Section	0
Impromptu Speaking - Section	3
Prepared Speaking - Section	0
Parliamentary Procedure - Section	6
County/District Fair/Show	49
Career Development Teams (other than those identified above)	
1 AgMechanics	8
2 Floral	5
3	
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1 ParliProRegion	6
2	
3	
4	
5	

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 21-22 School Kingsburg

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of six of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES			
	Donovan	Ferguson	Calvert	
Fall Region Meeting	X	X	X	
Region In-service Day (Road Show)	X	X		
Spring Region Meeting	X	X	X	
Section In-service	X	X	X	
Section In-service	X	X	X	
Section In-service	X	X	X	
Section In-service	X	X	X	
New Teacher Conference				
Master Teacher Conference				
Summer CATA Conference	X	X	X	
University AgEd Skills Week	X	X		
Professional Development **			X	

** Can utilize a *maximum* of two other "Agriculturally Related" Professional Development activities than those listed above. These must be approved by the Regional Supervisor. Explain the Professional Development:

- 1 Calvert - FCOE Agriscience PLC
- 2
- 3
- 4
- 5

ISSUE:

Presented to the Board is the 2022-2023 Carl Perkins Application required by the state of California in order to distribute funding to Kingsburg Joint Union High School District in the amount of \$35,262.00 in Perkins funding for 2022-2023 school year.

ACTION:

Approve or deny the 2022-2023 Carl Perkins Application.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

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



Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

To: Board of Trustees
Kingsburg Joint Union High School District

From: Brian Donovan
Career Technical Education Coordinator

Date: May 23, 2022

Re: 2022-2023 Carl Perkins Application

I am requesting board approval of the 2022-2023 Carl Perkins Career & Technical Education application. This document is required by the state of California in order for them to distribute funding to our site in accordance with the guidelines of the Carl D. Perkins Career & Technical Education Improvement Act.

The Kingsburg Joint Union High School District is scheduled to receive \$35,262 in Perkins funding next year to supplement district and other funds that aid in developing, implementing and strengthening programs for career technical education students.

In April, an application form was sent to district CTE teachers, those teachers who responded to the form by the deadline were include in the application for 2022-2023

If you have any questions or concerns, I can be reached by cell phone (650-255-2873).

Thank you.



Program Grant Management System (PGMS)

Kingsburg Joint Union High (131 - Secondary)

2022-23 Application

2022-23 Section I - State Assurances and Certifications

Quick Facts Box

Allocation Amount	\$35,262.00
Budgeted Amount	\$35,262.00
Indirect Amount	\$947.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Submitted For Review on May 12 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Certifications Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education Act for the 21st Century Act (Perkins V).

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; Every year, the local educational agencies (LEA) must

download them, collect the appropriate signatures (please sign & date even the ones that don't specifically have a space for it), and keep them on file to be available for compliance reviews, complaint investigations, or audits.

- ☐ [California Department of Education General Assurances](#)
- ☐ [Drug Free Workplace Certification](#)
- ☐ [U.S. Department of Education Debarment and Suspension](#)
- ☐ [U.S. Department of Education Lobbying](#)
- ☐ [Perkins V Assurances and Certifications](#)
- ☐ [2022-23 Grant Conditions](#)

LEA Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

CDE Review and Sign-off

CDE Comments

Section Approved

Save Save and Continue to Section II

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



Program Grant Management System (PGMS)

Kingsburg Joint Union High (131 - Secondary)

2022-23 Application

2022-23 Section II - Stakeholders

Quick Facts Box

Allocation Amount	\$35,262.00
Budgeted Amount	\$35,262.00
Indirect Amount	\$947.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Submitted For Review on May 12 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Special Population Stakeholders

The Strengthening Career and Technical Education For the 21st Century Act (Perkins V) requires local educational agencies (LEAs) to implement strategies To overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups listed below have contributed to the LEA's Comprehensive Local Needs Assessment for the 2020–21 Perkins V application.

Each special population category must be signed by the LEA's designated administrator or the certificated representative responsible for that program.

Download the Sign-off Form for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.

Students with Disabilities (Special Education Coordinator/Administrator)

Name Cindy Schreiner
Title Executive Director of Student Services

Economically Disadvantaged (Title I Coordinator/Administrator)

Name Cindy Schreiner
Title Executive Director of Student Services

Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator)

Name Cindy Schreiner
Title Executive Director of Student Services

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Name Cindy Schreiner
Title Executive Director of Student Services

Out-Of-Workforce Individuals (Title IX Coordinator/Administrator)

Name Cindy Schreiner
Title Executive Director of Student Services

English Language Learners (English Learner Coordinator/Administrator)

Name Cindy Schreiner
Title Executive Director of Student Services

Homeless

Name Cindy Schreiner
Title Executive Director of Student Services

Youth who are in, or who have aged out Of, the foster care system

Name Cindy Schreiner
Title Executive Director of Student Services

Youth with a parent who is on active duty in the military

Name Cindy Schreiner
Title Executive Director of Student Services

Edit

CTE Teacher Matrix

For every CTE teacher in the LEA, enter the following information:

1. CTE-eligible credential

1A) For each CTE teacher assisted w/ Perkins funds, enter the name of the teacher as it appears on the CTE-eligible credential.

1B) Enter the document number of the CTE-eligible credential. We look up 100% of the entries on the CTC website.

1C) Enter the document title of the CTE-eligible credential (i.e., credential type: CTE, Designated Subjects, Vocational, Single Subject, etc).

1D) Enter the subject description of the CTE-eligible credential (i.e., subject authorization). For credentials issued 2008 or later, the subject description should match one of the 15 industry sectors. For credentials issued before 2008 ('Designated Subjects Vocational'), the subject descriptions do not conform to the 15 industry sectors and come from a nearly infinite variety of job titles—type the one from the credential into this field.

2. The subject of the credential matches the pathway assigned.

2A) For each CTE teacher assisted w/ Perkins funds, enter the local name of the site.

2B) Enter the name of the site of the pathway.

2C) Enter the local name of the pathway if it's different from the name of the pathway as coded in CALPADS.

2D) Enter the official CALPADS pathway name; i.e., the name of the CTE Model Curriculum Standards the teacher covers. If the same teacher is assigned to two or more pathways, list him/her two or more times.

1) Teacher Credential and CTE-Eligibility

1A) Teacher's Name

1B) CTE-Eligible Credential Document Number

1C) Document Title

Select Document Title

1D) Subject Description

Select a subject description

2) Does the Credential Match the Assignment?

2A) Site Name

Select Site

2B) Local Name of Pathway

2C) CALPADS Pathway Name

Select Pathway

Submit Teacher

1A) CTE Teacher's Last Name	1C) Document Title/ 1D) Subject Description	2A) Site Name	2C) CALPADS Pathway	Status	Comments	Action
Calvert, Alexis	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Kingsburg High	Agriculture and Natural Resources -- Animal Science	Submitted		<input type="button" value="Delete"/> <input type="button" value="Review"/>
Donovan, Brian	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Kingsburg High	Across Multiple Sectors -- Across Multiple Pathways	Submitted		<input type="button" value="Delete"/> <input type="button" value="Review"/>
Donovan, Brian	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Kingsburg High	Agriculture and Natural Resources -- Agricultural Mechanics	Submitted		<input type="button" value="Delete"/> <input type="button" value="Review"/>
Ferguson, Amanda	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Kingsburg High	Agriculture and Natural Resources -- Ornamental Horticulture	Submitted		<input type="button" value="Delete"/> <input type="button" value="Review"/>

Export to Excel

LEA Sign-off

As the duly authorized representative of the local educational agency applying for the Strengthening Career and Technical Education for the 21st Century Act, 2022-23 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have contributed to the LEA's Comprehensive Local Needs Assessment for this application.

CDE Review and Sign-off

CDE Comments

Section Approved

Save

Save and Continue to Section III

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



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Program Grant Management System (PGMS)

Kingsburg Joint Union High (131 - Secondary)

2022-23 Application

2022-23 Section III - State Determined Performance Levels

Quick Facts Box

Allocation Amount	\$35,262.00
Budgeted Amount	\$35,262.00
Indirect Amount	\$947.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Submitted For Review on May 12 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate	88.10%	89.10%	89.10%	91.10%	91.10%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S2: Academic Proficiency in Rereading Language Arts	60.60%	62.00%	62.00%	63.40	63.40%
2S2: Academic Proficiency in Mathematics	33.00%	34.50%	34.50%	36.50%	36.50%

	27.70%	28.20%	28.20	31.20%	31.20%
2S3: Academic Proficiency in Science					
3S1: Post-Program Placement (Optional for adult/Section 132)	67.20%	68.00%	68.00%	69.40%	69.40%
4S1: Non-traditional Program Concentration (Optional for adult/Section 132)	20.80%	20.80%	20.80%	21.00%	21.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential (Optional for adult/Section 132)	N/A	N/A	N/A	N/A	N/A
5S2: Program Quality – Attained Postsecondary Credits	21.60%	23.90%	23.90	26.20%	26.20%
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality - Other	N/A	N/A	N/A	N/A	N/A

The table above lists the State Determined Performance Levels (SDPLs) (formerly State Targets) for every sub-group. Note that future targets are likely to change as actual state-wide performance levels are gathered.

The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

For reporting purposes in Perkins V, a 'completer' is defined as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

Under Perkins V, California defines a 'concentrator' as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

California's College/Career Readiness Indicator (CCI) tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a C- or better in the capstone class.

LEA Sign-off

LEA Section Sign-off

CDE Review and Sign-off

CDE Comments

Section Approved

Save Save and Continue to Section IV



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Program Grant Management System (PGMS)

Kingsburg Joint Union High (131 - Secondary)

2022-23 Application

2022-23 Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements

Quick Facts Box

Allocation Amount	\$35,262.00
Budgeted Amount	\$35,262.00
Indirect Amount	\$947.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Submitted For Review on May 12 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Introduction

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local

application is described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years.

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among sub-groups of special populations; labor market needs; educator development; equity and access for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum—secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reducing performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.

Directions

Each question below is meant to be a concise and complete summary of the CLNA developed by each local educational agency (LEA). The Workbook To Accompany the CLNA Reporting Template offers a more in-depth exploration of each question from the CLNA Reporting Template to guide and inspire LEAs as they engage their required stakeholders in the construction of their CLNA. Each section is based on a separate requirement from the Perkins V law, Section 134(b)(1–9) and subsection c, of what must be contained in a CLNA and a local Perkins application.

The responses from the seven questions in the 'CLNA Reporting Template' and the subsequent eight questions in the 'Meeting the Perkins V Local Application Requirements' are required to be:

1. Included in the annual Perkins renewal application via the California Department of Education's (CDE) online Program Grant Management System, Section IV
2. Printed and signed by the LEA Perkins Coordinator and Stakeholder/CTE Advisory Committee Chairperson, to be kept on file and available for compliance reviews, reviews, complaint investigations, or audits, along with all other evidence of a complete CLNA process.

CLNA Reporting Template

1. Section 134(c)(d)(e): Stakeholder Consultation on the CLNA, Dates, Content, and Membership:

- i. **What was the date of the eligible grant recipient's most recent district-wide CTE Advisory or Stakeholder Engagement meeting that served as the source for constructing the LEA's CLNA?**

The date of the last district wide CTE Advisory committee was December 13, 2021
(Maximum 5000 Characters ≈ 2.78 pages)

- ii. **The basis for that meeting should have included a discussion/agreement of the eligible grant recipient's Perkins V accountability indicators plus a self-evaluation, as detailed in the "Workbook to Accompany the CLNA Reporting Template." Was the eligible grant recipient's previous self-evaluation based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) "11 Elements of a High-Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, or Workbook to Accompany the CLNA Reporting Template? How will the eligible grant recipient move towards the 12 Essential Elements of a High-Quality College and Career Pathway, which are supported by the**

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The advisory committee used the "11 Elements of a High-Quality CTE Program" document for the review tool at that meeting. At the time of the meeting, the new review tool was still a draft, as the document becomes official, our advisory group will use the crosswalk provided through some of the Perkins Zoom meetings to transfer over to the new annual review tool. Some of the feedback from the advisory committee was to continue to work towards full participation in a CTSO, we increased over the last year primarily due to being in person for the entire year. The advisory group sees the CTSO component as being important. We have also identified 2 potential dual enrollment courses that we could add in the future. (Maximum 5000 Characters≈ 2.78 pages)

- iii. **What is the date of the eligible grant recipient's next district-wide CTE Advisory or Stakeholder Engagement meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation?**

Our next date will be in the fall, the exact date has not been identified yet, but should be in October or November. This will allow us adequate time to compile data in order to identify areas where we can better serve our students. Notices and invites will go out through a direct mail and email a month before the meeting. A follow up reminder will go out two weeks ahead of the meeting to all members who have and have not RSVP'd for the meeting to ensure attendance of all of our stakeholders. We may have those pathway or department specific advisory meetings to further look at class size or programmatic details based upon those industry areas over the summer months of July or early August (Maximum 5000 Characters≈ 2.78 pages)

- iv. **For the meeting reported in question 1A, were all required categories of stakeholders present? If not, list which categories of stakeholders were missing and describe the effort in getting them there. What will be done to ensure they will be present for the next stakeholder engagement meeting to update the CLNA and to evaluate the effectiveness of previous strategies chosen?**

Unfortunately not all of our stakeholders were present. Our local workforce development was missing. We will be working to get our date on their calendar earlier as well as follow up with additional communication in order to make sure they were in attendance next time. These group members are hard to get in attendance they are in demand. (Maximum 5000 Characters≈ 2.78 pages)

2. Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated):

- i. **Responses must include a description of which of the seven required evaluative data "Indicators" from Section 3 in which the LEA has not made progress towards meeting the State Determined Performance Levels (SDPLs).**
- ii. **For each of those "Indicators," list the strategies for improvement that have been in place for three or more years, and describe how the LEA will change those strategies in order to meet the SDPLs.**
- iii. **Finally, include a description of any other performance metrics used by the LEA, quantitative or qualitative, by which to measure and track improvements to the LEA's CTE program and summarize the LEA's performance across those metrics.**

We have reviewed the data. Our 4 year graduation rate is outstanding. Last year we only had one student not receive a diploma, however they received a certificate of completion. Being a small single school district, our staff does an amazing job with high school graduation and academic proficiency. Two indicators that we will be working on are 5S2 - Attained Post secondary credits. Currently we have a number of dual enrollment opportunities however, some students seem concerned with the college rigor. During the recruiting and enrollment processes, the positives and negatives are discussed. Some of our high school instructors are hesitant to enroll freshman in a dual enrollment course. During the 2020-2021 school year, about 17% of our CTE Students took a dual enrollment class. We were short of our performance level by about 4%. Being a small school district, this was a matter of a few students. We will be researching additional dual credit possibilities for junior and senior students. Other goals would be to streamline the college registration process, currently a outreach coordinator comes to the high school and helps students sign up for dual enrollment college admission. This is helpful, however students do have a form to return with parent signature to enroll in the college level course. It will be suggested that all dual enrollment instructors create a handout for families so that can be shared easily outlining the positive benefits students receive from college credit. Another indicator that we will be working on is 4S1 - Non

Trinational Program Concentration. Although we have at least 1 non traditional student in each course area, and we have seen the numbers improving, we are not at the 20% goal level in all of our pathways individually, however as a total district we exceed that goal. Some areas that we have identified to improve individual pathways that are below the goal are, guest speakers, women in the trades workshops, past program graduates, and non traditional students helping during recruitment. 5S3 is another indicator we wish to work on. Currently the Agriculture Program focuses on work based learning and has a number of students in placement or entrepreneurship type work programs. Other CTE Pathways on campus lack data in this area. Currently those pathways that are not reporting this data are not receiving funding. We hope that this will encourage those pathways to help with the data collection in this and other areas such as graduate follow ups Graduate follow ups are conducted each January, the survey results have seen more participation in the last few years, but improvements here should still be made. Other performance metrics that we look at to help track quality and improvement is: Number of students requesting CTE Courses. Participation in CTSO, specifically leadership activities, and competitions above the local level.
(Maximum 15000 Characters ≅ 8.3 pages)

3. Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

The Agriculture Program at Kingsburg High School is nearing capacity, all other pathways there is some room for growth. We continue to ensure access to all students. We have worked diligently during scheduling our classes to ensure students have access to a variety of CTE pathways and academic courses at Kingsburg High School. We continue to look at providing additional Dual Enrollment Opportunities with our partners at Reedley College and Fresno City College. We have a couple of CTE classes that currently do not qualify for Perkins funding, we are looking at ways to complete those pathways. We are also looking into strengthening some of our pathways with additional courses. This year we added an Agriculture Communications class, we are looking at strengthen that program to create its own pathway.
(Maximum 5000 Character ≅ 2.78 pages)

4. Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

We have evaluated our progress in implementing our CTE Program of Study. We are working on some action items that will benefit our programs like increase data collection, and increasing the number of industry recognized certifications that are offered with in our programs. We will continue to evaluate our programs and make adjustments and changes as needed
(Maximum 5000 Characters ≅ 2.78 pages)

5. Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups

Currently we have no need to hire additional CTE staff, our class sizes are stable and programs are stable. Our staff represents another of different groups. Our school culture, climate and students as well as administration are amazing and help to retain our CTE professionals. Even through COVID a number of virtual professional development opportunities have been available to help our staff members. The Agriculture department was able to attend a number of in person professional development this spring. Our needs assessment identified strengths and gaps regarding recruitment, retention and training of CTE Professionals, including those from underrepresented groups. Our strengths are the Kingsburg Joint Union High School District has a variety of CTE Programs with individuals made up of a number of sub groups. The district has 15 CTE Staff members hired through KJUHSD or VROP. Because we are a small single school district we have a few gaps. Not every sub group or race will be represented in district or VROP staff. This is a challenge due to the number of CTE courses offered and the number of sections for each course. Retention is typically strong for our staff members. The Kingsburg Joint Union High School District and Valley Regional Occupation Program pride themselves with hiring quality teachers and providing them with ample opportunities for professional development to become successful. Each CTE Teacher receives CTE professional development annually through the Valley Regional Occupation Program or through other industry recognized sources
(Maximum 5000 Characters ≅ 2.78 pages)

6. Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points. Strategies to overcome barriers that result in:

i. improve rates of access to, or performance gaps in, the courses and programs for special populations;

Our needs assessment included discussions on how our CTE programs can improve our progress toward improving equal access and equity for all students. At this time students are only turned away from the classes if they are full. Our district provides its best effort through teachers and counseling staff to make sure that does not happen. In the Agriculture Program where it happens most of the time, students will still be able to stay within the

agriculture pathways, they will just be taking one class instead of 2 at the same time. Our counseling staff has done a better job of pathways to track students through CTE programs, and preventing students from only taking the capstone course (Maximum 5000 Characters ≈ 2.78 pages)

ii. providing programs that are designed to enable special populations to meet the local levels of performance;

CTE Programs at Kingsburg High School help to reinforce key concepts that are taught in our core classes. We feel that students who take courses in our CTE pathways benefit from the real world hands on experiences. This can directly benefit out special population students by provided them, motivation, career reinforcement and opportunities, job skills, and hands on differentiated instructions to help students learn in a variety of modalities. CTE classes teach a variety of core class concepts reinforcing necessary skills in English, Reading, Math and Sciences. In some cases we have cross curricular programs to help further benefit those students. Many of our teachers will provide college and career counseling for their students to help meet their future educational needs (Maximum 5000 Characters ≈ 2.78 pages)

iii. providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

CTE and CTSO opportunities and activities will be provided to all students. All students are encouraged to participate in CTE classes. All of our classes are aligned with in demand high wage industry sectors. Students in our CTE pathways are prepared for post high school employment through career planning and preparation assignments. Our special population students are given extra encouragement and assistance to resolve barriers that may prevent them from otherwise being able to participate in programs that lead to certifications, apprenticeships or programs that lead to employment opportunities. This encouragement is done through our counseling staff, our college and career coordinator and our special education department. Recently our Special Ed department has been listing CTE goals on IEPs. Students are participating in local, region and state competitions that really showcase the work based skills that they learn, and judged by industry representatives. Recently the Valley ROP group we belong to, hosted a CNA Job fair for their program completers (Maximum 5000 Characters ≈ 2.78 pages)

7. Section 134(c)(2)(B)(ii): Alignment to Labor Market Information

Annually our programs review local Labor Market Data for Fresno, Tulare and Kings Counties, the three counties we serve students from. We consult the labor market data to ensure our pathways are relevant to the jobs and industries available in the area we serve. We also work with our advisory committee members to identify content within those pathways that are new and upcoming to stay up to date with what is currently going on in the workforce around us. We utilize this data to identify areas to invest in new equipment and supplies to keep our students competitive in the workforce upon completing our programs. (Maximum 5000 Characters ≈ 2.78 pages)

Local Application Requirements

Once the LEA completes their CLNA Reporting Template above, the LEA must use that information to address the nine separate required elements identified within the Perkins V legislation. The elements are provided below and must be completed by the LEA and then entered along with the CLNA Reporting Template into the CDE online Program Grant Management System, Section 4.

1. **Section 134(b)(2)(A-C) refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA:**
 - i. informs the selection of the specific CTE programs and activities selected to be funded;
 - ii. describes any new programs of study the eligible recipient will develop and submit to the State for approval;

- iii. **shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.**

During the early spring before the PGMS portal opens, the Perkins Coordinator sends out a request for Perkins funds to ALL CTE Pathway teachers. Based upon the returned requests a budget is developed. The requests also have areas for pathway teachers to provide data and highlights about their programs. After the Perkins application has been approved, CTE Teachers and provided information about their requests being approved. Our programs do an amazing job or promoting our CTE Programs to our 8th grade feeder schools. Although COVID has made it challenging to be able to have pathways and departments present in person. Our programs came up with new and innovative ideas including program videos. A number of our programs also mail out or provide digital recruitment information to our feeder school. Our current students on campus learn about CTE courses in a number of ways. If they are already in a pathway, CTE teachers provide guidance as to the remaining opportunities within that pathway. We have a college and career counselor that does an amazing job of highlighting all of our CTE programs so students can identify classes they are interested in. Finally I think the most beneficial form of students learning about course offerings is word of mouth. When our current CTE students have a positive experience, they tell their friends and family. This helps immensely in students selecting CTE courses. At this time we have no new programs of study that we are developing or submitting for state approval (Maximum 5000 Characters \cong 2.78 pages)

2. **Section 134(b)(3)(A-C) refers to how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:**

- i. **career exploration and career development coursework, activities, or services;**
- ii. **career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;**
- iii. **an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.**

. The Fresno County Workforce Development board provides CTE Internships and Scholarships to a growing number of programs at Kingsburg High School. It was first started in the Manufacturing and Welding Pathways and has since grown to the Health Sciences as well. These are in partnership with the Valley ROP district that we are a member of, and both Fresno City and Reedley Community Colleges. ii. The local workforce development groups also work closely with our College and Career center on campus to get information out about employment opportunities as well as post high school educational opportunities. When COVID restrictions are lifted, we plan on inviting the Workforce Development Groups from Fresno, Kings and Tulare County to our college and career fair that are held each fall. iii. College and career guidance is presented to students on a number of levels. It is provided by CTE teachers at the pathway level. It is provided by our outstanding representative in our College and Career Center on campus. They provide career guidance, academic planning and other assistance when students have questions about colleges, universities, career tech programs post high school, and some assistance with dual enrollment issues. Students also have academic counselors that routinely provide guidance and structure to course work, encouraging students to identify and enroll in CTE pathways that they are interested in. In addition our Director of Student Services works with our special population students to ensure access to CTE classes and pathways (Maximum 5000 Characters \cong 2.78 pages)

3. **Section 134(b)(4): describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.**

Kingsburg High School utilizes California CTE Standards for all of its CTE Courses. CTE Teachers reinforce core academic skills in a number of ways through the CTE Anchor Standards. CTE teachers and Core teachers work through PLCs on campus to help provide rigorous training that helps bridge between both CTE and Core areas. Kingsburg High School provides a number of CTE Pathways to allow students to choose career options that they are interested in and our master schedule allows students the ability to take CTE electives in addition to their core, college prep classes. CTE classes provide relevant examples of

how core curriculum is used in a practical and hands-on way. CTE classes not only teach students skills needed for careers in their chosen pathway, but rigorous concepts in Math, English, Science and Social Sciences. Students completing CTE pathways at Kingsburg High School

4. Section 134(b)(5)(A-D): describe how the eligible recipient will:

- i. provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
- ii. prepare CTE participants for non-traditional fields;
- iii. provide equal access for special populations to CTE courses, programs, and programs of study; and
- iv. ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Use the information provided through the CLNA to answer the content of this section.

Use the information provided through the CLNA to answer this content of this section.

Our special population students will have equal access to all CTE pathways. We pride ourselves in having a master schedule with very few conflicts. We review our master schedule on a yearly basis to ensure the best possible schedule. Students first priority is always high school graduation, then the students can choose from the variety of CTE and other electives provided by our school. Discrimination is not tolerated at Kingsburg High School. We want to ensure a safe and productive learning environment for all of our students including our special populations. We can ensure that none of our students will be discriminated against for any basis. Kingsburg High School works to recruit students into the non-traditional fields and break the stigma that comes with some of those fields. Welding is not just for young men/boys but encouraging young ladies to join those classes. We try to put non-traditional student pictures on our promotional materials so that everyone feels welcome to our pathways and encourages ALL students to join and gain high wage employable skills. Kingsburg High School CTE Staff works with their local industry partners to ensure that all of our students including our special population students are learning the necessary skills to find high-skill, high-wage and in demand jobs. A number of our students are starting to select CTE classes based upon signs for work on the side of the highway from our industry partners. By working with our advisory partners are CTE teachers can keep up with the latest industry demands, needs, equipment, programs and protocols. This helps our CTE teachers ensure that our students are prepared for post high school employment or career preparation programs (Maximum 5000 Characters \cong 2.78 pages)

5. Section 134(b)(6): describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer the content of this section.

A number of work based learning opportunities are currently present to students at Kingsburg High School. Every student in the Agriculture Department has an Agriculture Experience project. A balance of these projects are entrepreneurship projects and work experience projects. CTE programs on campus are working with local industry representatives to provide hands on skills training during and after school to students. One of the challenges to WBL is labor laws that restrict students from performing certain tasks on the job site, while we can provide that instruction at the high school level. We are working with our Valley ROP partners to develop strategies to increase these opportunities including mini grants to aid in the development of WBL partnerships with our local industry representatives. Post COVID we are working on potential job shadowing days to help provide those career connections for our students (Maximum 5000 Characters \cong 2.78 pages)

6. Section 134(b)(7): describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA to answer the content of this section.

A number of our CTE pathways have classes that provide postsecondary credit (Dual Enrollment) that is transferable at Reedley College or Fresno City College. We continue to explore new course offerings to provide these opportunities. Currently we have post-secondary credit opportunities in the following

areas, Animal Science, Ornamental Horticulture/Floral, Agriculture Mechanics, Criminal Justice, CNA, Photography, Stage Craft, Firefighting, Automotive, Aviation and others. We work closely with Valley ROP to help facilitate these classes with our local community partners. Valley ROP works with the CTE programs at these institutions and provides department meetings between the high school and college faculty to ensure that our school continues to teach these college classes to the same rigor (Maximum 5000 Characters ≈ 2.78 pages)

7. **Section 134(b)(8): describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer the content of this section.**

Turnover of CTE teachers at Kingsburg High School is very minimal over the last 10 years. We do work with Valley ROP to provide CTE teachers for some of our pathways. Valley ROP has the ability to provide our district with part time CTE teachers that can also be a part time teacher in another nearby school district. Valley ROP also helps provide professional development annually through in-services they provide in the fall and spring. Valley ROP also provides Dual Enrollment meetings and workshops between high school and community college faculty. Annually Valley ROP provides program updates to our Administration and School Board. A counseling walk through and program information is also facilitated by our partners at Valley ROP. Our Agriculture Program works closely with local Community Colleges and Universities to receive professional development and training. Our agriculture staff also attends professional development annually from the California Agriculture Teachers Association and the Agriculture Education Unit at the Department of Ed (Maximum 5000 Characters ≈ 2.78 pages)

8. **Section 134(b)(9): describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.**

Once disparities and gaps in performance is identified, a root cause analysis will be conducted to see if it is something that is a one time factor such as a change in assignment, a new class addition or an ongoing issue. This analysis will be shared with district administration, instructors, advisory members and stakeholders for ideas and potential solutions to disparities and gaps. I am fairly confident that some meaningful change will be made in 3 years time. If meaningful progress has not been made in 3 fiscal years, programs should be reevaluated and a new root cause analysis should be conducted and shared with admin, instructors, and stakeholders for new fresh ideas on how to make improvements through the advisory process. (Maximum 5000 Characters ≈ 2.78 pages)

LEA Sign-off

Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

Section Approved

Save Save And Continue To Section V

5/23/22, 11:11 AM

California Department of Education
1430 N Street
Sacramento, CA 95814

[https://www3.cde.ca.gov/pgms/\(S\(0r030zl4c2xqrue2r1023eqm\)\)/siv2.aspx](https://www3.cde.ca.gov/pgms/(S(0r030zl4c2xqrue2r1023eqm))/siv2.aspx)

Web Policy



Program Grant Management System (PGMS)

Kingsburg Joint Union High (131 - Secondary)

2022-23 Application

2022-23 Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements

Quick Facts Box

Allocation Amount	\$35,262.00
Budgeted Amount	\$35,262.00
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The advisory committee used the "11 Elements of a High-Quality CTE Program" document for the review tool at that meeting. At the time of the meeting, the new review tool was still a draft, as the document becomes official, our advisory group will use the crosswalk provided through some of the Perkins Zoom meetings to transfer over to the new annual review tool. Some of the feedback from the advisory committee was to continue to work towards full participation in a CTSO, we increased over the last year primarily due to being in person for the entire year. The advisory group sees the CTSO component as being important. We have also identified 2 potential dual enrollment courses that we could add in the future. (Maximum 5000 Characters= 2.78 pages)

iii. **What is the date of the eligible grant recipient's next district-wide CTE Advisory or Stakeholder Engagement meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation?**

Our next date will be in the fall, the exact date has not been identified yet, but should be in October or November. This will allow us adequate time to compile data in order to identify areas where we can better service our students. Notices and invites will go out through a direct mail and email a month before the meeting. A follow up reminder will go out two weeks ahead of the meeting to all members who have and have not RSVP'd for the meeting to ensure attendance of all of our stakeholders. We may have pathway or department specific advisory meetings to further look at class size or programmatic details based upon those industry areas over the summer months of July or early August (Maximum 5000 Characters= 2.78 pages)

iv. **For the meeting reported in question 1A, were all required categories of stakeholders present? If not, list which categories of stakeholders were missing and describe the effort in getting them there. What will be done to ensure they will be present for the next stakeholder engagement meeting to update the CLNA and to evaluate the effectiveness of previous strategies chosen?**

Unfortunately not all of our stakeholders were present. Our local workforce development was missing. We will be working to get our date on their calendar earlier as well as follow up with additional communication in order to make sure they were in attendance next time. These group members are hard to get in attendance they are in demand. (Maximum 5000 Characters= 2.78 pages)

2. **Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated):**

- i. **Responses must include a description of which of the seven required evaluative data "Indicators" from Section 3 in which the LEA has not made progress towards meeting the State Determined Performance Levels (SDPLs).**
- ii. **For each of those "Indicators," list the strategies for improvement that have been in place for three or more years, and describe how the LEA will change those strategies in order to meet the SDPLs.**
- iii. **Finally, include a description of any other performance metrics used by the LEA, quantitative or qualitative, by which to measure and track improvements to the LEA's CTE program and summarize the LEA's performance across those metrics.**

We have reviewed the data. Our 4 year graduation rate is outstanding. Last year we only had one student not receive a diploma, however they received a certificate of completion. Being a small single school district, our staff does an amazing job with high school graduation and academic proficiency. Two indicators that we will be working on are 5S2 - Attained Post secondary credits. Currently we have a number of dual enrollment opportunities however, some students seem concerned with the college rigor. During the recruiting and enrollment processes, the positives and negatives are discussed. Some of our high school instructors are hesitant to enroll freshman in a dual enrollment course. During the 2020-2021 school year, about 17% of our CTE Students took a dual enrollment class. We were short of our performance level by about 4%. Being a small school district, this was a matter of a few students. We will be researching additional dual credit possibilities for junior and senior students. Other goals would be to streamline the college registration process, currently a outreach coordinator comes to the high school and helps students sign up for dual enrollment college admission. This is helpful, however students do have a form to return with parent signature to enroll in the college level course. It will be suggested that all dual enrollment instructors create a handout for families so that can be shared easily outlining the positive benefits students receive from college credit. Another indicator that we will be working on is 4S1 - Non

Trinational Program Concentration. Although we have at least 1 non traditional student in each course area, and we have seen the numbers improving, we are not at the 20% goal level in all of our pathways individually, however as a total district we exceed that goal. Some areas that we have identified to improve individual pathways that are below the goal are, guest speakers, women in the trades workshops, past program graduates, and non traditional students helping during recruitment. 5S3 is another indicator we wish to work on. Currently the Agriculture Program focuses on work based learning and has a number of students in placement or entrepreneurship type work programs. Other CTE Pathways on campus lack data in this area. Currently those pathways that are not reporting this data are not receiving funding. We hope that this will encourage those pathways to help with the data collection in this and other areas such as graduate follow ups Graduate follow ups are conducted each January, the survey results have seen more participation in the last few years, but improvements here should still be made. Other performance metrics that we look at to help track quality and improvement is: Number of students requesting CTE Courses. Participation in CTSO, specifically leadership activities, and competitions above the local level.
(Maximum 15000 Characters \cong 8.3 pages)

3. Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

The Agriculture Program at Kingsburg High School is nearing capacity, all other pathways there is some room for growth. We continue to ensure access to all students. We have worked diligently during scheduling our classes to ensure students have access to a variety of CTE pathways and academic courses at Kingsburg High School. We continue to look at providing additional Dual Enrollment Opportunities with our partners at Reedley College and Fresno City College. We have a couple of CTE classes that currently do not qualify for Perkins funding, we are looking at ways to complete those pathways. We are also looking into strengthening some of our pathways with additional courses. This year we added an Agriculture Communications class, we are looking at strengthen that program to create its own pathway.
(Maximum 5000 Character \cong 2.78 pages)

4. Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

We have evaluated our progress in implementing our CTE Program of Study. We are working on some action items that will benefit our programs like increase data collection, and increasing the number of industry recognized certifications that are offered with in our programs. We will continue to evaluate our programs and make adjustments and changes as needed
(Maximum 5000 Characters \cong 2.78 pages)

5. Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups

Currently we have no need to hire additional CTE staff, our class sizes are stable and programs are stable. Our staff represents another of different groups. Our school culture, climate and students as well as administration are amazing and help to retain our CTE professionals. Even through COVID a number of virtual professional development opportunities have been available to help our staff members. The Agriculture department was able to attend a number of in person professional development this spring. Our needs assessment identified strengths and gaps regarding recruitment, retention and training of CTE Professionals, including those from underrepresented groups. Our strengths are the Kingsburg Joint Union High School District has a variety of CTE Programs with individuals made up of a number of sub groups. The district has 15 CTE Staff members hired through KJUHSD or VROP. Because we are a small single school district we have a few gaps. Not every sub group or race will be represented in district or VROP staff. This is a challenge due to the number of CTE courses offered and the number of sections for each course. Retention is typically strong for our staff members. The Kingsburg Joint Union High School District and Valley Regional Occupation Program pride themselves with hiring quality teachers and providing them with ample opportunities for professional development to become successful. Each CTE Teacher receives CTE professional development annually through the Valley Regional Occupation Program or through other industry recognized sources
(Maximum 5000 Characters \cong 2.78 pages)

6. Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points. Strategies to overcome barriers that result in:

i. improve rates of access to, or performance gaps in, the courses and programs for special populations;

Our needs assessment included discussions on how our CTE programs can improve our progress toward improving equal access and equity for all students. At this time students are only turned away from the classes if they are full. Our district provides its best effort through teachers and counseling staff to make sure that does not happen. In the Agriculture Program where it happens most of the time, students will still be able to stay within the

agriculture pathways, they will just be taking one class instead of 2 at the same time. Our counseling staff has done a better job of pathways to track students through CTE programs, and preventing students from only taking the capstone course
(Maximum 5000 Characters \cong 2.78 pages)

ii. **providing programs that are designed to enable special populations to meet the local levels of performance;**

CTE Programs at Kingsburg High School help to reinforce key concepts that are taught in our core classes. We feel that students who take courses in our CTE pathways benefit from the real world hands on experiences. This can directly benefit our special population students by provided them, motivation, career reinforcement and opportunities, job skills, and hands on differentiated instructions to help students learn in a variety of modalities. CTE classes teach a variety of core class concepts reinforcing necessary skills in English, Reading, Math and Sciences. In some cases we have cross curricular programs to help further benefit those students. Many of our teachers will provide college and career counseling for their students to help meet their future educational needs
(Maximum 5000 Characters \cong 2.78 pages)

iii. **providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.**

CTE and CTSO opportunities and activities will be provided to all students. All students are encouraged to participate in CTE classes. All of our classes are aligned with in demand high wage industry sectors. Students in our CTE pathways are prepared for post high school employment through career planning and preparation assignments. Our special population students are given extra encouragement and assistance to resolve barriers that may prevent them from otherwise being able to participate in programs that lead to certifications, apprenticeships or programs that lead to employment opportunities. This encouragement is done through our counseling staff, our college and career coordinator and our special education department. Recently our Special Ed department has been listing CTE goals on IEPs. Students are participating in local, region and state competitions that really showcase the work based skills that they learn, and judged by industry representatives. Recently the Valley ROP group we belong to, hosted a CNA Job fair for their program completers
(Maximum 5000 Characters \cong 2.78 pages)

7. **Section 134(c)(2)(B)(ii): Alignment to Labor Market Information**

Annually our programs review local Labor Market Data for Fresno, Tulare and Kings Counties, the three counties we serve students from. We consult the labor market data to ensure our pathways are relevant to the jobs and industries available in the area we serve. We also work with our advisory committee members to identify content within those pathways that are new and upcoming to stay up to date with what is currently going on in the workforce around us. We utilize this data to identify areas to invest in new equipment and supplies to keep our students competitive in the workforce upon completing our programs.
(Maximum 5000 Characters \cong 2.78 pages)

Local Application Requirements

Once the LEA completes their CLNA Reporting Template above, the LEA must use that information to address the nine separate required elements identified within the Perkins V legislation. The elements are provided below and must be completed by the LEA and then entered along with the CLNA Reporting Template into the CDE online Program Grant Management System, Section 4.

1. **Section 134(b)(2)(A-C) refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA:**

- i. **informs the selection of the specific CTE programs and activities selected to be funded;**
- ii. **describes any new programs of study the eligible recipient will develop and submit to the State for approval;**

- iii. **shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.**

During the early spring before the PGMS portal opens, the Perkins Coordinator sends out a request for Perkins funds to ALL CTE Pathway teachers. Based upon the returned requests a budget is developed. The requests also have areas for pathway teachers to provide data and highlights about their programs. After the Perkins application has been approved, CTE Teachers and provided information about their requests being approved. Our programs do an amazing job or promoting our CTE Programs to our 8th grade feeder schools. Although COVID has made it challenging to be able to have pathways and departments present in person. Our programs came up with new and innovative ideas including program videos. A number of our programs also mail out or provide digital recruitment information to our feeder school. Our current students on campus learn about CTE courses in a number of ways. If they are already in a pathway, CTE teachers provide guidance as to the remaining opportunities within that pathway. We have a college and career counselor that does an amazing job of highlighting all of our CTE programs so students can identify classes they are interested in. Finally I think the most beneficial form of students learning about course offerings is word of mouth. When our current CTE students have a positive experience, they tell their friends and family. This helps immensely in students selecting CTE courses. At this time we have no new programs of study that we are developing or submitting for state approval (Maximum 5000 Characters \cong 2.78 pages)

2. **Section 134(b)(3)(A-C) refers to how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:**

- i. **career exploration and career development coursework, activities, or services;**
- ii. **career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;**
- iii. **an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.**

The Fresno County Workforce Development board provides CTE Internships and Scholarships to a growing number of programs at Kingsburg High School. It was first started in the Manufacturing and Welding Pathways and has since grown to the Health Sciences as well. These are in partnership with the Valley ROP district that we are a member of, and both Fresno City and Reedley Community Colleges. ii. The local workforce development groups also work closely with our College and Career center on campus to get information out about employment opportunities as well as post high school educational opportunities. When COVID restrictions are lifted, we plan on inviting the Workforce Development Groups from Fresno, Kings and Tulare County to our college and career fair that are held each fall. iii. College and career guidance is presented to students on a number of levels. It is provided by CTE teachers at the pathway level. It is provided by our outstanding representative in our College and Career Center on campus. They provide career guidance, academic planning and other assistance when students have questions about colleges, universities, career tech programs post high school, and some assistance with dual enrollment issues. Students also have academic counselors that routinely provide guidance and structure to course work, encouraging students to identify and enroll in CTE pathways that they are interested in. In addition our Director of Student Services works with our special population students to ensure access to CTE classes and pathways (Maximum 5000 Characters \cong 2.78 pages)

3. **Section 134(b)(4): describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.**

Kingsburg High School utilizes California CTE Standards for all of its CTE Courses. CTE Teachers reinforce core academic skills in a number of ways through the CTE Anchor Standards. CTE teachers and Core teachers work through PLCs on campus to help provide rigorous training that helps bridge between both CTE and Core areas. Kingsburg High School provides a number of CTE Pathways to allow students to choose career options that they are interested in and our master schedule allows students the ability to take CTE electives in addition to their core, college prep classes. CTE classes provide relevant examples of

how core curriculum is used in a practical and hands-on way. CTE classes not only teach students skills needed for careers in their chosen pathway, but rigorous concepts in Math, English, Science and Social Sciences. Students completing CTE pathways at Kingsburg High School

4. Section 134(b)(5)(A-D): describe how the eligible recipient will:

- i. provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
- ii. prepare CTE participants for non-traditional fields;
- iii. provide equal access for special populations to CTE courses, programs, and programs of study; and
- iv. ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Use the information provided through the CLNA to answer the content of this section.

Use the information provided through the CLNA to answer this content of this section.

Our special population students will have equal access to all CTE pathways. We pride ourselves in having a master schedule with very few conflicts. We review our master schedule on a yearly basis to ensure the best possible schedule. Students first priority is always high school graduation, then the students can chose from the variety of CTE and other electives provided by our school. Discrimination is not tolerated at Kingsburg High School. We want to ensure a safe and productive learning environment for all of our students including our special populations. We can ensure that none of our students will be discriminated against for any basis. Kingsburg High School works to recruit students into the non-traditional fields and break the stigma that comes with some of those fields. Welding is not just for young men/boys but encouraging young ladies to join those classes. We try to put non-traditional student pictures on our promotional materials so that everyone feels welcome to our pathways and encourages ALL students to join and gain high wage employable skills. Kingsburg High School CTE Staff works with their local industry partners to ensure that all of our students including our special population students are learning the necessary skills to find high-skill, high-wage and in demand jobs. A number of our students are starting to select CTE classes based upon signs for work on the side of the highway from our industry partners. By working with our advisory partners are CTE teachers can keep up with the latest industry demands, needs, equipment, programs and protocols. This helps our CTE teachers ensure that our students are prepared for post high school employment or career preparation programs (Maximum 5000 Characters \cong 2.78 pages)

5. Section 134(b)(6): describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer the content of this section.

A number of work based learning opportunities are currently present to students at Kingsburg High School. Every student in the Agriculture Department has an Agriculture Experience project. A balance of these projects are entrepreneurship projects and work experience projects. CTE programs on campus are working with local industry representatives to provide hands on skills training during and after school to students. One of the challenges to WBL is labor laws that restrict students from performing certain tasks on the job site, while we can provide that instruction at the high school level. We are working with our Valley ROP partners to develop strategies to increase these opportunities including mini grants to aid in the development of WBL partnerships with our local industry representatives. Post COVID we are working on potential job shadowing days to help provide those career connections for our students (Maximum 5000 Characters \cong 2.78 pages)

6. Section 134(b)(7): describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA to answer the content of this section.

A number of our CTE pathways have classes that provide postsecondary credit (Dual Enrollment) that is transferable at Reedley College or Fresno City College. We continue to explore new course offerings to provide these opportunities. Currently we have post-secondary credit opportunities in the following

areas, Animal Science, Ornamental Horticulture/Floral, Agriculture Mechanics, Criminal Justice, CNA, Photography, Stage Craft, Firefighting, Automotive, Aviation and others. We work closely with Valley ROP to help facilitate these classes with our local community partners. Valley ROP works with the CTE programs at these institutions and provides department meetings between the high school and college faculty to ensure that our school continues to teach these college classes to the same rigor (Maximum 5000 Characters ≈ 2.78 pages)

7. Section 134(b)(8): describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer the content of this section.

Turnover of CTE teachers at Kingsburg High School is very minimal over the last 10 years. We do work with Valley ROP to provide CTE teachers for some of our pathways. Valley ROP has the ability to provide our district with part time CTE teachers that can also be a part time teacher in another nearby school district. Valley ROP also helps provide professional development annually through in-services they provide in the fall and spring. Valley ROP also provides Dual Enrollment meetings and workshops between high school and community college faculty. Annually Valley ROP provides program updates to our Administration and School Board. A counseling walk through and program information is also facilitated by our partners at Valley ROP. Our Agriculture Program works closely with local Community Colleges and Universities to receive professional development and training. Our agriculture staff also attends professional development annually from the California Agriculture Teachers Association and the Agriculture Education Unit at the Department of Ed (Maximum 5000 Characters ≈ 2.78 pages)

8. Section 134(b)(9): describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.

Once disparities and gaps in performance is identified, a root cause analysis will be conducted to see if it is something that is a one time factor such as a change in assignment, a new class addition or an ongoing issue. This analysis will be shared with district administration, instructors, advisory members and stakeholders for ideas and potential solutions to disparities and gaps. I am fairly confident that some meaningful change will be made in 3 years time. If meaningful progress has not been made in 3 fiscal years, programs should be reevaluated and a new root cause analysis should be conducted and shared with admin, instructors, and stakeholders for new fresh ideas on how to make improvements through the advisory process. (Maximum 5000 Characters ≈ 2.78 pages)

LEA Sign-off

Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

Section Approved

Save

Save And Continue To Section V

5/23/22, 11:12 AM

California Department of Education
1430 N Street
Sacramento, CA 95814

[https://www3.cde.ca.gov/pgms/\(S\(0r030z4c2xqru2r1023eqm\)\)/siv2.aspx](https://www3.cde.ca.gov/pgms/(S(0r030z4c2xqru2r1023eqm))/siv2.aspx)

Web Policy



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Program Grant Management System (PGMS)

Kingsburg Joint Union High (131 - Secondary)

2022-23 Application

2022-23 Section V - Budget Builder

Quick Facts Box

Allocation Amount	\$35,262.00
Budgeted Amount	\$35,262.00
Indirect Amount	\$947.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Submitted For Review on May 12 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Line Item Detail

This section is used to budget expenditures for each pathway in an industry sector.

Line Item Number	CLNA Component	Student Categories	Site Name	Industry Sector	Career Pathway	Object Code	Budget Description	Budget Category	Narrative	Budget Amount	Action
80											

1	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	Accross All Sites	Accross Multiple Sectors	Accross Multiple Pathways	1000 Certificated Salaries	Sub Pay - Provide Details	(A) Instruction	During the 22-23 school years a portion of Perkins Funds will be used to cover the cost of Sub Teachers while Agriculture Teachers are supervising students on Ag career related field trips, workshops, leadership conferences, career development events and competitions.	\$4,750.00	<u>Detail</u>
2	Section 134(c)(2)(A): Student Performance on Required Performance Indicators	Accross All Sites	Accross Multiple Sectors	Accross Multiple Pathways	1000 Certificated Salaries	Sub Pay - Provide Details	(B) Professional Development	A portion of Perkins Funds will be used to cover the cost of subs while Agriculture Teachers are attending professional development through out the school year.	\$2,750.00	<u>Detail</u>
3	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	Accross All Sites	Accross Multiple Sectors	Accross Multiple Pathways	3000 Employee Benefits	Other - Provide Details	(A) Instruction	During the 22-23 school year a portion of Perkins funds will be used to cover the cost of sub benefits while Agriculture Teachers are supervising students on Ag Career related field trips, workshops, leadership conferences, career development events or competitions.	\$1,000.00	<u>Detail</u>

4	Section 134(c)(2)(A): Student Performance on Required Performance Indicators	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	3000 Employee Benefits	Other - Provide Details	(B) Professional Development	A portion of Perkins funds will be used to cover the cost of sub benefits while agriculture teachers are attending professional development workshops and conferences during the school year.	\$450.00	<u>Detail</u>
5	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	4000 Books/Supplies	Instructional Materials	(A) Instruction	A portion of Perkins funds will be used for Agriculture Leadership Packets for all students in the Agriculture Department Pathways. Funds will be matched with the California Agriculture Incentive Grant Funds.	\$1,600.00	<u>Detail</u>
6	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	5000 Services/Operating Expenses	Other - Provide Details	(A) Instruction	Funds will be used to pay for the rental of a copy machine for use outside of the regular school day for student leadership organization activities. Although the school does provide copy machines for classroom and student leadership use, the facilities were they are located is not always available to staff before 7am and	\$1,645.00	<u>Detail</u>

7	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	5000 Services/Operating Expenses	Travel & Convention	(A) Instruction	<p>after 4:30pm on weekdays, and not at all on weekends. The copy room is also not available during the summer, winter or spring breaks. Due to the nature of most student leadership activities, they are held outside of the normal school day, or on weekends or evenings. The use of a reliable copy machine is necessary during these times for the efficient functioning of our student leadership organization.</p> <p>Funds will be used to pay for travel expenses with for the agriculture pathway teachers and FFA Advisors while attending student leadership activities such as the Chapter Officer Leadership Retreat, State FFA Leadership Conference, National FFA Convention, San Joaquin Region Meetings, Greenhand Conference, Made For excellence</p>	\$3,000.00	<u>Detail</u>
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8	Section 134(c)(2)(A): Student Performance on Required Performance Indicators	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	5000 Services/Operating Expenses	Travel & Convention	(B) Professional Development	Funds will be used to cover the costs associated with agriculture instructors attending professional development activities such as the California Agriculture Teachers Association Summer Conference, San Joaquin Region Ag Teachers Association meetings, Regional Professional Development (Road Show) and other professional development activities as they relate to CTE and Ag Education	\$5,000.00	Detail
9	N/A	N/A	Across All Sites	Across Multiple	Across Multiple	7000 Indirect Costs	Indirect Costs	(H) Administration	The Kingsburg Joint Union High	\$947.00	Detail

10	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	General Population (all CTE participants)	Kingsburg Joint Union High / Kingsburg High	Agriculture and Natural Resources	Pathways Agricultural Mechanics	4000 Books/Supplies	Instructional Materials	(A) Instruction	School District will claim the maximum indirect cost.	\$6,500.00	<u>Detail</u>
<p>During the 22-23 school year, Perkins funds will be spent to enhance instruction in the Ag Mechanics Pathway. Instructional supplies will be purchased to insure that every student has access to those items which are needed to master agriculture mechanics concepts and acquire career technical education skills. Specific items include but not limited to, assorted hand and power tools. Ne technology in welding and fabrication. Certification Programs, materials and supplies to train students after district funds are exhausted. These funds will be used in all agriculture mechanics classes to provide materials necessary for freshman through senior year including wood, metal, pvc, copper wire or</p>											

11	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	General Population (all CTE participants)	Kingsburg Joint Union High / Kingsburg High	Agriculture and Natural Resources	Animal Science	4000 Books/Supplies	Instructional Materials	(A) Instruction	tubing, aluminum and stainless steel. During the 22-23 school year, Perkins funds will be spent to improve and enhance instruction in the animal science pathway. Supplies will be purchased so that every student has access to items needed to master animal science concepts. Specific items include but are not limited to, lab equipment, equipment for the animal science courses, and other materials needed by the animal science pathway above and beyond what the Kingsburg Joint Union High School District supplies to all departments.	\$3,750.00	Detail
12	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	General Population (all CTE participants)	Kingsburg Joint Union High / Kingsburg High	Agriculture and Natural Resources	Ornamental Horticulture	4000 Books/Supplies	Instructional Materials	(A) Instruction	During the 22-23 School Year, Perkins Funds will be used to provide equipment and lab supplies for the Ornamental Horticulture Pathway. No materials purchased through Perkins funds will be sold through any	\$3,870.00	Detail

LEA Sign-off

Sequence of Courses to Be Funded section is complete.

CDE Review and Sign-off

CDE Comments

Section Approved

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



Program Grant Management System (PGMS)

Kingsburg Joint Union High (131 - Secondary)

2022-23 Application

2022-23 Section VI - Budget Viewer

Quick Facts Box

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Budgeted Amount	\$35,262.00
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Application Status	Submitted For Review on May 12 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

To add a site/sector/pathway or line item, go to **Section V.**

Object Code	At Least 85% of the grant must be spent in these areas				Total		
	(A) Instruction (Including	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care		(E) Special	(F) Research Evaluation

	Career Technical Student Organizations)		for Economically Disadvantaged Participants	Populations Services	and Data Development	Guidance and Counseling for Students Participating in CTE Programs	or Indirect Costs
1000 Certified Salaries	\$4,750.00	\$2,750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,500.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$1,000.00	\$450.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,450.00
4000 Books/Supplies	\$15,720.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,720.00
5000 Services/Operating Expenses	\$4,645.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,645.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	\$947.00	\$947.00
Total	\$26,115.00	\$8,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,262.00

CLNA Component Grouped by Object Code

Object Code	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership	\$134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)	\$134(c)(2)(B)(ii): Program Size, Scope, and Quality to Meet the Needs of All Students	\$134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	\$134(c)(2)(D): Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups	\$134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students	\$134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)	Object Code Total
1000 Certified Salaries	\$0.00	\$2,750.00	\$4,750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,500.00
3000 Employee Benefits	\$0.00	\$450.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,450.00
4000 Books/Supplies	\$0.00	\$0.00	\$15,720.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,720.00
5000 Services/Operating Expenses	\$0.00	\$5,000.00	\$4,645.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,645.00
7000 Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

\$0.00	\$8,200.00	\$26,115.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$34,315.00
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Student Categories Targeted Grouped by Object Code

Object Code	General Population (All CTE Participants)	Individuals With Disabilities	Individuals From Economically Disadvantaged Families, Including Low-income Youth and Adults	Individuals Preparing for Nontraditional Fields	Single Parents, Including Single Pregnant Women	Out-of-workforce Individuals	English Language Learners	Homeless Individuals	Youth Who Are In, Or Who Have Aged Out Of, The Foster Care System	Youth With A Parent Who Is On Active Duty In The Military	Object Code Total
1000 Certificated Salaries	\$7,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,500.00
3000 Employee Benefits	\$1,450.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,450.00
4000 Books/Supplies	\$15,720.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,720.00
5000 Services/Operating Expenses	\$9,645.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,645.00
7000 Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$34,315.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$34,315.00

Continue to Section VII

California Department of Education
 1430 N Street
 Sacramento, CA 95814

Web Policy



Program Grant Management System (PGMS)

Kingsburg Joint Union High (131 - Secondary)

2022-23 Application

Local CTE Program Changes Update

Quick Facts Box

Allocation Amount	\$35,262.00
Budgeted Amount	\$35,262.00
Indirect Amount	\$947.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Submitted For Review on May 12 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Local CTE Plan Update

Are there any major changes made to the LEA's CTE program for 2021-22, e.g.:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

Yes No

LEA Sign-off

Local CTE Plan Update section is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

Section Approved

Save

Save and Continue to Application Status

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

ISSUE:

Presented to the Board is the 2022-2023 Kingsburg High School Student Plan for Student Achievement that reviews, develops, and updates the goals that represent the school's continuous improvement of student performance.

ACTION:

Approve or deny the 2022-2023 Kingsburg High School Student Plan for Student Achievement.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

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

ISSUE:

Presented to the Board is the 2022-2023 Kingsburg Alternative Education Center Student Plan for Student Achievement that reviews, develops, and updates the goals that represent the school's continuous improvement of student performance.

ACTION:

Approve or deny the 2022-2023 Kingsburg Alternative Education Center Student Plan for Student Achievement.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

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

ISSUE:

Presented to the Board is the 2022-2023 Local Wellness Plan a required document for districts participating in the National School Lunch Program that establishes a local school wellness policy to promote student nutrition and wellness.

ACTION:

Approve or deny the 2022-2023 Local Wellness Plan.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Nagle: _____ Lunde: _____ Serpa: _____ Jackson: _____



Kingsburg Joint Union High School District Local Wellness Plan 2022-2023

Rational:

Will the students of today be the first generation to have a shorter life expectancy than their parents? Children today are eating diets high in calories with little nutritional value and exercise levels are low. Lack of physical activity and poor nutrition can lead to high blood pressure, type 2 diabetes, and obesity. (1) Over the last 30 years, childhood obesity in adolescents has tripled and more than one third of adolescents were obese in 2010. (2-3) Will academic success become more and more difficult for students to attain as lifestyle choices diminish a child's ability to learn?

A healthy school environment goes beyond school meals. A healthy lifestyle and maintaining a healthy weight requires a combination of healthy food choices, an appropriate amount of physical activity, and having good self worth. Foods made available on school campuses should offer children a variety of nutritious choices, physical activity should be incorporated into school life and provide skills to improve self worth. A healthy, physically active student, who has high self worth is more likely to be academically successful.

With the passage of The Healthy, Hunger-Free Kids Act of 2010, the scope of the local school wellness policies has expanded. Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) added Section 9A to the Richard B. Russell National School Lunch Act (42 USC 1758b), *Local School Wellness Policy Implementation*. The provision set forth in Section 204 expands upon the previous local wellness policy requirement from the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265).

The Healthy, Hunger-Free Kids Act of 2010 brings in additional stakeholders in its development, implementation and review; and requires public updates on the content and implementation of the wellness policies. The intent is to strengthen local school wellness policies so they become useful tools in evaluating, establishing, and maintaining healthy school environments, and to make clear to the public (including parents, students, and others in the community) about the content and implementation of local school wellness policies.

The federal government recognizes that a coordinated effort by the entire community including child nutrition professionals, school board members, parents, students, school administrators, and teachers is warranted. School districts have an important role in educating students about nutritional choices, offering healthy food choices and encouraging physical activity.

Component #1: Nutrition Education

- Students receive nutrition education that is interactive and teaches students the skills to help them develop healthy eating habits.
- The staff members responsible for nutrition education are adequately prepared and participate in professional development activities to effectively deliver an accurate nutrition education program as planned. (4)
- Teachers educate students regarding the “balancing equation” of food intake and physical activity.
- Nutrition education involves sharing information with families and the broader community to positively impact students and the health of the community. (7)
- Students are encouraged to start each day with a healthy breakfast.

Component #2: Physical Activity

- Physical fitness testing for all ninth graders and retakes the following year if students do not pass.
- Physical activity is integrated throughout the school day through physical education, co and extracurricular activities, and other curricular areas, as applicable.
- Physical education courses are an environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge. (7)
- Trained and knowledgeable instructors facilitate physical education classes.
- Time allotted for physical activity is a priority, is adequate and age appropriate to encourage optimum health habits.
- Health and physical education instructors teach and reinforce the “balancing equation” of food intake and physical activity.
- Physical education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity. (9)
- Physical activity facilities on school district grounds are safe and equipment is available for student participation.
- The school district provides physical and social environments that encourage safe and enjoyable activity for all students including those who are not athletically gifted. (4)

- The school district provides community access to encourage students and community members to use school physical activity facilities outside of the normal school day. (9)

Component #3: Other School District Based Activities

- Implementation of a character education program that helps teach students self worth.
- After-school programs encourage physical activity and healthy habit formation. (9)
- The school district works in concert with local families, teachers, administrators to plan, implement and improve nutrition and physical activity in the school environment.
- The school district encourages youth groups of all ages to use the district facilities and to develop strong programs in team sports as a healthy outlet for physical development and social growth.
- Implementation of Positive Behavior Intervention Support on campus.
- Use of Sprigeo to allow students to report issues relating to student well-being
- The school district has SAP counselors available for students to help work on self-worth and mental health needs.
- The school district contracts with Fresno County Superintendent of Schools for a behavior health person on campus.

Component #4: Nutrition Standards

- School reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 CFR Part 210 and 220.
- Nutrition standards for all foods served and/or sold during the school day meet the standards set forth under the 7 CFR Part 210 and 220 and the School Nutrition Department.
- Food service providers take every measure to ensure that student access to foods and beverages meet federal, California legislation and guidelines. The food service providers offer a variety of age appropriate healthy food and beverage selections for schools.
- All foods made provided on campuses will comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food illness in schools. (4)
- For the safety and security of the district food and facility access to the food service operations are limited to food service staff and authorized personnel. (5)
- Morning nutrition break offers healthy choice options at the snack bar. (6)

- Foods and beverages sold at fundraisers include healthy choices and provide age-appropriate selections.
- USDA Smart Snack Standards:
<https://healthymeals.fns.usda.gov/sites/default/files/uploads/USDA SmartSnacks.pdf>
- Water bottle filling stations are available on campus.

Component #5: Evaluation

- The Local Wellness Plan will be reviewed every year. Every three years an assessment will be completed
- The school district superintendent will oversee the evaluation of the LWP.
- The district superintendent will report the evaluations findings to the individual schools in the district.
- The report will be presented to the school board.
- Food is not used as a reward or punishment in classrooms or on school campuses, unless it is detailed in a student's Individualized Education Plan (IEP).
- Supporting documentation
 - A copy of the current Local School Wellness Policy
 - Documentation demonstrating the Local School Wellness Policy has been made available to the public
 - Documentation of the district's efforts to review and update the Local School Wellness Policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate
 - A copy of the district's most recent assessment on the implementation of the Local School Wellness Policy
 - Documentation demonstrating the district's most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public

Component #6: Policy Development Committee

- The child nutrition program aims to be financially self-supporting. Budget neutrality or profit generation will not take precedence over the provided nutritional needs of students.
- The child nutrition program ensures that all students have affordable access to varied and nutritious foods they need to stay healthy and learn well. (8)
- The school district participates in federal Child Nutrition programs.

- Review district policy for food and beverage marketing.
- The Kingsburg Joint Union High School District employs a food service provider who is trained, knowledgeable, and properly qualified in current professional standards to administer school food service programs.

Goals for the 2020-21 School Year- Analysis of Goals

- Staff and student wellness- Provide resources for staff and students to support mental health services. Provide resources to help support students through COVID, including testing of students and staff on campus.
 - The district provided on campus testing, mental health services on campus, contracted with CareSolace to offer more options for mental health, substance abuse, and family counseling.
- Wellness Fair- Complete a modified wellness day that meets the health and safety guidelines for safety.
 - Wellness fair was conducted outside with over 25 vendors in attendance. Vendors included public safety, mental health resources, job training, local gym, nutrition support and substance abuse.
- To see an increase in the number of students eating lunch on campus due to a change in the vendor for food choices.
 - The district averaged 4,133 lunches served per month through March 2022. For 20-21 the district averaged 2,555 lunches served per month.

Goals for the 2022-23 School Year-

- **Staff and student wellness- Due to the rise in mental health needs of both staff and students, the district will continue to provide different mental health resources such as mental health counselors on campus, options to access outside therapy options, professional development for staff to support students, and lesson plans for teachers to use.**
- **Wellness Fair- Complete a regular wellness day that meets the health and safety guidelines for safety.**
- **Physical fitness- Increase student participation in PE or Athletic Conditioning classes. 2021-22 school year had 543 students in PE or Athletic Conditioning**
- **To see a decrease in the amount of vape incidents on campus by sending proper resources to students that educate them on the dangers of vaping. 14 suspensions due to vaping THC; 34 times searched students for vape detectors going off as of March 2022.**

References:

- 1) US Department of Health and Human Services. *The Surgeon General's call to action to prevent and decrease overweight and obesity*. Rockville, MD: US Department of Health and Human Services, editor. US Department of Health and Human Services, Public Health Service, Office of the Surgeon General; 2001.
- 2) Ogden CL, Carroll MD, Kit BK, Flegal KM. Prevalence of obesity and trends in body mass index among US children and adolescents, 1999-2010. *Journal of the American Medical Association* 2012; 307(5):483-490.
- 3) National Center for Health Statistics. Health, United States, 2011: With Special Features on Socioeconomic Status and Health. Hyattsville, MD; U.S. Department of Health and Human Services; 2012.
- 4) Action for Healthy Kids, Arizona State Team. Arizona healthy school environment model policy. Available at: www.asu.edu/educ/eps1/CERU/Guidelines/CERU-0401-210-RCC.pdf. Accessed March 7, 2005.
- 5) United States Department of Agriculture, Food Safety and Inspection Service. Food safety and emergency preparedness. Available at: http://www.fsis.usda.gov/Food_Security_&_Emergency_Preparedness/index.asp. Accessed March 7, 2005.
- 6) Alabama Action for Healthy Kids. Guide to healthy school parties. Available at: http://www.actionforhealthykids.org/AFHK/team_center/team_public_view.php?team=AL. Accessed March 7, 2005.
- 7) Texas Agriculture Commission. Creating a course for change. Available at: http://www.squaremeals.org/fn/home/page/0,1248_0_0,00.html. Accessed March 7, 2005.
- 8) Seattle Public Schools. Breakfast and lunch program. Available at: <http://www.seattleschools.org/area/news/x40903nr.xml?wrapper=0>. Accessed March 7, 2005.
- 9) Wisconsin Association of School Boards. Promoting healthy eating and physical activity. Available at: <http://www.wasb.org/policy/focusoct03.html>. Accessed March 7, 2005.
- 10) California School Boards Association. Student Wellness Policy. Available at <http://www.csba.org>. Accessed November 2, 2005.

Preamble to Kingsburg Joint Union High School District Local Wellness Plan and Policy

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and in 2010, more than one third of children and adolescents were overweight or obese.

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, in 2011, 29% of high school students surveyed had participated in at least 60 minutes per day of physical activity on all 7 days before the survey, and only 31% attended physical education class daily

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the Kingsburg Joint Union High School District is committed to providing an environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Kingsburg Joint Union High School District that:

- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, Kingsburg Joint Union High School District participates in available federal school meal programs.
- Kingsburg Joint Union High School District provides nutrition education, physical education, and self worth education to foster lifelong habits of healthy eating, physical activity, and self worth.

The Kingsburg School School Site Council supports the efforts of the Kingsburg Joint Union High School District defined in this preamble and the Local Wellness Plan.

5/16/2022
Date


School Site Council Chairperson

The Kingsburg Alternative Education School Site Council supports the efforts of the Kingsburg Joint Union High School District defined in this preamble and the Local Wellness Plan.

5/23/22
Date


School Site Council Chairperson

ISSUE: Presented to the Board is the resignation of Adam Mancini as a Utility Worker for the Kingsburg Joint Union High School District as of June 3, 2022.

ACTION: Approve or deny the resignation of Adam Mancini as a Utility Worker for the Kingsburg Joint Union High School District.

RECOMMENDATION: Recommend approval with best wishes.

FOR BOARD ACTION:

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

ISSUE:

Presented to the Board is the resignation of Todd Brown as a Health Teacher for the Kingsburg Joint Union High School District as of June 3, 2022.

ACTION:

Approve or deny the resignation of Todd Brown as a Health Teacher for the Kingsburg Joint Union High School District.

RECOMMENDATION:

Recommend approval with best wishes.

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Nagle: _____ Lunde: _____ Serpa: _____ Jackson: _____

ISSUE:

Presented to the Board is the resignation of Violeta Nino as a RSP Classroom Aide/Bilingual Instructional Aide for the Kingsburg Joint Union High School District as of June 3, 2022.

ACTION:

Approve or deny the resignation of Violeta Nino as a RSP Classroom Aide/Bilingual Instructional Aide.

RECOMMENDATION:

Recommend approval with best wishes.

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Nagle: _____ Lunde: _____ Serpa: _____ Jackson: _____

ISSUE:

Presented to the Board is the Overnight Trip for the WildLink Wilderness Program October 3, 2022 – October 7, 2022 in Yosemite, California.

ACTION:

Approve or deny the Overnight Trip for the WildLink Wilderness Program.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Nagle: _____ Lunde: _____ Serpa: _____ Jackson: _____

ISSUE:

Presented to the Board is the Agreement for Special Services Fiscal Budget Services for the upcoming fiscal year in the amount of \$4,260.00 plus expenses.

ACTION:

Approve or deny the Agreement for Special Services Fiscal Budget Services.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

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

COPY

AGREEMENT FOR SPECIAL SERVICES
Fiscal Budget Services

This is an Agreement between the **KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT**, hereinafter referred to as "Client," and **SCHOOL SERVICES OF CALIFORNIA INC.**, hereinafter referred to as "Consultant," entered into as of July 1, 2022.

RECITALS

WHEREAS, the Client needs assistance regarding issues of school finance, legislation, school budgeting, and general fiscal issues; and

WHEREAS, the Consultant is professionally and specially trained and competent to provide these services; and

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1. The Consultant agrees to perform such duties relating to issues of school finance, including:
 - a. Electronic delivery of the *Fiscal Report* containing information on issues of school finance, budgets, or practices and policy issues that impact local educational agency fiscal policies, and an electronic copy of the *Analysis of the Governor's Proposals for the State Budget and K-12 Education*.
 - b. An analysis of all major school finance/fiscal legislation and reports on its legislative/executive branch progress
 - c. Eight hours of service annually as the Client directs on fiscal issues, including: analysis of specific revenue or expenditure issues, analysis of specific legislative or regulatory issues, and a "quick query" service to provide telephone response to specific fiscal questions of the Client.

 Services for which the base service hours may not be used, include: mandate questions, Client-specific economy, efficiency, or management consulting services, including, but not limited to, efficiency or management studies, demographic or school facility studies; special education studies; fiscal health analysis, and/or an in-depth budget review, direct collective bargaining or factfinding assistance; legislative representation or advocacy; fiscal analysis for purposes of collective bargaining, appearance as an expert witness, provision of depositions or declarations for local educational agency legal issues; major customized research projects or studies; or, on-site speeches or presentations.
 - d. Participation at the Consultant's school finance conferences and workshops at the Consultant's client rate.
2. The Client agrees to pay to the Consultant for services rendered under this Agreement:
 - a. \$4,260 annually, plus expenses, or payable at \$355 per month, plus expenses, for the services listed in Item 1 above, upon billings from the Consultant

- b. For all requested services in excess of eight direct service hours as indicated in Item 1c above in a 12-month period, the applicable hourly rate for the person(s) performing the services shall apply
 - c. “Hours” are defined as hours of direct service to the Client, as well as reasonable travel time to and from the Client’s site
 - d. “Expenses” are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials
3. The term of this contract shall be for the period of one year, beginning July 1, 2022, and terminating June 30, 2023. Agreement may be terminated prior to June 30, 2023, by either party on 30 days’ written notice. In the event that the Client elects to terminate services at the end of the Agreement, the Client shall give a 30-day written notice of nonrenewal. The Consultant will provide continuing services for 90 days after the expiration date of the Agreement or until the Client provides written notice. The Client is responsible for these accrued charges and the Consultant may bill these additional days. In case of cancellation, the Client shall be liable for any costs accrued to the date of cancellation under Item 2 above.
4. It is expressly understood and agreed to by both parties that the Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below:

By: _____

Date: _____

Print Name

Job Title
Kingsburg Joint Union High School District

By:  _____

Date: May 20, 2022

John D. Gray
President/CEO
School Services of California Inc.

ISSUE: Presented to the Board is the Professional Learning/Training Agreement between Kingsburg Joint Union High School District and Fresno County Superintendent of Schools for the 2022-2023 school year in the amount of \$56,450.00.

ACTION: Approve or deny the Professional Learning/Training Agreement for the 2022-2023 school year.

RECOMMENDATION: Recommend approval

FOR BOARD ACTION:

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



PROFESSIONAL LEARNING/TRAINING AGREEMENT
("Agreement")

Legal Doc. No. of this signed Agreement (*Legal use only*): _____

COPY

COVER

Program/Event: Kingsburg Joint Union High School

AGENCY Kingsburg Joint Union High School (" Agency ") Attn: Don Shoemaker, Superintendent 1900 18 th Avenue Kingsburg, CA 93631 Phone: (559) 897-7721 Email: dshoemaker@kingsburghigh.com	FCSS Fresno County Superintendent of Schools (" FCSS ") Attn: Diane Leonardo, Executive Director Dept.: Curriculum & Instruction Fresno County Office of Education 1111 Van Ness Ave. Fresno, CA 93721 Phone: (559) 497-3924 Email: dleonardo@fcoe.org
CONTRACT TERM (see § 3.1) "Effective Date" : August 1, 2022 "Termination Date" : May 30, 2023	TERMINATION DURING CONTRACT TERM (see § 3.2) Ground for termination: With or without cause "Notice Period" : At least 30 before the effective date of termination of this Agreement
FCSS OBLIGATIONS. Unless specifically stated otherwise on this Cover, FCSS shall provide all labor, materials, supplies, equipment, and transportation necessary to perform the following " Services ":	
<ol style="list-style-type: none"> Description of Professional Learning/Training: FCSS shall provide the following professional learning/training: <ul style="list-style-type: none"> English Language Arts/English Language Development professional development and coaching: 33 days at \$950 per day = \$31,350 Science professional development and coaching: 4 days at \$950 per day = \$3,800 Arts Education Department: 16 half days at \$500 per day = \$8,000 Instructional Technology: 14 days at \$950 per day= \$13,300 Date(s) of Professional Learning/Training: The Parties' staff will coordinate and schedule the particular date(s) on which FCSS will conduct the professional learning/training, which date(s) shall be within the Contract Term. Location of Professional Learning/Training: The Parties' staff will coordinate and determine the location(s) of the professional learning/training. 	
CONTRACT AMOUNT AND PAYMENT SCHEDULE (see Art. 2). Agency shall pay FCSS the Contract Amount stated below pursuant to the following " Payment Schedule " (<i>mark one and complete as indicated</i>):	
"Contract Amount" of \$56,450 , the breakdown of which is set forth above under FCSS OBLIGATIONS. FCSS shall submit each invoice for payment to Agency as follows: November 2022, May 2023 . Agency shall pay FCSS within 30 days after: (A) FCSS has completed the Services required of FCSS for the period for which FCSS requests payment; and (B) Agency has received FCSS' invoice requesting payment for such Services.	
AGENCY OBLIGATIONS. Agency shall perform all obligations required of Agency as set forth elsewhere in this Agreement and the following:	
Communicate and coordinate with FCSS staff regarding the professional learning/training referenced above.	

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

AGENCY

FCSS

By: _____
Print Name: Mr. Don Shoemaker
Title: Superintendent

By: _____
Jim A. Yovino, Superintendent
or Authorized Designee

NOTE – ELECTRONIC SIGNATURE: While FCSS will accept digital signatures on contracts and amendments, they must be validated by a reliable Certificate Authority, and if a digital signature is used to execute any such document, the signature page thereof must be provided to FCSS in the electronic format it was signed in.

//

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions contain the following Articles:

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

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

ARTICLE 1 SCOPE OF SERVICES AND OBLIGATIONS.

SECTION 1.1 PURPOSE. By this Agreement, the Parties desire to set forth the terms and conditions upon which FCSS shall provide, and Agency shall compensate FCSS for, performance of those obligations required of FCSS under this Agreement and to set forth the Parties' rights and obligations relating to this Agreement.

SECTION 1.2 COMPLIANCE WITH APPLICABLE LAW AND GRANT. Each Party shall comply with all laws and related regulations applicable to its performance of this Agreement, and all laws and related regulations for which it agrees to comply under this Agreement (collectively and separately referred to as "**Applicable Law**") and shall include any amendment thereto and laws and related regulations that are effective as of the Effective Date or that become effective during the Contract Term). Each Applicable Law is deemed inserted herein; however, if any conflict or inconsistency exists between a provision in this Agreement and a provision in an Applicable Law, the provision in this Agreement shall govern except where the provision in this Agreement is specifically prohibited or void by the Applicable Law in which case the provision in the Applicable Law shall govern to the extent provided in the Applicable Law. Each Party shall comply with the terms and conditions of each grant (if any) that provides funding for this Agreement and all applicable laws, regulations, and requirements.

SECTION 1.3 WORK PRODUCTS AND RIGHTS THERETO. The provisions in this Section shall survive the termination of this Agreement and apply to any Work that a Party prepares for or provides to the other Party pursuant to this Agreement. Each Party's Work shall remain its property and that Party shall have all interests and rights thereto. Each Party grants to the other Party a limited license during the Contract Term to use and reproduce those portions of the other Party's Work necessary for the Party's performance of this Agreement. Upon termination of this Agreement and upon a Party's request, the other Party shall return any or all Work that belongs to the requesting Party. "**Work**" means any data, document, display, drawing, report, material, invention, work, and discovery, including any copyright, right, and interest therein or thereto and whether written, recorded, or electronically stored.

SECTION 1.4 CONFIDENTIAL RECORDS AND INFORMATION.

1.4.1 CONFIDENTIAL MATERIAL. If any documents and/or information (for example and not as a limitation, employee or student record) that is subject to nondisclosure or protection under federal and/or California laws (collectively and separately "**Confidential Material**") are provided to or created by a Party for or pursuant to this Agreement, each Party shall: (A) not release, disseminate, publish, or disclose the Confidential Material, except as required by law or a court order or as this Agreement may permit; (B) unless specifically permitted by applicable laws, not use the Confidential Materials for any purpose not related to a Party's performance of this Agreement; (C) protect and secure the Confidential Material, including Confidential Material saved or stored in an electronic form, to ensure that it is safe from theft, loss, destruction, erasure, alteration, and unauthorized viewing, duplication, and use; (D) acknowledge that any Confidential Material related to students shall be the property of and under the control of the Party whose student it relates to, notwithstanding any use authorized under this Agreement; and (E) not retain any Confidential Material related to a student of the other Party upon the expiration of this Agreement, which shall be accomplished by either the return of or the destruction of such Confidential Material. The provisions of this Subsection shall survive the termination of this Agreement.

1.4.2 SCHOOL OFFICIAL DESIGNATION. To the extent FCSS' provision of the Services under this Agreement will entail FCSS staff to view, handle, create, or receive Confidential Material consisting of student records of Agency's students ("**Pupil Records**") that are subject to the Family Educational Rights and Privacy Act ("**FERPA**"), FCSS acknowledges and agrees, for the purposes of this Agreement, that FCSS is hereby designated as a "school official" with "legitimate educational interests" in the Pupil Records, as those terms are defined under FERPA and its implementing regulations. FCSS agrees to abide by the FERPA limitations and requirements imposed by 34 CFR 99.33(a) on school officials, including that FCSS will not disclose Pupil Records to any other party without the prior written consent of each pupil's parent or eligible pupil.

ARTICLE 2 PAYMENT. As full consideration and compensation for FCSS' performance of this Agreement, Agency shall pay FCSS the Contract Amount in accordance with the Payment Schedule stated on the Cover.

ARTICLE 3 TERM AND TERMINATION OF AGREEMENT.

SECTION 3.1 CONTRACT TERM. This Agreement is effective on the Effective Date and continues in full force and effect thereafter until and including the Termination Date and any extension thereto ("**Contract Term**") and, unless terminated during the Contract Term in accordance with Subsection 3.2.1 below, shall terminate at 12:00 midnight on the last day of the Contract Term without any notice or action by either Party. Any extension of the Contract Term shall be set forth in an amendment executed by the Parties.

SECTION 3.2 TERMINATION DURING CONTRACT TERM; RIGHTS AND OBLIGATIONS UPON TERMINATION. During the Contract Term, a Party, with or without cause, may terminate this Agreement by giving the other Party written notice for the Notice Period stated on the Cover. Upon termination of this Agreement, Agency shall pay FCSS for all Services that FCSS performed before the effective date of termination of this Agreement, such payment to be made within 30 days of the effective date of termination of this Agreement and Agency's receipt of FCSS' invoice. The provisions of this Section shall survive the termination of this Agreement.

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

ARTICLE 4 INSURANCE.

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

ARTICLE 5 INDEMNITY.

Except as stated on the Cover in which case such provisions shall govern to the extent provided therein, each Party's indemnity, defense, and hold harmless obligations to the other Party under or related to this Agreement shall be governed solely by this Article. A Party ("**Indemnitor**") shall: (A) indemnify and hold harmless the other Party ("**Indemnitee**") to the full extent permitted by California laws for any Loss sustained by Indemnitee or a Third Party only in proportion to Indemnitor's liability based on a Final Determination; and (B) defend and pay for all of Indemnitor's attorney's fees and litigation costs related to any Claim or Loss without any right against or from the Indemnitee for indemnity and/or hold harmless of such costs and fees, or any right for defense. A Party who intends to seek or seeks indemnity and/or hold harmless for any Loss from the other Party shall notify the other Party in writing and within a reasonable time after the Party knows or becomes aware of any Claim that may or will result in a Loss, describing, if known or determinable, the pertinent

circumstances, all entities and persons involved, and the amount being claimed. A Party's obligations under this Article are not limited to or by any insurance that it maintains or the lack of insurance but apply to the full extent permitted by California laws, and shall survive the termination of this Agreement. "**Claim**" means any claim, demand, lawsuit, cause of action, action, cross-complaint, cross-action, and/or proceeding arising out of, resulting from, or relating to this Agreement where there has been no Final Determination. "**Loss**" means any bodily injury, property damage, personal injury, advertising injury, liability, loss, damage, judgment, expense, and/or cost (excluding attorney's fees and litigation costs that a Party or a Third Party incurred or paid related to a Loss or Claim) arising out of, resulting from, or relating to this Agreement and for which there has been a Final Determination that a Party is or both Parties are liable. "**Third Party**" means a person who or an entity that is *not* any of the following: (A) a Party; (B) an owner, director, officer, employee, or agent of Agency; (C) an officer, employee, or agent of FCSS; or (D) contracted with (whether directly or through a subcontract of any level) or otherwise retained by a Party to act for or on the Party's behalf. "**Final Determination**" means any judgment, order, or decision, each a "**Determination**," by a court of competent jurisdiction or a governmental entity with jurisdiction to render the Determination where the Determination is not subject to appeal or the period for an appeal has expired.

ARTICLE 6 DISPUTE RESOLUTION.

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

ARTICLE 7 GENERAL PROVISIONS.

SECTION 7.1 ENTIRE AGREEMENT, CONFLICT, EXECUTION, AMENDMENT, AND WAIVER. This Agreement is a complete and exclusive statement of the Parties' agreement under Code of Civil Procedure section 1856. This Agreement consists of, and any conflict or inconsistency in this Agreement shall be resolved by giving precedence as follows: Cover, General Terms and Conditions, exhibit or attachment stated in this Agreement as being a part of this Agreement, and the Required Documents. The Parties may execute this Agreement and any amendment in counterparts such that each Party's signature is on a separate page. A copy or an original of this Agreement or an amendment with the Parties' signatures, whether original or transmitted by electronic means, shall be deemed a fully executed contract. The Parties may amend or waive any provision of this Agreement only by a writing executed by them.

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

SECTION 7.3 INDEPENDENT CONTRACTOR, ASSIGNMENT, AND TRANSFER. Each Party is an independent contractor, and it and its officers, employees, and agents are not, and shall not represent themselves as, officers, employees, or agents of the other Party. This Agreement does not and shall not be construed to create an employment or agency relationship, partnership, or joint venture between the Parties. Each Party shall not assign or transfer any or all of its obligations and/or rights under this Agreement, including by operation of law or change of control or merger, without the other Party's prior written consent, the Parties agreeing that this provision shall not prohibit FCSS from contracting with one or more third parties to perform the Services required of FCSS under this Agreement.

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

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ISSUE:

Presented to the Board is the All 4 Youth Behavioral Health Agreement between Kingsburg Joint Union High School District and Fresno County Superintendent of Schools which has no fiscal impact on the district. Attached are listed adjustments on Exhibit A-1 and A-2 between FCSS and service contractor.

ACTION:

Approve or deny the Professional Learning/Training Agreement for 2022-2023.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

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

AGREEMENT

**BETWEEN KINGSBURG JOINT UNION HIGH
SCHOOL DISTRICT AND FRESNO COUNTY
SUPERINTENDENT OF SCHOOLS FOR
BEHAVIORAL HEALTH SERVICES**

COPY

1. AGREEMENT

This Agreement (hereinafter referred to as “Agreement”) is entered into this second day of June, 2022, between the KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT (hereinafter referred to as “District/School”) and the FRESNO COUNTY SUPERINTENDENT OF SCHOOLS (hereinafter referred to as “FCSS”) for the purpose of providing behavioral health services (hereinafter referred to as “Services”) to the students of the District/School. District/School and FCSS are hereinafter referred to collectively as “Parties” and individually as “Party” throughout this Agreement.

FCSS previously entered into an Agreement with the County of Fresno on June 5, 2018, for the provision of Services to the students of school districts, charter schools, and private schools located within Fresno County (hereinafter referred to as “Master Agreement”). This Master Agreement was extended on March 3, 2022, to last through June 30, 2023. The program developed through this Master Agreement with the County of Fresno is known as All 4 Youth.

The District/School educates students, some of whom would benefit from Services. District/School wishes to engage FCSS to provide Services to its students in need. District/School and FCSS, intending to be legally bound, therefore agree as follows:

2. SCOPE OF SERVICES

The scope of the Services to be provided to the students of the District/School by Service Providers employed by FCSS (hereinafter referred to as “Service Providers”) during the Term of Agreement are set forth in the Scope of Services attached hereto and incorporated herein as Exhibits A-1 and A-2 from the Master Agreement. Because these Exhibits are taken from the Master Agreement, the term “COUNTY” refers to the County of Fresno and the term “CONTRACTOR” refers to FCSS when used in the Exhibits.

Service Providers will provide crisis support in situations that a student expresses desire to harm himself/herself or a desire to harm others, as circumstances permit.

Service Providers, as circumstances permit, will provide support in the form of consultation and collaboration for crisis situations that are non-life threatening or that do not involve threats of harm to self or others (this may not include direct intervention).

Service Providers will provide additional Services to the extent that Services are added to, and continue to be provided by, the All 4 Youth program (e.g., Parent Partners).

3. TERM OF AGREEMENT

The Term of Agreement shall be from June 2, 2022 to June 30, 2025. Neither District/School nor FCSS is required to renew this Agreement in subsequent Agreement years. However, the Parties acknowledge that any subsequent agreement is to be renegotiated prior to June 30, 2025. If a subsequent agreement has not been executed prior to June 30, 2025, and if the Parties have not terminated this Agreement, this Agreement

shall remain in force and effect until terminated as provided herein or a new agreement is executed.

4. INTEGRATION/CONTINUANCE OF AGREEMENT FOLLOWING EXPIRATION OR TERMINATION

This Agreement supersedes any prior or contemporaneous written or oral understanding or agreement with respect to the terms set forth in this Agreement. This Agreement may be amended only by written amendment executed by both Parties.

Either Party may terminate this Agreement with or without cause by providing sixty (60) days' prior written notice.

ADMINISTRATION OF AGREEMENT

5. NOTICES

All notices provided for by this Agreement shall be in writing. Notices shall be submitted in electronic transmission or mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to District/School shall be addressed to:

Name: Don Shoemaker

District/School: Kingsburg Joint Union High School District

Address: 1900 18th Avenue

City, State Zip: Kingsburg, CA 93631

Administrator/Executive Officer Email Address: dshoemaker@kingsburghigh.com

Administrative/Executive Assistant Email Address: sjensen@kingsburghigh.com

Notices to FCSS shall be addressed to:

Name: Trina Frazier, Assistant Superintendent, Student Services

Provider: FCSS All 4 Youth

Address: 1111 Van Ness Ave.

City, State Zip: Fresno, California 93721

FCSS Email Address: tfrazier@fcoe.org

His or Her Administrative Assistant Email Address: lwascher@fcoe.org

6. SEVERABILITY CLAUSE

If any provision or portion of a provision of this Agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Agreement shall be severable and remain in effect.

7. SUCCESSORS IN INTEREST

Neither Party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other Party's prior written consent. Any purported assignment in violation of this paragraph shall be void.

8. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Agreement with venue in the Superior Court for the State of California, County of Fresno.

9. MODIFICATIONS AND AMENDMENTS

This Agreement may only be modified or amended in a writing agreed to by the Parties.

10. INSURANCE

FCSS shall, for the duration of the Agreement, be permissibly self-insured against claims for injuries to persons or damages to property, which may arise from or in connection with performance under this Agreement by FCSS, Service Providers, its agents, representatives, or employees.

Prior to final approval of this Agreement, FCSS shall deliver to the District/School documentation for each required coverage and additional insured endorsements for the comprehensive general liability and comprehensive automobile liability coverages. If at any time said coverages lapse or become canceled, this Agreement shall become void. The acceptance by District/School of the below-required coverages does not serve to limit the liability or responsibility of the insurer or FCSS.

For all coverage procured by FCSS, the following terms apply:

- A. FCSS shall maintain limits of coverage no less than:
 - 1. Commercial General Liability: Two million dollars (\$2,000,000.00) per occurrence and a general aggregate of four million dollars (\$5,000,000.00). This policy shall be issued on a per occurrence basis.

2. Commercial Automobile Liability: Covering at least non-owned and hired autos and, if there are any autos owned by FCSS, then also covering owned autos, with a combined single limit of not less than one million dollars (\$1,000,000.00) per occurrence.
 3. Professional Liability/Errors and Omissions coverage, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability Insurance: one million dollars (\$1,000,000.00) per occurrence/three million dollars (\$3,000,000.00) aggregate.
 4. Worker's Compensation Insurance, with Employer's Liability limits not less than one million dollars (\$1,000,000.00) or as required by California law, whichever is greater.
- B. The general liability and automobile liability coverages are to contain, or be endorsed to contain, the following provisions:
1. The District/School, its subsidiaries, officials, and employees are to be covered as additional insureds as respects: liability arising out of activities performed by or on behalf of FCSS; products and completed operations of FCSS; premises owned, occupied or used by FCSS; or automobiles owned, hired or borrowed by FCSS. The coverage shall contain no special limitations on the scope of protection afforded to the District/School, its subsidiaries, officials, and employees.
 2. For any claims related to Services, FCSS's insurance coverage shall be primary insurance as respects the District/School, its subsidiaries, officials, and employees. Any insurance or self-insurance maintained by the District/School, its subsidiaries, officials, and employees shall be excess of FCSS's coverages and shall not contribute with it.
 3. Each coverage required by this clause shall be endorsed to state that coverage shall not be suspended, voided, canceled by either Party, reduced in coverage or in limits except after thirty (30) days prior written notice by certified mail, return receipt requested, and has been given to the District/School.
- C. FCSS shall furnish the District/School with original or photocopies of endorsements effecting coverage required by this clause. All Certificates of Insurance shall reference the Agreement number, the name of school or agency submitting the Agreement number, the name of school or agency submitting the certificate, and the location of the agency submitting the certificate.
- D. Should any of the required coverages lapse during the Term of Agreement, the District/School may terminate this Agreement effective on the date of lapse.

- E. If District/School or FCSS determines that a change in coverage obligations under this section is necessary, either Party may reopen negotiations to modify the insurance obligations.
- F. District/School represents that it is insured, which may be self-insurance, in compliance with the laws of the state of California, that the insurance covers District/School employees acting within the course and scope of their respective duties, and that its insurance covers District/School's indemnification obligations under this Agreement.

11. INDEMNIFICATION

District/School and FCSS (hereinafter referred to as "Indemnitors") shall each indemnify, defend, and hold the other Party and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (hereinafter referred to as "Indemnitees") harmless against all liability, loss, damage, and expense (including reasonable attorneys' fees) resulting from, arising out of, or in connection with this Agreement or Indemnitors' performance, only to the extent that such loss, expense, damage, or liability was caused by the negligence of the Indemnitor, including, without limitation, its agents, employees, subcontractors, or anyone employed directly or indirectly by it.

12. INDEPENDENT CONTRACTOR

This Agreement is by and between two independent entities that have an independent contractor relationship. FCSS shall provide all Services under this Agreement as an independent contractor, and neither Party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture, or relationship of principal and agent, master and servant, or employer and employee between the District/School and FCSS and any of their employees, agents, affiliates, or other representatives, or between the District/School and any individual assigned by FCSS, to perform any services for the District/School. FCSS shall provide all Services under this Agreement as an independent contractor, and neither Party shall have the authority to bind or make any commitment on behalf of the other Party.

FCSS shall be the sole employer of the individuals selected as Service Providers. FCSS shall be solely responsible for directing its staff and making staffing decisions.

The Parties agree that the District/School is not to assume, nor shall it assume by this Agreement, any liability under the California Workers' Compensation Insurance and Safety Act for, by, or on behalf of any FCSS employees, while said employees are on the premises of District/School or while performing any duty whatsoever under this Agreement, or while going to or from any of Services described herein. FCSS shall provide written notice to its employees of this clause in this Agreement.

13. NON-DISCRIMINATION

FCSS and District/School shall not unlawfully discriminate on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation, in employment or operation of programs pursuant to this Agreement.

14. MAINTENANCE OF RECORDS/PROPRIETARY INFORMATION OF DISTRICT/SCHOOL AND DISTRICT/SCHOOL STUDENTS

FCSS understands and agrees that, in connection with this Agreement, FCSS may have access to confidential information which may be owned or controlled by District/School, and that such information may contain details, the disclosure of which to third parties may be damaging to the District/School, its employees, or students. FCSS also understands and agrees that the disclosure of such information may violate state and/or federal law and may be subject FCSS to civil liability. Consequently, FCSS agrees that all information disclosed by the District/School to FCSS shall be held in strict confidence and used only in performance of this Agreement, unless disclosure is allowed or required by law, parent/guardian/student consent, and/or court order. FCSS shall exercise the same standard of care to protect such information as is used to protect its own confidential information.

All behavioral health records generated pursuant to this Agreement regarding students shall be maintained by FCSS as required by state and federal laws and regulations under the Family Educational Rights and Privacy Act (hereinafter referred to as "FERPA") and relevant state law regarding the confidentiality and handling of pupil records, including but not limited to, California Education Code section 49073, *et seq.* Records shared by District/School shall become part of the student's FCSS student records file in accordance with FERPA. Likewise, FCSS records shared with District/School shall become part of the District/School's student records file.

FCSS and District/School shall follow protocols for sharing records pursuant to applicable state and federal law. This includes Education Code section 49076(a)(2)(F), which provides relevant educational records may be shared between FCSS and District/School officials and employees because the student enrolls or intends to enroll with both Parties.

Nothing in this section shall prevent or discourage the Parties from obtaining and maintaining parent/guardian/student consent to release and exchange information and records between the Parties.

15. DISTRICT/SCHOOL SUPPORT OF SERVICES

- A. District/School shall provide Service Providers with an adequately furnished, reasonably accessible, well-lit workspace. **This workspace shall be private, confidential, and available at all scheduled times.** Staff will also have a confidential phone line and access to the District/School's site-based internet/wifi system, fax system, and duplication equipment. Any change in the workspace location by the District/School shall be provided in writing to FCSS at least sixty

(60) days prior to the change. Any replacement location whether temporary or permanent shall nonetheless meet the criteria identified herein.

- B. District/School will refer appropriate students to FCSS using the All 4 Youth referral process. Each District/School will work with FCSS to develop a way to include parent contact, notification, and permission; routing of referrals, feedback to referring person and primary liaison for information in the referral process. The District/School will encourage self-referral of students where appropriate.
- C. District/School will designate a District/School employee to be the main contact/point person for All 4 Youth. This main contact/point person shall not be a District/School contractor.
- D. District/School will provide administrative support, if requested, for provision of Services by the Service Providers.
- E. District/School will provide support in promoting family events.
- F. District/School will maintain protocols for crisis intervention utilizing existing District/School resources and staff.
- G. District/School agrees that Service Providers provide Services only. As such, District/School will not assign administrative operations or duties and will not leave Service Providers to supervise a classroom/recess/event/etc. to relieve a teacher or other District/School staff/personnel. Further, Service Providers will not be responsible for classroom management and/or disciplinary protocols. Service Providers may consult with District/School staff regarding behavioral health information and/or intervention strategies that may assist a particular student with classroom management and/or in a disciplinary situation. Service providers may also participate in meetings to develop a behavior plan for a student, including, but not limited to an individualized education program (hereinafter referred to as "IEP") or manifestation determination team meeting.
- H. District/School understands that Service Providers are under the direct supervision of an assigned FCSS supervisor and follow the policies and procedures of FCSS, including the All 4 Youth program.
- I. District/School agrees to provide Service Providers with access to students served pursuant to this Agreement during school hours to receive Services.
- J. District/School agrees to allow Service Providers to observe students in classroom and other District/School settings to assess, inform, and/or provide Services.
- K. District/School agrees to provide FCSS with data from the California Longitudinal Pupil Achievement Data System (hereinafter referred to as "CALPADS") and other District/School databases regarding District/School demographics and aggregated data such as that provided to the California Department of Education for the California School Dashboard. Moreover, District/School agrees to provide FCSS

with student-specific information for those students served in the All 4 Youth program as provided for in Section 14 above to allow All 4 Youth to track the outcomes from the All 4 Youth program. This student-specific data shall include information such as attendance, suspension/expulsion, and grades. FCSS will use this data to track outcomes for specific students as well as to track longitudinal data for the overall All 4 Youth program.

16. ATTENDANCE AT DISTRICT/SCHOOL MEETINGS

Service Providers working in the District/School may attend District/School meetings that address the topics of: cultural and linguistic needs of pupils with disabilities, discipline policies, Section 504 responsibilities, Individuals with Disabilities Education Act responsibilities, Americans with Disabilities Act responsibilities, positive behavioral interventions, and least restrictive environment responsibilities. District/School shall provide FCSS with reasonable notice of such meetings.

17. SERVICES AND SUPERVISION ON PUBLIC SCHOOL CAMPUSES

FCSS shall comply with Penal Code Section 627.1 et. seq. and District/School procedures regarding visitors to school campuses specified by District/School policy and in the District/School procedures, and shall follow the procedures of the campus being visited. FCSS shall be responsible for purchase and provision of the supplies and assessment tools necessary to implement the provision of Services on District/School property.

PERSONNEL

18. FINGERPRINT REQUIREMENTS

FCSS shall comply with the requirements of the California Education Code regarding fingerprinting and background checks, including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for Service Providers prior to Services being provided by any individual Service Provider for any District/School student. FCSS hereby agrees that its employees shall not come in contact with District/School students until CDOJ and FBI clearance are ascertained. Prior to commencing Services for students and any time there are changes in personnel, FCSS shall ensure and certify in writing to District/School that none of its employees who are working with District/School students have been convicted of a violent or serious felony as defined in Education Code section 45125.1, a sexual offense as defined in Education Code section 44010, or a controlled substance offense as defined in Education Code section 44011. This prohibition does not apply to those who have obtained a certificate of rehabilitation and pardon pursuant to California Penal Code section 4852.01 for a felony listed under Education Code section 45122.1 and who provide satisfactory documentation of same.

FCSS shall require each employee working with District/School students to report immediately to the District/School any subsequent arrest for a violent or serious felony as defined in Education Code section 45125.1, a sexual offense as defined in Education Code

section 44010, or a controlled substance offense as defined in Education Code section 44011, and FCSS shall immediately prohibit such employee from having any contact with District/School pupils pursuant to this Agreement.

The District/School shall have no responsibility for costs of criminal background checks and arrest notifications.

19. STAFF QUALIFICATIONS

FCSS shall ensure that all individuals employed, contracted, and/or otherwise hired by FCSS hold a license, certificate, permit, or other document required by law for Services being provided. FCSS shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

Service Providers employed by FCSS who are required to be licensed or board certified will be registered with the applicable board according to their area of specialty (e.g., Board of Behavioral Sciences or Board of Psychology or Medical Board of California) and remain in good standing under the laws of the State of California.

20. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

Upon request from the District/School, FCSS shall submit to District/School a Service Provider list, as applicable, and copies of all current licenses, credentials, permits and/or other documents that entitle the holder to provide Services by individuals employed, contracted, and/or otherwise hired by FCSS.

FCSS shall monitor the status of licenses, credentials, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by FCSS to provide Services to District/School's students. Upon request from District/School, FCSS shall provide to District/School updated information regarding the status of licenses, credentials, permits, and/or other documents that entitle the holder to provide Services. FCSS will be considered in breach of this Agreement for any Services are provided by an unqualified provider or one who has an expired credential or license.

HEALTH AND SAFETY MANDATES

21. HEALTH AND SAFETY

FCSS, including Service Providers, shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. FCSS shall comply with the requirements of California Education Code section 49406 regarding the examination of Service Providers for tuberculosis. Upon request from District/School, FCSS shall provide to District/School documentation for each individual volunteering, employed, contracted, and/or otherwise hired by FCSS to provide Services of such compliance (e.g., a negative tuberculosis risk assessment).

FCSS shall comply with Occupational Safety and Health Administration (hereinafter referred to as "OSHA") Blood Borne Pathogens Standards, Title 29 Code of Federal

Regulations (hereinafter referred to as “CFR”) section 1910.1030, should it provide medical treatment or assistance to a District/School pupil. FCSS further agrees to provide any applicable annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code as required by applicable law.

22. EMERGENCY INTERVENTION AND INCIDENT REPORTING

FCSS shall comply with state and federal law related to emergency interventions.

District/School shall complete a Behavioral Emergency Report (hereinafter referred to as “BER”) when an emergency occurs. If a Service Provider is the only witness to the incident, then the Service Provider will complete the BER.

23. MANDATED REPORTING REQUIREMENTS

FCSS hereby agrees to annually train all Service Providers so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. To protect the privacy rights of all parties involved (i.e., reporter, child, and alleged abuser), reports will remain confidential as required by law and professional ethical mandates.

FCSS agrees to provide annual training to all Service Providers regarding mandated child abuse reporting laws, and shall maintain documentation, signed by each Service Provider receiving such training.

24. SEXUAL HARASSMENT

FCSS shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by FCSS’s policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. FCSS further agrees to provide anti-harassment training as required by applicable law.

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25. REPORTING OF MISSING CHILDREN

FCSS assures District/School that all Service Providers are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of Service Provider adherence to such reporting shall be properly submitted to the District/School. The written statement shall be submitted as specified by the District/School.

Fresno County Superintendent of Schools

County Superintendent or Designee

Date

Kingsburg Joint Union High School District

Superintendent

Date

COPY

**School and Community Based
Specialty Mental Health Treatment Services to Children/Youth**

Scope of Work

ORGANIZATION: Fresno County Superintendent of Schools
ADDRESS: 1111 Van Ness Avenue, Fresno, CA, 93712
SERVICES: **School Aged Specialty Mental Health Treatment Services for Ages 0-22**
PROGRAM NAME: All 4 Youth
CONTRACT TERM: July 1, 2018 - June 30, 2021
with options for two (2) additional twelve (12) month periods

CONTRACT SITES: ~~See Exhibit A-4~~ District/School _____
FCSS _____

<u>Fiscal Year</u>	<u>Total Contract</u>	<u>MHSA Ramp</u>	<u>CSS</u>	<u>Medi-cal FFP</u>
2018-19	\$6,220,264	\$2,057,193	\$1,248,879	\$2,914,192
2019-20	\$13,709,938	\$787,930	\$3,757,205	\$9,164,804
2020-21	\$18,227,020	\$667,271	\$5,227,637	\$12,332,112
2021-22	\$23,027,015	\$709,834	\$6,924,876	\$15,392,304
2022-23	\$28,567,809	\$646,147	\$8,753,716	\$19,167,946

~~Maximum Compensation All Five (5) Years: \$89,752,046~~ District/School _____
FCSS _____

TELEPHONE: (559) 265-3010

CONTACT PERSON: Jim Yovino, Superintendent of Schools

I. SCHEDULE OF SERVICES:

Monday through Friday 7:00 AM to 7:00 PM. Public posted hours may differ (7:00 AM to 4:00 PM school hours, but services provided at site after 4:00 PM). Operational hours will be flexible to meet needs of families. Saturday and/or Sunday by appointment or as needed. Access to school sites during summer as needed. Services during summer provided in-home as needed.

II. TARGET POPULATION:

CONTRACTOR shall provide specialty mental health medically necessary treatment services to youth, ages 0-22, with serious emotional disturbance (SED) and their families.

These youth are characterized by having difficulty with social/emotional/behaviors, and such difficulties are impacting their ability to cope with the school and/or home environment. These characteristics may be impacting their relationships with others, their ability to make progress at school and their overall health and well-being.

Target population: Medi-Cal beneficiaries with SED

Referral Sources: Referrals from school staff, County of Fresno, Department of Behavioral Health (DBH) staff, self-referral, family member, community member, school employee or any agency member in the community.

The target population shall include youth who are at-risk of involvement, or are currently involved in the juvenile justice system, and have significant family conflict. Additionally, services shall be provided to clients/families in rural/metro areas; clients/families that have no or limited means of payment for services; clients/families who have traditionally been reluctant to seek services from traditional mental health settings; and clients/families who are in danger of homelessness, hospitalizations, out of home placements, and/or emergency room visits.

III. PROJECT DESCRIPTION:

CONTRACTOR shall provide one integrated system of behavioral health services and shall reduce barriers to access. Services shall be readily accessible in a continuum of care. CONTRACTOR shall effectively provide access to the full continuum of behavioral health services for all children and families of Fresno County and institute a vision where all children's behavioral health needs are met and all children and families will have access to a seamless system that promotes a positive healthy environment in which to live and learn and to provide access for all children.

CONTRACTOR shall provide a full array of specialty mental health outpatient treatment services, including intensive case management, Intensive Care Coordination (ICC), Intensive Home Based Services (IHBS), rehabilitation, collateral, mental health therapy services, group therapy, crisis services, medication support services, outreach and advocacy services.

CONTRACTOR shall provide specialty mental health services pursuant to and in accordance with the COUNTY's Managed Care Fresno County Mental Health Plan (FCMHP) Organizational Provider Manual, the FCMHP Clinical Documentation and Billing Manual, and in accordance with the Medicaid Managed care (MMC) Final Rule regulations, all referenced herein, and accessible via the following website: <http://www.co.fresno.ca.us/departments/behavioral-health/managed-care>. CONTRACTOR shall adhere to all of the documents and requirements as stated in the above manuals and regulations.

It is the expectation of the COUNTY that CONTRACTOR provide timely access to services that meet the State of California standards for care guidelines. Network adequacy standards for access to services and time and distance requirements under the Managed Care Final Rule must be adhered to. CONTRACTOR shall provide services in accordance with State of California MHSUDS Info Notice No. 18-011. Services can be delivered in the school, home, community, or other community-based settings. Telehealth, mobile services, and co-location in natural supports and gathering places for the intended population are additional options.

It is hereby recognized that CONTRACTOR shall provide mental health services (non-urgent services) within ten (10) business days from first request/referral of services to first appointment. CONTRACTOR shall provide psychiatry services within fifteen (15) business days from first request/referral to first appointment. CONTRACTOR shall provide urgent services within 48 hours or as soon as needed based on each client's needs. In addition, the location of services shall be within 45 miles or 75 minutes from the beneficiary /client's place of residence.

CONTRACTOR shall track timeliness of services to clients and provide a monthly report showing the monitoring or tracking tool that captures this data. COUNTY and CONTRACTOR shall meet to go over this monitoring tool on a monthly basis as needed. COUNTY shall take corrective action if there is a failure to comply by CONTRACTOR with the above timely access standards.

CONTRACTOR shall be expected to develop strategies to mitigate lengthy client wait lists should service demand exceed program capacity. This would include the provision of services during non-traditional hours of operation and weekends as noted in Exhibits A-1 and A-2, Scope of Work. CONTRACTOR agrees to comply with any and all changes in the State of California, Federal, and/or County guidelines and regulations as may occur during the term of this Agreement.

CONTRACTOR shall provide Intensive Care Coordination (ICC) and Intensive Home Based Services (IHBS) services to clients/beneficiaries under age 21 who are eligible for the full scope of Medi-Cal services and meet the medical necessity criteria for specialty mental health services as required by State of California guidelines for services to children and youth. ICC and IHBS services shall be provided in accordance with State of California MHSUDS Information Notice No.16-004. Services shall be coordinated, comprehensive, and community-based for children and youth with more intensive needs and client shall receive ICC and IHBS in their own home or in the most homelike setting appropriate to their needs.

The State of California, Department of Health Care Services (DHCS) has selected the Pediatric Symptom Checklist (PSC-35) and the California Child and Adolescents Needs and Strengths (CANS 50) tools to measure child and youth functioning, as intended by Welfare and Institutions Code Section 14707.5. CONTRACTOR shall provide services and utilize the PSC-35 and CANS 50 outcomes measurement tools in accordance with State of California MHSUDS Info Notice No. 17-052. The PSC-35 is a psychosocial screening tool designed to facilitate the recognition of cognitive, emotional, and behavioral problems so appropriate interventions can be initiated as early as possible. Parents/caregivers will complete PSC-35 (parent/caregiver version) for children and youth, ages 4 up to age 18. The CANS 50 is a structured assessment used for identifying youth and family actionable needs and useful strengths. It provides a framework for developing and communicating about a shared vision and uses youth and family information to inform planning, support decisions, and monitor outcomes. CONTRACTOR shall complete the CANS 50 through a collaborative process which includes children and youth ages 6 up to age 17, and their caregivers (at a minimum). These functional assessment tools need to be completed at the beginning of treatment, every six months following the first administration, and at the end of treatment.

The determination of which services and supports are to be provided to each client/family shall be made on the basis of the individual services and supports plan, or plan of care, which is created by the client/family and the CONTRACTOR staff.

An individual services and supports plan is a plan developed to identify the client's goals and describe the array of services and supports necessary to advance these goals based on the client's needs and preferences and, when appropriate, the needs and preferences of the client's family.

The concepts of wellness and recovery shall be embedded in this program through all interventions that will focus on the strengths of the family and work toward the goal of enhancing those strengths and self-sufficiency.

CONTRACTOR shall provide services that will encourage clients and families to achieve wellness and recovery. As clients and families advance in the program they will be able to reach a level of wellness and recovery that should allow them to successfully discharge from the program or move to a lower level of service. CONTRACTOR shall make appropriate decisions that allow it to efficiently serve enrolled clients and families and those that are on a waiting list for services.

Number of Clients to be Seen:

CONTRACTOR shall provide services to the following number (minimum number) of clients per year:

Year 1: 750 clients will be served

Year 2: 1680 clients will be served

Year 3: 2460 clients will be served

Year 4: 3240 clients will be served

Year 5: 4020 clients will be served

Staffing:

District/School _____
FCSS _____

~~CONTRACTOR's staffing is identified in CONTRACTOR's budget and budget narratives in Exhibit C.~~
CONTRACTOR staff providing clinical direct behavioral health services will be required to have the appropriate licensure or be internship/unlicensed/associates designated supervised by licensed staff.

The Behavioral Health Program Supervisor and Behavioral Health Clinician Supervisor are high-level leadership positions that will be required to have the necessary licensure, excellent clinical competencies, extensive knowledge of the Medi-Cal billing system and auditing requirements, and knowledge and experience of the educational system.

Cultural brokers and family partner will also be hired with lived experience in each of CONTRACTOR's sites/hub. Services to be provided at school sites, at child's home, or other community settings.

Service Locations (Refer to Exhibit A-4 for school listings and sites): District/School _____
FCSS _____

FY 2018-2019-Phase 1

Hub locations:

Corporate office: 2440 Tulare St. Civic Center Square Suite 200 Fresno, CA 93721

Mendota Hub (address TBD): Satellite offices in Firebaugh, Golden Plains, Kerman

Population Hub - Birth to 5 years of age utilizing CONTRACTOR's mobile health unit, corporate hub, community opportunities and in the home.

FY 2019-2020-Phase 2 - in strategically placed geographic areas within Fresno County. Location of Hub will occur in the South/Central Fresno County area and the districts located in the area include: Washington, Selma, Fowler, Laton, Washington Colony, Orange Center, Fresno, Pacific Union, Caruthers, Clay, Kingsburg High, Kingsburg Elementary, Alvina, Monroe, and Parlier, Laton, Raisin City, West Park.

FY 2020-2021-Phase 3 - in strategically placed geographic areas within Fresno County. Location of the Hub will occur in the North side of Fresno County and the districts located in this area include: Central, Fresno, Clovis, and Sierra, Big Creek, and Pine Ridge.

FY 2021-2022-Phase 4 - in strategically placed geographic areas within Fresno County. Location of the Hub will occur in the East side of Fresno County area and the districts located in this area include: Kings Canyon, Sanger, and Sierra.

FY 2022-2023-Phase 5 - in strategically placed geographic areas within Fresno County. Location of the Hub will occur in the Southern part of Fresno County area and the districts in this area include: Coalinga-Huron, Westside Elementary, and Burrel, Riverdale.

Clinicians can be assigned to satellite sites not yet connected to a Hub location in the existing region throughout the duration of this agreement.

Clinicians and other mental health staff located at a specific site or hub may serve students/clients in other hubs/locations and other areas in the community as needed. Students/clients located in a specific location/hub may access services in other sites/hubs as needed. CONTRACTOR shall work with COUNTY's DBH Director, or designee to ensure a smooth and efficient continuum of care for all students/clients. CONTRACTOR shall work collaboratively with COUNTY's DBH and the DBH's network of providers to ensure students/clients receive all needed linkages and services in a seamless manner.

Hubs shall be strategically situated to provide coverage in all areas of Fresno County by Phase 5 and to include coverage in the Fresno Metro area (Fresno Unified, Central Unified, Washington Unified), Clovis, the southwest area (Coalinga, Westside, Laton etc.) the eastern side of the county (including Dunlap, Pine Ridge, Kings Canyon, Parlier etc.) the west side (Mendota, Firebaugh, Kerman, Tranquility etc.) and the south central (Selma, Monroe, Alvina, etc.)

Hub locations, start up periods, and school satellite sites may be adjusted during the term of this agreement by the written approval of the COUNTY's DBH Director, or designee, and CONTRACTOR.

Any new schools or sites may be added or deleted or further adjusted throughout the duration of this Agreement with the written approval of the COUNTY's DBH Director, or designee, and CONTRACTOR. Services may be located at the school site, community based or be provided in the in home.

MHSA – CCS Funds

Since part of the funding for this specialty mental health treatment services scope of work is based on MHSA Community Services and Support Funds (CSS) funding, CONTRACTOR shall follow all requirements of a CSS program under the Mental Health Services Act (MHSA) as defined in the current MHSA CSS Regulations.

CONTRACTOR shall collect all data and fulfill all reporting requirements as specified in the applicable MHSA CSS regulations related to the program type, strategies, and standards indicated above or as indicated in MHSA regulations. CONTRACTOR shall will work with COUNTY to ensure data, outcomes, and reports are included in all required MHSA reports, plans, and updates.

Current MHSA Regulations can be found at the following website:

<http://mhsoac.ca.gov/laws-and-regulations>

CONTRACTOR shall understand all MHSA CSS regulations to ensure they have the organizational capacity to record, track, and report all required elements.

CONTRACTOR shall participate in monthly, or as needed, workgroup meetings consisting of staff from COUNTY's DBH to discuss MHSA requirements, data reporting, training, policies and procedures, overall program operations and any problems or foreseeable problems that may arise.

Under MHSA CSS funding, the target population must meet requirements for SMI/SED diagnosis; and must address reduction of specific ethnic disparities.

The target population will include individuals who are not currently served and who meet one or more of the following criteria:

- At risk of homelessness – such as youth aging out of foster care or persons coming out of jail
- Involved in the criminal justice system – Jail/JJC (including families with child protection issues)
- Frequent users of hospital and emergency room services or are so underserved that they are at risk of:
 - Homelessness – such as persons living in institutions or nursing homes
 - Institutionalization

Diagnoses that serve as criteria for inclusion in the target population will be based on definitions found in 5600.3 California Welfare and Institutions code defining severe mental disorder. The operational definition of “diagnosis” for programs serving the chronically homeless may also include: co-occurring disorders, personality disorders, general anxiety/mood disorders, and Post Traumatic Stress Disorder).

The Five (5) Core MHSA Concepts to be embedded in each program consist of:

Concept 1: Recovery/resiliency orientation:

Programs shall embody the values of recovery and resiliency (i.e., hope, personal responsibility, self-advocacy, choice, respect) and the program principles of recovery and resiliency, including:

- Client-driven goal setting and Individualized Services and Supports Plans
- Providers are allies to the client’s recovery process.
- A harm-reduction approach to substance abuse that encourages recovery and abstinence but does not penalize consumers or withdraw help from them if they are using.
- A built in understanding and expectation of setbacks as part of recovery.
- Links to a range of services that are part of the consumers “pathway to wellness” (i.e., employment, health care, peer support, housing, medications, food and clothing)

Concept 2: Cultural Competence Orientation: The program’s structure, staffing and service delivery values will reflect the cultural values and orientation of the program’s target populations.

The program will embody principals of cultural competence including:

- Diverse staff, representative of the primary ethnic groups to be reached through the program
- Staff trained regarding common access barriers for racial and ethnic groups targeted (including the impact of housing discrimination)
- Links to community-based organizations that share the healing beliefs and practices of ethnic communities served by the Program.

CONTRACTOR’s program must also be able to deal with gender and sexual orientation diversity. Training in sensitivity to gender and sexuality issues is a key component for staff on the Team.

Concept 3: Community Collaboration: Collaborations ensure that community resources are made available to enrollees. These collaborations include subcontracts between the CONTRACTOR and other agencies, memoranda of understanding with community non-profits and businesses regarding providing services to clients, and informal relationships built between CONTRACTOR staff and community stakeholders that result in improved access and decreased discrimination.

Concept 4: Client/Family Driven program: Integrated Services and Supports Plan (ISSP) is used by adult clients and families of children and youth to identify their needs and preferences which lead to the services and supports that will be most effective for them. Providers work in full partnership with clients to develop these ISSPs. Their needs and preferences drive the policy and financing decisions that affect them.

Concept 5: Integrated Service Experience: Programs were incorporated into the MHSA to ensure that these dollars funded "integrated service experiences." This means that services are "seamless" to clients and that clients do not have to negotiate multiple agencies and funding sources to get critical needs met and to move towards recovery and develop resiliency. Services are delivered, or at a minimum, coordinated through a single agency or a system of care. The integrated service experience centers on the individual/family, uses a strength-based approach, and includes multi-agency programs and joint planning to best address the individual/family's needs using the full range of community-based treatment, case management, and interagency system components required by children/transition age youth/adults/older adults.

IV. Cultural Competency:

- A. CONTRACTOR shall provide the following as it relates to cultural competency services:
1. CONTRACTOR shall recruit and hire staff that have demonstrated experience working with the Latino, African American, Southeast Asian, Native American, Punjabi, and other minority populations and have knowledge about the culture of these targeted groups as well as other diverse communities.
 2. CONTRACTOR's staff shall attend annual trainings on cultural competency, awareness, and diversity as provided by CONTRACTOR. CONTRACTOR's staff shall be appropriately trained in providing services in a culturally sensitive manner.
 3. CONTRACTOR's staff shall attend civil rights training as provided by CONTRACTOR.
 4. CONTRACTOR shall hire bilingual staff. At a minimum, CONTRACTOR shall hire staff competent in Spanish and Hmong as these are the identified threshold languages in Fresno County.
 5. CONTRACTOR shall secure the services of trained translators/interpreters as may be necessary. Translators/interpreters may prove invaluable for languages such as Cambodian, Russian, Arabic, Armenian, Punjabi, and others. Translators/interpreters shall be appropriately trained in providing services in a culturally sensitive manner.
 6. CONTRACTOR shall provide services by placing importance on traditional values, beliefs and family histories. Cultural values and traditions offer special strengths in treating clients and this should help guide health care messages and wellness and recovery plans.
 7. CONTRACTOR shall provide services within the most relevant and meaningful cultural, gender-sensitive, and age-appropriate context for the target population.
 8. CONTRACTOR shall develop plans to continually engage targeted populations.

9. CONTRACTOR shall recruit and hire client/family members. Regarding the recruitment of client/family members, the CONTRACTOR will be able to consult with the COUNTY DBH.
10. CONTRACTOR shall distribute literature/informational brochures in appropriate languages and request feedback as to how access to care could be improved for these culturally diverse communities.
11. CONTRACTOR shall conduct an annual cultural competency self-assessment and provide the results of said self-assessment to the COUNTY. The annual cultural competency self-assessment instruments shall be reviewed by the COUNTY and revised as necessary to meet the approval of the COUNTY. The CONTRACTOR can create their own cultural competency self-assessment tools or utilize instruments to be provided by COUNTY.
12. CONTRACTOR shall provide services throughout Fresno County in the community and home as needed, to increase the frequency of clients obtaining needed services as some children/families are reluctant to seek services at school sites.
13. CONTRACTOR shall promote system of care accountability for performance outcomes which enable children and their families to live independently, work, maintain community supports, stay in good health, and avoid substance abuse and incarceration.
14. CONTRACTOR shall develop individual services and supports plans which are flexible and open to meet the unique needs of the targeted populations.
15. CONTRACTOR shall provide family support and the creation of family partnerships utilizing peer support for families and parenting support.
16. CONTRACTOR shall establish culturally specific multidisciplinary treatment teams responsible for assuring and providing needed services.
17. CONTRACTOR shall provide parenting groups that are conducted in the preferred language of the participant client/families.
18. CONTRACTOR's staff will be trained to keep an open mind and maintain non-judgmental interaction with clients/families.
19. CONTRACTOR, when developing program services and service delivery approaches, shall seek to hire and train staff and community stakeholders (i.e., consumers, family members, etc.) that are providing services to consumers and families on appropriate methods and approaches to delivering gender and age specific services.
20. CONTRACTOR's hiring and contracting practices shall be based on local data and reflect the needs of the population to be served.
21. CONTRACTOR shall attend the COUNTY's Cultural Diversity Committee monthly meetings, maintain its own cultural competence oversight committee, and develop a cultural competency plan to address and evaluate cultural competency issues.
22. COUNTY shall provide technical assistance and demographic data to CONTRACTOR in relation to cultural competency planning.
23. CONTRACTOR shall train staff on best practice for utilizing interpreters to ensure effective communication with monolingual consumers and families to assist in the delivery of culturally/linguistically appropriate services.

V. COUNTY RESPONSIBILITIES:

COUNTY shall:

1. Provide oversight, through its DBH Director, or designee, and collaborate with CONTRACTOR and other COUNTY Departments and community agencies to help achieve State program goals and outcomes. In addition to contract monitoring of program(s), oversight includes, but not limited to, coordination with the State Department of Health Care Services in regard to program administration and outcomes.
2. Assist the CONTRACTOR in making linkages with the total behavioral health system. This will be accomplished through regularly scheduled meetings as well as formal and informal consultation.
3. Participate in evaluating the progress of the overall program and the efficiency of collaboration with CONTRACTOR's staff and will be available to the CONTRACTOR for ongoing consultation.
4. Gather outcome information from CONTRACTOR throughout each term of this Agreement. COUNTY DBH staff shall notify the CONTRACTOR when its participation is required. The performance outcome measurement process will not be limited to survey instruments but will also include, as appropriate, client and staff interviews, chart reviews, and other methods of obtaining required information.
5. Assist the CONTRACTOR's efforts towards cultural and linguistic competency by providing the following to CONTRACTOR:
 - a. Technical assistance and training regarding cultural competency requirements.
 - b. Mandatory cultural competency training for CONTRACTOR personnel, at minimum once per year.
 - c. Technical assistance for translating information into COUNTY's threshold languages (Spanish and Hmong). Translation services and costs associated will be the responsibility of the CONTRACTOR.
6. Convene a routine collaborative governing leadership meeting between CONTRACTOR and COUNTY designed to maintain the overarching goals and objectives of the requirements of this Agreement.

VI. Performance Outcome Measures

CONTRACTOR shall be required to submit measureable outcomes on an annual basis, as identified in the COUNTY DBH's *Policy and Procedure Guide (PPG) 1.2.7 Performance Outcomes Measures*, ~~attached hereto and referenced herein as Exhibit A-5, attached hereto and incorporated herein by reference and made part of this Agreement.~~ Performance outcome measures must be approved by the COUNTY's DBH and satisfy all State and local mandates. The Department will provide technical assistance and support in defining measureable outcomes. Performance outcome measures shall be mutually agreed upon by CONTRACTOR and COUNTY's DBH Director, or designee, within ninety (90) days of the Agreement start date. All performance indicators will reflect the four (4) domains identified by the Commission Accreditation of Rehabilitation Facilities (CARF).

The domains are *Effectiveness, Efficiency, Access, and Satisfaction*. These are defined and listed below.

District/ School _____
FCSS _____

The COUNTY's DBH collects data about the characteristics of the persons served and measures service delivery performance indicators in each of the following CARF Domains: At minimum, one (1) performance indicator will be identified for each of the four (4) CARF domains listed below.

1. **Effectiveness:** A performance dimension that assesses the degree to which an intervention or services have achieved the desired outcome/result/quality of care through measuring change over time. The results achieved and outcomes observed are for persons served.

Examples of indicators include: Persons get a job with benefits, or receive supports needed to live in the community, increased function, activities, or participation, and improvement of health, employment/earnings, or plan of care goal attainment.

2. **Efficiency:** Relationship between results and resources used, such as time, money, and staff. The demonstration of the relationship between results and the resources used to achieve them. A performance dimension addressing the relationship between the outputs/results and the resources used to deliver the service.

Examples of indicators include: Direct staff cost per person served, amount of time it takes to achieve an outcome, gain in scores per days of service, service hours per person achieving some positive outcome, total budget (actual cost) per person served, length of stay and direct service hours of clinical and medical staff.

3. **Access:** Organizations' capacity to provide services of those who desire or need services. Barriers or lack thereof for persons obtaining services. The ability of clients to receive the right service at the right time. A performance dimension addressing the degree to which a person needing services is able to access those services.

Examples of indicators include: Timeliness of program entry (From 1st request for service to 1st service), ongoing wait times/wait lists, minimizing barriers to getting services, and no-show/cancellation rates.

4. **Satisfaction:** Satisfaction Measures are usually orientated towards consumers, family, staff, and stakeholders. The degree to which clients, the COUNTY and other stakeholders are satisfied with services. A performance dimension that describes reports or ratings from persons served about services received from an organization.

Examples of indicators include: opinion of persons served or other key stakeholders in regards to access, process, or outcome of services received, Consumer and/or Treatment Perception Survey.

A. Data Collection

1. Data collection and evaluation methods may include, but are not limited to, staff, participant, and family interviews; and case file reviews.
2. CONTRACTOR shall also conduct consumer satisfaction surveys to see if there is a strong correlation of the efficacy of the evidence-based program with specific ethnicities and languages as well as to identify gaps in meeting cultural needs of clients/families, if any.

3. CONTRACTOR shall ensure all program clients/families participate in the semi-annual State Consumer Perception Survey (CPS) survey. CPS's will be distributed to all active clients/families to fill out and return to CONTRACTOR.
4. CONTRACTOR shall collect data regarding the ethnicity and language of each client/family receiving services as well as directing staff to follow-up with the culturally diverse clients/families for suggestions on how to improve the programs and also how to help make the programs more culturally relevant.
5. CONTRACTOR shall maintain all client data in permanent electronic case records. CONTRACTOR shall have established policies and procedures for data collection and client confidentiality.

B. Performance Goals

CONTRACTOR's performance shall also be evaluated according to its scope of work goals and effectiveness indicator's.

Other goals that CONTRACTOR shall be evaluated on by COUNTY DBH utilizing the following performance outcomes:

<u>Goal/Objective 1:</u>	Increase the delivery of mental health treatment services to unserved and underserved clients and families with limited or no means of payment.
<u>Goal/Objective 2:</u>	Identify and build upon individual and family strengths and assets to help parents and children develop new skills to enhance family cohesion.
<u>Outcome 2:</u>	Clients will gain skills to reduce family conflict and the ability to identify familial strengths.
<u>Outcome 3:</u>	Clients will gain self-confidence, increased ability to handle anger and manage difficult situations, and experience improved individual functioning.
<u>Outcome Indicator 3A:</u>	85% of the clients that participate in the program will report functional improvement measured by CANS (Child/Adolescent Needs and Strengths) scores.
<u>Outcome Indicator 3B:</u>	50% of students/clients that are identified with behavioral health problems will report a decrease in behavioral health symptoms between the start of program and end of program.
<u>Outcome Indicator 3C:</u>	50% of the clients that are part of the program will report a decrease in inpatient mental health crisis visits between start of program and end of program.
<u>Outcome Indicator 3D:</u>	50% of the clients that complete the program will report a decrease in recidivism into the Juvenile Justice System between start of program and end of program.

<p><u>Outcome Indicator 3E:</u></p>	<p>85% of the clients participating in the program that are diagnosed with mental health disorders, e.g., conduct disorder, oppositional defiant disorder, disruptive behavior disorder, etc., when they begin the program will report improvement after successfully completing the program.</p>
<p><u>Outcome Indicator 4:</u></p>	<p>At a minimum, 80% percent of clients/families will report their satisfaction with program services on the CONTRACTOR's consumer satisfaction surveys, and the semi-annual State POQI survey.</p>

C. Reports

1. CONTRACTOR shall prepare an evaluation report annually and submit to the COUNTY's DBH, and make said reports available to partnering and interested local agencies and organizations such as the project collaborators, other community agencies and mental health treatment providers. Each annual evaluation report will include the following information: demographics of the target population served, services provided to each participant, number of hospitalization, enrollment in school, results of data analysis compared to planned process, output and outcome measures, barriers to program implementation and measures taken to overcome those barriers, accomplishments of program participants, lessons learned, and the final result of any and all satisfactory survey(s).
2. CONTRACTOR shall be expected to comply with all contract monitoring and compliance protocols, procedures, data collection methods, and reporting requirements conducted by the COUNTY.
3. Additional reports/outcomes may also be requested by the COUNTY's DBH, based on among other things, identification of client/family specific needs as well as State required reports/outcomes as needed.

**School and Community Based
Prevention and Early Intervention (PEI) Services to Children/Youth**

Scope of Work

ORGANIZATION: Fresno County Superintendent of Schools

ADDRESS: 1111 Van Ness Avenue, Fresno, CA, 93712

SERVICES: **PEI School Aged Prevention and Early Intervention Services – Including Positive Behavioral Intervention and Supports (PBIS) Services for Ages 0-22**

PROGRAM NAME: All 4 Youth - PEI

CONTRACT TERM: July 1, 2018 - June 30, 2021
with options for two (2) additional twelve (12) month periods

CONTRACT SITES: See Exhibit A-4 District/School _____
FCSS _____

<u>CONTRACT AMOUNT:</u>	<u>Fiscal Year</u>	<u>Contract Maximum (PEI Funds)</u>
	2018-19	\$1,587,822
	2019-20	\$3,290,230
	2020-21	\$4,352,581
	2021-22	\$5,448,649
	2022-23	\$6,779,650

Maximum Compensation All Five (5) Years: \$21,458,932 District/School _____
FCSS _____

TELEPHONE: (559) 265-3010

CONTACT PERSON: Jim Yovino, Superintendent of Schools

I. SCHEDULE OF SERVICES:

Monday through Friday 7:00 AM to 7:00 PM. Public posted hours may differ (7:00 AM to 4:00 PM school hours, but services provided at site after 4:00 PM). Operational hours will be flexible to meet needs of families. Saturday and/or Sunday by appointment or as needed. Access to school sites during summer as needed. Services during summer provided in-home as needed.

II. TARGET POPULATION:

PEI programs will take place in a school setting, a preschool setting and in the home throughout Fresno County. In particular, programs in the schools and preschools will be a mixture of school-wide, classroom, and non-classroom or non-instructional settings. Professionals involved in various aspects of these programs will include school administrators, teachers, and school psychologist/therapist, rehabilitation specialists in addition to personnel from outside the particular school, including CONTRACTOR's behavioral health staff.

III. PROJECT DESCRIPTION:

Since the inception of the MHSA Positive Behavior Interventions and Supports (PBIS) program implementation in 2011, 138 schools have been trained in PBIS through the three (3) year training and coaching cycle. The adoption of a PBIS framework within the schools has had a positive effect on decreasing problem behaviors, increasing school attendance, increasing social-emotional supports in schools and improving school climate. The original PBIS scope of work was designed to achieve these goals within the school setting. This revised PEI/PBIS scope of work will address: 1. Expansion of the PBIS training to include trauma-informed practices in the current PBIS schools and provide PBIS training for preschools; 2. Integration of mental health staff into the school-wide system; and 3. The need for an access point to triage at-risk children and families in order to link to services in the community in a timely manner.

This project proposes to enhance the existing PBIS framework by providing an additional one (1) year training cycle to support schools with integrating trauma-informed practices, suicide prevention practices and effectively incorporating mental health staff within the school system and culture.

This project further proposes to provide a two (2) year training cycle to preschools within Fresno County on PBIS in order to incorporate the PBIS framework into preschool settings.

The intent of this project is to provide funds for positive behavioral supports and mental health prevention and early intervention services in a school, preschool, community and home setting to children and youth, ages 0 to 22. The purpose of the PEI component is to prevent mental illness and reduce the long-term adverse impact on individuals and their families and reduce the impact of untreated mental illness. Prevention in mental health involves reducing risk factors or stressors, building protective factors and skills and increasing support. Prevention promotes positive cognitive, social and emotional development and encourages a state of well-being that allows the individual to function well in challenging circumstances.

In general, school based PEI programs will incorporate a positive behavioral PEI services reflecting an Evidence Based Program (EBP) which must include a three-tiered integrated approach emphasizing primary preventions, secondary preventions, and linking to tertiary interventions (specialized/individualized systems for youth at risk of school failure, severe emotional and behavioral problems, abuse, neglect, trauma resulting from co-occurring substance use disorder, and/or risk of juvenile justice involvement).

PEI programs will also incorporate programs to support perinatal and early childhood wellness and prevention strategies to address the needs of youth ages 0 to 5 years old to increase school readiness and prevent mental illness. This structure is designed to mitigate school failure, juvenile justice involvement and mental health crisis by addressing poor social skills and behavior problems that are in the early stages and thus affect the child's overall mental well-being.

The First Tier. Prevention – focuses on prevention which deters the development of new cases of problem behavior by focusing on all youth, parents and staff, across all settings (school-wide, classroom, and non-instructional settings). This primary tier will be designed to increase awareness of warning signs and risk factors for potential mental health and behavioral issues. It will create positive school social cultures and home environments that promote social and academic success and thus building protective factors in the child to deal with social and emotional challenges. (See Exhibit A-3)

District/ _____
School _____
FCSS _____

The Second Tier. Early Intervention – focuses on reducing the number of existing cases of problem behaviors, including emotional and behavioral problems, by establishing efficient and rapid responses to problem behavior and emotional distress. The Secondary tier prevention is more specialized group system for students with at risk behaviors and warning signs of mental illness. This

group setting will assist children and youth with improving behavioral and social skills and increase coping strategies at home, school and other environments. Within the Secondary tier, an early identification screening system will be implemented by a mental health clinician or a properly trained school staff to allow for early delivery of timely intervention supports and programs to children, schools, and their families. (See Exhibit A-3) District/School _____

FCSS _____

The Third Tier, Intervention – known as the tertiary tier is the stage at which MHSA Community Services and Supports (CSS) interventions and intensive individualized supports are made available through CONTRACTOR and COUNTY DBH Behavioral Health Partnership. Children and youth requiring more intensive services will be assessed for appropriate services. (See Exhibit A-3) District/School _____

FCSS _____

Prevention and Early Intervention – MHSA

Since part of the funding for this PEI scope of work is based on MHSA PEI funding, the CONTRACTOR shall follow all requirements of a PEI program under the Mental Health Services Act (MHSA) as defined in the current MHSA PEI Regulations.

Prevention

Prevention in mental health involves reducing risk factors or stressors, building protective factors and skills and increasing support. Prevention promotes positive cognitive, social and emotional development and encourages a state of well-being that allows the individual to function well in challenging circumstances.

Early Intervention

Early Intervention is directed toward individuals and families for whom a short-duration (up to one year), relatively low-intensity intervention is appropriate to measurably improve a mental health problem or concern very early in its manifestation, thereby avoiding the need for more extensive mental health treatment or services; or to prevent a mental health problem from getting worse.

An early intervention program, as defined by MHSA PEI regulations, designed to utilize the following strategies:

- Be designed and implemented to help create Access and Linkage to Treatment
- Be designed, implemented, and promoted in ways that Improve Timely Access to Mental Health Services for Individuals and/or Families from Underserved Populations
- Be designed, implemented, and promoted using Strategies that are Non-Stigmatizing and Non-Discriminatory

This program will use an effective method likely to bring about intended outcomes, based on one of the following standards, or a combination of the following standards (as defined by current MHSA PEI regulations):

- Evidence-based practice standard
- Promising practice standard
- Community and or practice-based evidence standard

CONTRACTOR shall collect all data and fulfill all reporting requirements as specified in the applicable MHSA PEI regulations related to the program type, strategies, and standards indicated

above or as indicated in MHSA regulations. CONTRACTOR shall will work with COUNTY to ensure data, outcomes, and reports are included in all required MHSA reports, plans, and updates.

Current MHSA Regulations can be found at the following website:

<http://mhsoac.ca.gov/laws-and-regulations>

CONTRACTOR shall understand all MHSA PEI regulations to ensure they have the organizational capacity to record, track, and report all required elements.

Number of Clients to be Seen:

CONTRACTOR shall provide services to the following number (minimum number) of clients per year:

Year 1: 750 clients will be served

Year 2: 1680 clients will be served

Year 3: 2460 clients will be served

Year 4: 3240 clients will be served

Year 5: 4020 clients will be served

IV. Staffing:

Proposed staffing is reflected in the budget Exhibits (~~Exhibit C~~) and will include:

- Trainer of trauma-informed PBIS and preschool PBIS District/School _____
FCSS _____
- Trauma-informed/preschool PBIS consultant
- PBIS Coaches
- Behavioral Health Clinicians
- Intensive Behavior Intervention Specialists

V. Service Start Dates:

FY 2018-19: Complete final year of current PBIS Program & prepare for trauma-informed and preschool trainings

FY 2019-20: Train approximately ten (10) preschool cohorts and twenty (20) school cohorts

FY 2020-21: Train approximately ten (10) preschool cohorts and twenty (20) school cohorts

FY 2021-22: Train approximately ten (10) preschool cohorts and twenty (20) school cohorts

FY 2022-23: Train approximately ten (10) preschool cohorts and twenty (20) school cohorts

School sites are listed in Exhibit A-4. District/School _____
FCSS _____

Hub locations, start up periods, and school satellite sites may be adjusted during the term of this agreement by the written approval of the COUNTY's DBH Director, or designee, and CONTRACTOR.

Clinicians and other mental health staff located at a specific site or hub may serve students/clients in other hubs/locations and other areas in the community as needed. Students/clients located in a specific location/hub may access services in other sites/hubs as needed. CONTRACTOR shall work with COUNTY's DBH Director, or designee, to ensure a smooth and efficient continuum of care for all students/clients

Any new schools or sites may be added throughout the duration of the contract with the written approval of the COUNTY's Director DBH, or designee, and Contractor. Services may be located at the school site, community based or in home based services.

VI. Cultural Competency:

A. CONTRACTOR shall provide the following as it relates to cultural competency services:

1. CONTRACTOR shall recruit and hire staff that have demonstrated experience working with the Latino, African American, Southeast Asian, Native American, Punjabi, and other minority populations and have knowledge about the culture of these targeted groups as well as other diverse communities.
2. CONTRACTOR's staff shall attend annual trainings on cultural competency, awareness, and diversity as provided by CONTRACTOR. CONTRACTOR's staff shall be appropriately trained in providing services in a culturally sensitive manner.
3. CONTRACTOR's staff shall attend civil rights training as provided by CONTRACTOR.
4. CONTRACTOR shall hire bilingual staff. At a minimum, CONTRACTOR shall hire staff competent in Spanish and Hmong as these are the identified threshold languages in Fresno County.
5. CONTRACTOR shall secure the services of trained translators/interpreters as may be necessary. Translators/interpreters may prove invaluable for languages such as Cambodian, Russian, Arabic, Armenian, Punjabi, and others. Translators/interpreters shall be appropriately trained in providing services in a culturally sensitive manner.
6. CONTRACTOR shall provide services by placing importance on traditional values, beliefs and family histories. Cultural values and traditions offer special strengths in treating clients and this should help guide health care messages and wellness and recovery plans.
7. CONTRACTOR shall provide services within the most relevant and meaningful cultural, gender-sensitive, and age-appropriate context for the target population.
8. CONTRACTOR shall develop plans to continually engage targeted populations.
9. CONTRACTOR shall recruit and hire client/family members. Regarding the recruitment of client/family members, the CONTRACTOR will be able to consult with the COUNTY DBH.
10. CONTRACTOR shall distribute literature/informational brochures in appropriate languages and request feedback as to how access to care could be improved for these culturally diverse communities.

11. CONTRACTOR shall conduct an annual cultural competency self-assessment and provide the results of said self-assessment to the COUNTY. The annual cultural competency self-assessment instruments shall be reviewed by the COUNTY and revised as necessary to meet the approval of the COUNTY. The CONTRACTOR can create their own cultural competency self-assessment tools or utilize instruments to be provided by COUNTY.
12. CONTRACTOR shall provide services throughout Fresno County in the community and home as needed, to increase the frequency of clients obtaining needed services as some children/families are reluctant to seek services at school sites.
13. CONTRACTOR shall promote system of care accountability for performance outcomes which enable children and their families to live independently, work, maintain community supports, stay in good health, and avoid substance abuse and incarceration.
14. CONTRACTOR shall develop individual services and supports plans which are flexible and open to meet the unique needs of the targeted populations.
15. CONTRACTOR shall provide family support and the creation of family partnerships utilizing peer support for families and parenting support.
16. CONTRACTOR shall establish culturally specific multidisciplinary treatment teams responsible for assuring and providing needed services.
17. CONTRACTOR shall provide parenting groups that are conducted in the preferred language of the participant client/families.
18. CONTRACTOR's staff will be trained to keep an open mind and maintain non-judgmental interaction with clients/families.
19. CONTRACTOR, when developing program services and service delivery approaches, shall seek to hire and train staff and community stakeholders (i.e., consumers, family members, etc.) that are providing services to consumers and families on appropriate methods and approaches to delivering gender and age specific services.
20. CONTRACTOR's hiring and contracting practices shall be based on local data and reflect the needs of the population to be served.
21. CONTRACTOR shall attend the COUNTY's Cultural Diversity Committee monthly meetings, maintain its own cultural competence oversight committee, and develop a cultural competency plan to address and evaluate cultural competency issues.
22. COUNTY shall provide technical assistance and demographic data to CONTRACTOR in relation to cultural competency planning.
23. CONTRACTOR shall train staff on best practice for utilizing interpreters to ensure effective communication with monolingual consumers and families to assist in the delivery of culturally/linguistically appropriate services.

VII. COLLABORATION:

Through the PEI/PBIS site-based teams, local needs will be based on objective data. When the data utilized by the PEI/PBIS teams indicates student and families may require more intensive supports, the team will establish a coordinated seamless procedure for comprehensive service delivery through

CONTRACTOR's specialty mental health treatment services as well as other existing local resources. School staff is sometimes the first to identify barriers within the students' families. All too often, the social and emotional barriers experienced by the family may affect the student's ability to access education and quality mental health services. When the data indicates the need for intensive mental health supports for the student and/or family, the PEI/PBIS team will be able to integrate representatives from CONTRACTOR's specialty mental health treatment services as well as outside private and public providers who are working closely with the family/student to create a person-centered action plan. Fresno County MHSAs programs such as the Kings View Youth Empowerment Centers and the Uplift Family Youth ACT programs are a few examples of local community supports that can integrate within the teaming process as needed. CONTRACTOR is expected to understand the process of navigating and connecting to public and private behavioral health providers and various student/client insurance providers. CONTRACTOR shall work collaboratively with COUNTY's DBH and the DBH's network of providers to ensure students/clients receive all needed linkages and services in a seamless manner.

VIII. COUNTY RESPONSIBILITIES:

A. COUNTY shall:

1. Provide oversight, through its DBH Director, or designee, and collaborate with CONTRACTOR and other COUNTY Departments and community agencies to help achieve State program goals and outcomes. In addition to contract monitoring of program(s), oversight includes, but not limited to, coordination with the State Department of Health Care Services in regard to program administration and outcomes.
2. Assist the CONTRACTOR in making linkages with the total mental health system. This will be accomplished through regularly scheduled meetings as well as formal and informal consultation.
3. Participate in evaluating the progress of the overall program and the efficiency of collaboration with CONTRACTOR's staff and will be available to the CONTRACTOR for ongoing consultation.
4. Gather outcome information from CONTRACTOR throughout each term of this Agreement. COUNTY DBH staff shall notify the CONTRACTOR when its participation is required. The performance outcome measurement process will not be limited to survey instruments but will also include, as appropriate, client and staff interviews, chart reviews, and other methods of obtaining required information.
5. Assist the CONTRACTOR's efforts towards cultural and linguistic competency by providing the following to CONTRACTOR:
 - a. Technical assistance and training regarding cultural competency requirements.
 - b. Mandatory cultural competency training for CONTRACTOR personnel, at minimum once per year.
 - c. Technical assistance for translating information into COUNTY's threshold languages (Spanish and Hmong). Translation services and costs associated will be the responsibility of the CONTRACTOR.
6. Convene a routine collaborative governing leadership meeting between CONTRACTOR and COUNTY designed to maintain the overarching goals and objectives of the requirements of this Agreement.

IX. Performance Outcome Measures

CONTRACTOR shall be required to submit measureable outcomes on an annual basis, as identified in the COUNTY DBH's *Policy and Procedure Guide (PPG) 1.2.7 Performance Outcomes Measures*, ~~attached hereto and referenced herein as Exhibit A-5~~. Performance outcomes measures must be approved by the Department and satisfy all State and local mandates. The Department will provide technical assistance and support in defining measureable outcomes. Performance outcome measures shall be mutually agreed upon by CONTRACTOR and COUNTY's DBH Director, or designee, within ninety (90) days of the Agreement start date. All performance indicators will reflect the four (4) domains identified by the Commission Accreditation of Rehabilitation Facilities (CARF). District/School _____
FCSS _____

The domains are *Effectiveness, Efficiency, Access, and Satisfaction*. These are defined and listed below.

The COUNTY's DBH collects data about the characteristics of the persons served and measures service delivery performance indicators in each of the following CARF Domains: At minimum, one (1) performance indicator will be identified for each of the four (4) CARF domains listed below.

1. **Effectiveness:** A performance dimension that assesses the degree to which an intervention or services have achieved the desired outcome/result/quality of care through measuring change over time. The results achieved and outcomes observed are for persons served.

Examples of indicators include: Persons get a job with benefits, or receive supports needed to live in the community, increased function, activities, or participation, and improvement of health, employment/earnings, or plan of care goal attainment.

Reduction in disciplinary interactions. Indicators - referrals, suspensions. Achievement of treatment goals. Data sources: attendance, disciplinary data, GPA, PSC-35.

2. **Efficiency:** Relationship between results and resources used, such as time, money, and staff. The demonstration of the relationship between results and the resources used to achieve them. A performance dimension addressing the relationship between the outputs/results and the resources used to deliver the service.

Examples of indicators include: Direct staff cost per person served, amount of time it takes to achieve an outcome, gain in scores per days of service, service hours per person achieving some positive outcome, total budget (actual cost) per person served, length of stay and direct service hours of clinical and medical staff. Training modalities. Penetration rates.

3. **Access:** Organizations' capacity to provide services of those who desire or need services. Barriers or lack thereof for persons obtaining services. The ability of clients to receive the right service at the right time. A performance dimension addressing the degree to which a person needing services is able to access those services.

Examples of indicators include: Timeliness of program entry (From 1st request for service to 1st service), ongoing wait times/wait lists, minimizing barriers to getting services, and no-show/cancellation rates.

4. **Satisfaction:** Satisfaction Measures are usually orientated towards consumers, family, staff, and stakeholders. The degree to which clients, the County and other stakeholders are satisfied

with services. A performance dimension that describes reports or ratings from persons served about services received from an organization.

Examples of indicators include: opinion of persons served or other key stakeholders in regards to access, process, or outcome of services received, Consumer and/or Treatment Perception Survey. Consumer Perception Survey Pre and Post survey data for sub components.

A. Data Collection

1. Data collection and evaluation methods may include, but are not limited to, staff, participant, and family interviews; and case file reviews.
2. CONTRACTOR shall also conduct consumer satisfaction surveys to see if there is a strong correlation of the efficacy of the evidence-based program with specific ethnicities and languages as well as to identify gaps in meeting cultural needs of clients/families, if any.
3. CONTRACTOR shall ensure all program clients/families participate in the semi-annual State Consumer Perception Survey (CPS) survey. CPS's will be distributed to all active clients/families to fill out and return to CONTRACTOR.
4. CONTRACTOR shall collect data regarding the ethnicity and language of each client/family receiving services as well as directing staff to follow-up with the culturally diverse clients/families for suggestions on how to improve the programs and also how to help make the programs more culturally relevant.
5. CONTRACTOR shall maintain all client data in permanent electronic case records. CONTRACTOR shall have established policies and procedures for data collection and client confidentiality.

B. Goals and Outcomes:

CONTRACTOR's performance will also be evaluated by COUNTY DBH utilizing the following performance outcomes:

Individual:

- Increase number of school staff that are trained in recognition of early indicators of mental illness and how to refer students for screening and intervention
- Decrease number of preschool suspensions & expulsions
- Reduction in symptoms
- Increase knowledge of risk, warning signs and protective factors
- Enhanced resilience
- Ensure cultural and linguistic competent services are provided to students of different cultures and ethnicities

- Increase in mental health awareness, early-age attachment, social support, and academic achievement
- Student increase in attendance and Grade Point Averages as well as increase in overall satisfaction of the program for students and Parents/caregivers
- Student increase in mental well-being and self-report of positive environment
- Reduction in bullying and aggressive behaviors
- Reduction in 5150 referrals
- Reduction in discriminatory/prejudicial activities in the school
- Reduction in suspensions, expulsions, and detentions

System/Program/Community:

- Prevent development of new cases of problem behavior by focusing on all students and staff
- Efficient and rapid responses to problem behavior
- Successful integration of behavioral health staff into the school culture and system
- Provide emotional, and behavioral supports for youth
- Improve PEI supports for children and youth
- Increase access to mental health services for underserved and un-served children
- Increase competency with preschool staff with supporting social/emotional/behavioral needs of youth
- Increased EBP's for youth ages birth to 5

Proposed Methods/Measures of Success:

- Survey or focus groups to measure change in knowledge/attitudes about mental illness and when/how to refer
- Records of students progress on individualized goals
- Consumer satisfaction surveys that assess client/family satisfaction and improvement in presenting problems
- Quantitative analysis of identified referrals, frequency of contact, and associated reduction in suspension/expulsion

Outcomes will be reviewed for input and are approved by the COUNTY's DBH Outcome Committee. The purpose is to ensure a comprehensive system wide approach to the evaluation of programs through and effective outcome reporting process.

Through the COUNTY/CONTRACTOR Behavioral Health partnership, mental health clinicians and other staff will provide services within the school and local community settings to support prevention and intervention activities. CONTRACTOR staff will further collaborate with community based organizations to ensure that families and children ages 0-22 are linked with appropriate services to support youth and family needs beyond those that exist within the school setting.

C. Reports

1. CONTRACTOR shall prepare an evaluation report annually and submit to the COUNTY's DBH, and make said reports available to partnering and interested local agencies and organizations such as the project collaborators, other community agencies and mental health treatment providers. Each annual evaluation report will include the following information: demographics of the target population served, services provided to each participant, , enrollment in school, results of data analysis compared to planned process, output and outcome measures, barriers to program implementation and measures taken to overcome those barriers, accomplishments of program participants, lessons learned, and the final result of any and all satisfactory survey(s).
2. CONTRACTOR shall be expected to comply with all contract monitoring and compliance protocols, procedures, data collection methods, and reporting requirements conducted by the COUNTY.
3. Additional reports/outcomes may also be requested by the COUNTY's DBH, based on among other things, identification of client/family specific needs as well as State required reports/outcomes as needed.

ISSUE:

Presented to the Board are the Kingsburg Joint Union High School District Salary Schedules Effective July 1, 2022:

- Superintendent
- Certificated Management
- Classified Management
- Certificated
- Classified
- Athletic Stipend
- Academic Stipend

ACTION:

Approve or deny the Kingsburg Joint Union High School District Salary Schedules Effective July 1, 2022.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

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

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
SUPERINTENDENT

2022-2023 Certificated Management Position

Effective: July 1, 2022

<u>STEP</u>	<u>SALARY</u>	<u>DUTY DAYS</u>
1	\$ 178,919	225 DAYS
2	\$ 184,288	225 DAYS
3	\$ 189,815	225 DAYS
4	\$ 195,508	225 DAYS
5	\$ 201,372	225 DAYS

1. Master degree pays at 2.5 % in addition to placement on salary schedule.
2. Longevity ½% added after 5 years of service in this District.
3. CPI, increase each year dependent on positive annual evaluation from Board.
4. Vacation 27 days' accrual each school year. May only carry over 17 vacation days not to accrual more than 44 days.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
EXECUTIVE DIRECTOR OF STUDENT SERVICES

2022-2023 Certificated Management Position

Effective: July 1, 2022

<u>STEP</u>	<u>ANNUAL</u>	<u>DAILY</u>	<u>DUTY YEAR</u>
1	\$ 120,657	\$ 561.20	215 days
2	\$ 124,621	\$ 579.63	215 days
3	\$ 128,584	\$ 598.07	215 days
4	\$ 132,548	\$ 616.50	215 days
5	\$ 136,510	\$ 634.93	215 days

1. Master degree pays at 2.5% in addition to placement on salary schedule.
2. Longevity ½% added after 5 years of service in this District.
3. Longevity 2% added after 20 consecutive years at this District.
4. Professional dues paid by the District.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
 DIRECTOR OF KINGSBURG ALTERNATIVE EDUCATION CENTER

2022-2023 Certificated Management Position

Effective: July 1, 2022

<u>STEP</u>	<u>ANNUAL</u>	<u>DAILY</u>	<u>DUTY YEAR</u>
1	\$ 103,860	\$ 511.63	203 days
2	\$ 107,155	\$ 527.86	203 days
3	\$ 109,377	\$ 538.80	203 days
4	\$ 111,682	\$ 550.16	203 days
5	\$ 114,185	\$ 562.49	203 days
6	\$ 116,478	\$ 573.78	203 days

1. Master degree pays at 2.5% in addition to placement on salary schedule.
2. Longevity ½% added after 6 years of service in this District.
3. Longevity 2% added after 20 consecutive years at this District.
4. Professional dues paid by the District.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

COUNSELOR

2022-2023 Certificated Management Position

Effective: July 1, 2022

<u>STEP</u>	<u>ANNUAL</u>	<u>DAILY</u>	<u>DUTY YEAR</u>
1	\$ 73,055	\$ 359.88	203 days
2	\$ 77,396	\$ 381.26	203 days
3	\$ 84,059	\$ 414.08	203 days
4	\$ 90,633	\$ 446.47	203 days
5	\$ 97,389	\$ 479.75	203 days
6	\$ 104,049	\$ 512.56	203 days

1. Master Degree pays at 2.5% in addition to placement on schedule.
2. Longevity ½% added after 6 years of service in this District.
3. Longevity 2% added after 20 consecutive years at this District.
4. Professional dues paid by the District.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

PRINCIPAL

2022-2023 Certificated Management Position

Effective: July 1, 2022

<u>STEP</u>	<u>ANNUAL</u>	<u>DAILY</u>	<u>DUTY YEAR</u>
1	\$ 126,269	\$ 561.20	225 days
2	\$ 130,416	\$ 579.63	225 days
3	\$ 134,564	\$ 598.06	225 days
4	\$ 138,713	\$ 616.50	225 days
5	\$ 142,859	\$ 634.93	225 days

1. Master degree pays at 2.5% in addition to placement on salary schedule.
2. Longevity 1/2 % added after 5th step and 5 years of being at this school District.
3. Longevity 2% added after 20 consecutive years at this District.
4. Vacation 27 days' accrual each school year. May only carry over 17 vacation days not to accrual more than 44 days.
5. Professional dues paid by the District.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

ASSISTANT PRINCIPAL

2022-2023 Certificated Management Position

Effective: July 1, 2022

<u>STEP</u>	<u>ANNUAL</u>	<u>DAILY</u>	<u>DUTY YEAR</u>
1	\$ 97,821	\$ 481.88	203 Days
2	\$ 100,131	\$ 493.26	203 Days
3	\$ 102,442	\$ 504.64	203 Days
4	\$ 104,755	\$ 516.03	203 Days
5	\$ 107,064	\$ 527.41	203 Days
6	\$ 109,375	\$ 538.79	203 Days

1. Master degree pays at 2.5% in addition to placement on salary schedule.
2. Longevity ½% added after 6 years of service in this District.
3. Longevity 2% added after 20 consecutive years at this District.
4. Professional dues paid by the District.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

CHIEF BUSINESS OFFICIAL

2022-2023 Classified Management Position

Effective: July 1, 2022

<u>STEP</u>	<u>ANNUAL</u>	<u>MONTHLY</u>	<u>DUTY YEAR</u>
1	\$ 118,247	\$ 9,854	261 Days
2	\$ 121,005	\$ 10,084	261 Days
3	\$ 123,765	\$ 10,314	261 Days
4	\$ 126,524	\$ 10,544	261 Days
5	\$ 129,284	\$ 10,774	261 Days
6	\$ 132,042	\$ 11,004	261 Days

1. Longevity 1/2 % added after 6 years of service in this District.
2. 20 days' vacation per year, not to accrual more than 20 days.
3. Professional dues paid by the District.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
TECHNOLOGY SERVICES COORDINATOR

2022-2023 Classified Management Position

Effective: July 1, 2022

<u>STEP</u>	<u>ANNUAL</u>	<u>MONTHLY</u>	<u>DUTY YEAR</u>
1	\$ 80,182	\$ 6,682	261 Days
2	\$ 82,456	\$ 6,871	261 Days
3	\$ 86,239	\$ 7,187	261 Days
4	\$ 89,371	\$ 7,448	261 Days
5	\$ 92,297	\$ 7,691	261 Days
6	\$ 95,324	\$ 7,944	261 Days

1. Longevity ½ percent added after 6 years of service in this District.
2. 20 days' vacation per year.
3. Professional dues paid by the District.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

NETWORK ANALYST

2022-2023 Classified Management Position

Effective: July 1, 2022

<u>STEP</u>	<u>ANNUAL</u>	<u>MONTHLY</u>	<u>DUTY YEAR</u>
1	\$ 66,211	\$ 5,518	261 Days
2	\$ 69,049	\$ 5,754	261 Days
3	\$ 71,888	\$ 5,991	261 Days
4	\$ 74,725	\$ 6,227	261 Days
5	\$ 77,563	\$ 6,464	261 Days
6	\$ 79,887	\$ 6,657	261 Days

1. Longevity 1/2 % added after 6 years of service in this District.
2. 20 days vacation per year.
3. Professional dues paid by the District.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
SUPERVISOR OF MAINTENANCE, OPERATIONS, TRANSPORTATION
(MOT)

2022-2023 Classified Management Position

Effective: July 1, 2022

<u>STEP</u>	<u>ANNUAL</u>	<u>MONTHLY</u>	<u>DUTY YEAR</u>
1	\$ 79,217	\$ 6,601	261 Days
2	\$ 80,400	\$ 6,700	261 Days
3	\$ 81,583	\$ 6,799	261 Days
4	\$ 82,764	\$ 6,897	261 Days
5	\$ 83,946	\$ 6,996	261 Days
6	\$ 85,129	\$ 7,094	261 Days

1. 1/2 % added after 6 years of service in this District.
2. 20 days' vacation per year.
3. Professional dues paid by the District.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

2022-2023 Certificated Salary Schedule

Effective: July 1, 2022

APPENDIX A

STEPS	I BA & 30	II BA & 45	III BA & 60	IV BA & 75	V BA & 90
*0	54,498	54,498	54,498	54,498	54,498
1	55,496	56,998	59,323	61,648	63,974
2	56,998	59,323	61,648	63,974	66,042
3	59,323	61,648	63,974	66,042	68,624
4	61,648	63,974	66,042	68,624	72,370
5	63,974	66,042	68,624	72,370	74,738
6	66,042	68,624	72,370	74,738	77,112
7	68,624	72,370	74,738	77,112	77,924
8	72,370	74,738	77,112	77,924	80,253
9	74,738	77,112	77,924	80,253	82,580
10	77,112	77,924	80,253	82,580	84,905
11		80,253	82,580	84,905	87,231
12		82,580	84,905	87,231	89,552
13			87,231	89,552	91,878
14				91,878	94,205
20				93,715	96,089

ADDITIONAL PROVISIONS AND EXTRA DUTY PAY SCALE:

- 1) At initial placement, year-for-year credit given, not to exceed 5 years. A higher initial placement may be granted at the discretion of the administration.
- 2) Master degree pays at 2.5% in addition to placement on salary schedule.
- 3) Longevity .5% per year of service over 14 years in this District added to salary.
- 4) Step 20 is based on 20 consecutive years teaching with a valid credential. The calculation is based on base pay at step 14 of columns IV and V.
- 5) Adult Education, Independent Study, Summer School pay is \$34.39 per hour.
- 6) Extra Duty Assignment pay is \$30.21 per hour.
- 7) Extra Duty Stipends (One stipend per semester awarded to maximum of two teachers per department, Agriculture stipends will be awarded to each teacher fulfilling FFA adviser responsibilities).
- 8) Substitute pay is \$100.00 per day, Long term \$105.00 per day (Effective 08/18/2008)
- 9) Attached in Appendix B is the compensation breakdown for each extra/co-curricular assignment. The amount is based on the assigned percentage of Column I, Step 3, on the Certificated Salary Schedule. Each year after will be a step increase maxing at Step 7. At the implementation of Appendix B, all individuals will begin at Column I Step 3.
- 10) Department Chairpersons are paid \$57.80 x number of sections; (sections are 289 divided by 5 periods=\$57.80).
- 11) Agriculture Teachers will be compensated for 40 days in addition to the regular 183 scheduled duty days. The 40 days may be worked on weekends, non-duty days and summer months. Compensation will be unit member's daily rate according to the current salary schedule.
- 12) Teacher maybe placed on a Special Assignment. Compensation will be calculated as an additional period rate (6 on 6).
- 13) Library Media Teacher will be compensated for 5 days in addition to the regular 183 scheduled duty days. Compensation will be member's daily rate according to the current salary schedule.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

2022-2023 Classified Salary Schedule

Effective: July 1, 2022

Steps	1	2	3	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	18	19	20
OFFICE										
Clerk	2492	2631	2710	2789	2874	2961	3048	3078	3107	3139
	14.32	15.12	15.57	16.03	16.52	17.02	17.52	17.69	17.86	18.04
	3198	3206	3231	3268	3301	3330	3365	3400	3434	3471
	18.38	18.43	18.57	18.78	18.97	19.14	19.34	19.54	19.74	19.95
Superintendent/Secretary	3601	3711	3819	3936	4056	4181	4299	4347	4387	4429
Payroll /Finance Technician	20.70	21.33	21.95	22.62	23.31	24.03	24.71	24.98	25.21	25.45
	4475	4521	4572	4612	4662	4707	4751	4801	4844	4898
	25.72	25.98	26.28	26.51	26.79	27.05	27.30	27.59	27.84	28.15
ASB Clerk	2971	3058	3158	3250	3339	3443	3549	3584	3625	3660
Attendance Clerk	17.07	17.57	18.15	18.68	19.19	19.79	20.40	20.60	20.83	21.03
Registrar	3695	3727	3768	3806	3842	3881	3921	3957	3996	4041
School Secretary	21.24	21.42	21.66	21.87	22.08	22.30	22.53	22.74	22.97	23.22
OPERATIONS										
AM SHIFT/Utility Person/ School Bus Driver	<i>\$3,046.00 Monthly /\$17.50 Hourly, Non Licensed School Bus Driver</i>									
	3495	3627	3723	3819	3919	4027	4127	4171	4203	4247
	20.09	20.84	21.40	21.95	22.52	23.14	23.72	23.97	24.16	24.41
	4284	4322	4363	4400	4436	4482	4520	4559	4600	4639
	24.62	24.84	25.07	25.29	25.49	25.76	25.98	26.20	26.44	26.66
PM SHIFT/Utility Person/ School Bus Driver	<i>\$3,196.00 Monthly/ \$18.36 Hourly, Non Licensed School Bus Driver</i>									
	3667	3804	3906	4007	4110	4225	4328	4376	4409	4455
	21.07	21.86	22.45	23.03	23.62	24.28	24.87	25.15	25.34	25.60
	4494	4536	4576	4617	4652	4701	4741	4784	4826	4865
	25.83	26.07	26.30	26.53	26.74	27.02	27.25	27.49	27.74	27.96
Maintenance/School Bus Driver	<i>\$3,426.00 Monthly \$19.69 Hourly, Non Licensed School Bus Driver</i>									
	3874	3938	4045	4150	4259	4375	4492	4530	4568	4612
	22.26	22.63	23.25	23.85	24.48	25.14	25.82	26.03	26.25	26.51
	4661	4698	4741	4783	4827	4872	4913	4959	5007	5049
	26.79	27.00	27.25	27.49	27.74	28.00	28.24	28.50	28.78	29.02
Bus/Motor/Maintenance	4049	4161	4268	4385	4503	4624	4749	4796	4837	4878
	23.27	23.91	24.53	25.20	25.88	26.57	27.29	27.56	27.80	28.03
	4925	4969	5017	5061	5110	5155	5198	5251	5293	5346
	28.30	28.56	28.83	29.09	29.37	29.63	29.87	30.18	30.42	30.72
CAFETERIA										
Snack Bar Manager	15.58	15.99	16.50	16.96	17.51	18.05	18.55	18.72	18.91	19.14
	19.28	19.50	19.70	19.88	20.09	20.31	20.50	20.74	20.90	21.09
Cafeteria Assistant	15.06	15.57	15.97	16.52	16.96	17.50	18.04	18.16	18.34	18.54
	18.72	18.91	19.13	19.27	19.47	19.67	19.88	20.06	20.27	20.50

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
ATHLETIC STIPEND
2022-2023
APPENDIX B
Effective: July 1, 2022

Sports	Positions	%	Step 1 1/3	Step 2 1/4	Step 3 1/5	Step 4 1/6	Step 5 1/7	Seasons
*Athletic Director	Director	9.00%	\$ 16,017	\$ 16,645	\$ 17,273	\$ 17,831	\$ 18,528	3
Baseball	Head	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	1
	JV	6.00%	\$ 3,559	\$ 3,699	\$ 3,838	\$ 3,963	\$ 4,117	1
	Assistant Varsity	6.00%	\$ 3,559	\$ 3,699	\$ 3,838	\$ 3,963	\$ 4,117	1
	Assistant JV	5.00%	\$ 2,966	\$ 3,082	\$ 3,199	\$ 3,302	\$ 3,431	1
Basketball	Head Boys Varsity	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	1
	JV	6.00%	\$ 3,559	\$ 3,699	\$ 3,838	\$ 3,963	\$ 4,117	1
	Frosh	5.50%	\$ 3,263	\$ 3,391	\$ 3,519	\$ 3,632	\$ 3,774	1
Basketball	Head Girls Varsity	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	1
	JV	6.00%	\$ 3,559	\$ 3,699	\$ 3,838	\$ 3,963	\$ 4,117	1
	Frosh	5.50%	\$ 3,263	\$ 3,391	\$ 3,519	\$ 3,632	\$ 3,774	1
Cross Country	Head	6.50%	\$ 3,856	\$ 4,007	\$ 4,158	\$ 4,293	\$ 4,461	1
Diving	Head	6.00%	\$ 3,559	\$ 3,699	\$ 3,838	\$ 3,963	\$ 4,117	1
Flag Coach	Head	6.00%	\$ 3,559	\$ 3,699	\$ 3,838	\$ 3,963	\$ 4,117	1
Football	Head Varsity	8.00%	\$ 4,746	\$ 4,932	\$ 5,118	\$ 5,283	\$ 5,490	1
	Head JV	6.00%	\$ 3,559	\$ 3,699	\$ 3,838	\$ 3,963	\$ 4,117	1
	Head Frosh	6.00%	\$ 3,559	\$ 3,699	\$ 3,838	\$ 3,963	\$ 4,117	1
	Assistant Varsity V (3)	6.00%	\$ 3,559	\$ 3,699	\$ 3,838	\$ 3,963	\$ 4,117	1
	Assistant JV (3)	5.50%	\$ 3,263	\$ 3,391	\$ 3,519	\$ 3,632	\$ 3,774	1
	Assistant Frosh	5.50%	\$ 3,263	\$ 3,391	\$ 3,519	\$ 3,632	\$ 3,774	1
Golf	Head Boys	6.50%	\$ 3,856	\$ 4,007	\$ 4,158	\$ 4,293	\$ 4,461	1
	Heads Girls	6.50%	\$ 3,856	\$ 4,007	\$ 4,158	\$ 4,293	\$ 4,461	1
*Pep Squad	Head	7.00%	\$ 12,458	\$ 12,946	\$ 13,435	\$ 13,869	\$ 14,411	3
	Assistant	5.50%	\$ 9,788	\$ 10,172	\$ 10,556	\$ 10,897	\$ 11,323	3
Soccer	Head Boys	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	1
	JV Boys	5.50%	\$ 3,263	\$ 3,391	\$ 3,519	\$ 3,632	\$ 3,774	1
	Head Girls	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	1
	JV Girls	5.50%	\$ 3,263	\$ 3,391	\$ 3,519	\$ 3,632	\$ 3,774	1
	Frosh Girls	5.50%	\$ 3,263	\$ 3,391	\$ 3,519	\$ 3,632	\$ 3,774	1
Softball	Head Varsity	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	1
	Head JV	6.00%	\$ 3,559	\$ 3,699	\$ 3,838	\$ 3,963	\$ 4,117	1
	Assistant Varsity	6.00%	\$ 3,559	\$ 3,699	\$ 3,838	\$ 3,963	\$ 4,117	1
	Assistant JV	5.00%	\$ 2,966	\$ 3,082	\$ 3,199	\$ 3,302	\$ 3,431	1
Swim	Head Boys	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	1
	Head Girls	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	1
	Assistant (2)	5.50%	\$ 3,263	\$ 3,391	\$ 3,519	\$ 3,632	\$ 3,774	1
Tennis	Boys	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	1
	Girls	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	1
Track	Boys	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	1
	Girls	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	1
	Assistant Track (2)	5.50%	\$ 3,263	\$ 3,391	\$ 3,519	\$ 3,632	\$ 3,774	1

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
ACADEMIC STIPEND
2022-2023
APPENDIX B
Effective: July 1, 2022

Description	Title	%	Step 1 1/3	Step 2 1/4	Step 3 1/5	Step 4 1/6	Step 5 1/7	Notes
Agriculture	Teacher (3)	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	50% Paid Per Semester
Drama	Director	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	50% Paid Per Semester
	Assistant (2)	4.00%	\$ 2,373	\$ 2,466	\$ 2,559	\$ 2,642	\$ 2,745	50% Paid Per Semester
Math Team	Head	4.00%	\$ 2,373	\$ 2,466	\$ 2,559	\$ 2,642	\$ 2,745	
	Assistant	3.50%	\$ 2,076	\$ 2,158	\$ 2,239	\$ 2,311	\$ 2,402	
MESA	Head	3.00%	\$ 1,780	\$ 1,849	\$ 1,919	\$ 1,981	\$ 2,059	
Mock Trail	Head	5.00%	\$ 2,966	\$ 3,082	\$ 3,199	\$ 3,302	\$ 3,431	
	Assistant	3.50%	\$ 2,076	\$ 2,158	\$ 2,239	\$ 2,311	\$ 2,402	
Music	Band	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	50% Paid Per Semester
	Choir	7.00%	\$ 4,153	\$ 4,315	\$ 4,478	\$ 4,623	\$ 4,804	50% Paid Per Semester
Newspaper	Head	3.00%	\$ 1,780	\$ 1,849	\$ 1,919	\$ 1,981	\$ 2,059	50% Paid Per Semester
Academic Decathlon	Head	3.00%	\$ 1,780	\$ 1,849	\$ 1,919	\$ 1,981	\$ 2,059	
W.A.S.C.*	Head	3.00%	\$ 1,780	\$ 1,849	\$ 1,919	\$ 1,981	\$ 2,059	
	Co-Head	3.00%	\$ 1,780	\$ 1,849	\$ 1,919	\$ 1,981	\$ 2,059	
Yearbook	Head	3.00%	\$ 1,780	\$ 1,849	\$ 1,919	\$ 1,981	\$ 2,059	50% Paid Per Semester

*Only paid during accreditation years

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
ATHLETIC STIPEND
2022-2023
APPENDIX C
EFFECTIVE: JULY 1, 2022**

Football 5 hrs

Ticket Seller	\$ 86.00
Ticket Taker	\$ 86.00
Concessions Manager	\$ 104.00
Concessions Worker	\$ 104.00

Volleyball 4 hrs

Ticket Seller	\$ 69.00
Concessions Worker	\$ 60.00

Basketball 4.5 hrs

Ticket Taker	\$ 78.00
Concessions Worker	\$ 69.00

Wrestling 3.5 hrs

Ticket Seller	\$ 60.00
Concession Worker	\$ 51.00

Soccer 3.5 hrs

Ticket Seller	\$ 60.00
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Track & Field 3hrs,

Ticket Seller	\$ 51.00
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Baseball/Softball 3 hrs.

Ticket Seller	\$ 51.00
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Water Polo 4 hrs

	\$ 69.00
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ISSUE:

Presented to the Board is Resolution #R44-2122 The Education Protection Account. Revenues generated from Section 36 of Article XIII of the California Constitution are deposited into this state account. These funds are distributed to K-12 and community colleges. Kingsburg Joint Union High School District entitlement for 2022-2023 is \$2,609,898.00. This resolution states how these funds will be used by the district which is to cover salary, benefits and supplies for non-administrative staff.

ACTION:

Approve or deny Resolution #R44-2122 Regarding the Education Protection Account.

RECOMMENDATION:

Recommend approval.

FOR BOARD ACTION:

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



KJUHSD

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

COPY

Superintendent | **Don Shoemaker**

Board of Trustees | **Rick Jackson** | **Brent Lunde** | **Steve Nagle** | **Mike Serpa** | **Johnie Thomsen**

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT RESOLUTION #R44-2122

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;



KJUHSD

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

Superintendent | **Don Shoemaker**

Board of Trustees | **Rick Jackson** | **Brent Lunde** | **Steve Nagle** | **Mike Serpa** | **Johnie Thomsen**

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Kingsburg Joint Union High School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Kingsburg Joint Union High School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 20, 2022

Board Member Rick Jackson

Board Member Mike Serpa

Board Member Brent Lunde

Board Member Steve Nagle

Board Member Johnie Thomsen



KJUHSD

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

Superintendent | **Don Shoemaker**

Board of Trustees | **Rick Jackson** | **Brent Lunde** | **Steve Nagle** | **Mike Serpa** | **Johnie Thomsen**

2022-2023 Education Protection Account (EPA) Spending Plan

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The revenues generated from Proposition 30 are deposited into a newly created state account called Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEA'S) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA'S revenue EPA entitlement. LEA'S will receive EPA payments quarterly beginning with the 2013-14 fiscal year.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

The spending plan must be approved by the governing board during a public meeting. EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs. Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Kingsburg Joint Union High School District 2022-2023 EPA Entitlement \$2,609,898

It is proposed that EPA funds will be used to cover salary, benefits and supplies for non-administrative staff.

ISSUE:

Presented to the Board is the Kingsburg Joint Union High School District Reclassification Form that has been updated as of June 20, 2022.

ACTION:

Approve or deny the updated version of Kingsburg Joint Union High School District Reclassification Form.

RECOMMENDATION:

Recommend approval.

FOR BOARD ACTION:

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

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

Reclassification Form

Student Name: _____ ID # _____ Grade: _____ English teacher: _____

1. **English Language Proficiency Assessment for California.** Interim Reclassification, until California fully establishes guidelines. To be considered for reclassification a student must be well developed overall; moderately developed in oral language and written language; Somewhat/moderately in reading, writing, listening, and speaking.

Test	Scale Score	Moderately Developed	Well Developed
Overall			
Oral Language			
Written Language			
Sub Test		Somewhat/Moderately	Well Developed
Reading			
Writing			
Listening			
Speaking			

2. **Comparison of Performance in Basic Skills:** Student must meet one of the criteria below.
 a) Score of equal to or higher than the school average on the English Reclassification Benchmark _____ or
 b) SBAC score that meets or exceeds requirements _____
3. **Teacher Evaluation:** Student must meet the criteria below:
 a) SOLOM (Student Oral Language Observation) = 22 or higher. Score _____

_____ I do recommend student for reclassification. _____ I DO NOT recommend student for reclassification

because _____

Teacher Signature _____ Date _____

Principal/Signature _____ Date _____

Parent Opinion and Consultation

The meaning of reclassification, the district's reclassification criteria and process, my child's scores and how his/her academic program will change as a result of reclassification have all been clearly explained to me.

_____ I have received the reclassification information for my child.

Parent Signature _____

_____ Student meets all district reclassification criteria and is now classified as fluent English proficient.

_____ Student does not meet district reclassification criteria because _____
 (Student is officially reclassified only after district level review and signature.)

English Learner Coordinator Signature _____ Date _____

NOTE: IF THIS FORM IS NOT RETURNED WITHIN 10 DAYS OF RECEIPT YOUR CHILD WILL AUTOMATICALLY BE RECLASSIFIED AS A RECLASSIFIED FLUENT ENGLISH PROFICIENT STUDENT.

ISSUE:

Presented to the Board is Resolution #R45-2122 in the Matter of Authorizing Inter-fund Transfer from the Cafeteria Fund 1300 to the General Fund 0100 in the amount of \$90,000.00.

ACTION:

Approve or deny Resolution #R45-2122 in the Matter of Authorizing Inter-fund Transfer from the Cafeteria Fund 1300 to the General Fund 0100.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

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



Kingsburg Joint Union High School District

1900 18th 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

RESOLUTION OF THE GOVERNING BOARD OF KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

COPY

*In the Matter of Authorizing Inter-fund)
Transfer from the Cafeteria Fund to the)
General Fund)*

Resolution Number: #R45-2122

WHEREAS, the KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT (District) has established a Cafeteria Fund for the purpose of Food Service Operations; and,

WHEREAS, the District has a need to transfer monies from the Cafeteria Fund to the General Fund for the purpose of Food Service Salaries.

THEREFORE, BE IT RESOLVED, that the Governing Board authorizes District Administration to revise the budget for and request the County Treasurer to transfer \$90,000.00 from the Cafeteria Fund 1300 to the District General Fund 0100.

THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of _____,
seconded by _____, at a regular meeting of the Governing Board on the 20th day of
June, 2022 by the following vote:

NAME OF BOARD MEMBER

Mr. Rick Jackson _____	___ Yes	___ No	___ Abstain	___ Absent
Mr. Mike Serpa _____	___ Yes	___ No	___ Abstain	___ Absent
Mr. Brent Lunde _____	___ Yes	___ No	___ Abstain	___ Absent
Mr. Steve Nagle _____	___ Yes	___ No	___ Abstain	___ Absent
Mr. Johnie Thomsen _____	___ Yes	___ No	___ Abstain	___ Absent

President, Board of Trustees

Secretary/Clerk, Board of Trustees

Mr. Rick Jackson

Print Name

Mr. Mike Serpa

Print Name

ISSUE: Presented to the Board is Resolution #R46-2122 In the Matter of Authorizing Inter-fund Transfer from the General Fund 0100 to the Deferred Maintenance Fund 1400 in the amount of \$75,000.00.

ACTION: Approve or deny Resolution #R46-2122 In the Matter of Authorizing Inter-fund Transfer from the General Fund 0100 to the Deferred Maintenance Fund 1400.

RECOMMENDATION: Recommended approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Nagle: _____ Lunde: _____ Serpa: _____ Jackson: _____



Kingsburg Joint Union High School District

1900 18th 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

RESOLUTION OF THE GOVERNING BOARD OF KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

COPY

*In the Matter of Authorizing Inter-fund)
Transfer from the General Fund to the)
Deferred Maintenance Fund)*

Resolution Number: #R46-2122

WHEREAS, the KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT (District) has established Fund 1400 for the purpose of Deferred Maintenance; and,

WHEREAS, the District has a need to transfer monies from the General Fund to the Deferred Maintenance Fund for the purpose of sustaining a balance of \$100,000.00. The state no longer provides District funding for this purpose, but requires districts to maintain facilities.

THEREFORE, BE IT RESOLVED, that the Governing Board authorizes District Administration to revise the budget for and request the County Treasurer to transfer \$75,000.00 from the General Fund 0100 to the Deferred Maintenance Fund 1400.

THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of _____, seconded by _____, at a regular meeting of the Governing Board on the 20th day of June, 2022 by the following vote:

NAME OF BOARD MEMBER

Mr. Rick Jackson _____	___ Yes	___ No	___ Abstain	___ Absent
Mr. Mike Serpa _____	___ Yes	___ No	___ Abstain	___ Absent
Mr. Brent Lunde _____	___ Yes	___ No	___ Abstain	___ Absent
Mr. Steve Nagle _____	___ Yes	___ No	___ Abstain	___ Absent
Mr. Johnie Thomsen _____	___ Yes	___ No	___ Abstain	___ Absent

President, Board of Trustees

Secretary/Clerk, Board of Trustees

Mr. Rick Jackson _____
Print Name

Mr. Mike Serpa _____
Print Name

ISSUE: Presented for the Board is the Overnight Trip Request for the UCA Cheer Camp – Great Wolf Lodge in Manteca, California from July 17, 2022 – July 19, 2022.

ACTION: Approve or deny the Overnight Trip Request for the UCA Cheer Camp.

RECOMMENDATION: Recommend approval

FOR BOARD ACTION:

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

**Kingsburg Joint Union High School District
BOARD Overnight Trip Request Form**

Day Departure: July 17th 2022 Day Return: July 19th 2022

Location/Destination: USA Cheer Camp - Great Wolf Lodge
Manteca, CA.

Name Group/Activity: KHS Cheerleading

Objectives of Trip: Skill building / Team Building

Estimated # Students: 35-40 Amount of Class Time Loss: N/A

Number of Supervisors: 4 List Names: Shanna McDonald
Brie Lopes
Sarah Alanis
Kristine Johnston
(There must be 1 Supervisor for every 10 students)

Arrangements: Charter Bus plus one Tahoe driven by
Transportation a chaperone to have on hand in case of
emergency.

Arrangements: Most meals are included. Other meals will be
Accommodations eaten at the Lodge.
/Meals

Total Cost Per Student: \$ 412.00 Total Cost Trip: \$ Approx. 14,480.00

Funds Derived from What Source: Participants are required to pay cash
or fundraise for camp costs.

How are staff/volunteer cost covered? Volunteer costs will be paid using funds
from Sals voucher sales.

Additional Info: Great Wolf Lodge is a resort w/ many dining
and attraction options. All free time / meal time will be
spent at the resort.

Shanna McDonald [Signature] 6/7/2022
Instructor Name Signature Date

(Please submit this form and include any back up documentation in support of the overnight trip, if applicable.)



Brand	Event	City	State	Start Date	End Date
UCA	Great Wolf Lodge	Manteca	CA	07/17/2022	07/19/2022

- Close Event Details

Event Information	Pricing Information
Team Type: High	Overnight Athlete:
School/Jr High	6 per room: \$363.00
Camp Type: Resort	5 per room: \$383.00
Camp	4 per room: \$412.00
Activity: Cheer	3 per room: \$462.00
Program: Standard /	2 per room: \$560.00
Traditional	1 per room: \$856.00

Additional Information

Overnight price includes 2 breakfasts, 1 lunch, and 2 dinners.

SNACK PASS Information! Check out this link and find out how to save time and money while at camp!

<https://www.varsity.com/gwl-snack-pass/>

ISSUE: Presented for the Board is purchase order #1666 from Technology in Education for purchase of technology in the amount of \$187,456.65.

ACTION: Approve or deny the purchase of technology from Technology in Education.

RECOMMENDATION: Recommend approval

FOR BOARD ACTION:

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

Technology in Education
 12687 Cathedral Ridge Way
 Riverside, CA 92503 US
 greg@technologyineducation.net



Estimate

ADDRESS

Rufino Ucelo Jr
 Kingsburg JUHSD

ESTIMATE # 1666

DATE 05/04/2022

EXPIRATION DATE 06/30/2022

SALES REP

Greg Currie

	QTY	RATE	AMOUNT
HoverCam Pilot X i5 Windows 10 tablet, i5 processor, 4K, 16 GB RAM, 256 GB SSD 13" touch screen, 13MP doc cam, mobile height/tilt adjustable podium	45	2,969.00	133,605.00
Sales Tax sales tax @ 8.975%	1	11,191.65	11,191.65
HoverCam Pilot X 4 year Warranty 4YRWPXT - Extends standard warranty to 4 years. Covers parts and labor due to manufacturing defects and workmanship. This extended warranty does not include batteries, other wear and tear items, or accidental damage.	45	249.00	11,205.00
HoverCam Pilot X Tablet Warranty 4YRWPXT-ACCDi5 - 4-Year Accidental Damage Insurance - Covers tablet against accidental damage. Breakage not related to manufacturing defects. 2 claims maximum during coverage period.	45	699.00	31,455.00
Shipping Shipping	1	0.00	0.00
Installation Podium assembly and onsite training.	1	0.00	0.00

Please sign quote to agree to terms of receipt of equipment after 7/1/2022.
 Per your signature, Technology in Education will move forward with purchasing equipment from the manufacturer.

TOTAL

\$187,456.65

Accepted By

Accepted Date

ISSUE: Presented to the Board is the LEA Federal Addendum 2022-2023.

ACTION: Approve or deny the LEA Federal Addendum 2022-2023.

RECOMMENDATION: Recommend approval.

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Nagle: _____ Lunde: _____ Serpa: _____ Jackson: _____

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

Kingsburg Joint Union High School District:
2022-23

CDS Code:

10622570000000

Link to the LCAP:

(optional)

**For which ESSA programs apply to your
LEA?**

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan
requirements; not all ESSA programs.)*

Title I, Part A, Title II, Part A, Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Kingsburg Joint Union High School District (KJUHSD) has a longstanding tradition of excellence in academics, strong extracurricular programs, a dedicated and caring staff, an outstanding student body and involved parents and community. We value the importance of a holistic educational experience for all students. Students are expected to challenge their minds with the most rigorous academic programs, challenge their bodies with the discipline and team building experience of competitive sports programs, explore vocational and elective areas of study to find their interests and talents, and develop a sense of community service. Our goal is to help students develop personal responsibility and decision-making skills to prepare and plan for post-secondary education or vocational training.

The use of federal funds helps the district focus on students who struggle academically and are in need of additional support to meet the districtwide goals (academic achievement, positive and safe environment, student achievement, and transition to post-secondary schooling/training). For our small district, the use of federal funds helps support specific needs, such as specialized classes (English Workshop, English E, two year math classes and below grade level math class) for struggling students, instructional aides in classrooms, promoting college awareness and preparation through the AVID program, and academic counseling.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

As with all funding, the LEA will use money in a way that best supports student learning. Title I and Title II will focus on supporting low income, English Learners, and foster students by providing support classes and professional development for teachers to better support and engage students. Title IV money will focus on creating a safe environment and providing a well-rounded education for all students. The use of how money is spent is reviewed and discussed with parent groups (Parent Advisory Committee, School Site Council, and English Learner Advisory Committee/District English Learner Advisory Committee).

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;

- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kingsburg Joint Union High School District is comprised of 1 comprehensive high school, a continuation school and an independent study high school. In reviewing educator equality, the district reviewed CALPAD data, Dataquest and the master schedule. In reviewing data, the district first reviewed the enrollment data at each of the schools then reviewed teacher experience. As the district has three separate types of schools, the focus was on ensuring equity within the school.

The district's breakdown of ethnicity is as follows: 64.6% Hispanic, 30.4% White, 2.4% Asian, 1.9% two or more races and less than 1% African American, American Indian, or Filipino. The district has a low income population of 66%. A breakdown of teaching experience is as follows: District- the average years in the district is 13.1 years, and 17.7 years of total teaching experience. Kingsburg High School- the average years in the district is 13.1 years, and 17.8 years of total teaching experience. Oasis High School- the average years in the district is 17.8 years, and 23.8 years of total teaching experience. Kingsburg Independent High School- the average years in the district is 10.5 years, and 12.5 years of total teaching experience. Overall the district had 53 tenured teachers, 5 probationary teachers, with 0 teachers being inexperienced, and 4 others which were our ROP CTE teachers. Probationary teachers teach both high and low level classes. In reviewing our low level English and math courses, they are taught by experienced teachers. English was taught by 3 teachers who had an average of 19.7 years experience with two being tenured teachers and 1 probationary teacher. In math: 4 tenured teachers (19.8 average years of experience) taught a total of 9 classes.

In response to the following questions:

- Are low-income students and minority students taught at higher rates than other students by ineffective/misassigned teachers? The district did not have any ineffective/misassigned teachers.
- Are low-income students and minority students taught at higher rates than other students by out-of-field teachers? The district did not have any out-of-field teachers.
- Are low-income students and minority students taught at higher rates than other students by inexperienced teachers? The district did not have any inexperienced teachers.

At district and school educational partner meetings, data regarding teacher experience is discussed. The district does not have a discrepancy in regards to low income or minority students. The district has been able to maintain a highly experienced teaching staff. The district had no ineffective teachers or inexperienced teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kingsburg Joint Union High School District values parental and family engagement. Our district is in a small town and the district serves as the town hub for activities. Parents are involved in the school and district in many ways, through parent committees (ELAC/DELAC, PAC, School Site Council, Curriculum Council), booster organizations (sports, band, music, agriculture), and parent nights (Back to School, Freshman Orientation, Sophomore/Junior Night, Senior Survival Night, College 101, FAFSA Night).

Communication with parents has been an increased focus of the LCAP. The school has a new communication system that allows parents to be informed of school information through text, email, and/or phone message. This system also allows teachers to send direct messages to parents about student progress and upcoming projects. This new system will translate the messages into the home language of the student. If the parent wants to respond to the message, they can type in their own language and it will be translated to English. The district and school sites continue to improve their website to provide additional information. The district now also has a Facebook page to alert families and community of school events.

To get input from parents and community, a parent/community survey is completed every year, as well as multiple parent nights to provide and get input on the districts future needs. In addition, since the town is so small, parents and community frequently stop teachers and administration at events to discuss concerns or offer congratulations on successes.

The LEA works to help inform parents on how to help their students through multiple levels. At parent meetings mentioned above, parents are informed about the requirements to be college ready, the application process including FAFSA, and supports available to students in both academic and mental health. Our counselors and administration hold parent student meetings for both academic and mental health reasons. At these meetings, parents are provided information on how to support their child in being more successful.

As a small district, many meetings necessary for both federal and state requirements are held at the same time.

The family engagement policy is reviewed at stakeholder meetings as well as discussed at board meetings. The policy is located on the school websites and is available to parents upon request.

The LEA provides assistance to parents in understanding academic standards, assessments and how to monitor students progress in a variety of ways. In regards to state assessments, the district sends home information on how parents can support their child with statewide testing, including the state website for students to practice. At parent events such as Back to School or grade level nights, parents are introduced to their parent portal and how to access student grades as well as where they can contact teachers regarding grades. Also, parent meetings are set up with school counselors to review students progress.

The LEA at staff meetings throughout the year, discuss the importance of parent involvement. With the addition of the parent communication tool that translates messages into home language, teachers are better able to communicate with parents. Each teacher has their own voicemail system for parents to leave messages, though most parents continue to communicate more by email. Parents have multiple ways to work with the school through the numerous booster programs on campus. These opportunities allow the school and parents to build better programs that support students. Through our LCAP parent survey, the LEA asks for feedback from parents on how to better engage parents and the overwhelming response is that they feel they are able to discuss concerns and feel their input is valued.

As mentioned earlier, parents have a variety of opportunities to become involved. Communication with parents has increased with our communication system. For parent meetings, a notice is sent home to parents by email, text, or phone call depending on the method chosen by them and in their home language, information is posted on the school marquee, and information posted on the school and district websites. School reports are sent home in English and Spanish. Parent survey is sent home to all parents yearly to get input on school progress, areas of concern, and ways to improve parent engagement. To engage parents or family members with disabilities, we inform parents that we will accommodate their needs if they inform us. On meeting notices we include a statement about contacting the school if accommodations are needed. To help accommodate parents for meetings, we have made home visits or held meetings over the phone so parents can be involved with their student's education. Parents have the opportunity to participate in district and school meetings through Zoom. For migrant students, though we do not have any, we communicate when they leave and return and ensure they receive partial credits.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SWP: Kingsburg Joint Union High School District provides support for students using a schoolwide program model based on the percentage of low income students in our schools. As part of our annual review of data (tied to our LCAP), students in need of supplemental support are identified and provided with the support needed to progress toward meeting standards. The district provides intervention classes for students struggling in math and English and well as after school tutoring with transportation. The district contracts with the county to address delinquent students in a community day school program. When the students return from these programs, a meeting is held and student placed on a contract so the student receives the support needed to be successful.

TAS: N/A

Neglected or delinquent: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kingsburg Joint Union High School District works with students to make sure their needs are met. During the enrollment process, students are enrolled immediately even if they may not have all of their documentation. The registrar works with the previous school to ensure proper credits are given and makes every effort to match previous classes. Student transcripts are reviewed for any student who changed schools during their junior or senior year to see if they can qualify for the minimum graduation requirements. The school's Student Body account person will meet with students in private, discussing they can come to her if they are in need. Students are provided financial assistance with senior activities, clothing, school supplies, and food when necessary. We also work closely with a local agency that can provide additional food, clothing, and counseling support for the families. Throughout the year, counselors will review the students' records ensure they are making adequate progress towards graduation, including follow up if there are attendance issues. The district also works with the county who will send a representative to help provide additional services related to graduation and post secondary options. Students are asked yearly if they would like to receive this service. As part of the reserved funds to support homeless children, instructional aides are in the classroom to support students and transportation for after school tutoring is available.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kingsburg Joint Union High School District's mission is to ensure all students are prepared for post-secondary options. The district has a full-time college and career teacher that meets with students each year to help focus students with what is needed to be successful in college and career, the steps needed to get into college, and to help seniors navigate college applications and FAFSA. Yearly, the district offers a College/Career day in the fall where colleges (4-year, community college, vocational), military, and local businesses have booths set up with representatives for students to consult with. In the spring, the district offers a College 101 night focused towards low-income, foster, and EL students. This night has representatives from colleges and military for parents to speak with as well as guest speakers on the importance of post-secondary options. In addition, juniors all have throughout the year an opportunity to listen to guest speakers about different career options they are interested in.

Academically, students have the opportunity to take AP classes or dual enrollment classes to enter college with credits already completed. We also have students who take community college classes in addition to their high school classes. Some ROP classes give students the opportunity to earn certifications to begin working in career fields (CNA, Wildland Fire, Automotive, Aviation).

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kingsburg Joint Union High School District uses data collected and analyzed through the metrics collected for LCAP, local data, and educational partner input through meetings and surveys to drive professional development. Professional development offered by the district is designed to support staff in the most effective way. This can include all-staff trainings, train the trainer models, individual/group staff attending off-site trainings, or professional learning time during late start on Mondays.

A focus of our students being college and career ready drives the majority of the district's professional development. This training includes AVID, AP, NGSS, California interim assessments, supporting reading and writing in all subjects, Reading Apprenticeship, and others. Teachers are encouraged to attend trainings and then bring back what they learned to share with their colleagues.

As the district is a one-to-one school, professional development for staff on how to use technology to enhance their instruction has been implemented and continues to occur. In addition to how to use technology to enhance instruction, a focus has been on online safety and responsibility for both our staff and our students. Technology-based professional development will continue yearly.

Preparing our new and inexperienced teachers is essential in helping develop a teaching staff that is prepared to meet the needs of all students. The district supports inexperienced teachers through the induction program offered through the county. This program matches the inexperienced teacher with a mentor teacher on campus. In addition, the district offers all new teachers to the district, but arriving with teaching experience a partnership with a colleague to guide them through their first year in our district to support them in learning district polices.

Professional development is offered to both district and site administration and counselors to ensure they have the most recent strategies and skills to support students.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kingsburg Joint Union High School goals in the LCAP focus on ensuring students are college and career ready, have a positive and safe environment to learn, and provide professional development for teachers to help achieve these goals. The district reviews data and input from educational partners to help focus specific professional development yearly. As a single school district with one comprehensive high school, one continuation and one independent study professional development is provided to all teachers that will work towards closing the achievement gap of low income students and students at risk. If a specific school is designated as CSI or TSI, then the district will see the area of need and provide specific training for that area to those teachers in the school. Priority of funds and distribution of funds would also be based on the size of the school and student population. Professional development would also occur with administration to help build and support them in supporting the high need students. The district will continue to prioritize funds to support the goal of all students being college and career ready.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kingsburg Joint Union High School District uses data collected and analyzed through the metrics collected for LCAP, local data, and educational partner input through meetings and surveys to drive professional development. Stakeholder meetings (District Advisory Committee, School Site Council, ELAC/DELAC) are held 4 times a year, curriculum council meets monthly and data is presented at board meetings throughout the year. An annual survey is given to all educational partners to gain knowledge and a deeper understanding of student engagement. Throughout the year, departments have time to collaborate and look at student data to help drive what they need. PLC meetings are held monthly and benchmark are given and data reviewed on student progress. Monthly department chairs meet with administration to review data and provide feedback on areas of need and support. If during the year data or input from teachers demonstrates that the district needs to adjust the focus of professional development for the betterment of students, the district will make those adjustments.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Through collaboration with educational partners, Kingsburg Joint Union High School District has made college and career readiness, safety/healthy students and technology as a focus for the district.

The LEA will use at least 20 percent of the SSAE program funds for activities authorized under Section 4107 to help run the college and career center on campus. This person, brings in colleges (4 year, two year, private, and vocational) to speak with students about enrolling in college and provide yearly lessons regarding college and career readiness. Supporting students to enroll in college by providing college fairs, FAFSA information nights, and enrolling students in college. All 12th grade students attend and complete the registration process for the local community college. Yearly all juniors attend a career day and all students have access to the college and career day in the fall. The college and career teacher works closely with local college representatives, military and local businesses to provide students with a variety of options. The total amount allocated to this section is \$26,142.

The LEA will use at least 20 percent of the SSAE program funds for activities authorized under Section 4108 for the cost of hiring a safety dog to come onto campus to check for drugs, weapons, and explosives and contracting with outside agencies for mental health and drug abuse issues for students. The district contracts with two different outside agencies and the county, to come in and provide education for students related to drug and alcohol abuse and mental health issues. One of the outside agencies, is a local community based service that does not charge students or the school. The total amount allocated to this section is \$6,600.

The use of funds and effectiveness will be communicated to educational partners yearly. The evaluation of the programs will be done through student/parent/community surveys, parent meetings, and use of technology-based programs.

ISSUE: Presented to the Board is the 2022-2023 LCAP.

ACTION: Approve or deny the 2022-2023 LCAP.

RECOMMENDATION: Recommend approval

FOR BOARD ACTION:

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

ISSUE: Presented for the Board is the 2022-2023 Budget.

ACTION: Approve or deny the 2022-2023 Budget.

RECOMMENDATION: Recommend approval

FOR BOARD ACTION:

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

CSBA POLICY GUIDE SHEET

March 2021

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.

Board Policy 3110 - Transfer of Funds

Policy updated to reflect **NEW LAW (SB 98, 2020)** which authorizes, for the 2020-21 and 2021-22 fiscal years if the state defers any payments owed to districts, the temporary transfer of up to 85 percent of the maximum amount held in any fund or account for the payment of obligations. Item #4 revised to clarify requirements for transfers from special reserve funds for capital outlay or other purposes into the general fund for general operating purposes of the district.

Board Policy 3230 - Federal Grant Funds

Policy updated to reflect **NEW FEDERAL REGULATIONS (85 Fed. Reg. 49506)**, effective November 12, 2020, which clarify and renumber requirements for the use and accounting of federal grant funds pursuant to the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (commonly called the "Uniform Guidance"). Policy reflects an amendment to the Uniform Guidance which extends the timeframe for submitting the final performance report from 90 to 120 calendar days after the ending date of the grant.

Administrative Regulation 3230 - Federal Grant Funds

Regulation updated to reflect **NEW FEDERAL REGULATIONS (85 Fed. Reg. 49506)**, effective November 12, 2020, which clarify and renumber requirements for the use and accounting of federal grant funds pursuant to the Uniform Guidance. Regulation reflects amendments to the Uniform Guidance which (1) extend the timeframe for paying all obligations of federal funds from 90 to 120 calendar days after the end of the funding period; (2) require districts to give a preference to the purchase, acquisition, or use of goods, products, or materials from the United States as practicable; and (3) increase the threshold for "micro-purchases" and "small purchases" that qualify for simplified procurement procedures. Regulation also adds the requirement to provide for disciplinary actions to be applied when officers, employees, or representatives of the district violate conflict of interest standards. Section on "Personnel" revised to (1) add the district's responsibility to check employee records and ensure that the charges are accurate, allowable, and properly allocated and (2) clarify the documentation requirements for employees whose salary is paid with state or local funds but is used to meet a cost-sharing or matching requirement of the federal grant.

Administrative Regulation 3311.2 - Lease-Leaseback Contracts

Regulation updated to (1) include the maximum term for the lease-leaseback contract as specified in law, (2) reflect the requirement for site and plan approval prior to entering into an agreement, (3) add optional language for a board resolution declaring the intent to enter into a lease-leaseback contract, and (4) move evaluation criteria into the list of items that must be included in the request for sealed proposals. Regulation also reflects **NEW LAW (AB 2311, 2020)** which requires districts to include in all bid documents and construction contracts a notice that the project is subject to state "skilled and trained workforce" requirements.

Administrative Regulation 3311.3 - Design-Build Contracts

Regulation updated to reflect **NEW LAW (AB 2311, 2020)** which requires districts to include in all bid documents and construction contracts a notice that the project is subject to state "skilled and trained workforce" requirements. Regulation also adds a definition of "skilled and trained workforce," and describes the district's responsibilities if the contractor fails to demonstrate compliance with these requirements.

Administrative Regulation 3320 - Claims and Actions Against the District

Regulation updated to add introductory information explaining the procedures that may be used to file a claim for money or damages against the district depending on the cause of action. Section on "Time Limitations" reorganized and clarified, especially with regard to the time limits for claims related to causes of actions which are excepted from the Government Claims Act, are not governed by any other claim presentation statute or regulation, and are addressed through procedures established by the district. Regulation also reflects **NEW LAW (SB 1473, 2020)** which allows a person to submit a claim, amendment to a claim, or application for a late claim by electronic means, if so authorized by a board resolution, in which case the subsequent notices provided by the district must be sent to the electronic address from which the claim was sent unless the claimant specifies an alternative electronic address for that purpose.

Board Policy 3452 - Student Activity Funds

Policy updated to clarify that the policy does not apply to school-connected organizations that are not composed entirely of students or subject to the board's control and regulation. Section on "Fundraising" adds a reference to policy that addresses online fundraising, and addresses fundraising events that involve the sale of foods and/or beverages. Section on "Management and Reporting of Funds" updated to reflect Governmental Accounting Standards Board (GASB) Statement 84, which provides that, if the district has administrative or direct financial involvement with the student organization's assets, as defined, the student activity fund may be considered a governmental fund subject to specific accounting and financial reporting requirements.

Board Policy 3600 - Consultants

Policy updated to reflect **NEW LAW (AB 2257, 2020)** which recodifies the three-part test established in Dynamex Operations West, Inc. v. Superior Court of Los Angeles to determine whether a person providing services for remuneration should be classified as an employee or an independent contractor, and **NEW LAWS (AB 2257 and AB 323, 2020)** which establish exceptions to the use of the three-part test. Requirement to afford equal opportunity for contracts revised to add ethnicity and reflect **NEW LAW (AB 3364, 2020)** which changes the term "military and veteran status" to "veteran or military status."

Exhibit 4112.9/4212.9/4312.9 - Employee Notifications

Exhibit updated to add employee notifications related to (1) the rights of employees who are victims of crime or abuse; (2) potential exposure to COVID-19 at a district facility; (3) the right and procedure to access the district's injury and illness prevention program; (4) nondiscrimination on the basis of sex and contact information for the district's Title IX Coordinator; and (5) following an investigation of an alleged misconduct of a district police officer, the district's decision to impose discipline.

Administrative Regulation 4161.2/4261.2/4361.2 - Personal Leaves

Regulation updated to reflect **NEW LAW (AB 2992, 2020)** which extends leave for employees who are victims of domestic violence, sexual assault, or stalking to include employees who are victims of a crime that caused physical injury, or mental injury with a threat of physical injury, and employees whose immediate family member is deceased as a direct result of a crime. Regulation also reflects provisions of AB 2992 which require districts to inform employees of their rights for such leave and authorize employees, when an unscheduled absence occurs, to submit documentation from a victim advocate or any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or an individual acting on the employee's behalf.

Administrative Regulation 4161.8/4261.8/4361.8 - Family Care and Medical Leave

Regulation updated to reflect **NEW LAW (SB 1383, 2020)** which, for purposes of leave under the California Family Rights Act, (1) revises the definition of "child" to include the child of a registered domestic partner; (2) includes an employee's grandparent, grandchild, sibling, and registered domestic partner as persons for whom an employee may take leave for a serious health condition; (3) repeals a provision of law which had limited any leave related to the birth or placement of the child to only one parent if a district employs both parents, thereby requiring the district to grant leave to each employee; (4) eliminates the district's authority to deny reinstatement, upon return from leave, for an employee who is among the highest paid 10 percent of district employees when the employee's absence would cause substantial and grievous economic injury to district operations; and (5) authorizes military family leave to attend to an exigency arising when the employee's registered domestic partner is on active duty or on call to

active duty status in the National Guard or Reserves or is a member of the regular Armed Forces on deployment to a foreign country.

Board Policy 6142.8 - Comprehensive Health Education

Policy updated to reflect the 2019 state curriculum framework for health education, including emphasis on the physical, mental, and social well-being of students and integration of health education with other content areas of the district's curriculum. Policy also reflects law which authorizes districts to provide age-appropriate comprehensive sexual health education prior to grade 7, and law which authorizes instruction in grades K-12 in sexual abuse and sexual assault awareness and prevention provided students are allowed to be excused from such instruction with the written request of the parent/guardian.

Administrative Regulation 6142.8 - Comprehensive Health Education

Regulation updated to more directly reflect state content standards for injury prevention and safety and for personal and community health. Regulation also adds a new section on "High School Health Education" for districts that require a course in health education for graduation, which reflects law requiring that the course in health education include instruction in sexual harassment and violence and instruction in performing compression-only cardiopulmonary resuscitation. Section on "Students Excused from Health Instruction" expanded to address excusals from (1) comprehensive sexual health education and HIV prevention education; (2) instruction in sexual abuse and/or sexual assault awareness and prevention; (3) any exam, survey, or questionnaire which contains questions about the student's or family's personal beliefs or practices in sex, family life, morality, or religion; and (4) anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex.

Board Policy 7210 - Facilities Financing

Policy updated to add state facilities funding from the Leroy F. Greene School Facilities Act as a method of funding facilities and to reflect **NEW LAW (SB 820, 2020)** which requires filing the audit of completed facilities projects with the California State Controller. Policy also adds the requirement to comply with law and board policy regarding debt issuance and management.

CSBA POLICY GUIDE SHEET June 2021

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 - Board Policy 1313 - Civility

New policy addresses the importance of civility to the effective operation of the district, including its role in creating a positive school climate and enabling a focus on student well-being, learning, and achievement. Policy includes First Amendment free speech considerations, behavior that constitutes civil behavior, practices that promote civil behavior, and authorization to educate or provide information to students, staff, parents/guardians, and community members to assist in the recognition, development, and demonstration of civil behavior. Policy also includes material regarding behavior that is disruptive, hinders the orderly conduct of district operations or programs, or creates an unsafe learning or working environment, as well as the prohibition of, and consequences for, behavior which is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence.

Board Policy 3511.1 - Integrated Waste Management

Policy updated to reflect current legal requirements for recycling waste which are based on specified thresholds of waste generation and are detailed in the accompanying administrative regulation, add district goal to develop strategies for recycling organic waste, and more directly link waste management to education goals.

Administrative Regulation 3511.1 - Integrated Waste Management

Regulation updated to add new section on "Recycling" which contains (1) material formerly in item #2 above, (2) new material reflecting a determination by the California Department of Resources Recycling and Recovery (CalRecycle) regarding the level of statewide disposal of organic waste which triggered a requirement for any facility generating two or more cubic yards of solid waste per week to meet specified requirements pertaining to the recycling of organic waste, and (3) new material reflecting legal requirements to provide recycling bins or containers in a facility that generates four or more cubic yards of solid waste or two or more cubic yards of organic waste per week.

Board Policy 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers

Policy updated to clarify the obligation of drivers to submit to drug and alcohol testing as required under federal law. Section on "Consequences Based on Test Results" updated to (1) add the agency responsible for reviewing and approving district requests to temporarily remove a driver from safety-sensitive functions before drug test results are verified by a certified medical review officer and (2) describe consequences that will be imposed on drivers based on findings of specific concentrations of alcohol. Policy also clarifies the requirement to ensure that a driver who is offered an opportunity to return to work following a violation first receive an evaluation by a qualified substance abuse professional and successfully comply with the evaluation recommendations.

Administrative Regulation 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers

Regulation updated to clarify that marijuana remains an illegal drug under the federal Controlled Substances Act and use of it by a driver remains a violation of federal drug testing regulations. Definition of "alcohol concentration" revised to delete information regarding consequences for drivers based on specific alcohol concentrations, now addressed in the BP. Regulation also expands the responsibilities of the designated employer representative pursuant to federal regulations, clarifies requirements pertaining to pre-employment testing including the requirement to conduct a pre-employment query using the Commercial Driver's License Drug and Alcohol Clearinghouse, and reflects additional requirements related to post-accident testing. New section reflects federal regulations which require districts to report any violation of federal drug and alcohol regulations to the Clearinghouse and conduct inquiries of the

Clearinghouse's online database for all drivers employed by the district on an annual basis and before hiring any driver.

Board Policy 4141/4241 - Collective Bargaining Agreement

Revised policy reflects court decision holding that a provision in a collective bargaining agreement that directly conflicts with the Education Code cannot be enforced. Policy also adds language clarifying that, whenever a law conflicts with a provision in the collective bargaining agreement, the law will prevail.

Board Policy 4158/4258/4358 - Employee Security

Policy updated to reflect law authorizing a district to petition, on behalf of an employee, for a gun violence restraining order prohibiting a person from owning, purchasing, possessing, or receiving a firearm. Policy also reflects law requiring a district to provide reasonable accommodations, upon request, to an employee who is a victim of domestic violence, sexual assault, or stalking. Policy adds a requirement of law to inform administrators and counselors, along with teachers, regarding certain crimes and offenses committed by students.

Administrative Regulation 4158/4258/4358 - Employee Security

Regulation updated to more directly reflect law requiring a report to law enforcement of any attack, assault, or physical threat made against an employee by a student. Material in section on "Notice Regarding Student Offenses" reorganized to clarify the required notifications that must be made to staff pertaining to (1) student offenses that are grounds for suspension or expulsion and (2) any report received from a court that a student has been found to have committed a felony or misdemeanor involving specified offenses. In that section, paragraph on notifications that may be provided by a district police or security department deleted and moved into Note since its applicability is limited. New section on "Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking" reflects law requiring a district to provide reasonable accommodations, including, but not limited to, safety procedures or adjustments to a job structure, workplace facility, or work requirement, upon the request of an employee who is a victim of domestic violence, sexual assault, or stalking.

Board Policy 5141.4 - Child Abuse Prevention and Reporting

Board policy updated to clarify that districts are not required, but are authorized, to include age-appropriate and culturally sensitive child abuse prevention curriculum in the instructional program, add material regarding displaying posters on campus notifying students of the appropriate telephone number to call to report child abuse or neglect, include the requirement for student identifications cards for students in grades 7-12 to include the National Domestic Hotline telephone number, and clarify that the training regarding duties of mandated reporters be according to law and administrative regulation.

Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting

Regulation updated to reflect NEW LAW (AB 1145, 2020) which amends the definition of sexual assault for purposes of mandated reporting to not include voluntary conduct in violation of Penal Code 286, 287, or 289 (sodomy, oral copulation, or sexual penetration) if there are no indicators of abuse unless such conduct is between a person who is 21 years of age or older and a minor who is under 16 years of age. Regulation also adds licensees of licensed child day care facilities to the list of mandated reporters, reflects that the California Department of Justice form is now titled BCLA 8572, clarifies that when a staff member or volunteer aide is selected by a child to be present at an interview where child abuse is being investigated that the principal or designee inform the person of specified requirements prior to the interview, and reflects NEW STATE REGULATION (Register 2020, No. 21) which authorizes parents/guardians of special education students to file a complaint with CDE for safety concerns that interfere with the provision of a free appropriate public education pursuant to 5 CCR 3200-3205 rather than through uniform complaint procedures.

Board Policy 5141.52 - Suicide Prevention

Policy updated to expand material regarding stakeholder engagement and best practices for suicide prevention, intervention, and postvention, and for consistency with CDE's Model Youth Suicide Prevention Policy, including an enhanced list of participants for staff development, the importance of resiliency skills to student instruction, the review of materials and resources for alignment with safe and effective

messaging, information to be provided to parents/guardians and caregivers, and the establishment of district and/or school site crisis intervention team(s). Policy also updated to clarify that the policy may be reviewed more frequently than the five-year review requirement of law, and that district data pertaining to reports of suicidal ideation, attempts, or death and data that reflect school climate be periodically reviewed to aid in program development.

Administrative Regulation 5141.52 - Suicide Prevention

Regulation updated to expand the section on "Staff Development" by adding to the list of participants for suicide prevention training, topics to be included in such training, and additional professional development for specified groups and to enhance the section on "Instruction" by adding to the list of topics to be taught and authorizing the development and implementation of school activities that raise awareness about mental health wellness and suicide prevention. Regulation also updated to include, for districts that have crisis intervention teams, the contact information for district and/or school site crisis intervention team members, add that school counselors may disclose a student's personal information to report child abuse and neglect as required by law, and include providing comfort to a student who has attempted or threatened to attempt suicide.

Board Policy 5142.2 - Safe Routes to School Program

Policy updated to clarify potential liability issues, recognize that active transportation positively impacts student achievement, add material regarding equitable access and opportunity to participate in the district's safe routes to school program, and update information about state and federal grant programs.

Administrative Regulation 5142.2 - Safe Routes to School Program

Regulation updated to reflect current strategies recommended by the U.S. Department of Transportation's Federal Highway Administration and National Center for Safe Routes to School to improve student safety along routes to school and to promote walking, bicycling, and forms of active transport to school. Regulation adds that active transportation positively impacts student achievement; clarifies that offering driver safety information to high school students, parents/guardians, and the community promotes safety around school campuses and routes; and adds strategies related to emerging technologies that aid in the prevention and mitigation of accidents, emergency response in managing injuries after an accident occurs, and equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner.

Board Policy 5145.12 - Search and Seizure

Policy updated to reflect court decision upholding a school policy that called for limited searches without individualized suspicion if students left campus and returned in the middle of the day. Policy also updated to reflect law which places restrictions on searches of electronic devices such as cellular phones, court decision regarding searches of lockers without individualized suspicion, and court decision upholding policy of random weapons screening with a handheld metal detector.

Board Policy 5145.9 - Hate-Motivated Behavior

Policy updated to bolster the governing board's commitment to providing a respectful, inclusive, and safe learning environment, including adding a definition of hate-motivated behavior which incorporates a list of characteristics which may motivate prohibited behavior, reflecting the importance of celebrating diversity, enhancing the list of topics for student instruction and staff development, adding material regarding regularly occurring staff training, and including student and staff discipline for engaging in hate-motivated behavior. Policy also updated to include the requirement to post the policy in a prominent location on the district's web site and add that, in addition to other staff listed, complaints may be reported to the district's compliance officer.

Administrative Regulation 6162.51 - State Academic Achievement Tests

Regulation updates information regarding administration of the California Assessment of Student Performance and Progress, including provisions that: (1) the district may administer the California Science Test (CAST) in any of grades 10-12, (2) the California Alternate Assessments in science should be administered to students with significant cognitive disabilities who are unable to take the CAST with accommodations, and (3) the California Spanish Test is the primary language assessment that is available to be administered to English learners. Regulation also adds optional language regarding the use of Smarter Balanced interim and formative assessments to provide timely feedback regarding students' progress and assist teachers in continually adjusting instruction to improve learning. Testing windows and testing variations updated to reflect current state regulations, as renumbered.

Board Policy 7211 - Developer Fees

Policy updated to include material formerly in the AR pertaining to responsibilities of the board with respect to levying developer fees, such as conducting a fee justification study, holding a public hearing, and adopting a board resolution. Policy also clarifies the applicability of Government Code 65997, which became operative due to the failure of state bond measure Proposition 13 in March 2020 and gives districts the flexibility to deny or refuse a legislative act involving the planning, use, or development of real property, other than requiring a fee in excess of the fee imposed by law. Policy addresses factors that must be included in the fee justification study based on recent court decision.

Administrative Regulation 7211 - Developer Fees

Regulation revised to delete board responsibilities pertaining to the imposition of developer fees, now addressed in the BP, and to require the superintendent or designee to provide specified information regarding capital facilities accounts to the board as well as the public.

CSBA POLICY GUIDE SHEET September 2021

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.

Board Policy 3516.5 - Emergency Schedules

Policy updated to reflect **NEW LAW (AB 130, 2021)** requiring districts applying to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure after September 1, 2021 to certify in an affidavit that the district has a plan for offering independent study within 10 days of school closure to impacted students. Policy also updated to reflect requirement that the plan for independent study address the establishment, within a reasonable time, of independent study master agreements and require the reopening in person once allowable under direction from the city or county health officer.

Board Policy 4131 - Staff Development

Policy updated to incorporate concepts of student well-being and social-emotional development and learning as it relates to professional development, to clarify that the development of the staff development program includes creating, reviewing and amending the program, to reflect the State Board of Education's California Digital Learning Integration and Standards Guidance regarding staff development in the use of technologies, to reference **NEW LAW (AB 130, 2021)** regarding requirements for districts offering technology-based instruction pursuant to an independent study program, and to expand the list of characteristics that are included in diverse student populations as related to staff development in meeting the needs of such students. Policy also updated to enhance staff development regarding school climate to include acceptance, civility, and positive behavioral interventions and supports, and staff development regarding student's mental and physical health to include social-emotional learning and trauma-informed practices.

Board Policy 6120 - Response to Instruction and Intervention

Policy updated to emphasize the importance of learning and behavioral outcomes and progress monitoring as it relates to response to instruction and intervention (RtI²), reference multi-tiered system of supports (MTSS) and the integration of RtI² into such frameworks, expand the list of individuals that may be included in designing the district's RtI² system, add the examination of student social-emotional well-being as one of the bases for design, provide more detail regarding strategies and interventions including ten core components of the RtI² model identified by the California Department of Education, and that RtI² may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

Board Policy 6146.1 - High School Graduation Requirements

Policy updated to clarify requirements for mathematics coursework, reflect **NEW LAW (AB 104, 2021)** which requires districts to exempt a student from district graduation requirements if the student was in the third or fourth year of high school during the 2020–21 school year and is not on track to graduate in four years, and to provide a student who was enrolled in the third or fourth year of high school during the 2020–21 school year and is not on track to graduate in the 2020–21 or 2021–22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework.

Administrative Regulation 6146.1 - High School Graduation Requirements

Regulation updated to include material regarding the provision of information about graduation requirements and credit recovery opportunities to students, parents/guardians, and the public, and to reflect requirements regarding the provision of notice to eligible students about the availability of exemptions from local graduation requirements when applicable.

Board Policy 6164.4 - Identification and Evaluation of Individuals for Special Education

Policy updated to reference the U.S. Department of Education's (USDOE) Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which reaffirms the obligation to fully implement the Individuals with Disabilities Education Act (IDEA) during the COVID-19 pandemic, including the requirement to meet child find obligations, and encourages districts to reexamine the efficacy of existing child find practices in light of the educational disruptions caused by the COVID-19 pandemic.

Administrative Regulation 6164.4 - Identification and Evaluation of Individuals for Special Education

Regulation updated to reference USDOE's Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which recommends that districts undertake new child find activities in light of the educational disruptions caused by the COVID-19 pandemic and emphasizes that students who are experiencing long-term COVID effects be referred for special education evaluation if their symptoms are adversely impacting their ability to participate and learn in the general curriculum. Regulation also updated to provide that the child find process includes the collection and screening of data to determine if students are making adequate progress, to include the district's obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies, clarify material regarding referrals for initial evaluations, evaluation plans and informed parent/guardian consent, reflect the timeline for the determination of whether the student is eligible for special education and the educational needs of the student and when an Individualized Education Program (IEP) meeting and the development of an IEP occurs, clarify the qualifications of personnel who administer evaluations and reevaluations, add that the normal process of second-language acquisition as well as manifestations of dialect and social linguistic variance not be diagnosed as a disabling condition, and clarify material regarding Independent Educational Evaluations. Regulation also updated to reference M.M. v. Lafayette School District, a Ninth Circuit Court of Appeals decision which held that the district violated IDEA when it failed to provide parents with their child's response to instruction (RTI) data when seeking informed consent for an initial evaluation.

Board Policy 6164.41 - Children with Disabilities Enrolled by their Parents in Private School

Policy updated to reorganize and clarify material.

Administrative Regulation 6164.41 - Children with Disabilities Enrolled by their Parents in Private School

Regulation updated to reference USDOE's Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which recommends best practices for keeping parents/guardians, teachers, and private school officials informed of the child find process, enhance the section regarding consultation with private school representatives, and reference USDOE's Questions and Answers on Serving Children with Disabilities Placed by their Parents in Private School which emphasizes that districts may not require a private school to implement a RTI process before evaluating parentally-placed private school children. Regulation also updated to add that evaluation of all identified parentally-placed private school children with disabilities be conducted as specified in BP/AR - Identification and Evaluation of Individuals for Special Education including obtaining parent/guardian consent, that the district is required to make a free appropriate public education available to a child residing in the district who is eligible for an IEP, and to clarify material regarding the qualification requirements of private elementary and secondary school teachers providing equitable services to parentally-placed private school children.

BANK RECONCILIATION REPORT

As of Statement Ending Date: 5/31/2022

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

Opening Bank Statement Balance:	199,307.16
Cleared Deposits:	69,624.10
Cleared Checks and Charges:	29,654.39
Cleared Adjustments:	48,483.98
	<hr/>
Calculated Bank Balance:	287,760.85
Less: Outstanding Checks:	7,470.48
Plus: Deposits In Transit:	0.00
Plus: Uncleared Adjustments:	0.00
	<hr/>
Calculated Book Balance:	280,290.37
Actual Book Balance:	280,290.37
	<hr/>
	<hr/>
VARIANCE:	0.00
	<hr/>

Ending Bank Statement Balance:	287,760.85
Calculated Bank Balance:	<u>287,760.85</u>
Out of Balance Amount:	<u>0.00</u>

Prepared by: Karen Osborne

Date: 06.06.2022

Reviewed by: [Signature]

Date: 6/6/2022

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 5/1/2022 through 5/31/2022

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
100-00-00 Cash-Checking-WestAmerica Bank	192,350.52	118,108.08	30,168.23		280,290.37
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
Total Cash Accounts	230,793.68	118,108.08	30,168.23	0.00	318,733.53
Other Accounts					
004-40-00 SKILLS USA	596.08				596.08
005-40-00 INTRO TO TEACHING	4,157.63				4,157.63
006-40-00 BARISTA PROJECT	453.45				453.45
007-40-00 CNA CLASS	799.33	15.00			814.33
008-40-00 ACADEMIC DECATHLON	437.79				437.79
009-40-00 CLASS 2009	0.00				0.00
010-00-00 CLASS 2010	0.00				0.00
011-40-00 ART OPPORTUNITIES	110.17				110.17
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	1,168.84	39,145.94	17,492.50	From	22,822.28
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	101.68				101.68
103-40-00 CHESS CLUB	100.00				100.00
104-40-00 LIFE SKILLS	830.19				830.19
105-30-00 Catholics in Action	969.95				969.95
106-10-10 GOLF~BOYS	58.00				58.00
106-10-20 GOLF~GIRLS	573.53				573.53
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	17,773.94	735.13	2,500.00	From	16,009.07
111-01-00 SCHOLARSHIP ACCOUNT	20,700.70	55,499.15			76,199.85
111-02-00 SPECIAL PROJECTS	791.99	250.00			1,041.99
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	579.93				579.93
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: 5/1/2022 through 5/31/2022

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	4,120.12	400.00			4,520.12
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	3,567.57			(719.99)	2,847.58
128-10-20 SOFTBALL	5,940.63	450.00			6,390.63
129-10-00 CROSS COUNTRY	1,745.32				1,745.32
130-40-00 AVID	4,199.60		(50.00) Scholarship		4,249.60
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	4,499.61	13,840.97			18,340.58
132-40-00 VIKING VOICE	0.00				0.00
133-30-00 IOTA LAMBDA CHI	1,441.00				1,441.00
134-30-00 MU ALPHA THETA	1,636.50	124.22			1,760.72
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	355.40	100.00			455.40
136-30-01 KEY CLUB-LT GOV FUND	0.00				0.00
137-30-00 CSF	1,432.19				1,432.19
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	22,857.41		1,076.20 - Spring Funds Convention		21,781.21
145-01-00 FFA-ORNAMENTAL HORTICULTURE	2,677.71				2,677.71
145-02-00 FFA DONATION ACCOUNT	23,923.63				23,923.63
145-03-00 FFA-LIVESTOCK ACCOUNT	312.61	1,600.00	39.90		1,872.71
145-04-00 FFA-FLORAL DESIGN	6,141.38	300.00	554.70		5,886.68
148-10-10 WRESTLING	1,761.89	363.55			2,125.44
149-10-00 Jose Valencia Scholarship	0.00				0.00
150-10-00 ATHLETICS	54,524.31	2,414.24	439.15	719.99	57,219.39
150-10-02 ATHLETICS-TOURNAMENT ACCOUNT	367.16				367.16
151-30-00 MULTI-CULTURAL CLUB	1,540.15				1,540.15
152-40-00 PEP SQUAD	1,292.89	2,969.40	(100.00)		4,362.29
153-40-00 GYM CLOTHES	1,591.68	5.00			1,596.68
158-30-00 FRIDAY NIGHT LIVE	0.00				0.00
159-10-00 AQUATICS	649.78				649.78
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	15,721.90	1,175.00	1,724.00 - Reimb. Mendocino Universal Trip		15,172.90
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	5,211.23	400.00			5,611.23
405-00-00 DISTRICT	6,491.78	1,483.61	6,491.78 KHS-Reimb. April		1,483.61
900-00-00 Web Store Clearing for Remitt	(2,787.65)	(3,117.21)			(5,904.86)
920-00-00 Web Store Fees	(1,062.16)	(45.92)			(1,108.08)

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 5/1/2022 through 5/31/2022

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Total Other Accounts	230,793.68	118,108.08	30,168.23	0.00	318,733.53

ISSUE: Presented to the Board are the Music Department coaches and volunteer for the 2022-2023 school year:

Coaches/Instructors:

Oliver Bullock	Visual Instructor
Josh Cadiente	Color Guard
Sarah Dezso	Color Guard
Francis Donabedian	Percussion
Micah Masterson	Visual Instructor
Ashton Methany	Color Guard
James Nobriga	Percussion (New)
Nelson Simon	Drum Line
Luis Torres	Drum Line

Volunteers:

Lisa Kleiwer
 Nick Lane
 Sarah Lane
 Leslie Peters
 Sarah Quintana (New)

ACTION: Approve or deny the Music Department coaches and volunteers for the 2022-2023 school year.

RECOMMENDATION: Recommend approval.

FOR BOARD ACTION:

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

ISSUE:

Presented to the Board are the following Girls Volleyball Coaches for the Fall season 2022-2023:

Jannah Torres Assistant Varsity Girls (Volunteer)

Paige Olson Assistant Frosh Girls (Paid)

ACTION:

Approve or deny the additional Girls Volleyball Coaches for the Fall season 2022-2023.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Nagle: _____ Lunde: _____ Serpa: _____ Jackson: _____

ISSUE: Presented to the Board are the KHS Spring Coaches for 2022-2023 school year.

ACTION: Approve or deny the KHS Spring Coaches for the 2022-2023 school year.

RECOMMENDATION: Recommend approval.

FOR BOARD ACTION:

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

ISSUE: Presented to the Board is the Master Contract 2022-2023 Between Kingsburg Joint Union High School District and The Help Group Nonpublic, Nonsectarian School/Agency Related Services Provider in the maximum contract amount of \$114.633.62. Service amount will be partially reimbursed at a future percentage through the Fresno County SELPA.

ACTION: Approve or deny the Master Contract 2022-2023 Between Kingsburg Joint Union High School District and The Help Group Nonpublic, Nonsectarian School/Agency Related Services Provider.

RECOMMENDATION: Recommend approval

FOR BOARD ACTION:

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