



## **Sequoia Union Board of Trustees Regular Board Meeting May 13, 2021 at 6:00 p.m.**

A regular meeting of the Board of the Sequoia Union Elementary School will be held at 23958 Avenue 324, Lemon Cove, CA. ***Please note those in attendance will need to follow physical distancing and wear a mask.***

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the school office at (559) 564-2106 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District office located at 23958 Ave. 324, Lemon Cove, California during normal business hours and on the website at <https://www.sequoiaunion.org/>

- 1. CALL TO ORDER at 6:00 pm**
- 2. FLAG SALUTE**
- 3. APPROVAL OF AGENDA**
- 4. COMMENTS FROM THE PUBLIC**

Board Policy #9323 allows each individual speaker three minutes for public comment. The public may choose to address the board on any non agenda item at this time, or on an agenda item at this time or at the time of the item's discussion. Before making a comment, please gain recognition from the Chair and direct your comments through the Chair. Due to COVID-19, if you wish to submit a comment virtually you may do so online at <https://bit.ly/SUpubliccomment>. Comments must be submitted one hour prior to the scheduled meeting opening to ensure they will be read. The same requirements relating to the three minute limit apply to written comments also. Comments submitted after the opening of the meeting, but before adjournment will be recorded in the minutes.

### **5. PUBLIC HEARING**

#### **5.1 Sequoia Elementary Charter School Renewal Petition**



## 6. DISCUSSION & REPORTS

- 6.1 [Superintendent Report](#)
- 6.2 [School Site Council Report](#)
- 6.3 [Parent Guild Report](#)
- 6.4 [Expanded Learning Opportunities School Report](#)
- 6.5 [LCAP Committee Report](#)
- 6.6 [Personnel Report](#)
- 6.7 [New Board Policy 4033 \(a-d\) - Lactation Accommodation - 2nd Read](#)
- 6.8 [Report on New Bus Purchase with Quotes and Payment Options](#)
- 6.9 [Business Report](#)

## 7. CONSENT ITEMS

- 7.1 [Attendance Report - Charter](#)
- 7.2 [Attendance Report - District](#)
- 7.3 [Budget Report Charter](#)
- 7.4 [Budget Report District](#)
- 7.5 [Cafeteria Report](#)
- 7.6 [Payroll Report](#)
- 7.7 [Vendor Payments Report](#)
- 7.8 [Special Board Meeting Minutes of 3/25/2021](#)
- 7.9 [Regular Board Meeting Minutes of 4/15/2021](#)
- 7.10 [Approve Consent Items 7.1 - 7.9](#)

## 8. ACTION ITEMS

- 8.1 [Approve Keller-Wegley SUESD Reimbursement Claim #12](#)
- 8.2 [Approve the School Innovations and Achievement Renewal Contract](#)
- 8.3 [Approve District Technology Items to be deemed obsolete](#)
- 8.4 [Approve the TCOE Library and Multi Media Center Agency Agreement](#)
- 8.5 [Approve the Curriculum and Associates iReady Renewal](#)
- 8.6 [Approve the Renaissance Subscription Renewal](#)
- 8.7 [Approve Budget Revision Report](#)
- 8.8 [Approve the Expanded Learning Opportunities Grant Plan for Sequoia Charter School](#)
- 8.9 [Approve the Expanded Learning Opportunities Grant Plan for Sequoia E.S.D.](#)
- 8.10 [Approve District Instructional Calendar for 2021-2022](#)
- 8.11 [Approve New Administrative Assistant Job Description](#)



8.12 [Approve New Administrative Assistant Salary Schedule](#)

8.13 [Approve LVN Job Description](#)

8.14 [Approve LVN Salary Schedule](#)

8.15 [Approve Interdistrict Transfer Requests \(In\)](#)

8.16 [Approve Interdistrict Transfer Requests \(Out\)](#)

## **9. ORGANIZATIONAL BUSINESS**

9.1 Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings

## **10. CLOSED SESSION**

10.1 GOVERNMENT CODE SECTION 54957.6: CONFERENCE WITH LABOR NEGOTIATOR  
AGENCY DESIGNATED REPRESENTATIVE: SUPERINTENDENT/PRINCIPAL: Employee  
Organization: S.E.T.A.

10.2 GOVERNMENT CODE SECTION 54957: PUBLIC EMPLOYEE PERFORMANCE  
EVALUATION: Title - Superintendent-Principal

## **11. ADJOURNMENT**





**Sequoia Union Charter School**

CHARTER SCHOOL PETITION  
FOR AN EXTENDED TERM OF FIVE YEARS

PRESENTED TO  
THE  
SEQUOIA UNION ELEMENTARY SCHOOL  
DISTRICT  
BOARD OF TRUSTEES



## Table of Contents

Charter Introduction .....	3
1. EDUCATIONAL PROGRAM .....	8
2. MEASURABLE STUDENT OUTCOMES .....	19
3. ASSESSMENT .....	23
4. GOVERNANCE .....	27
5. EMPLOYEE QUALIFICATIONS .....	31
6. HEALTH AND SAFETY .....	35
7. RACIAL AND ETHNIC BALANCE .....	37
8. ADMISSIONS REQUIREMENTS .....	38
9. FINANCIAL AUDITS .....	39
10. STUDENT SUSPENSIONS AND EXPULSIONS .....	41
11. RETIREMENT PROGRAMS OFFERED TO EMPLOYEES .....	50
12. ATTENDANCE ALTERNATIVES .....	51
13. EMPLOYEE RETURN RIGHTS .....	52
14. DISPUTES WITH THE DISTRICT .....	53
15. EMPLOYER STATUS AND COLLECTIVE BARGAINING DECLARATION .....	54
16. PROCEDURES USED IF Sequoia Union Charter School CLOSES .....	55
17. INTERNAL DISPUTE RESOLUTION .....	57
18. MANDATED COST RECOVERY .....	58
19. CHARTER TERM .....	59
20. Appendix A: .....	60
21. Appendix B: .....	77
22. Appendix C: .....	145
23. Appendix D: .....	146
24. Appendix E: .....	149
25. Appendix F: .....	162
26. Appendix G: .....	164
27. Appendix H: .....	165



## Sequoia Union Charter School

### Charter Introduction

Rationale:

Renewal Application for the Sequoia Union TK -7 Dependent Charter School

By granting this Renewal Application, Sequoia Union Elementary School District will continue to fulfill the intent of the Charter Schools Act of 1992. The Charter Schools Act states:

It is the intent of the legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

Improve pupil learning.

Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics) with added emphasis for pupils who are identified as academically low achieving.

Encourage the use of different and innovative teaching methods.

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

Provide vigorous competition within the public school system to stimulate continuous improvement in all public schools.

Sequoia Union Elementary District's TK-7 Dependent Charter School is based on the desire to remain an autonomous, successful, thriving school within Tulare County. Prior to the creation of the Charter, Sequoia Union Elementary School District (the "District") consisted of one traditional K-8 school, Sequoia Union Elementary School. The conversion of grades TK-7 of Sequoia Union Elementary School, has, in effect, resulted in the reconfiguration of the District in 2016 to Sequoia Union Charter School (a TK-7 conversion charter school), and Sequoia Union Elementary School (an 8th grade traditional public school).

The LEA conversion of Sequoia Union Elementary School to a TK-7 dependent charter school has had strong indicators of support that include:

100% of the credentialed employees in the district support working in the charter district

100% of the current School Board

100% of the existing School Site Council

Historically, the student population of the former (K-8) Sequoia Union Elementary School was comprised of an average of approximately forty percent (40%) of students in attendance on inter-district agreements. Local parents from the surrounding communities near Sequoia Union seek attendance within our district because we have a proven successful educational program set in a small rural school community in which every student is known and supported.

The Sequoia Union Charter School continues to allow us to maintain our learning environment but provides more flexibility than we previously had for staff development, program development, instructional materials selection, and improvement of our instructional techniques. We strive to meet the needs of our students and to prepare them to integrate into our changing world as 21st century learners. The Sequoia Union Charter Elementary TK-7 School gives the District the flexibility to better meet the educational needs of our students. We believe that our charter school status has allowed us to accomplish the following:

1. Engage students in real-world applications of curriculum with a special emphasis on expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics).

As a charter school, Sequoia Union Charter School has continued its tradition of excellence in serving the communities of Lemon Cove, Lincove, Exeter, and other surrounding cities while preparing our students to compete in an ever increasingly connected,



global society. The vision for the 21st century learning developed by the Partnership for 21st Century Skills provides a holistic view of how to enrich the 21st century learner. According to Tom Torlakson's A Blueprint for Great Schools:

"The highest performing school systems in the world prepare their students to apply rigorous academic content knowledge to real life situations. The end goal is to foster each student's ability to create innovative solutions to complex problems to bring higher levels of economic prosperity and social cohesion. As a result, these students are better able to lead more productive and prosperous lives" (California Department of Education 2011).

Again according to the Blueprint, "Students need to use knowledge in flexible ways, develop complex reasoning and problem-solving skills, and abilities to collaborate and communicate in multiple forms." As a charter school, Sequoia Union is providing an integrated, innovative, and alternative approach to delivering content instruction. This innovative approach to instruction fosters the development of creative and critical thinkers.

Sequoia Union Elementary Charter School employs project based learning as an enriched, in-depth approach wherein students investigate or simulate real-world problems that foster inquiry. This is done in concert with state adopted textbook-based materials and supplemental materials for high-quality first instruction. Projects incorporate California State standards and are specially tailored to the learning needs and interests of individual children in varied experiences. Charter status enables us to work with alternatives within age groupings, with students in cross-age groups working together on simulations, projects, and other problem-based learning opportunities given this flexibility in curriculum and scheduling.

Project-based learning is something that engages students in real-world issues. During this process, students learn cooperative skills, obtain a deeper knowledge of the subject area, and attend school more regularly as they become personally invested in the learning experience. Research shows that retention of knowledge through project-based learning occurs more readily than through traditional textbook- centered learning. In addition, students learn to adapt and to become stronger critical thinkers, problem solvers, and independent learners.

Project applications also are effective ways to integrate technology into the curriculum. As a charter school, project-based learning uses technology in concert with our state-adopted curriculum, and with research based supplemental materials available via the Internet and connectivity to global resources to reach our students with different modalities of instruction and keep them interested and motivated in their learning environment.

## 2. Support varied learning experiences

Sequoia Union Charter School offers our students a variety of alternatives to support learning that cannot be implemented in a traditional program. Our purpose is to engage the whole child within a success-oriented, supportive environment by using a variety of methods and varied learning experiences. These instructional strategies address the intellectual, social, emotional, creative, physical, and collaborative aspects of education. What students can do collaboratively or with support today, they can do independently and competently tomorrow.

We encourage the use of different and innovative learning opportunities:

Team teaching and collaboration utilizing an integrated approach to delivering content instruction and shared responsibility for student learning;

Flexible classroom rotations and scheduling to allow for enriched, in-depth work that foster inquiry, investigation, critical thinking, and drawing conclusions;

Experiential learning activities that make use of resources beyond the classroom, into the community, and across the world, and allow a "learn by doing" instructional focus;

Collaborative and independent work including personalized activities that allow choices for students;

Teaching methods that incorporate multiple learning styles and modalities;

Cross-age relationships including multi-age learning activities, cross-age tutoring, and buddy class groups for classroom projects and schoolwide events;

Project-based learning activities that are long-term, interdisciplinary, student centered, and integrated with real-world issues and practices;

Project-based learning activities with a special emphasis on expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics).

While most of these opportunities are done intermittently to some degree in our current COVID19 situation, renewing the charter school and getting on the other side of the COVID19 pandemic, will allow the full return to our implementation of these components



in order to create a comprehensive alternative approach to teaching and learning that we have been focusing on prior to the March 2020 onset of the COVID19 pandemic.

### 3. Provide meaningful staff collaboration

While we have utilized the PLC model during our first five years of implementation of our Charter, at this point, our staff meets weekly, but the focus has been on how to overcome the COVID19 pandemic, reopen our school, and keep our students and our staff safe. As we continue to move away from the COVID19 pandemic, with lower infection numbers in our County, and with vaccinations available, we know that our PLC focus will move back to be more focused on student learning and improving instructional techniques. These meetings will continue to cover calendar events, emergency procedures, and the basic operations of the school, but will have a data driven focus of student improvement and achievement.

Our intent has been to increase our effectiveness with collaboration through the flexibility of scheduling that our charter school has to offer. Classroom teachers collaborate in grade levels, teams, and as a whole staff. We are able to bring more intense focus to data-driven results and to analyze student work, assessments, and data during this time. Through the PLC model, our charter school has the flexibility to not only analyze the data but also then further develop an intervention strategy to accompany the findings. In our previous approach to PLC's prior to the implementation of our charter school, teachers collaborated on curriculum and projects; but the charter school has provided teachers the time to analyze student progress as a team instead of as individuals. Providing dedicated meeting times specifically for collaboration is strengthening our PLC model and allows implementation of other programs, such as service learning, and expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics); and this allows our staff the time necessary to strategically and effectively develop these programs.

Our intent over the first five years of our Charter has been to increase student engagement by constantly improving our academics as well as by offering enrichment activities during collaboration time. Since March of 2020, this has not been possible. As we move away from the COVID19 pandemic, our goal as a charter school is to return to our plan to amplify the students' learning experience by adding enrichment back to our PLC time and to expand the enrichment menu of learning opportunities and address the development of the whole child.

Utilizing charter school flexibility and implementing the aforementioned goals, we believe that the Sequoia Union Charter Elementary School has strengthened our commitment to our tradition of excellence since 1952, while promoting 21st century learners with a special emphasis on expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics).

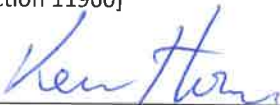
### AFFIRMATIONS/ASSURANCES

As the authorized representative of the Sequoia Union Elementary School District, and the Lead Petitioner for the renewal of the Sequoia Union Charter School, I hereby certify that the information submitted in this renewal application is pursuant to Education Code Section 47605, operating a charter school that is named Sequoia Union Charter School (the Charter School) is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school. I understand that Sequoia Union Elementary School District will continue to follow any and all federal, state, and local laws and regulations that apply to Sequoia Union Charter School, including but not limited to:

1. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
2. The Charter School will be deemed the exclusive public school employer of the employees of the charter district for the purposes of the Educational Employment Relations Act. (EERA) [Ref. California Education Code §47605(b)(5)(O)]
3. The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
4. The Charter School will not charge tuition. [Ref. California Education Code §47605(d)(1)]
5. The Charter School will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to Sequoia Union Elementary Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Sequoia Union Elementary Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code §47605(d)(2)(A)-(C)]



6. The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the afore mentioned characteristics). [Ref. California Education Code §47605(d)(1)]
7. The Charter School will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
8. The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to teachers and administrators holding credentials. [Ref. Title 5, California Code of Regulations §11967.5.1 (f)(5)(C)]
9. The Charter School will ensure that teachers in the school hold a valid credential issued by the Commission on Teacher Credentialing.
10. The Charter School will at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.S(a)(1)(A)-(D).
12. If a pupil is expelled or leaves Sequoia Union Elementary School without graduating or completing the school year for any reason, Sequoia Union Elementary School shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
13. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.S(a)]
14. The Charter School shall, on a regular basis, consult with its parents and teachers regarding Sequoia Union Elementary Charter School's education programs. [Ref. California Education Code Section 47605(c)]
15. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
16. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
17. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
18. The Charter School shall comply with the Public Records Act.
19. The Charter School shall comply with the Family Educational Rights and Privacy Act.
20. The Charter School shall comply with the Ralph M. Brown Act.
21. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

  
Ken Horn, Superintendent

5-1-2021

Date:

#### Introduction:

From our early farming roots to the present, Sequoia Union Elementary School District prides itself on being a strong part of our community. Our school has served many families for multiple generations. We also have a dedicated staff invested in our tradition of excellence, as many of their children and grandchildren have attended Sequoia Union Elementary School. Even former students now work for Sequoia Union Elementary School District, returning to educate the next generation of Cougars. Some of our school board members have attended our school themselves, are children of former board members, and often serve multiple terms, even decades. The stakeholders at Sequoia Union Elementary School value our history and take great pride in it. As an educational anchor in our community for over fifty years, we recognize the importance of preserving both our traditions and the small-town atmosphere that is a source of community pride.

Even though we have currently been in a worldwide COVID19 pandemic since March of 2020, the Sequoia Union community is working hard to get back to a place where we have enjoyed the traditions of everything Sequoia Union has to offer our students, staff, and community. We share a commitment to, and an appreciation of, schoolwide traditions. Traditions such as the annual Parent Teacher Club Carnival, Winter Program, and Sports Booster Dinner, build confidence and feelings of inclusion among our families. From the annual Back to School Breakfast to the culminating graduation ceremony, we value the traditions that create bonds among our school community.

Our traditions of service extends to our role in our community. Due to our rural location, many organizations utilize our facility for a variety of local events. We work in partnership with the Lemon Cove Memorial District, Boy Scouts, and Girl Scouts. local churches, recreational and school athletic programs. In addition, we host a variety of local events. We are also designated as a county emergency site. Our relationship with our community is uniquely reciprocal.



In our pre-pandemic era, our Parent Teacher Club (PTC) has been a vital component of our school community and is ready to return to its crucial role for our students and staff. The PTC coordinates virtually all fundraising activities at Sequoia Union Elementary and Sequoia Union Charter School and continually searches for effective avenues to financially support our school. The PTC funds large projects at Sequoia Union Elementary School and also offers support in the form of field trips of all of our students and additional funds for programs such as History Day and our annual 8th grade trip. In addition, the PTC hosts social events such as the Fall Carnival to encourage families to become involved in and connected to our school. They provide support for students by donating backpacks, school supplies, and covering the cost of field trips.

Sequoia Union has historically been a quality educational choice for students throughout Tulare County, however, families have chosen Sequoia Union for our traditions, our consistently high expectations, our strong parent and community involvement, and our highly qualified, collaborative, and invested staff. Innovative and effective programs are our hallmarks.

We believe that education requires a strong partnership with parents. In the Sequoia Union Charter, parents are recognized as an integral support in the ultimate goal of providing the best education for each student. Our Charter has created a compact wherein students, parents, and our school are equal participants in each student's education.

#### Facilities

Governing Law: The facilities utilized by the Charter School:

The description of the facilities used by the Charter School, where the school is located. Education Code Section 47605(g).

Sequoia Union Elementary Charter School is located within the District boundaries of the Sequoia Union Elementary School District, and operates from the existing Sequoia Union Elementary School site at 23958 Ave. 324, Lemon Cove, California. The Sequoia Union Elementary School site comprises 20 classrooms, a speech/school psychologist room, a library, computer lab, district office, and a multipurpose room.



## 1. EDUCATIONAL PROGRAM

### 1. Students Served by Sequoia Union Charter School

**Governing Law:** A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

#### A. Mission, Vision, and Core Educational Philosophy

**Mission:** "We, the Sequoia Union Elementary School District, are committed to the development of student with high moral integrity, academic excellence, and self-worth in a safe and supportive environment." (Adopted by the Sequoia Union Elementary School District Board of Trustees in July of 2013)

**Vision:** All students graduating from Sequoia Union School will be able to show and develop resiliency, integrity, and leadership skills and values through a cooperative efforts of home, school, and the community.

**Educational Philosophy:** Small School, Big Heart. Our success is measured by the success of our students:

We focus on our students. Every conference, every meeting, every exchange, and problem/solution is characterized by the quality of genuine caring about what is best for our students.

We listen, respect, and include each other in our "educational" lives. We work as a team and know that issues often have more than one side.

We handle controversy, deliberations, teaching, problem solving and future thinking with real care for the students and for each other.

We recognize and celebrate the talents and contributions of our staff.

We observe and appreciate the hard work of our teachers, support staff, custodians, office personnel, and administrators.

We are a welcoming, friendly, and open community. We take pride in our entire learning environment from classrooms and student safety to buildings and grounds.

We value our parents and community as essential partners in the learning processes necessary for student success.

We are proud of our ability to offer individualized attention and continuity of program to our students in a transitional kindergarten to eighth grade setting.

We function as an effective school system, a model for what the best in public education can be.

**An Educated Person of the 21st Century.** Sequoia Union Charter School staff believe that an educated person in the 21st century is: Self-motivated, confident, and a lifelong learner with strong communication and collaboration experience and skills.

Competent and productive citizen whom possess deep knowledge and are able to apply learning in new and different ways to contribute their talents, strengths, and abilities to an ever-changing society.

Critical thinkers who use problem solving, creativity, and innovation to live, work, and thrive in a highly connected world.

#### B. Students to Be Served-Whom the School is Attempting to Educate

The goal of Sequoia Union Charter School continues to be our service to all TK-7th grade students who reside in the district's boundaries within Tulare County, as well as all students from outside the district who have traditionally enrolled in Sequoia Union through inter-district transfers. Any families who reside in the District and do not wish to attend Sequoia Union Charter School will have access to non-charter public schools in neighboring and/or nearby school districts. Our student admission practices are compliant with both state and federal regulations, as described in Element Eight, admission requirements.

Sequoia Union Elementary School and Sequoia Union Charter School both play a large part in the local community. It continues to be our desire to serve a student population that demographically represents this community and is racially and ethnically reflective of the general population residing in the District. Extending our ability to serve additional families within our community has allowed us to increase the diversity of our student population. The programmatic changes allowed by becoming a charter school district has enabled us to be more inclusive while still maintaining our effective smaller-school size.

In her meta-analysis of research focusing on school size and its effect on student achievement and climate, Kathleen Cotton (1996) defined the ideal school size for elementary as "300-400" students. She also found that the academic achievement in small schools



is at least equal to, and often superior to, larger schools; student attitudes towards school in general is more positive; student social behavior (as measured by truancy, discipline, violence, theft, substance abuse, and gang participation) is positive; levels of extracurricular participation is much higher; student attendance is better; and students have a greater sense of belonging. This has been our experience at Sequoia Union Elementary Charter School.

Building on this research, Leithwood and Jantzi (2007) reviewed fifty-nine studies and found the majority of research clearly supports smaller schools, especially for students who traditionally struggle at school with students from disadvantaged social and economic backgrounds being the biggest benefactors. Similarly to Cotton, Liethwood and Jantzi found the ideal size of a school serving student populations from a largely diverse and/or economically disadvantaged background should be no larger than 300 while elementary schools serving economically and socially heterogeneous students should be limited in size to about 500 students. This continues to be our goal of finding our sweet spot with our enrollment size to keep us relatively small, but to have adequate resources to provide additional services to all of our students and staff.

The table below provides an overview of the student demographics at Sequoia Union Elementary School in 2019-2020:

#### Sequoia Union Elementary School Student Population 2019-2020

##### Ethnicity

##### Percentage

American Indian or Alaska Native

1.3%

Asian

2.2%

Filipino

.03%

Latino or Hispanic

5.7%

White

74.5%

Multiple/No Response

15.6%

##### Sub-Group

Free or Reduced Lunch Participants

49.4%

English Learners

7.76%

Foster Students

0.29%

Students with Disabilities

1.9%

Based on the above chart, currently Sequoia Union Elementary serves a mix of these two recommendations and has a student population of 325 students. The ultimate goal of the district has been to have two classes per grade level in Kindergarten through fifth grade and provide six teachers at the sixth, seventh, and eighth grade level with a maximum capacity of 425 students. We continue to work towards that goal. The recent COVID-19 worldwide pandemic saw a temporary drop in our enrollment from March of the 2019-2020 school year through the mid-year point in the 2020-2021 school year. However, Sequoia Union has been proactive and reopened school to on-campus learning in a Hybrid Model in October of 2020, and increased on-campus learning options in February of 2021. Finally, in March of 2021, the 7th and 8th grade students and teachers were able to return to campus for on-campus learning. While we still have some students on Distance Learning, the majority of our students have returned to the on-campus learning model. Also, many families that started homeschooling their students in March of 2020, have now re-enrolled their students in Sequoia Union. As of the writing of our Charter petition renewal, we have enrollment of 345 students.

#### C. How Learning Best Occurs



Students learn best when lessons are meaningful, relevant, and presented with multiple modalities in mind. Teachers must activate students' prior knowledge and help them recognize the importance of the material being presented. This occurs on our campus in many ways: hands-on projects, curriculum-connected field trips, music education, collaborative work, and a variety of teaching methods. Our staff understands that children have different needs and that instruction is best when individualized, as appropriate, for every student.

In addition to being mindful of how we present information, we also understand that learning must occur in a supportive environment. If a student does not feel safe at school, energy is focused on "survival" concerns rather than on skills mastery. We take the emotional health and well-being of our students very seriously. Students learn how to treat each other with compassion as well as how to effectively work through their conflicts with support from our teachers and staff.

Finally, our students' families are an integral part of their education. In the primary grades, parents and guardians spend time with their children reading and practicing skills for mastery, often providing input for assessments. Research has time and time shown that a strong parent and student connection in education leads to future success in high school and beyond.

Steinberg, Lamborn, Dornbusch, and Darling (1992) found that parent involvement (such as attending school functions and monitoring school progress closely) helped to significantly improve student outcomes for young adolescents. Barnard (2004) focused on the relevance of parent participation and student success towards completing high school. She found a very strong correlation between parent involvement in elementary school and student success in high school. Following Barnard's work, Lee & Bowen (2006) found that parent involvement is strongly associated with student success and achievement and should be a focus for schools and communities especially those serving students from low income and minority families.

As our students grow, these adults move from the role of instructor to that of support. Without the participation of our families, our students would not experience such a meaningful education and success in high school and beyond. Substantial participation in our PTC, Sports Boosters, classroom volunteers, and other groups demonstrates the important role families fill at our school and how essential their services are to meeting the needs of our students not just while attending Sequoia Union but beyond into high school and careers. While the COVID-19 pandemic has stopped parent involvement in the on-campus functions that make us strongest, their support in the background and their perseverance in pressuring county and state officials on the reopening of schools has been crucial to our return to an on-campus learning model in a safe and secure way for both our students and our staff. We are moving towards a more inclusive model of parent involvement on campus again and hopefully that relationship will be fully restored in the 2021-2022 school year.

#### Goals of the Program.

In becoming a charter school, Sequoia Union Charter School has established these goals:

Continue to provide a high quality educational choice in the county and allowing District autonomy while providing competition within our community, stimulating continual improvements in all local schools

Positively affect the lives of more families and children and support both family choice and student diversity by increasing enrollment opportunities for students living outside of our district boundaries

Ensure a world-class, rigorous, and challenging education for all students through expanded learning opportunities and enrichment programs with a special emphasis on expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics)

Implement the California State Standards utilizing an integrated approach to delivering content instruction that addresses the strengths and needs of diverse learners

Expand the capacity of our educational community by further development and practice of our Professional Learning Community to include:

Common collaboration time

Collegial sharing of expertise, including successful and innovative teaching methods

Greater responsibility and involvement of teachers in the schoolwide learning program

Further embrace a "parents as partners" philosophy in every aspect of the school community

Maintain high expectations for parent involvement and communication

Increase reciprocal relationships with the local community, recognizing that they also are stakeholders in the academic success of our students

Embrace opportunities for real-world learning and practical application of skills

Enable students to become self-motivated, competent, and lifelong learners.

Meeting the Objective of Creating Self-Motivated, Competent, Lifelong Learners. Providing children with a quality education requires both tremendous effort and a commitment to excellence. As a charter school district, Sequoia Union Charter School has had



a unique opportunity to develop students into self-motivated, competent, lifelong learners. We continue to accomplish this through the connections we make in the early years and continue through all grade levels.

Starting in Transitional Kindergarten, our staff encourages students to recognize the benefits of education. At every step of the way as students' progress through our school, staff work together with families to help our students understand that the skills gained in the classroom have real-life applications. Rather than being seen as something that has to be done, learning becomes a key that can open the doors to countless opportunities. Teachers often model scholarly behaviors and learn along with the students, whether through volunteer-led projects or by finding reliable online resources to answer a question, showing students that learning does not stop with a college degree.

When students do not make appropriate progress toward educational goals, our staff is quick to seek and implement appropriate interventions. Through direct parent contacts and Student Success Team (SST) meetings, we emphasize the importance of academics. Each student identified as "at-risk" becomes part of an individualized plan. Staff members, parents, and students work together to overcome obstacles and to ultimately achieve success.

In order to meet the needs of the 21st century learner, Sequoia Union Elementary School initiated the development of PLCs at the creation of our Charter. We continue to believe that by allowing our teachers to collaborate in teams that focus on improving student learning, we can increase the quality of our education program and community.

The PLC model:

1. Allows teachers and administrators the opportunity to share what they learn
2. Enhances our school curriculum
3. Allows us to bring in support personnel from the community
4. Focuses on examining outcomes to inform instruction and to improve student learning
5. Encourages instructional practice to become more data-driven

Our transitional kindergarten through fifth grade staff works closely with middle school staff to follow students through the years, providing necessary support and helping them to grow. Every teacher impacts a child's life, and on our campus, teachers are able to continue checking in with their former students and to maintain personal connections. By the end of their Sequoia Union careers, our students graduate understanding the importance of education. Students often return after leaving our school to share their success stories, both academic and personal, that were sparked by staff members who inspired them to pursue their individual paths. High school-aged alumni volunteer at events such as Fall Carnival, our Winter Program, Classroom assistants, and Scicon camp counselors because they understand the importance of giving back to a community that provided support for them in their formative years.

Sequoia Union Cougars of all ages understand that competence affects ability and opportunity, both of which can lead to personal fulfillment and create lifelong learners.

## **2. Curriculum and Instruction Program**

Curriculum and Instructional Design.

Our current program is based on meeting the California State Standards and enriching our students' education through real-world application and experiences with special emphasis on expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics). Sequoia Union Charter School's balanced approach of teaching the whole child is exemplified through a combination of high academic standards, mastery of basic skills, coordinated curriculum, and character education. Our school's academic standards work to meet or exceed the State standards as measured in the California Assessment of Student Performance and Progress (CAASPP). Although the CAASPP was suspended in 2019-2020, due to the COVID-19 pandemic, our data over the most recent 3 years of CAASPP scores demonstrates that Sequoia Union Charter School's academic performance for students served by the charter school is at least equal, and in almost all cases better, than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located taking into account the composition of the pupil population that is served at the charter school. (See Appendix B).

Sequoia Union Elementary School has a strong educational approach that would be considered "traditional" based on research-based teaching models and curriculum as tools for our highly qualified teachers and instructional assistants. We utilize a variety of instructional approaches and models to meet the varying needs of our student population to support their learning including:



School Wide RTI support program through the push-in of classified instructional aides to provide additional response to intervention for students who are struggling without pulling the students out of CORE instruction;  
The iReady RTI and Enrichment program in ELA and Math for all grade levels.

We engage in best practices to organize and to plan our teaching to ensure that we meet goals ranging from each lesson to the scope of the entire school year. As a K-7 program, we monitor a child's progress beginning at his/her entry into our school through matriculation goals.

### **3. Addressing the Needs of All Students**

#### **D. Serving Students with Disabilities**

Sequoia Union Charter School understands its legal responsibility to provide educational services to students who qualify for special education programs in full compliance with Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Act ("IDEIA"). In concert with IDEA, the school supports and provides services to students receiving Special Education in the Least Restrictive Environment (LRE). Our school philosophy is to maintain high expectations for all students, including those receiving special education services.

The process used to identify students for special education services is as follows: Students can be referred by teachers, parents, agencies, and appropriate professional individuals, or through a Student Success Team (SST) meeting, after the resources of the regular education program have been considered and when appropriate, utilized. This is often accomplished through the Response to Intervention process. If the student needs to be evaluated for special education services, a formal evaluation, approved by the parent/legal guardian, will be given. All assessments (behavior, health, psychometric, and/or academic) will be performed in accordance to state and federal law.

An Individualized Education Program (IEP) meeting will be held to determine the programs or services a student may need. Each disabled student will be placed in appropriate programs and provided appropriate services in relation to his or her needs, as set forth in the student's written IEP.

Students are provided comprehensive access to the core curriculum to the greatest extent possible. To provide access to the comprehensive core curriculum, support is provided per the student's Individualized Education Plan by certificated special education staff and classified staff in concert and close collaboration with the general education teacher. Students' progress towards goals is reviewed and revised annually by an IEP team to ensure progress on goals, appropriate services, supports, accommodations and/or modifications, and educational benefit to guarantee they are making progress with their learning in accordance with state and federal law.

#### **Services for Students under the "IDEIA"**

Sequoia Union Charter School provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). Sequoia Union Elementary Charter School is, by default, a public school of the District for the purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right, in the future, to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

The District is a member of the Tulare County Special Education Local Plan Area (SELPA) and continues to be a member as a Charter School. As a dependent Charter School, the District will continue to apply for membership and will continue to be a member of the TCOE SELPA without a break in funding or membership. Through the Tulare County SELPA, the District ensures that the complete array of programs and services are available to meet the needs of students with disabilities by contracting with appropriate agencies and by hiring appropriately credentialed staff.

Sequoia Union Charter School follows the TCOE and SELPA policies and procedures, and uses SELPA forms, in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. Sequoia Union Elementary Charter School complies with District protocol as to the delineation of duties in providing special education instruction and related services to identified pupils. Sequoia Union Charter



School holds an annual meeting between the school and TCOE to review special education policies, procedures, protocols, and forms of the District and the SELPA protocol, to ensure an ongoing mutual understanding of District protocol, and to facilitate ongoing compliance.

As long as the Charter School functions as a public school for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), the Charter School shall comply with the Memorandum of Understanding ("MOU") with TCOE, which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding flows to the students of the Charter School and to the District. The following summarizes the current relationship between TCOE and the Charter School regarding special education.

#### Assessment:

Sequoia Union Charter School shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments, and tri-annual assessments, in accordance with the District's general practice and procedure and applicable laws.

#### Individualized Education Plan ("IEP"):

Responsibility for arranging necessary IEP meetings are allocated in accordance with the District's general practice and procedure and applicable law. Sequoia Union Charter School is responsible for having the designated representative in attendance at the IEP meetings in addition to representatives who are knowledgeable about the regular education program..

Decisions regarding eligibility, goals/objectives, program, placement, and exit from special education are the decision of the IEP team. Team membership occurs in compliance with state and federal law and includes the designated representative of Sequoia Union Charter School (or designee). Services and placements are provided to all eligible Sequoia Union Charter School students in accordance with the policies, procedures, and requirements of the District, TCOE SELPA, and of the Local Plan for Special Education.

To the extent that the agreed-upon IEP requires educational or related services to be delivered by staff other than Sequoia Union Charter School staff, TCOE SELPA provides and/or arranges for such services in compliance with state and federal law.

Funding is in accordance with the MOU between the District and Tulare County Office of Education SELPA Plan.

#### Discipline:

Sequoia Union Charter School follows the requirements of state and federal law in regard to the suspension or expulsion of special education students, including but not limited to the requirement that a manifestation determination be made prior to any change of placement.

#### Section 504:

Sequoia Union Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the charter school. Any student who has an objectively identified disability that substantially limits a major life activity such as learning is eligible for accommodation and/or related services by the School under Section 504. Our Charter School has written policies that outline the requirements for identifying and serving students with a 504 accommodation plan.

The Superintendent/Principal or Lead Teacher serves as the 504 Coordinator.

The 504 team is assembled by the Superintendent/Principal and includes the parent(s)/guardian(s), the student (as appropriate), and qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements for least restrictive environment. The 504 team reviews the student's existing records, including academic, social, and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team, who evaluates the nature of the student's disability and the impact upon the student's education. This evaluation also includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team also considers the following information in its evaluation:



\* Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

\* Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

\* Tests that are selected and administered to accurately reflect the aptitude or achievement level—or whatever factor the test purports to measure—of a student with impaired sensory, manual, or speaking skills rather than the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent(s) or guardian(s) of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment is made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School professional staff. The 504 Plan describes the Section 504 disability and any program accommodations, modifications, or services that are necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, are provided a copy of each student's 504 Plan. The 504 Coordinator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

#### SST Process:

Sequoia Union Charter School has developed a detailed Student Study Team process to support students who are performing below grade level or who are struggling. Teachers are required to review every one of their students' work to see what deficits the student may have. Through this review process the teachers are able to adequately determine who may need to participate in a SST process for intervention.

Procedures for struggling students and those who have not qualified for special education services include the following:

- \* Meet with parent to discuss the concerns about the student.
- \* Discuss what is seen in class and what is seen at home.
- \* Discuss any strategies that parents are finding successful at home.
- \* Discuss modifications to be used in the classroom and/or with the online curriculum.
- \* Allow two to four weeks to assess the modifications.
- \* Document the meetings, modifications, and results of the modifications.
- \* Meet again. If strategies are working, continue to monitor. If strategies are not working
- \* Complete Referral to Student Study Team Document.
- \* Referral to Administrator.



#### Referral to Administrator:

This includes:

- \* Review the documentation with the administrator.
- \* Discuss any additional strategies/modifications offered by the administrator.
- \* Review cumulative file by administrator/teacher for history of incidences and/or strategies, referrals, modifications that have been attempted in the past.
- \* Continue documentation.

#### Referral to Student Success Team:

This includes:

- \* The person making the referral completes the SST referral form.
- \* The team consists of those the administrator feels are necessary, i.e. referring teacher, other teachers, administrator, school psychologist, special education coordinator, speech/language specialist, and anyone else as indicated by student need.
- \* The team discusses the strengths and needs of the student and documents the discussion on the SST notes form. If the SST decides that the student could be successful in the classroom if new modifications were made to curriculum and/or teaching strategies, the interventions are designed and recorded on the SST notes form.
- \* If the interventions recorded on the SST notes form are effective, the student's "progress" continues to be monitored. If, however, after thirty to forty days, the student is not progressing satisfactorily even with minor modifications to the original interventions, the team meets again. If the consensus is still that the student can achieve in the regular classroom with further or revised modifications, alternative interventions are designed and implemented.

However, if the student's difficulties are such that the team feels interventions will not be successful, they may recommend Special Education Referral.

#### E. Serving Academically Low-Achieving Students

Sequoia Union Charter School meets the needs of academically low-achieving students and those who have not achieved mastery of the standards through an RTI model that provides a variety of intervention programs and instructional strategies. The intervention model is fluid and allows students to move in and out of classrooms and groups according to their specific instructional needs. Time is set aside each day to facilitate this deployment model that supplements the core program. The deployment model also facilitates innovative enrichment opportunities developed to meet the educational needs of academically high achieving students.

The intervention programs are implemented under the immediate supervision and direction of a fully credentialed teacher. Low achieving students receive focused instruction in small groups, or even one-on-one, with teachers or paraprofessional educators. Other intervention programs include after-school tutoring, lunch-time tutoring, small group differentiated learning within the classroom, and or instruction from the resource specialist teacher. The Student Success Team (SST) process is used to identify students who need alternative interventions to enhance their learning.

As a school that is built on the foundation that all students will learn at high levels, Sequoia Union Elementary Charter School has built a strategic process for student intervention and supports. These supports begin in Kindergarten before students enroll at Sequoia Union. All students are given a series of assessments to see where they are academically and socially. If students are below expected grade level ability or show a need for further support, those supports are put in place the spring before students enroll. Once students are enrolled, we have a strong Response to Intervention Program that is based on monitoring student progress on a weekly and monthly basis. If students continue to struggle, teachers allow time for small group on individualized instruction. If additional support is needed, students may be referred to our Expanded Education Lab that supports students by working in small groups or one-on-one focusing on skills students are lacking to be successful in the regular classroom. Students may attend the Expanded Education Lab daily. Also in grades TK-5, we have developed specific time during the day where students break out based on need and either receive enrichment or additional support by classroom teachers.



## F. Serving Academically High-Achieving Students

Academically high-achieving students are identified at Sequoia Union Charter School by an annual review of CAASPP and local assessment scores in conjunction with parent or teacher referral for further evaluation. All students who Exceed Standards as measured by the CAASPP in English or Math are monitored throughout the school year to ensure their advanced progress continues.

Sequoia Union Charter School meets the needs of academically high-achieving students through a variety of instructional strategies and interventions including:

- \* Differentiated instruction
- \* Collaborative grouping
- \* Hands on enrichment activities that may include:
  - \* Robotics
  - \* Odyssey of the Mind
  - \* Future Problem Solvers
  - \* Art
  - \* Technology
  - \* History Day
  - \* Advancing to the next grade

There are several program options and activities that have been offered to high achieving students in the normal school year schedule. What actually occurs is subject to scheduling, student interest, and program funding. As needed, instructional funds have been used to support advanced math instruction for those with math ability above grade level expectancies. Thematic field trips or expeditions are available to fourth through eighth grade students who choose to participate in the normal school year schedule. To be eligible for these enrichment programs, student must Meet or Exceed one or both areas assessed within the CAASPP assessment and received teacher recommendation.

## G. Serving English Learners

Sequoia Union Charter School identifies English Language Learners through the Home Language Survey taken during initial enrollment into the Charter School.

All students who indicate that their home language is other than English are assessed using the English Learner Proficiency Assessment of California (ELPAC Initial) within thirty days of initial enrollment. Each English Learner student is annually assessed with the English Learner Proficiency Assessment (ELPAC Summative) annually, until re-designated as fluent English proficient.

The charter's continued goal is that English language learners progress academically at the same rate as all other students. These students are monitored regularly and the school's staff is provided strategies to strengthen the academic program for these students. Students identified as EL are assisted through a variety of instructional strategies and programs that include: instruction by teachers who have CLAD certification, English Language Development (ELD) and/or Specially Designed Academic Instruction in English (SDAIE) certification; as well as instruction from a bilingual paraprofessional educator.

The Charter School notifies all parents of its responsibility for ELPAC Initial testing and of ELPAC Summative testing and of ELPAC results within thirty days of receiving results from the publisher of the assessment.

Support services for EL students include one or more of the following, as needed and appropriate:

- Content instruction using SDAIE techniques
- Specialized instruction by a Reading or Literacy Specialist in the Student Success Center



- English Language Development
- Grade-level content courses (math, science, social science, etc.) delivered in English, with differentiated instruction that includes special support, as needed, for EL's.
- Primary language instruction/support
- Participation in Benchmark, Strategic or Intensive interventions
- Before and/or after school intervention programs
- Literacy courses
- Small group instruction
- Tutoring in native language with the English Learner Coordinator

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage

Notification of Parental Rights and Participation. Under separate notification, Sequoia Union Charter School shall inform the parents of English language learners participating in the failing program of such failure not later than 30 days after the district/school's is notified of not having made progress on the annual measurable achievement objectives.

Notifications to the parents of English language learners shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Sequoia Union Charter School provides information in an effective manner and applicable language, inclusive of letters, brochures, parent meetings, etc. on how:

\* Parents can be involved in the education of their children.

\* Parents can be active participants in assisting their children to learn English and achieve the state's high standards in core academic subjects.

\* Parents can participate in meetings to formulate and respond to concerns or recommendations from parents of English language learners.

Sequoia Union Charter School distribute as a progress report to the parents on the school's adequate yearly progress through the School Accountability Report Card (SARC). In addition, there is access to this information through the school's website. The SARC is also discussed fully at school-based meetings. Letters to parents informing them about the SARC are also translated in the district's major languages.

Monitoring and Evaluation of Program Effectiveness. The evaluation for the program effectiveness for ELs in the Charter School includes:

\* Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.

\* Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.

\* Monitoring of student identification and placement.



\* Monitoring of parental program choice options.

\* Monitoring of availability of adequate resources.

#### H. Serving Socio-Economically Disadvantaged Students:

Sequoia Union Charter School meets the needs of socio-economically disadvantaged students through the same opportunities that are available to all students. Typically, when a concern arises, an SST is convened. We identify the student's strengths and staff or parent concerns about the student. Instructional strategies and interventions are developed as appropriate.

To further support Socio-Economically Disadvantaged Students, Sequoia Union Charter does the following:

- Specialized instruction by a Reading or Literacy Specialist in the Student Success Center.
- Grade-level content courses (math, science, social science, etc.) with differentiated instruction that includes special support as needed.
- Participation in Benchmark, Strategic or Intensive interventions
- Before and/or after school intervention programs
- Literacy courses
- Small group instruction
- One-on-one Tutoring

#### Methods for identification for additional Supports:

These include:

- Teacher or parent observations
- Low academic grades
- Low standardized test scores
- Low district developed benchmark test results
- Curriculum-based measurements
- Other District-approved diagnostic or screening criteria including benchmark assessments and interim assessments.
- Enrollment in Learning Lab for individualized instruction.

#### I. Annual Goals to be Achieved in the State Priorities

Sequoia Union Charter School annual goals for all pupils and for each subgroup to be achieved in the state priorities and the specific annual actions to achieve those goals as described in the 2021-2022 Local Control Accountability Plan (see Appendix A).



## 2. MEASURABLE STUDENT OUTCOMES

### CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36	44	38	34	43	36	34	43	36	94.4	97.7	94.7
Grade 4	31	43	49	28	39	47	28	39	47	90.3	90.7	95.9
Grade 5	38	36	46	38	33	44	38	33	44	100	91.7	95.7
Grade 6	36	36	31	35	35	27	35	35	27	97.2	97.2	87.1
Grade 7	35	35	36	33	35	35	33	35	35	94.3	100	97.2
Grade 11												
All	176	194	200	168	185	189	168	185	189	95.5	95.4	94.5

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2412.	2458.	2434.	32.35	41.86	27.78	17.65	23.26	27.78	11.76	20.93	22.22	38.24	13.95	22.22
Grade 4	2479.	2463.	2467.	21.43	23.08	25.53	32.14	28.21	19.15	21.43	12.82	27.66	25.00	35.90	27.66
Grade 5	2506.	2534.	2511.	23.68	33.33	20.45	26.32	39.39	40.91	26.32	12.12	9.09	23.68	15.15	29.55
Grade 6	2515.	2532.	2491.	17.14	17.14	11.11	34.29	37.14	25.93	25.71	25.71	18.52	22.86	20.00	44.44
Grade 7	2551.	2561.	2530.	12.12	17.14	11.43	45.45	42.86	37.14	18.18	20.00	17.14	24.24	20.00	34.29
Grade 11															
All Grades	N/A	N/A	N/A	21.43	27.03	20.11	30.95	33.51	30.16	20.83	18.38	19.05	26.79	21.08	30.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	32.56	30.56	38.24	51.16	52.78	38.24	16.28	16.67
Grade 4	25.00	28.21	27.66	53.57	41.03	48.94	21.43	30.77	23.40
Grade 5	15.79	39.39	29.55	52.63	48.48	43.18	31.58	12.12	27.27
Grade 6	17.14	28.57	18.52	45.71	37.14	40.74	37.14	34.29	40.74
Grade 7	24.24	31.43	22.86	48.48	48.57	37.14	27.27	20.00	40.00
Grade 11									
All Grades	20.83	31.89	26.46	47.62	45.41	44.97	31.55	22.70	28.57



<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	30.23	33.33	38.24	46.51	44.44	38.24	23.26	22.22
Grade 4	25.00	23.08	12.77	60.71	43.59	61.70	14.29	33.33	25.53
Grade 5	44.74	39.39	34.09	34.21	45.45	36.36	21.05	15.15	29.55
Grade 6	22.86	31.43	14.81	54.29	45.71	33.33	22.86	22.86	51.85
Grade 7	30.30	25.71	31.43	48.48	62.86	40.00	21.21	11.43	28.57
Grade 11									
All Grades	29.76	29.73	25.40	46.43	48.65	44.44	23.81	21.62	30.16

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.47	39.53	19.44	58.82	48.84	63.89	14.71	11.63	16.67
Grade 4	10.71	23.08	25.53	71.43	58.97	65.96	17.86	17.95	8.51
Grade 5	21.05	18.18	27.27	60.53	72.73	61.36	18.42	9.09	11.36
Grade 6	11.43	20.00	7.41	62.86	60.00	62.96	25.71	20.00	29.63
Grade 7	9.09	14.29	5.71	63.64	65.71	74.29	27.27	20.00	20.00
Grade 11									
All Grades	16.07	23.78	18.52	63.10	60.54	65.61	20.83	15.68	15.87

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.35	41.86	22.22	35.29	44.19	47.22	32.35	13.95	30.56
Grade 4	25.00	17.95	23.91	57.14	53.85	56.52	17.86	28.21	19.57
Grade 5	31.58	27.27	34.09	39.47	54.55	36.36	28.95	18.18	29.55
Grade 6	22.86	34.29	22.22	48.57	51.43	59.26	28.57	14.29	18.52
Grade 7	18.18	34.29	25.71	63.64	45.71	40.00	18.18	20.00	34.29
Grade 11									
All Grades	26.19	31.35	26.06	48.21	49.73	47.34	25.60	18.92	26.60

**Conclusions based on this data:**

1. The overall achievement of our students moving from 2017-2018 to 2018-2019 decreased by 10.27 percent in English Language Arts. The District looks at both students who both Met Standard and Exceeded the Standard.
2. Students continue to perform well in all domains with 69% or more of students being at Standard Met or Above Standard in all the Domains. Listening was especially high in 2018-19, with 84% of students at Standard Met or Exceeded.



## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36	44	38	34	43	36	34	43	36	94.4	97.7	94.7
Grade 4	31	43	49	28	39	47	28	39	47	90.3	90.7	95.9
Grade 5	38	36	46	38	33	44	38	33	44	100	91.7	95.7
Grade 6	36	36	31	35	35	27	35	35	27	97.2	97.2	87.1
Grade 7	35	35	36	33	35	35	33	35	35	94.3	100	97.2
Grade 11												
All	176	194	200	168	185	189	168	185	189	95.5	95.4	94.5

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2438.	2453.	2431.	20.59	32.56	13.89	32.35	25.58	33.33	20.59	20.93	25.00	26.47	20.93	27.78
Grade 4	2467.	2464.	2466.	17.86	15.38	17.02	21.43	28.21	27.66	35.71	25.64	29.79	25.00	30.77	25.53
Grade 5	2491.	2519.	2510.	18.42	27.27	20.45	10.53	15.15	20.45	36.84	36.36	34.09	34.21	21.21	25.00
Grade 6	2524.	2499.	2464.	20.00	14.29	3.70	17.14	17.14	7.41	37.14	34.29	37.04	25.71	34.29	51.85
Grade 7	2542.	2554.	2496.	18.18	25.71	8.57	21.21	17.14	8.57	39.39	34.29	37.14	21.21	22.86	45.71
Grade 11															
All Grades	N/A	N/A	N/A	19.05	23.24	13.76	20.24	21.08	20.63	33.93	29.73	32.28	26.79	25.95	33.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.12	44.19	22.22	26.47	27.91	38.89	29.41	27.91	38.89
Grade 4	14.29	28.21	25.53	46.43	25.64	31.91	39.29	46.15	42.55
Grade 5	21.05	30.30	29.55	26.32	39.39	38.64	52.63	30.30	31.82
Grade 6	25.71	20.00	11.11	31.43	37.14	22.22	42.86	42.86	66.67
Grade 7	15.15	28.57	8.57	57.58	40.00	40.00	27.27	31.43	51.43
Grade 11									
All Grades	24.40	30.81	20.63	36.90	33.51	34.92	38.69	35.68	44.44



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.41	41.86	25.00	44.12	39.53	52.78	26.47	18.60	22.22
Grade 4	17.86	23.08	21.28	57.14	41.03	46.81	25.00	35.90	31.91
Grade 5	23.68	33.33	18.18	36.84	36.36	47.73	39.47	30.30	34.09
Grade 6	22.86	14.29	0.00	45.71	31.43	48.15	31.43	54.29	51.85
Grade 7	24.24	34.29	8.57	48.48	40.00	54.29	27.27	25.71	37.14
Grade 11									
All Grades	23.81	29.73	15.87	45.83	37.84	49.74	30.36	32.43	34.39

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.41	44.19	25.00	50.00	32.56	58.33	20.59	23.26	16.67
Grade 4	28.57	15.38	21.28	46.43	51.28	46.81	25.00	33.33	31.91
Grade 5	15.79	33.33	20.45	52.63	45.45	56.82	31.58	21.21	22.73
Grade 6	20.00	17.14	3.70	48.57	45.71	44.44	31.43	37.14	51.85
Grade 7	21.21	22.86	11.43	51.52	48.57	51.43	27.27	28.57	37.14
Grade 11									
All Grades	22.62	27.03	17.46	50.00	44.32	51.85	27.38	28.65	30.69

**Conclusions based on this data:**

1. The overall achievement of our students moving from 2017-2018 to 2018-2019 decreased by 9.93 percent in mathematics. The District looks at both students who both Met Standard and Exceeded the Standard.
2. Students continue to perform well in all domains with 55% or more of students being at Standard Met or Above Standard in all the Domains. Communicating Reasoning was especially high in 2018-19, with 69% of students at Standard Met or Exceeded.



### 3. ASSESSMENT

#### ELEMENT II: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Education Code Section 47605(b)(5)(B).

Sequoia Union Charter School and the Sequoia Union Elementary School District places high expectations on individual students and holding them fully accountable for meeting those expectations. Ongoing and varied assessment of student progress is at the core of our instructional program. The district uses a variety of tools to measure student progress, including formative and summative assessments based on classroom instruction, CAASPP Interim Block assessments, STAR Reading and STAR Math assessment, iReady Reading and iReady Math diagnostic benchmarks, and California Standards aligned curriculum-based measures in preparation for the upcoming Smarter Balanced Assessment, the California Assessment of Student Progress and Performance. (CAASPP). Although the CAASPP was suspended in 2019-2020, due to the COVID-19 pandemic, our data over the most recent 3 years of CAASPP scores demonstrates that Sequoia Union Charter School's academic performance for students served by the charter school is at least equal, and in almost all cases better, than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located taking into account the composition of the pupil population that is served at the charter school. (See Appendix B).

The districts' measurable student outcome goals are for district students to become sufficiently proficient in the core content areas of English-language arts, mathematics, science, and history-social science, as well as physical education, to enter high school without need of any remedial coursework, on their way to becoming college and career ready, and/or to be prepared to be successful in the 21st Century workforce:

- \* All district students will progress towards achieving the state content standards at Meeting or Exceeding the Standard level as measured by the Smarter Balanced Assessment, or other State performance indicator; reach grade level proficiency as based on the STAR Reading and STAR Math assessments, and the iReady Reading and iReady Math diagnostic benchmarks, formative and summative assessments based on classroom instruction.
- \* All district students have the following as required under Education Code section 52060 outlined in our Local Control Accountability Plan (LCAP):
- \* Providing all students' access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
- \* Implementation of California's academic standards, including the State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
- \* Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
- \* Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
- \* Supporting student engagement, including whether students attend school or are chronically absent.
- \* Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
- \* Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
- \* Measuring other important student outcomes related to required areas of study, including physical education and the arts.

#### ELEMENT III: METHOD BY WHICH STUDENT OUTCOMES AND PROGRESS IS MEASURED

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

Student performance in the district are assessed by using a variety of assessment measures to demonstrate the extent to which pupils have attained the skills and knowledge specified in the California State Standards.

District Grade Level California State Standards of Performance are formulated by certificated staff utilizing community input, state framework, California State Standards, and standardized assessment instrument goals on the California Assessment of Student



Performance and Progress (CAASPP). Administration and staff shall also participate in curriculum articulation through the Tulare County Office of Education Education Resource Services Network. Grade level California State Standards cover Language Arts, Math, Science, History-Social Science, Visual and Performing Arts, Music Education, and Health & Physical Education. The Charter maintains and periodically updates its Technology Use Plan.

All district students, including all numerically significant subgroups, progress towards achieving the California State Standards at a proficient or advanced level. Assessment measures include the California Assessment of Student Performance and Progress (CAASPP); STAR Reading benchmark assessments; STAR Math benchmark assessments; iReady Reading diagnostic benchmark; iReady Math diagnostic benchmark; common formative assessments; teacher developed tests; text publisher tests; informal and formal parent conferences throughout the year; periodic grade level review of standards and student achievement data; periodic review of standardized and state assessment results for program changes, and staff assessment.

The District will use the results of the California Assessment of Student Performance Standards and Progress (CAASPP) and the other multiple measures of assessment as a means of measuring student performance. Current data from the CAASPP is old date from the 2018-2019 school year, since the CAASPP test was suspended in the 2019-2020 school year. The 2020-2021 CAASPP data is not yet available as this Charter Renewal Application is being written. Although the CAASPP was suspended in 2019-2020, due to the COVID-19 pandemic, our data over the most recent 3 years of CAASPP scores demonstrates that Sequoia Union Charter School's academic performance for students served by the charter school is at least equal, and in almost all cases better, than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located taking into account the composition of the pupil population that is served at the charter school. (See Appendix B)

To ensure continuing growth in student achievement this district has established:

- \* An annual review of each student's academic progress
- \* An annual review of ELA and Math assessments to ensure they correlate with the California State Standards
- \* Ongoing grade level meetings to ensure continued improvement of the instructional program
- \* Ongoing teacher meetings to analyze assessment data to improve the total educational program
- \* Continual evaluation and purchase of Common Core State Standards aligned curricula and other instructional and supplemental materials as needed
- \* New technologies to enhance and strengthen the instructional program
- \* Systematic processes to identify students who are below the proficient level and provided specific intervention to ensure academic progress
- \* Systematic processes to provide timely and relevant professional development for all staff members

Data on student achievement is collected, analyzed and reported to school staff and parents in the following ways:

- \* Methods of collecting data:
  - \* Data reports provided by the state as part of California Assessment of Student Performance and Progress (CAASPP)
  - \* Teacher collected data: performance on daily work, teacher observations, homework, portfolios, projects, and student attendance
- \* STAR Reading and STAR Math assessment reports
  - \* iReady Reading and iReady Math diagnostic benchmark reports

#### Data Assessment Tools

##### STAR Reading:

- \* STAR Reading is designed for students who can read independently. It measures students' reading comprehension and compares their reading achievement to that of students across the nation. The test provides norm-referenced scores for students in grades 1 through 12; kindergarten students who have begun to read may take the test, but norm-referenced scores are not reported.
- \* How STAR Reading Works:
  - \* Students take STAR Reading at individual computers. The software delivers multiple-choice items one by one, and the student selects answers. After the test is completed, the software calculates a score, and teachers and administrator view and analyze reports that show results for an individual, class, grade, or school.
  - \* STAR Reading can provide accurate data in a short amount of time because it combines cutting-edge computer-adaptive technology with a specialized psychometric test design.
  - \* The software reports various types of scores.
    - \* Scaled Scores
    - \* Instructional Reading Level
    - \* Percentile ran (PR): based on National Norms



- \* Grade Equivalent Scores
- \* Estimated Oral Reading Fluency

\* How STAR Reading Measures Comprehension:

- \* STAR Reading test items are presented in two formats.

\* In one format, students read a single sentence with a blank to indicate a missing word. The student chooses the word that will complete the sentence from a list of three or four words.

\* The other format consists of a multi-sentence passage taken from authentic children's literature or nonfiction text. One sentence in the passage contains a blank to indicate a missing word. The student must read the passage and choose the word that will complete it from a list of three or four words. Students in grades K through 2 are presented with 25 single-sentence items. Students in grades 3 through 12 are presented with 20 single-sentence items and five passages. Questions developed at a kindergarten and first grade reading level show three answer choices. Questions developed at a second-grade level and higher show four answer choices.

\* Each item is carefully constructed so that the correct answer fits both the semantics and the syntax of the sentence. The incorrect options either fit the syntax of the sentence or relate to the meaning of something in the sentence, but they do not do both. Only if the student uses all these cognitive skills can he derive meaning from the text, which, experts agree, is the essence of reading comprehension.

STAR Math:

\* STAR Math is designed for students in grades 1 through 12, but can also be used with kindergarten students. It identifies students' instructional math levels and compares their math achievement to that of students across the nation.

\* The test provides norm-referenced and criterion-referenced scores for students in grades 1 through 12; kindergarten students only receive criterion-referenced scores.

\* How STAR Math Works:

\* Students take STAR Math tests at individual computers. The software delivers multiple-choice items one by one, and the student selects answers by using four letter keys (A, B, C, D) and the Enter key (or return key for Macintosh computers). Students follow a protocol: They can use blank scratch paper and a pencil while testing, but not calculators or reference materials. After the test is completed, the software calculates a score, and teachers and administrators view and analyze reports that show results for an individual, class, grade, or school.

\* The software reports various types of scores.

\* Objective clusters to show each student's level of proficiency within numeration and computation objectives.

\* Scale Score

\* Percentile Rank

\* Grade Equivalent

i-Ready Assessments:

i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom.

i-Ready Assessments:

\* Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need

\* Enables educators to confidently determine each student's on-grade level proficiency based on state and national standards

\* Delivers online lessons that provide tailored instruction and practice for each student to accelerate growth

\* Supports teachers with in-the-moment resources for remediation and reteaching at individualized, small group, and whole class levels of instruction

\* Is research-based and proven to work—students who use i-Ready Personalized Instruction make remarkable learning gains

i-Ready Assessments:

Achieve Growth and Proficiency through actionable data:

Assessments should be planned and purposeful. The i-Ready Assessment suite illuminates student learning through research-backed measures of performance, including an adaptive Diagnostic, Growth Monitoring, and Standards Mastery. With i-Ready Assessment, educators can:

\* Pinpoint students' strengths and what they need to work on to reach (or exceed) grade-level proficiency

\* Access an easy-to-use dashboard and robust reports to monitor student growth and inform instruction

\* Seamlessly connect assessment results to i-Ready Learning instructional resources



i-Ready Learning Lessons:

i-Ready Learning Lessons make differentiated instruction possible.

i-Ready Learning is a collection of rigorous reading and mathematics instructional resources designed to address every student's learning needs, accelerate growth, and enable all students to access grade-level learning. i-Ready Learning gives educators the ability to:

- \* Deliver precise instructional pathways that are guided by i-Ready Assessment data
- \* Engage students through motivating, personalized instruction, learning games, and other resources
- \* Address learning gaps, provide scaffolded supports, challenge above-level students, and prepare all students for state and national standards

Forums for analyzing STAR and i-Ready data reports:

- \* Teacher analysis of student data
- \* Grade level meetings
- \* Assessment meetings
- \* Parent-teacher conferences
- \* Staff meetings
- \* Intervention Team meetings
- \* Student Success Teams
- \* Administrative meetings
- \* School Site Councils
- \* School Board meetings



## 4. GOVERNANCE

### ELEMENT IV: GOVERNANCE STRUCTURE OF THE SCHOOL

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Sequoia Union Charter School is non-sectarian in its programs, policies, employment practices, and all other operations; does not charge tuition; and does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School complies with all applicable federal, state, and local laws that are applicable to public charter schools.

#### A. Sequoia Union School District Board of Education

The District's governing structure is directed by a publically elected Board of Trustees, consisting of five (5) members. The current election process for the Board of Trustees, as governed by state and local statute, as well as current board bylaws, continue to remain in place. The term of office for board members elected in regular elections is 4 years. Board members' terms are staggered so that as nearly as practicable, one-half of the members shall be elected in each odd numbered year.

Board meetings are held the second Thursday of each month and in accordance with Brown Act requirements. The Board holds regular Board meetings to discuss the state of the District and the state of the Charter School, including, but not limited to, reporting on the performance of the schools with data regarding: enrollment, attendance, academic performance, financials (including budget reports, etc.), parent/student satisfaction, withdrawals, suspensions, and dismissals.

The general public is given notice of each Board meeting and is encouraged to contribute and participate. Parents participate in school improvement through expressing their opinions on the annual school satisfaction survey as well as participating on school councils when appropriate.

#### Current Board Members:

- \* Nicole Ray, President

- \* Nicole Ray has served on the Sequoia Union Board for three years and currently has two children attending Sequoia Union.

- \* Lane Anderson, Secretary

- \* Lane Anderson has served on the Sequoia Union Board off and on in more than one term over the last 25 years and currently has one child attending Sequoia Union.

- \* Anna Eynaud, Member

- \* Anna Eynaud has served on the Sequoia Union Board for five years and currently has two children attending Sequoia Union.

- \* James McNulty, Member

- \* James McNulty has served on the Sequoia Union Board for eight years and currently has one child attending Sequoia Union.

- \* Brad Ward, Member

- \* Mr. Ward has served on the Sequoia Union Board for fifteen years and has one child currently attending Sequoia Union.

The ultimate duty for the governance of the district remains with this elected Board of Trustees unless delegated by the Board. These duties include:

- \* Hire, supervise, evaluate, discipline, and dismissal of the Superintendent/Principal of the Charter School;



- \* Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Superintendent;
- \* Approve all contractual agreements;
- \* Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- \* Approve and monitor the Charter School's annual budget and budget revisions;
- \* Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- \* Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- \* Establish operational committees as needed;
- \* Regularly measure progress of both student and staff performance;
- \* Involve parents and the community in school related programs;
- \* Execute all applicable responsibilities provided for in the California Corporations Code;
- \* Engage in ongoing strategic planning;
- \* Approve the school calendar and schedule of Board meetings;
- \* Review requests for out of state or overnight field trips;
- \* Participate in the dispute resolution procedure and complaint procedures when necessary;
- \* Approve charter amendments and requests for material revisions as necessary;
- \* Approve annual independent fiscal audit and performance report;
- \* Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

#### B. The Superintendent

The Superintendent reports directly to the Board and s/he and has primary responsibility for implementing district vision, policies, and operation as well as the day-to-day operation of the Charter School.

The Superintendent shall perform assigned tasks as directed by the Board and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Board of Education;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Education;



- Complete and submit required documents as requested or required by the charter and/or the Board of Education;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote Sequoia Union Schools in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development ;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report and the SARC;
- Present independent fiscal audit to the Board of Education and after review by the Board of Education present audit to the County Superintendent of Schools, the State Controller and the California Department of Education as required by law;
- Manage student discipline, as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exemption of personnel matters, may be delegated or contracted as approved by the Board of Education to a business administrator of the Charter School or other appropriate employee of third party provider.

#### C. The Administrative Cabinet

This cabinet is composed of administrative staff under the direction of the Superintendent including the Chief Financial Officer, Director of Maintenance, Facilities and Transportation, as well as, the Library-Media-Curriculum-Assessment-Coordinator. The administrative cabinet meets regularly for the purpose of collaborating and working together as a team to ensure a safe, nurturing, and engaging learning environment that positively impacts students, their learning outcomes, opportunities, and experiences, is provided for our children. The focus of the cabinet is to direct District resources to furthering our mission through coordinating services including transportation, child nutrition, health, technology, maintenance, operations, and other departments towards improving student learning and achievement.

#### D. Student Council/Leadership Club

The school maintains a Student Council composed of students selected by their peers to represent student interests. Officers of Student Council meet with administrators to advise them on matters relating to student interests and concerns. In addition, Student Council Officers and Representatives are a part of the school Leadership Club. Leadership Club members serve on a variety of committees to give students a voice on matters that are important to them. (Dress Code, Wellness, etc.) They also coordinate dances, activities, and community support throughout the year for the students.

#### E. School Site Council

The Sequoia Union School Site Council is composed of parents/community members and staff elected by their peers with the role of each site advisory council to:

- Approve the Comprehensive Site Plan
- Consult with parents and teachers regarding the site's educational program
- Consider parent suggestions and concerns
- Oversee curriculum services
- Participate in developing annual goals

The School Site Council, which consists of 5 parent and 5 school site representatives, also advises the Board of Trustees on categorical funding plans including the Districts LCAP. All advisory councils offer the opportunity for shared governance in that their role is to advise and make recommendations to the Board of Trustees.

#### F. Parent and Community Involvement



The Board of Trustees actively seeks and enthusiastically welcomes parent input on a wide range of topics, from curriculum and instruction, to assessment and accountability, to school operations, budget and finance. The following forums are regularly provided for parent and community input:

- Parent Teachers Committee
- Sports Boosters
- School Site Council
- Meetings of the Governing Board are posted at the district/school site, the district web-site, calendars, and the local newspaper.
- Additionally, the Governing Board holds annual Strategic Planning Sessions that allow all interested school employees, parents, or community members the opportunity to participate in the planning process for the District.



## 5. EMPLOYEE QUALIFICATIONS

### ELEMENT V: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

To provide an optimal learning environment, the District maintains district standards for all those who work with children. These standards are reflected in the hiring practices, evaluation methods, and professional development. The District makes all staffing decisions for the charter. Employees of Sequoia Union Charter School remain District employees and any movement between the school and District is subject to applicable collective bargaining agreements between our existing teacher union (Sequoia Union Elementary Teachers Association) and the District

Sequoia Union Charter School does not discriminate against any employee on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Sequoia Union Charter School is nonsectarian in its programs, admission policies, employment practices, and all other operations.

#### A. Background Checks and Tuberculosis Testing

Sequoia Union Charter School adheres to Education Code Section 44237 and 49406 regarding fingerprinting, background clearance, and tuberculosis testing of employees prior to employment.

#### B. Superintendent/Principal Qualifications

The Superintendent/Principal must hold a valid California administrative services credential and a valid California teaching credential. The Superintendent/Principal is employed by and responsible to the Board of Trustees. The Superintendent/Principal shall have a criminal background check performed pursuant to Education Code Section 44830.1.

#### C. Teachers/Coordinators

Classroom teachers and coordinators must hold a valid California teaching credential. All teachers are fully credentialed for the subject and pupils they teach. They are employed by the Board of Trustees and are responsible to the Superintendent/Principal. Teachers shall have a criminal background check performed pursuant to Education Code Section 44830.1.

- Counselors/Psychologists: School Counselors and Psychologists will be fully qualified with the appropriate service credential for their position.
- Nurses: all nurses (RN and LVN) will be fully qualified with the appropriate license to administer the health programs within the district.

#### D. Classified Personnel

All classified personnel must meet the qualifications and standards established for employment and are responsible to the Superintendent/Principal. All classified employees shall have a criminal background check performed pursuant to Education Code Section 44830.1.

- Instructional Aides: All instructional aides will also have met the State and/or Federal prerequisite requirements for paraprofessionals.

#### E. Human Resources

The District adheres to existing state law relating to the permanent status of certificated staff. The administration recognizes state laws of permanency for existing classified staff.

The District continues to employ all current certificated employees, subject to the effects of declining enrollment and/or reduction in funding.



All employees of the District who work at Sequoia Union Elementary School and Sequoia Union Elementary Charter School continue to be deemed District employees with seniority, sick leave, and all other rights and privileges intact.

Employee bargaining units, agreements, contracts and policies relating to District personnel continue to be in effect. Prior to hiring, all new employees will be informed of the charter status of the Charter School. If the charter is revoked or the Charter School is otherwise closed, all employees will revert to their status as employees of the District.

Certificated personnel are covered by the Collective Bargaining Agreement between the Sequoia Union Elementary Teachers Association and the Sequoia Union School District. Certificated personnel are covered by all existing provisions in the Education Code pertaining to working conditions of certificated public school employees including permanent status and dismissal.

The District ensures teachers in core areas and instructional aides meet the highly qualified designation. In addition, it is expected that all employees of the district have a solid understanding of and commitment to the importance of student success and a commitment to a collaborative partnership.

During the life of the Charter, the administration has the flexibility of hiring non-certificated instructors, hereafter referred to as instructors, on a contractual basis, as allowed by law in non-core areas, such as keyboarding and physical education, where such instructors have demonstrated their competency through experience and/or education. These Instructors complete a district-required course in classroom behavior management and have met the State and/or Federal prerequisite requirements for paraprofessionals. Instructors have a criminal background check performed pursuant to Education Code Section 44830.1.

#### Certificated Personnel Evaluation Procedures:

The Board of Trustees believes that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students' levels of achievement. Evaluations also serve to hold staff accountable for their performance. The Superintendent/Principal evaluates the performance of certificated staff members in accordance with law, negotiated employee contracts and Board-adopted evaluation standards. Any credentialed teacher regardless of assignment will be placed on the certificated salary schedule and fall under the agreed upon contract of Sequoia Union Elementary Teachers Association and the School Board.

Objective standards from the National Board for Professional Teaching Standards and/or the California Standards for the Teaching Profession shall be reviewed and may be incorporated in district evaluation standards with the agreement of the exclusive representative of the certificated staff.

Evaluation procedures include observation of teacher performance in the classroom.

Evaluations shall be used to recognize the exemplary skills and accomplishments of staff and to identify areas needing improvement. When areas needing improvement are identified, the Board expects employees to accept responsibility for improving their performance. The Superintendent/Principal or designee assists employees in improving their performance and may require participation in appropriate programs.

The Superintendent/Principal shall print and make available to certificated employees written regulations related to the evaluation of their performance in their assigned duties. (Education Code 35171)

Certificated staff shall receive information regarding the district's evaluation criteria and procedures upon employment with the district and whenever the criteria are negotiated upon and revised.

#### Frequency of Evaluations:

Each probationary certificated employee shall be evaluated at least once each school year. (Education Code 44664)

In addition, probationary teachers shall be formally observed and given constructive feedback at least twice per school year and more often when necessary, as part of the evaluation process.

The performance of each certificated employee with permanent status shall be evaluated and assessed on a continuing basis as follows: (Education Code 44664)

1. At least once every year



Evaluation Criteria. The Superintendent/Principal or designee shall assess the performance of certificated instructional staff as it reasonably relates to the following criteria: (Education Code 44662)

1. Students' progress toward meeting district standards of expected achievement for their grade level in each area of study and, if applicable, towards the state-adopted content standards as measured by state-adopted criterion-referenced assessments
2. The instructional techniques and strategies used by the employee
3. The employee's adherence to curricular objectives
4. The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities

The evaluation of certificated employee performance shall not include the use of publishers' norms established by standardized tests. (Education Code 44662)

Non-instructional certificated employees shall be evaluated on their performance in fulfilling their defined job responsibilities. (Education Code 44662)

Evaluation Results. Certificated instructional employees shall receive a written copy of their evaluation no later than 30 days before the last scheduled school day of the school year in which the evaluation takes place. Before the last scheduled school day of the school year, the employee and the evaluator shall meet to discuss the evaluation. (Education Code 44663)

Instructional and non-instructional certificated employees shall have the right to respond in writing to their evaluation. This response shall become a permanent attachment to the employee's personnel file. (Education Code 44663)

Evaluations shall include recommendations, if necessary, as to areas in need of improvement in the employee's performance. If an employee is not performing satisfactorily according to teaching standards approved by the Board of Trustees pursuant to Education Code 44662, the Superintendent/Principal or designee shall so notify the employee in writing and shall describe the unsatisfactory performance. The Superintendent/Principal or designee shall confer with the employee, make specific recommendations as to areas needing improvement, and endeavor to provide assistance to the employee in his/her performance. (Education Code 44664)

The Superintendent/Principal or designee may require any certificated employee who receives an unsatisfactory rating in the area of teaching methods or instruction to participate in a program designed to improve appropriate areas of performance and to further student achievement and the district's instructional objectives. (Education Code 44664)

#### Classified Personnel Evaluation Procedures

The Board of Trustees recognizes that appropriate supervision and regular, comprehensive evaluations can help employees to continually improve in the performance of their responsibilities. Evaluations are made in accordance with procedures specified in negotiated contracts and based on job-specific standards of performance.

The Superintendent/Principal or designee ensures that evaluation ratings have uniform meaning throughout the district.

Evaluations are used to recognize the exemplary skills and accomplishments of staff and to identify areas needing improvement. When the evaluation indicates areas needing improvement, the Board expects employees to accept responsibility and take initiative to improve their performance. The Superintendent/Principal or designee assists employees in obtaining needed job skills.

The evaluation shall be dated and signed by both the employee and the supervisor.

The Superintendent/Principal or designee shall ensure that classified employees have access to rules and procedures related to performance evaluations.

Employees newly hired for regular positions in the classified service shall be considered probationary employees until they have satisfactorily completed one year of probationary service. Upon satisfactorily completing this period, they shall become permanent classified employees of the district.



Probationary employees shall receive written performance evaluations by their supervisor during the probationary period. These evaluations shall indicate whether the evaluator is satisfied or not satisfied with the employee's ability, performance, and compatibility with the job.

The Superintendent/Principal or designee may dismiss an employee during the initial probationary period.

Permanent employees promoted to a higher classification shall be considered probationary in their new position until they have satisfactorily completed one year of service in that position.

A permanent employee who accepts a promotion and fails to complete the probationary period for that promotional position shall be employed in the classification from which he/she was promoted. (Education Code 45113)

This policy shall be made available to classified employees and the public.



## 6. HEALTH AND SAFETY

### ELEMENT VI: HEALTH AND SAFETY

**Governing Law:** The procedures that the school follows to ensure the health and safety of pupils and staff. These procedures include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

#### Procedures for Background Checks

Employees and contractors of Sequoia Union Elementary Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Superintendent/Principal shall monitor compliance with this policy and report to the School Board on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Superintendent/Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee must be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

#### Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, which are the same policies and procedures used by schools within the Tulare County Office of Education Service Area.

#### TB Testing

All staff at the school will meet the Tulare County Office of Education TB testing requirements in accordance with Education Code Section 49406.

#### Immunizations

The school adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325–120375 and Title 17, California Code of Regulations Sections 6000–6075.

#### Medication in School

The school adheres to Education Code Section 49423 regarding administration of medication in school.

#### Vision/Hearing/Scoliosis

The school adheres to Education Code Section 49450 et seq. as applicable to the grade levels served.

#### Emergency Preparedness

The school adheres to an Emergency Preparedness Handbook drafted for Sequoia Union Elementary School. This handbook includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks.

#### Blood-Borne Pathogens

The Superintendent/Principal, or designee, meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

#### Drug Free / Smoke Free Environment

The school maintains a drug, alcohol, and smoke free environment.

#### Facility Safety



Sequoia Union Charter School complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The school agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Sequoia Union Charter School conducts fire drills as required under Education Code Section 32001.

#### Comprehensive Sexual Harassment Policies and Procedures

Sequoia Union Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Sequoia Union has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school's sexual harassment policy.



## 7. RACIAL AND ETHNIC BALANCE

### ELEMENT VII: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school achieves a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

The Charter consists of the Transitional Kindergarten through Seventh grade level enrollment, while the Elementary School of the District houses the Eighth grade enrollment. The Charter and District ensure a racial and ethnic balance that is reflective of the general population residing within the historical attendance area of the District.

Element VIII describes the admission practices and policies that have been put into place to continue to ensure a diverse applicant pool and enrollment.

Additionally, the Charter School monitors this balance each year and takes necessary recruitment steps to achieve this goal. This process involves the following:

- Hosting an annual Open House (Virtual due to COVID-19 in 2020)
- Advertising by way of electronic media, the school's website, and an ad at least once per year in a local newspaper.

The Charter School implements a student recruitment strategy, which includes, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.

The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District. The recruitment program includes, but is not necessarily limited to:

- Developing promotional material, such as brochures and banners.
- Visiting community centers as well as park and recreation facilities when appropriate events are held.
- Attending and participating at local neighborhood events to promote the school and meet prospective students.
- Developing partnerships with local community organizations as a source of referrals for prospective students.
- Organizing open house and school tour visits to offer opportunities for prospective students and families to learn more about the school program.
- Using teachers and staff to develop a teacher referral network from other schools for prospective students.



## 8. ADMISSIONS REQUIREMENTS

### ELEMENT VIII: ADMISSIONS REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Admission to the Charter is open to all students, meeting mandatory assurances regarding non-discrimination, and will not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, subject to the District's Enrollment Board Policy and Administrative Regulation 5116.2, Attachment B. Admission preference will be given to those students showing proof of residency within the historical attendance area of the District.

An open application period is publicly announced each year. Sequoia Union Charter School's application process is comprised of the following:

- Completion of a student admissions application

Registration packets for students who are admitted will also gather the following:

- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of Records

#### A. Public Random Drawing

Sequoia Union School District admits all pupils who wish to attend the Charter School. However, if the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, attendance shall be determined by a public random drawing. If a public random drawing is necessary, preference for admission in the lottery will be given in the following order:

1. Students residing in the attendance area of the public school (District residents).
2. Children of school employees
3. Siblings of existing students
4. Students who reside outside the District

In the public random drawing, all applicants are drawn and listed in order, separately, for each grade level. Once the Charter School's capacity is met, the remaining applicants will continue be drawn randomly and placed in the order they are drawn on the waiting list. Any vacancies during the school year after the public random drawing will be filled with the students on the waiting list (See Appendix B).

Any applications not accepted through this public random drawing due to capacity limitations are used to develop a wait list pool of applicants should space become available in the order in which they were randomly drawn. Additional applications are accepted on an ongoing basis and are added to the wait list pool until there is a need for a second lottery when a space becomes available. The wait list does not carry over from one school year to the next (See Appendix C).

The Superintendent or Designee reviews the applications and to ascertain the availability of space and capacity in the classrooms providing the required grade level or other program along with the priority for admission criteria prior to establishing a wait list or the need for a random public lottery drawing.



## 9. FINANCIAL AUDITS

### ELEMENT IX: FINANCIAL AUDIT

The Charter is an indirect funded charter school and adheres to the Sequoia Union Elementary School District Board of Trustees' Policies and Administrative Regulations, and participate in the board's annual audit of fiscal and program operations.

The Board of Trustees oversees the selection of an independent auditor. The qualifications for an auditor are described in a request for proposal. The scope of the audit is as follows:

- Verifies the accuracy of the district's financial statements, attendance, and enrollment accounting practices, and reviews the district's internal controls.
- The audit is conducted in accordance with generally accepted accounting principles, the standards established by the Government Accounting Standards Board (GASB), and applicable provisions of the current edition of Standards and Procedures for Audits of California K-12 Local Educational Agencies (issued annually).
- As required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable office of Management and Budget Circulars.
- Completion of the audit should be within six months of the close of the fiscal year and before December 15th.
- Copies of the audit are to be given to the district business manager and are presented to the Board of Trustees at a regularly scheduled board meeting, following which copies are duly filed with the state and local agencies as required by law.
- Audit exceptions or deficiencies are reported to the Board of Trustees with recommendations on resolving the exceptions.
- It is the responsibility of the district to resolve exceptions or deficiencies.

### Financial Plan

Governing Law: The petitioner or petitioners shall also be required to provide ongoing financial statements that include an operational budget, including ongoing costs, and cash flow and financial projections for three years of operation. Education Code Section 47605(g).

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

### Centralized Administrative Services

Governing Law: The manner in which administrative services of the Charter School are to be provided. Education Code Section 47605(g).

Centralized administrative services at Sequoia Union Charter School runs in a substantially similar fashion as has been run through the Sequoia Union Elementary School District. All "back office" services are handled by the District.

5 Year Projection Forecast: (Based on gradual increase in student enrollment of Sequoia Union Charter School from the current enrollment up to the cap of 456 students by the end of the five year term) (See complete Multiyear Projection in Appendix A)



Ending Fund Balance: 2020-21: \$184,970.36; 2021-22: \$320,964.75; 2022-23: \$856,643.26; 2023-24: \$1,533,845.33; 2024-25: \$2,481,229.64



## 10. STUDENT SUSPENSIONS AND EXPULSIONS

### ELEMENT X: SUSPENSION, EXPULSION, AND/OR LEAVING THE CHARTER DISTRICT

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

The District maintains student discipline policies. These policies are printed and distributed as part of the Parent/Student Handbook and describe the expectations of the district for attendance, mutual respect, substance abuse, violence, safety, and work habits. Each parent and student are required to verify, by signature, that they have reviewed and understand the policies.

Policies and lists of offenses for which a student must or may be suspended or expelled will be reviewed annually by the superintendent or designee and revised accordingly to conform to any changes in Education code pertaining to suspension, expulsion, and due process. Revisions will be reviewed and approved by the Board of Trustees.

#### Suspension and Expulsion

The following Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students at Sequoia Union Elementary School and at Sequoia Union Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq.

This policy serves as the charter school's policy and procedures for student suspension and expulsion. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. The policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures clearly describe discipline expectations, and are printed and distributed as part of the Student Handbook, which is sent to each student at the beginning of the school year. The charter school administration ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

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

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

A student identified as an individual with disabilities or for whom the charter school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The charter school follows all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the charter school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students. A student may be suspended or expelled for prohibited misconduct if the act 1) is related to school activity, 2) occurs at the charter school or at any other school, or 3) is at a charter school sponsored event. A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- while on school grounds;



- while going to or coming from school;
- during the lunch period, whether on or off the school site; or
- during, going to, or coming from a school-sponsored activity.

Suspension Offenses. A student may be suspended when it is determined that the pupil did any of the following acts:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades four to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.



- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

**Non- Discretionary Suspension Offenses.** Students must be suspended and recommended for expulsion if a pupil engaged in any of the following acts:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

**Suspension Procedure.** Suspensions shall be initiated according to the following procedures:

**Conference.** Suspension shall be preceded, if possible, by a conference conducted by the Superintendent/Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Superintendent/Principal. The conference may be omitted if the Superintendent/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

**Notice to Parents/Guardians.** At the time of suspension, the Superintendent/Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

**Suspension Time Limits/Recommendation for Expulsion.** Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent/Principal or Superintendent/Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent/Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### **Expellable Offenses**

**Discretionary Expellable Offenses:** Students may be expelled for engaging in any of the following acts:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.



- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades four to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions 48900(r) of the Education Code, directed specifically toward a pupil or school personnel.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non -Discretionary Expellable Offenses. Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:



- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Authority to Expel. A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Sequoia Union Elementary School governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the School Board, which will make the final determination.

Expulsion Procedures. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent/Principal or designee determines that the pupil has committed an expellable offense.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include

- The date and place of the expulsion hearing.
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
- A copy of the school's disciplinary rules that relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses. The school may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the school, panel chair, or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.



- The school must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the school must present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**Students with Disabilities.** A pupil identified as an individual with disabilities or for whom the charter school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The charter school will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the charter school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils.

**Procedural Safeguards/Manifestation Determination.** Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the charter school, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine

- if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability or
- if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the charter school, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the charter school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall do the following



1. Conduct a functional behavioral assessment or a functional analysis assessment and implement a behavioral intervention plan for such child, provided that the charter school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.
2. If a behavioral intervention plan has been developed, review it and modify it, as necessary, to address the behavior.
3. Return the child to the placement from which the child was removed, unless the parent and the charter school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the charter school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the charter school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

**Due Process Appeals.** If the parent of a child with a disability disagrees with any decision regarding placement or the manifestation determination, or if the charter school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, they may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

**Special Circumstances.** Charter school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent/Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student

- carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

**Interim Alternative Educational Setting.** The student's interim alternative educational setting shall be determined by the student's IEP team.

**Procedures for Students Not Yet Eligible for Special Education Services.** A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the charter school had knowledge that the student was disabled before the behavior occurred.

The charter school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to charter school supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other charter school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other charter school supervisory personnel.

If the charter school knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

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

The charter school shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, if the parent has refused services, or if the student has been evaluated and determined to not be eligible.



Record of Hearing. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence. While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the administrative panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the administrative panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel. The Superintendent/Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- notice of the specific offense committed by the student
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school

The Superintendent/Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following--:

- The student's name
- The specific expellable offense committed by the student--

The Board's decision to expel shall be final.

Disciplinary Records. The school shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

No Right to Appeal. The pupil shall have no right of appeal from expulsion from the Charter School as the School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the county or their school district of residence.

Rehabilitation Plans. Students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

Readmission. The decision to readmit a pupil or to admit a previously-expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent/Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent/Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the school's capacity at the time the student seeks readmission.



Gun Free Schools Act. The Charter School complies with the federal Gun Free Schools Act



## **11. RETIREMENT PROGRAMS OFFERED TO EMPLOYEES**

### **ELEMENT XI: COMPENSATION AND BENEFITS/RETIREMENT SYSTEM**

**Governing Law:** The manner by which staff members of the charter schools are covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

All existing and new employees of the Charter School participate in the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), and Social Security in accordance with his or her position. The District is responsible for ensuring that the required contributions and deductions are made.

#### **A. Benefits**

The District purchases general liability insurance, workers compensation insurance, and other necessary coverage through carriers approved by the district's Board of Trustees.



## **12. ATTENDANCE ALTERNATIVES**

### **ELEMENT XII: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

**Governing Law:** The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No pupil residing within the historical attendance area of the District is required to attend the Sequoia Union Elementary Charter School. The District assists with inter-district transfers for pupils pursuant to Education Code Section 46600 through agreements entered into between the District and Woodlake Unified School District and Three Rivers Elementary School District. The listed districts unqualifiedly agree to accept the District's students who are in compliance with the receiving district's inter-district transfer requirements (See Appendix D).

In the event that a parent and the District cannot agree on an alternative placement, the dispute resolution process outlined in Element XIV of this Charter is implemented. If after all aspects of Element XIV of this charter have been completed, a resolution of the dispute cannot be agreed upon by the affected parties, the parent may notify the State Board of Education that the Charter did not adhere to its alternative attendance placement policy. If the State Board of Education and the State Superintendent of Public Instruction determine that the Charter did not meet the terms of this element, this failure constitutes a material violation of this Charter, the State Board of Education and the State Superintendent of Public Instruction may initiate revocation of the Charter pursuant to the revocation authority granted in Education Code Section 47607.



### **13. EMPLOYEE RETURN RIGHTS**

#### **ELEMENT XIII: RIGHTS OF SCHOOL DISTRICT EMPLOYEES**

The district acknowledged that no employee could be forced to work for the charter school. The district opened the Charter school in the 2016-2017 school year to strong support from employees through the charter petition, having eleven of the thirteen full time certificated employees (85%), including six of eight tenured certificated employees (75%) having signing a support petition (See Appendix E). The district reached the state required criteria of more than 50% employees supporting the conversion, which took place in the 2016-2017 school year. The charter continues earn high support from all District staff through the duration of its first five year term, and there is overwhelming support for the Charter to be renewed by the staff.

The TK-7 district charter renewal term will be for five (5) years, unless voluntarily surrendered by the district's Board of Trustees or revoked by action of the State Board of Education and State Superintendent of Public Instruction prior to its expiration.

All new employees will be informed, before hiring, of the charter status of the district. Once a new employee signs a contract with the district, having been given that information, that employee is deemed to be an employee of Sequoia Union Charter School. If the Charter is voluntarily surrendered or revoked, all employees will revert to their status as employees of the Sequoia Union Elementary School District.

The Collective Bargaining Agreement between the Sequoia Elementary Teachers Association (SETA) and the District will continue to be honored. The Charter adheres to existing state law relating to the tenure and permanent status of certificated staff. All sick/vacation leave was carried over at the beginning of the Charter five years ago and continues to be honored by the Charter school.

The administration continues to recognize state laws of permanency for classified staff.

In the event of a dispute between the District and any employee related to this provision of the Charter, the dispute resolution process outlined in SETA Collective Bargaining Agreement shall be followed. If, after all aspects of the local dispute resolution process have been completed, a resolution of the dispute cannot be agreed upon by the affected parties, the employee may notify the State Board of Education that the District did not adhere to the requirement that the District shall not require any employee to work in the Charter school. If the State Board of Education and the State Superintendent of Public Instruction determine that the District did not meet the terms of this element of the Charter and that this failure constitutes a material violation of this Charter, the State Board of Education and the State Superintendent of Public Instruction may initiate revocation of the Charter pursuant to the revocation authority granted in Education Code Section 47607.



## **14. DISPUTES WITH THE DISTRICT**

### **ELEMENT XIV: DISPUTE RESOLUTION**

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

The procedures to be followed by the charter district and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), include at a minimum that:

(A) Sequoia Union Elementary School District acknowledges that the State Board of Education and Superintendent of Public Instruction are not local education agencies.

(B) Because the State Board of Education and Superintendent of Public Instruction are not local education agencies, they may choose to resolve a dispute directly instead of pursuing the dispute resolution process. If the State Board of Education and Superintendent of Public Instruction intend to resolve a dispute directly instead of pursuing the dispute resolution process, the district must first hold a public hearing to consider arguments for and against the direct resolution of the dispute.

(C) If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's and Superintendent of Public Instruction's discretion in accordance with that provision of law and any regulations pertaining thereto.

Sequoia Union Elementary School District has worked to accomplish all tasks necessary and has fully implemented Sequoia Union Charter School. The District originally submitted any necessary and duly prepared waiver requests to the State Board of Education. If the State Board of Education and Superintendent of Public Instruction believe they have cause to revoke this charter, they agree to notify the Board of Trustees of the district and grant the district reasonable time to respond to the notice and take appropriate corrective action prior to the revocation of the charter petition. If such an action takes place, Sequoia Union Charter School District will revert back to Sequoia Union Elementary School District.

The Board of Trustees of Sequoia Union Elementary District School agrees to continue to review the annual fiscal and program audit and performance report as specified in Element IX consistent with the State Board of Education's adopted policies.



## **15. EMPLOYER STATUS AND COLLECTIVE BARGAINING DECLARATION**

### **ELEMENT XV: PUBLIC SCHOOL EMPLOYER**

**Governing Law:** A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

The Charter is deemed as the exclusive public school employer of the employees of the Charter for the purposes of the Educational Employment Relations Act ("EERA"). The District shall comply with the EERA.



## **16. PROCEDURES USED IF Sequoia Union Charter School CLOSES**

### **ELEMENT XVI: CLOSURE PROTOCOL**

Governing Law: A description of the procedures to be used if the Sequoia Union Charter School closes.

The procedures shall ensure a final audit of the school to determine the disposition of all assets and

liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Should the Sequoia Union Elementary School District determine the necessity of disbanding (closing) its Charter, the District will revert to its previous designation as a regular elementary school district, non-chartered status. Should that be necessary, the following procedures will be conducted:

1. The District Superintendent/Principal will be responsible to conduct activities to disband the charter.
2. The Superintendent/Principal will recommend disbanding the charter to the authorizing entity, the District Board of Trustees.
3. Following Board approval to disband, the Superintendent/Principal will notify the parents (guardians) of pupils attending at the time the school district disbands its charter. Students who live outside of the district boundaries who are in attendance at the time of the charter being withdrawn will be welcome to stay in the district through their eighth grade year. The students' districts of residence will also be notified as well as the Tulare County Office of Education, the Tulare County SELPA, the State Teacher's Retirement System, the Public Employees Retirement System, the Social Security Office and the California Department of Education with the following information:
  - a. The effective date of closure/disbanding
  - b. The Superintendent's name and contact information
  - c. The pupils' school districts of residence
  - d. The manner in which parent (guardians) may obtain copies of pupil records should they choose to leave Sequoia Union
  - e. All relevant pupil records, including assessment results, special education records, health records, etc. will be forwarded to the student's new school upon request
4. A list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence

Sequoia Union Charter School will revert back to non-charter status upon closure of the charter unless otherwise closed by the District. As soon as reasonably practical, the District will prepare final financial records. The District will also have an independent audit completed within six months after closure. The audit will be prepared by a qualified Certified Public Accountant selected by the District. The final audit will include the following:

- An accounting of all financial assets, including cash and accounts receivable
- An inventory of property, equipment, and other items of material value
- An accounting of the liabilities, including accounts payable
- Any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation
- An assessment of the disposition of any restricted funds received by or due to Sequoia Union Elementary Charter School.

The District will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Sequoia Union Charter School, all assets of Sequoia Union Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Sequoia Union Charter School, remain the sole property of the Sequoia Union Elementary School District. Any assets



acquired from the District or District property will be promptly returned upon closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

The District will utilize the Charter School's reserve fund to undertake any expenses associated with the closure procedures identified above.



## **ADDITIONAL ELEMENTS:**

### **17. INTERNAL DISPUTE RESOLUTION**

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

Sequoia Union Charter School agrees that every attempt should be made to resolve disputes informally before invoking a formal dispute resolution process. In the event that informal processes have proven ineffective, the following dispute resolution procedures will be followed:

#### **Disputes Arising from within the School:**

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations, shall be resolved pursuant to policies and processes developed by the Charter School.

The procedures to be followed by the Charter School and the District, the entity granting the charter, to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), include at a minimum that:

(A) Sequoia Union Elementary School District acknowledges that the State Board of Education and Superintendent of Public Instruction are not local education agencies.

(B) Because the State Board of Education and Superintendent of Public Instruction are not local education agencies, they may choose to resolve a dispute directly instead of pursuing the dispute resolution process. If the State Board of Education and Superintendent of Public Instruction intend to resolve a dispute directly instead of pursuing the dispute resolution process, the district must first hold a public hearing to consider arguments for and against the direct resolution of the dispute.

(C) If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's and Superintendent of Public Instruction's discretion in accordance with that provision of law and any regulations pertaining thereto.

Sequoia Union Elementary School District has worked to accomplish all tasks necessary and has fully implemented Sequoia Union Charter School. The District originally submitted any necessary and duly prepared waiver requests to the State Board of Education. If the State Board of Education and Superintendent of Public Instruction believe they have cause to revoke this charter, they agree to notify the Board of Trustees of the district and grant the district reasonable time to respond to the notice and take appropriate corrective action prior to the revocation of the charter petition. If such an action takes place, Sequoia Union Charter School District will revert back to Sequoia Union Elementary School District.

The Board of Trustees of Sequoia Union Elementary District School agrees to continue to review the annual fiscal and program audit and performance report as specified in Element IX consistent with the State Board of Education's adopted policies.



## **18. MANDATED COST RECOVERY**

The Sequoia Union Charter School follows the guidelines for California Department of Education in recovery of Mandated Costs and works through a contract with School Innovations and Achievement to recover all available mandated costs for the Charter School on an annual basis.



## **19. CHARTER TERM**

### **Term of Charter**

The requested term of the charter shall be for five years, from July 1, 2021 to June 30, 2026.



## Appendix A: Taking Center Stage

### Taking Center Stage-Act II Recommendations

#### Academic Excellence

1. **Rigor.** Hold high expectations and provide numerous avenues of support so that each middle grades learner succeeds. Use content standards, frameworks, adopted and aligned instructional materials and common formative and summative assessments as the coherent foundation for rigorous curriculum and instruction.
2. **Instruction, Assessment, and Intervention.** Engage middle grades students with challenging lessons and opportunities to think critically and demonstrate their learning in a variety of ways. Differentiate strategies to deliver standards-based, grade-level instruction that reflects individual student needs and results from ongoing common assessments. Use individual student progress data to deliver appropriate, accelerated classroom and school-wide academic interventions and enrichments.
3. **Time.** Institute flexible schedules that provide recommended and required instructional minutes for core academic classes and accelerated interventions. Provide sufficient time before, during, and after school so that each student has access to additional academic and interest-based classes and opportunities to meet social and personal needs. Schedule regular common planning time for professional learning communities to analyze student data, coordinate instruction, and communicate with families.

#### Developmentally Responsive Practices

1. **Relevance.** Meet the needs of middle grades students by developing a rich set of curricular and co-curricular opportunities that infuse learning with technology, visual and performing arts, career/real-world connections, service- and project-based learning, and multicultural experiences. Engage students as lifelong learners by developing socially relevant cross-curricular understanding and opportunities for meaningful participation before, during, and after school.
2. **Relationships.** Foster close relationships for accountability and engagement among students and with adults who share extended time through grade, content-area, or interdisciplinary small learning communities. Provide an advisory program to ensure that each middle grades student has frequent contact with an adult mentor to plan and assess his or her academic, personal, and social development.
3. **Transitions.** Work with elementary and high schools to inform students and families about academic and behavioral expectations and to promote seamless, articulated transitions.

#### Socially Equitable Practices

1. **Access.** Provide all middle grades students equal access to a well-prepared, qualified, caring staff and a rich learning environment that includes: grade-level standards-based instruction; academic interventions; learning resources; leadership and recognition opportunities; exploratory programs; sports, clubs, and enrichment activities; and, to the extent possible, placement in heterogeneous classes.
2. **Safety, Resilience, and Health.** Create and sustain a fair, safe, and healthy school environment through a positive discipline policy; civic and character education; safe and engaging facilities; access to adult mentors and counseling; and school and community health and social services.

#### Organizational Support and Processes

1. **Leadership.** Foster distributed leadership, collaborative decision-making and regular data analysis to realize and sustain a middle grades vision for focused learning and continuous improvement.
2. **Professional Learning.** Build and sustain professional learning communities through recruitment, training, coaching, and interdependent collaboration. Use data, research, California Standards for the Teaching Profession, and best practices as the basis for continuous professional growth and improvement in instruction and student achievement.
3. **Accountability.** Organize all district, school, and community stakeholders to hold high academic and behavioral expectations for all middle grades students. Provide sufficient time, talent, training, and resources to support student learning and rigorous



standards-based curriculum, instruction, and assessment. Analyze student progress data on an ongoing basis. Be accountable for moving all students toward proficient performance levels and closing the achievement gap.

4. **Partnerships.** Engage families, businesses, local and state agencies and organizations, higher education, and community members as partners in supporting middle grades student achievement.

The four subsections of the recommendations are from the four Schools to watch components developed by the National Forum to Accelerate Middle Grades Reform (Outside Source): academic excellence, developmental responsiveness, social equity, and organizational support and processes. The recommendations are adapted from Taking Center Stage (2001) and developed in cooperation with the California Middle Grades Alliance partners.

Taking Center Stage Web Site — <http://pubs.cde.ca.gov/TCSII>



Appendix A:



## **Sequoia Union Charter School**

### **Multiyear Financial Projection**



Sequoia Elementary Charter  
54-72116-6054340

**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
 Combined

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>A. REVENUES &amp; OTHER FINANCING SOURCES [Sum Lines A1-A5c]</b>	<b>\$0.00</b>	<b>\$3,176,962.00</b>	<b>\$3,261,812.00</b>	<b>\$3,709,624.00</b>	<b>\$3,877,570.00</b>	<b>\$4,168,694.00</b>
1. LCFF/Revenue Limit Sources (8010-8099)	0.00	2,807,935.00	2,919,659.00	3,543,816.00	3,711,762.00	4,002,886.00
2. Federal Revenues (8100-8299)	0.00	281,557.00	102,526.00	102,526.00	102,526.00	102,526.00
3. Other State Revenues (8300-8599)	0.00	87,470.00	239,627.00	63,282.00	63,282.00	63,282.00
4. Other Local Revenues (8600-8799)	0.00	0.00	0.00	0.00	0.00	0.00
5. Other Financing Sources						
a. Transfers In (8900-8929)	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	0.00	0.00	0.00	0.00	0.00
<b>B. EXPENDITURES &amp; OTHER FINANCING USES [Sum Lines B1-B10]</b>	<b>\$0.00</b>	<b>\$3,269,939.23</b>	<b>\$3,125,817.61</b>	<b>\$3,173,945.49</b>	<b>\$3,200,367.93</b>	<b>\$3,221,309.69</b>
1. Certificated Salaries (1000-1999)	0.00	1,249,924.26	1,232,902.70	1,247,204.36	1,261,671.94	1,276,307.33
2. Noncertificated Salaries (2000-2999)	0.00	551,928.95	542,593.43	542,593.43	545,306.40	545,306.40
3. Employee Benefits (3000-3999)	0.00	741,528.13	814,269.59	848,095.81	857,337.70	863,644.07
4. Books and Supplies (4000-4999)	0.00	205,365.37	61,359.37	61,359.37	61,359.37	61,359.37
5. Services and Other Operating Expenditures (5000-5999)	0.00	521,192.52	474,692.52	474,692.52	474,692.52	474,692.52
6. Capital Outlay (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00	0.00	0.00	0.00
9. Other Financing Uses						
a. Transfers Out (7600-7629)	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Uses (7630-7699)	0.00	0.00	0.00	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	---	0.00	0.00	0.00	0.00	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>0.00</b>	<b>(92,977.23)</b>	<b>135,994.39</b>	<b>535,678.51</b>	<b>677,202.07</b>	<b>947,384.31</b>



Sequoia Elementary Charter  
54-72116-6054340**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Combined

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>B. EXPENDITURES &amp; OTHER FINANCING USES: Salary Details</b>						
<b>1. Certificated Salaries (1000-1999)[Sum Lines B1a-B1d]</b>	<b>\$0.00</b>	<b>\$1,249,924.26</b>	<b>\$1,232,902.70</b>	<b>\$1,247,204.36</b>	<b>\$1,261,671.94</b>	<b>\$1,276,307.33</b>
a. Base Salaries	---	0.00	1,249,924.26	1,232,902.70	1,247,204.36	1,261,671.94
b. Step & Column Adjustment	---	0.00	(17,021.56)	14,301.66	14,467.58	14,635.39
c. Cost-of-Living Adjustment	---	0.00	0.00	0.00	0.00	0.00
d. Other Adjustment	---	0.00	0.00	0.00	0.00	0.00
<b>2. Noncertificated Salaries (2000-2999)[Sum Lines B2a-B2d]</b>	<b>\$0.00</b>	<b>\$551,928.95</b>	<b>\$542,593.43</b>	<b>\$542,593.43</b>	<b>\$545,306.40</b>	<b>\$545,306.40</b>
a. Base Salaries	---	0.00	551,928.95	542,593.43	542,593.43	545,306.40
b. Step & Column Adjustment	---	0.00	2,699.48	0.00	2,712.97	0.00
c. Cost-of-Living Adjustment	---	0.00	0.00	0.00	0.00	0.00
d. Other Adjustment	---	0.00	(12,035.00)	0.00	0.00	0.00
<b>3. Employee Benefits (3000-3999)</b>	<b>0.00</b>	<b>741,528.13</b>	<b>814,269.59</b>	<b>848,095.81</b>	<b>857,337.70</b>	<b>863,644.07</b>



Sequoia Elementary Charter  
54-72116-6054340**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Combined

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>B. EXPENDITURES &amp; OTHER FINANCING USES: Employee Benefit Details</b>						
<b>3. Employee Benefits (3000-3999)[Sum Lines B3a-B3l]</b>	<b>\$0.00</b>	<b>\$741,528.13</b>	<b>\$814,269.59</b>	<b>\$848,095.81</b>	<b>\$857,337.70</b>	<b>\$863,644.07</b>
a. State Teachers' Retirement System, STRS (3101-3102)	0.00	203,433.71	209,356.86	226,359.58	228,967.05	231,590.74
b. Public Employees' Retirement System, PERS (3201-3202)	0.00	104,744.49	116,506.99	132,729.49	138,504.00	141,570.50
c. OASDI/Medicare/Alternative (3301-3302)	0.00	58,377.77	57,760.25	57,990.59	58,406.34	58,642.20
d. Health and Welfare Benefits (3401-3402)	0.00	349,567.84	384,967.84	384,967.84	384,967.84	384,967.84
e. State Unemployment Insurance (3501-3502)	0.00	889.49	21,610.23	21,785.14	21,995.07	22,174.63
f. Workers' Compensation Insurance (3601-3602)	0.00	24,514.83	24,067.42	24,263.17	24,497.40	24,698.16
g. OPEB, Allocated (3701-3702)	0.00	0.00	0.00	0.00	0.00	0.00
h. OPEB, Active Employees (3751-3752)	0.00	0.00	0.00	0.00	0.00	0.00
i. Other Benefits (3901-3902)	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Employee Benefits (3000-3999)[Sum Lines B3j-B3k]</b>	<b>\$0.00</b>	<b>\$741,528.13</b>	<b>\$814,269.59</b>	<b>\$848,095.81</b>	<b>\$857,337.70</b>	<b>\$863,644.07</b>
j. Total Certificated (Sum Objects 3XX1)	0.00	506,917.84	561,982.15	579,395.99	582,574.94	585,790.75
k. Total Noncertificated (Sum Objects 3XX2)	0.00	234,610.29	252,287.44	268,699.82	274,762.76	277,853.32



Sequoia Elementary Charter  
54-72116-6054340

**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Combined

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
C. NET INCREASE (DECREASE) IN FUND BALANCE	0.00	(92,977.23)	135,994.39	535,678.51	677,202.07	947,384.31
D. FUND BALANCE						
1. Beginning Fund Balance (9791-9795)	0.00	277,947.59	184,970.36	320,964.75	856,643.26	1,533,845.33
2. Ending Fund Balance [Sum lines D2a-D2e2]	<b>\$0.00</b>	<b>\$184,970.36</b>	<b>\$320,964.75</b>	<b>\$856,643.26</b>	<b>\$1,533,845.33</b>	<b>\$2,481,229.64</b>
a. Nonspendable (9710-9719)	---	0.00	0.00	0.00	0.00	0.00
b. Restricted (9740)	---	29,217.12	46,148.79	23,494.46	20,633.13	17,771.80
c. Committed						
1. Stabilization Arrangements (9750)	---	0.00	0.00	0.00	0.00	0.00
2. Other Commitments (9760)	---	0.00	0.00	0.00	0.00	0.00
d. Assigned						
1. Other Assignments (9780)	---	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties (9789)	---	0.00	0.00	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	---	155,753.24	274,815.96	833,148.80	1,513,212.20	2,463,457.84



Sequoia Elementary Charter  
54-72116-6054340**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Combined

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>E. AVAILABLE RESERVES</b>						
1. From Components of Ending Fund Balance						
a. Stabilization Arrangements (9750)		0.00	0.00	0.00	0.00	0.00
b. Reserve for Economic Uncertainty (9789)		0.00	0.00	0.00	0.00	0.00
c. Unassigned/Unappropriated (9790)		155,753.24	274,815.96	833,148.80	1,513,212.20	2,463,457.84
d. Negative Restricted Ending Balances (negative resources 2000-9999) (9792)		0.00	0.00	0.00	0.00	0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements (9750)		0.00	0.00	0.00	0.00	0.00
b. Reserve for Economic Uncertainty (9789)		0.00	0.00	0.00	0.00	0.00
c. Unassigned/Unappropriated (9790)		0.00	0.00	0.00	0.00	0.00
3. Total Available Reserves - by Amount	\$---	\$155,753.24	\$274,815.96	\$833,148.80	\$1,513,212.20	\$2,463,457.84
4. Total Available Reserves - by Percent	---	4.76%	8.79%	26.25%	47.28%	76.47%
<b>F. RECOMMENDED RESERVES</b>						
1. Calculating the Reserves						
a. Expenditures and Other Financing Uses [Sum Lines B1-B10]	0.00	3,269,939.23	3,125,817.61	3,173,945.49	3,200,367.93	3,221,309.69
b. Local Methodology Selection	Standard	Standard	Standard	Standard	Standard	Standard
c. Reserve Standard Percentage Level	---	4.00%	4.00%	4.00%	4.00%	4.00%
d. Reserve Standard - By Percent [Line F1a times F1c]						
e. Reserve Standard - By Amount	---	71,000.00	71,000.00	71,000.00	71,000.00	71,000.00
f. Reserve Standard [Greater of F1d or F1e]						
g. Available Reserves (Line E3) Meet Reserve Standard (Line F1f)		MET	MET	MET	MET	MET



Sequoia Elementary Charter  
54-72116-6054340

**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
 Unrestricted

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>A. REVENUES &amp; OTHER FINANCING SOURCES [Sum Lines A1-A5c]</b>	<b>\$0.00</b>	<b>\$2,810,548.50</b>	<b>\$2,918,716.33</b>	<b>\$3,399,801.56</b>	<b>\$3,545,026.55</b>	<b>\$3,834,065.59</b>
1. LCFF/Revenue Limit Sources (8010-8099)	0.00	2,807,935.00	2,919,659.00	3,543,816.00	3,711,762.00	4,002,886.00
2. Federal Revenues (8100-8299)	0.00	0.00	0.00	0.00	0.00	0.00
3. Other State Revenues (8300-8599)	0.00	48,654.00	48,654.00	48,654.00	48,654.00	48,654.00
4. Other Local Revenues (8600-8799)	0.00	0.00	0.00	0.00	0.00	0.00
5. Other Financing Sources						
a. Transfers In (8900-8929)	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	(46,040.50)	(49,596.67)	(192,668.44)	(215,389.45)	(217,474.41)
<b>B. EXPENDITURES &amp; OTHER FINANCING USES [Sum Lines B1-B10]</b>	<b>\$0.00</b>	<b>\$2,900,664.40</b>	<b>\$2,799,653.61</b>	<b>\$2,841,468.72</b>	<b>\$2,864,963.15</b>	<b>\$2,883,819.95</b>
1. Certificated Salaries (1000-1999)	0.00	1,240,198.94	1,121,970.57	1,134,985.42	1,148,151.26	1,161,469.81
2. Noncertificated Salaries (2000-2999)	0.00	460,803.90	463,107.93	463,107.93	465,423.47	465,423.47
3. Employee Benefits (3000-3999)	0.00	703,108.56	718,022.11	746,822.37	754,835.42	760,373.67
4. Books and Supplies (4000-4999)	0.00	50,029.00	50,029.00	50,029.00	50,029.00	50,029.00
5. Services and Other Operating Expenditures (5000-5999)	0.00	446,524.00	446,524.00	446,524.00	446,524.00	446,524.00
6. Capital Outlay (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00	0.00	0.00	0.00
9. Other Financing Uses						
a. Transfers Out (7600-7629)	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Uses (7630-7699)	0.00	0.00	0.00	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	---	0.00	0.00	0.00	0.00	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>0.00</b>	<b>(90,115.90)</b>	<b>119,062.72</b>	<b>558,332.84</b>	<b>680,063.40</b>	<b>950,245.64</b>



Sequoia Elementary Charter  
54-72116-6054340

**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Unrestricted

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>B. EXPENDITURES &amp; OTHER FINANCING USES: Salary Details</b>						
<b>1. Certificated Salaries (1000-1999)[Sum Lines B1a-B1d]</b>	<b>\$0.00</b>	<b>\$1,240,198.94</b>	<b>\$1,121,970.57</b>	<b>\$1,134,985.42</b>	<b>\$1,148,151.26</b>	<b>\$1,161,469.81</b>
a. Base Salaries	---	0.00	1,240,198.94	1,121,970.57	1,134,985.42	1,148,151.26
b. Step & Column Adjustment	---	0.00	(17,134.37)	13,014.85	13,165.84	13,318.55
c. Cost-of-Living Adjustment	---	0.00	0.00	0.00	0.00	0.00
d. Other Adjustment	---	0.00	(101,094.00)	0.00	0.00	0.00
<b>2. Noncertificated Salaries (2000-2999)[Sum Lines B2a-B2d]</b>	<b>\$0.00</b>	<b>\$460,803.90</b>	<b>\$463,107.93</b>	<b>\$463,107.93</b>	<b>\$465,423.47</b>	<b>\$465,423.47</b>
a. Base Salaries	---	0.00	460,803.90	463,107.93	463,107.93	465,423.47
b. Step & Column Adjustment	---	0.00	2,304.03	0.00	2,315.54	0.00
c. Cost-of-Living Adjustment	---	0.00	0.00	0.00	0.00	0.00
d. Other Adjustment	---	0.00	0.00	0.00	0.00	0.00
<b>3. Employee Benefits (3000-3999)</b>	<b>0.00</b>	<b>703,108.56</b>	<b>718,022.11</b>	<b>746,822.37</b>	<b>754,835.42</b>	<b>760,373.67</b>



Sequoia Elementary Charter  
54-72116-6054340

**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Unrestricted

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>B. EXPENDITURES &amp; OTHER FINANCING USES: Employee Benefit Details</b>						
<b>3. Employee Benefits (3000-3999)[Sum Lines B3a-B3i]</b>	<b>\$0.00</b>	<b>\$703,108.56</b>	<b>\$718,022.11</b>	<b>\$746,822.37</b>	<b>\$754,835.42</b>	<b>\$760,373.67</b>
a. State Teachers' Retirement System, STRS (3101-3102)	0.00	201,863.00	191,598.17	206,160.09	208,533.24	210,919.90
b. Public Employees' Retirement System, PERS (3201-3202)	0.00	88,372.36	98,296.32	111,983.15	116,855.07	119,442.26
c. OASDI/Medicare/Alternative (3301-3302)	0.00	51,605.66	50,070.24	50,282.06	50,648.53	50,865.30
d. Health and Welfare Benefits (3401-3402)	0.00	337,201.93	337,201.93	337,201.93	337,201.93	337,201.93
e. State Unemployment Insurance (3501-3502)	0.00	840.14	19,244.26	19,403.90	19,592.83	19,756.21
f. Workers' Compensation Insurance (3601-3602)	0.00	23,225.47	21,611.19	21,791.24	22,003.82	22,188.07
g. OPEB, Allocated (3701-3702)	0.00	0.00	0.00	0.00	0.00	0.00
h. OPEB, Active Employees (3751-3752)	0.00	0.00	0.00	0.00	0.00	0.00
i. Other Benefits (3901-3902)	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Employee Benefits (3000-3999)[Sum Lines B3j-B3k]</b>	<b>\$0.00</b>	<b>\$703,108.56</b>	<b>\$718,022.11</b>	<b>\$746,822.37</b>	<b>\$754,835.42</b>	<b>\$760,373.67</b>
j. Total Certificated (Sum Objects 3XX1)	0.00	505,065.72	504,460.19	519,383.74	522,277.18	525,204.18
k. Total Noncertificated (Sum Objects 3XX2)	0.00	198,042.84	213,561.92	227,438.63	232,558.24	235,169.49



Sequoia Elementary Charter  
54-72116-6054340

**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Unrestricted

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
C. NET INCREASE (DECREASE) IN FUND BALANCE	0.00	(90,115.90)	119,062.72	558,332.84	680,063.40	950,245.64
D. FUND BALANCE						
1. Beginning Fund Balance (9791-9795)	0.00	245,869.14	155,753.24	274,815.96	833,148.80	1,513,212.20
2. Ending Fund Balance [Sum lines D2a-D2e2]	<b>\$0.00</b>	<b>\$155,753.24</b>	<b>\$274,815.96</b>	<b>\$833,148.80</b>	<b>\$1,513,212.20</b>	<b>\$2,463,457.84</b>
a. Nonspendable (9710-9719)	---	0.00	0.00	0.00	0.00	0.00
b. Restricted (9740)	---	0.00	0.00	0.00	0.00	0.00
c. Committed						
1. Stabilization Arrangements (9750)	---	0.00	0.00	0.00	0.00	0.00
2. Other Commitments (9760)	---	0.00	0.00	0.00	0.00	0.00
d. Assigned						
1. Other Assignments (9780)	---	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties (9789)	---	0.00	0.00	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	---	155,753.24	274,815.96	833,148.80	1,513,212.20	2,463,457.84



Sequoia Elementary Charter  
54-72116-6054340

**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Unrestricted

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>E. AVAILABLE RESERVES</b>						
1. From Components of Ending Fund Balance						
a. Stabilization Arrangements (9750)		0.00	0.00	0.00	0.00	0.00
b. Reserve for Economic Uncertainty (9789)		0.00	0.00	0.00	0.00	0.00
c. Unassigned/Unappropriated (9790)		155,753.24	274,815.96	833,148.80	1,513,212.20	2,463,457.84
d. Negative Restricted Ending Balances (negative resources 2000-9999) (9792)		0.00	0.00	0.00	0.00	0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements (9750)		0.00	0.00	0.00	0.00	0.00
b. Reserve for Economic Uncertainty (9789)		0.00	0.00	0.00	0.00	0.00
c. Unassigned/Unappropriated (9790)		0.00	0.00	0.00	0.00	0.00
<b>3. Total Available Reserves - by Amount</b>	<b>\$---</b>	<b>\$155,753.24</b>	<b>\$274,815.96</b>	<b>\$833,148.80</b>	<b>\$1,513,212.20</b>	<b>\$2,463,457.84</b>



Sequoia Elementary Charter  
54-72116-6054340**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Restricted

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>A. REVENUES &amp; OTHER FINANCING SOURCES [Sum Lines A1-A5c]</b>	<b>\$0.00</b>	<b>\$366,413.50</b>	<b>\$343,095.67</b>	<b>\$309,822.44</b>	<b>\$332,543.45</b>	<b>\$334,628.41</b>
1. LCFF/Revenue Limit Sources (8010-8099)	0.00	0.00	0.00	0.00	0.00	0.00
2. Federal Revenues (8100-8299)	0.00	281,557.00	102,526.00	102,526.00	102,526.00	102,526.00
3. Other State Revenues (8300-8599)	0.00	38,816.00	190,973.00	14,628.00	14,628.00	14,628.00
4. Other Local Revenues (8600-8799)	0.00	0.00	0.00	0.00	0.00	0.00
5. Other Financing Sources						
a. Transfers In (8900-8929)	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	46,040.50	49,596.67	192,668.44	215,389.45	217,474.41
<b>B. EXPENDITURES &amp; OTHER FINANCING USES [Sum Lines B1-B10]</b>	<b>\$0.00</b>	<b>\$369,274.83</b>	<b>\$326,164.00</b>	<b>\$332,476.77</b>	<b>\$335,404.78</b>	<b>\$337,489.74</b>
1. Certificated Salaries (1000-1999)	0.00	9,725.32	110,932.13	112,218.94	113,520.68	114,837.52
2. Noncertificated Salaries (2000-2999)	0.00	91,125.05	79,485.50	79,485.50	79,882.93	79,882.93
3. Employee Benefits (3000-3999)	0.00	38,419.57	96,247.48	101,273.44	102,502.28	103,270.40
4. Books and Supplies (4000-4999)	0.00	155,336.37	11,330.37	11,330.37	11,330.37	11,330.37
5. Services and Other Operating Expenditures (5000-5999)	0.00	74,668.52	28,168.52	28,168.52	28,168.52	28,168.52
6. Capital Outlay (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00	0.00	0.00	0.00
9. Other Financing Uses						
a. Transfers Out (7600-7629)	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Uses (7630-7699)	0.00	0.00	0.00	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	0.00	0.00	0.00	0.00	0.00	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>0.00</b>	<b>(2,861.33)</b>	<b>16,931.67</b>	<b>(22,654.33)</b>	<b>(2,861.33)</b>	<b>(2,861.33)</b>



Sequoia Elementary Charter  
54-72116-6054340

**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Restricted

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>B. EXPENDITURES &amp; OTHER FINANCING USES: Salary Details</b>						
<b>1. Certificated Salaries (1000-1999)[Sum Lines B1a-B1d]</b>	<b>\$0.00</b>	<b>\$9,725.32</b>	<b>\$110,932.13</b>	<b>\$112,218.94</b>	<b>\$113,520.68</b>	<b>\$114,837.52</b>
a. Base Salaries	---	0.00	9,725.32	110,932.13	112,218.94	113,520.68
b. Step & Column Adjustment	---	0.00	112.81	1,286.81	1,301.74	1,316.84
c. Cost-of-Living Adjustment	---	0.00	0.00	0.00	0.00	0.00
d. Other Adjustment	---	0.00	101,094.00	0.00	0.00	0.00
<b>2. Noncertificated Salaries (2000-2999)[Sum Lines B2a-B2d]</b>	<b>\$0.00</b>	<b>\$91,125.05</b>	<b>\$79,485.50</b>	<b>\$79,485.50</b>	<b>\$79,882.93</b>	<b>\$79,882.93</b>
a. Base Salaries	---	0.00	91,125.05	79,485.50	79,485.50	79,882.93
b. Step & Column Adjustment	---	0.00	395.45	0.00	397.43	0.00
c. Cost-of-Living Adjustment	---	0.00	0.00	0.00	0.00	0.00
d. Other Adjustment	---	0.00	(12,035.00)	0.00	0.00	0.00
<b>3. Employee Benefits (3000-3999)</b>	<b>0.00</b>	<b>38,419.57</b>	<b>96,247.48</b>	<b>101,273.44</b>	<b>102,502.28</b>	<b>103,270.40</b>



Sequoia Elementary Charter  
54-72116-6054340

**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Restricted

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>B. EXPENDITURES &amp; OTHER FINANCING USES: Employee Benefit Details</b>						
<b>3. Employee Benefits (3000-3999)[Sum Lines B3a-B3l]</b>	<b>\$0.00</b>	<b>\$38,419.57</b>	<b>\$96,247.48</b>	<b>\$101,273.44</b>	<b>\$102,502.28</b>	<b>\$103,270.40</b>
a. State Teachers' Retirement System, STRS (3101-3102)	0.00	1,570.71	17,758.69	20,199.49	20,433.81	20,670.84
b. Public Employees' Retirement System, PERS (3201-3202)	0.00	16,372.13	18,210.67	20,746.34	21,648.93	22,128.24
c. OASDI/Medicare/Alternative (3301-3302)	0.00	6,772.11	7,690.01	7,708.53	7,757.81	7,776.90
d. Health and Welfare Benefits (3401-3402)	0.00	12,365.91	47,765.91	47,765.91	47,765.91	47,765.91
e. State Unemployment Insurance (3501-3502)	0.00	49.35	2,365.97	2,381.24	2,402.24	2,418.42
f. Workers' Compensation Insurance (3601-3602)	0.00	1,289.36	2,456.23	2,471.93	2,493.58	2,510.09
g. OPEB, Allocated (3701-3702)	0.00	0.00	0.00	0.00	0.00	0.00
h. OPEB, Active Employees (3751-3752)	0.00	0.00	0.00	0.00	0.00	0.00
i. Other Benefits (3901-3902)	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Employee Benefits (3000-3999)[Sum Lines B3j-B3k]</b>	<b>\$0.00</b>	<b>\$38,419.57</b>	<b>\$96,247.48</b>	<b>\$101,273.44</b>	<b>\$102,502.28</b>	<b>\$103,270.40</b>
j. Total Certificated (Sum Objects 3XX1)	0.00	1,852.12	57,521.96	60,012.25	60,297.76	60,586.57
k. Total Noncertificated (Sum Objects 3XX2)	0.00	36,567.45	38,725.52	41,261.19	42,204.52	42,683.83



Sequoia Elementary Charter  
54-72116-6054340

**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Restricted

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
C. NET INCREASE (DECREASE) IN FUND BALANCE	0.00	(2,861.33)	16,931.67	(22,654.33)	(2,861.33)	(2,861.33)
D. FUND BALANCE						
1. Beginning Fund Balance (9791-9795)	0.00	32,078.45	29,217.12	46,148.79	23,494.46	20,633.13
<b>2. Ending Fund Balance [Sum lines D2a-D2e2]</b>	<b>\$0.00</b>	<b>\$29,217.12</b>	<b>\$46,148.79</b>	<b>\$23,494.46</b>	<b>\$20,633.13</b>	<b>\$17,771.80</b>
a. Nonspendable (9710-9719)	---	0.00	0.00	0.00	0.00	0.00
b. Restricted (9740)	---	29,217.12	46,148.79	23,494.46	20,633.13	17,771.80
c. Committed						
1. Stabilization Arrangements (9750)	---	0.00	0.00	0.00	0.00	0.00
2. Other Commitments (9760)	---	0.00	0.00	0.00	0.00	0.00
d. Assigned						
1. Other Assignments (9780)	---	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties (9789)	---	0.00	0.00	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	---	0.00	0.00	0.00	0.00	0.00



Sequoia Elementary Charter  
54-72116-6054340

**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
Restricted

Fund 09

Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>E. AVAILABLE RESERVES</b>						
1. From Components of Ending Fund Balance						
a. Stabilization Arrangements (9750)						
b. Reserve for Economic Uncertainty (9789)						
c. Unassigned/Unappropriated (9790)						
d. Negative Restricted Ending Balances (negative resources 2000-9999) (979Z)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements (9750)						
b. Reserve for Economic Uncertainty (9789)						
c. Unassigned/Unappropriated (9790)						
3. Total Available Reserves - by Amount	\$---	\$---	\$---	\$---	\$---	\$---
4. Total Available Reserves - by Percent	---%	---%	---%	---%	---%	---%



Sequoia Elementary Charter  
54-72116-6054340

**Multiyear Projection**  
**Sequoia Charter Renewal Projection**  
 Assumptions

Fund 09

Description (Object range)	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>State Rates</b>					
California CPI	1.4400%	0.0000%	0.0000%	0.0000%	0.0000%
California Lottery - Base	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00
Applied Change Rate		0.0000%	0.0000%	0.0000%	0.0000%
California Lottery - Instructional Materials	\$49.00	\$49.00	\$49.00	\$49.00	\$49.00
Applied Change Rate		0.0000%	0.0000%	0.0000%	0.0000%
STRS Rate Change	16.1500%	16.9200%	18.0000%	18.0000%	18.0000%
Applied Change Rate		4.7678%	6.3830%	0.0000%	0.0000%
PERS Rate Change	20.7000%	22.9100%	26.1000%	27.1000%	27.7000%
Applied Change Rate		10.6763%	13.9241%	3.8314%	2.2140%
Federal COLA	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Description (Object range)	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>Local Rates</b>					
LCFF Sources - State Aid, Current Year	\$2,230,407.00	\$2,342,131.00	\$2,966,288.00	\$3,134,234.00	\$3,425,358.00
LCFF Sources - Education Protection Account, Current Year	\$63,200.00	\$63,200.00	\$63,200.00	\$63,200.00	\$63,200.00
LCFF Sources - Charter In-Lieu of Property Tax Transfer	\$514,328.00	\$514,328.00	\$514,328.00	\$514,328.00	\$514,328.00
Certificated Staff Step & Column	0.0000%	1.1600%	1.1600%	1.1600%	1.1600%
Certificated COLA	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Classified Staff Step	0.0000%	0.5000%	0.0000%	0.5000%	0.0000%
Classified COLA	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Certificated Mangement COLA	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Classified Management COLA	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Health & Welfare Rate Change	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
OASDI/Medicare/Alternative Rate Change	1.4500%	1.4500%	1.4500%	1.4500%	1.4500%
Applied Change Rate		0.0000%	0.0000%	0.0000%	0.0000%
State Unemployment Insurance Rate Change	0.0500%	1.2300%	1.2300%	1.2300%	1.2300%
Applied Change Rate		2,360.0000%	0.0000%	0.0000%	0.0000%
Workers Compensation Insurance Rate Change	1.2400%	1.2400%	1.2400%	1.2400%	1.2400%
Applied Change Rate		0.0000%	0.0000%	0.0000%	0.0000%

<https://projection-pro.fcmat.org/projections/8987/reports>



Description (Object range)	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>User-defined Rates and Values</b>					
Description (Object range)	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
<b>Other Adjustments</b>					
Other Adjustments - Unrestricted - Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Adjustments - Unrestricted - Other Financing Uses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Adjustments - Restricted - Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Adjustments - Restricted - Other Financing Uses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00





## Appendix B:

### Summary of School Performance

Sequoia Union Elementary Charter School, a charter school authorized by the Sequoia Union Elementary School District (SUESD), continues to successfully educate all students enrolled in the educational program, as evidenced by the data provided for Sequoia Union Elementary Charter School, and comparative data from the neighboring two school districts provided.

#### Using Assessment to Analyze Monitoring and Report Student Progress:

*To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents, and other stakeholders?*

The Sequoia Union Charter School staff uses a variety of assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The staff at Sequoia Union Charter School acknowledge that they are lifelong learners and they are continuing to self-examine and strengthen schoolwide pedagogical practices through the Professional Learning Community process and move the improvements onto assessment practices.

Sequoia Union Charter School collects, disaggregates, and analyzes student performance data. The school uses CAASPP, Renaissance STAR Reading and STAR Math benchmarks, and iReady Reading and Math benchmarks, end of project observations, and writing samples. Special Education students, CAASPP scores and classroom assessments are reported in annual IEPs to help monitor the progress and set appropriate academic goals.

Sequoia Union employs acceptable information dissemination-to notify district, board, parents, and the community as to student progress toward achieving the California Academic Standards. Sequoia Union posts the annual School Accountability Report Card on their website annually and presents the SARC to the school Board at a regular Board Meeting annually. Sequoia Union provides progress reports, the parent-portal on the Powerschool Student Information System, parent letters, and bi-annual parent-teacher conferences.

#### Using Assessment to Monitor and Modify Learning in the Classroom:

*To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning and to what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?*

Sequoia Union Charter School uses many formative assessments pulled from state adopted curriculum and uses a variety of summative assessment strategies to evaluate student learning. Teachers often will re-teach lessons to reinforce state standards if the majority of students fall below teacher expectations.

Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches. The staff determines the appropriate direction of curriculum and instruction. Additionally, during the time of Distance Learning, the monitoring of student work can be found with the online google drive student platform





## SEQUOIA UNION | ELEMENTARY SCHOOL

utilized by the district.

Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards. Students participate in providing feedback through the CORE data platform and the data is analyzed by the administration and shared with staff in monthly Professional Learning Community meetings.

The Tulare County Office of Education provided Counselor-LMFT carefully reviews student academic and attendance data in preparation for the meeting with students. The teachers and the counselor-LMFT inform parents through phone calls, text messages, letters to parents, progress reports/report cards, emails, and face to face meetings.

### Using Assessment to Monitor and Modify the School Program:

*To what extent does the school have an assessment monitoring system to determine student progress toward achievement of the academic standards, and school learning outcomes?*

Sequoia Union Charter School has a monitoring system to determine learning outcomes. Sequoia Union Charter School uses the CORE data platform provided through a grant with the Tulare County Office of Education as the data monitoring system. The data reports from CORE are shared with teachers and with all other stakeholder groups at School Site Council meetings, School Board Meetings, and on the District website. In addition, parents can monitor their student's progress through access on the Parent Portal through the District School Information System, PowerSchool. The School Accountability Report Card is provided on the District website.

The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language arts and mathematics. The District Curriculum and Assessment Coordinator collects the data from the CORE platform and reports it out to the Superintendent-Principal, who shares it with Staff, the SSC, the School Board, and with the Community on the website.

Sequoia Union Charter School uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. The analysis of school data has led to an increase in teacher training around pedagogical practices. During Professional Learning Communities, participants review the effectiveness of curriculum, instruction review and evaluation processes.

---

Academic Data Comparison of Sequoia Union Charter School and the neighboring two districts for the 3 most recent CAASPP scoring summaries for ELA and for Math

---

The academic performance for students served by the charter school is at least equal, and in almost all cases better, than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located taking into account the composition of the pupil population that is served at the charter school.





# SEQUOIA UNION | ELEMENTARY SCHOOL

## All Students

District/School	2018-19 Reading	2018-19 Math	2017-18 Reading	2017-18 Math	2016-17 Reading	2016-17 Math
Sequoia Charter	50.27%	34.39%	60.54%	44.32%	52.38%	39.29%
Sequoia Union E.S.D.	49.32%	31.25%	60.75%	45.79%	51.71%	41.75%
Exeter Unified	44.27%	30.43%	44.65%	32.36%	40.85%	27.50%
Lincoln Elementary	40.44%	33.58%	47.08%	39.17%	38.26%	40.80%
Rocky Hill Elementary	47.19%	36.39%	45.45%	40.84%	34.13%	37.71%
Woodlake Unified	34.14%	23.94%	32.03%	24.64%	33.93%	22.93%
Castle Rock Elementary	29.75%	26.59%	29.75%	26.59%	23.34%	23.08%





# SEQUOIA UNION ELEMENTARY SCHOOL

## School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

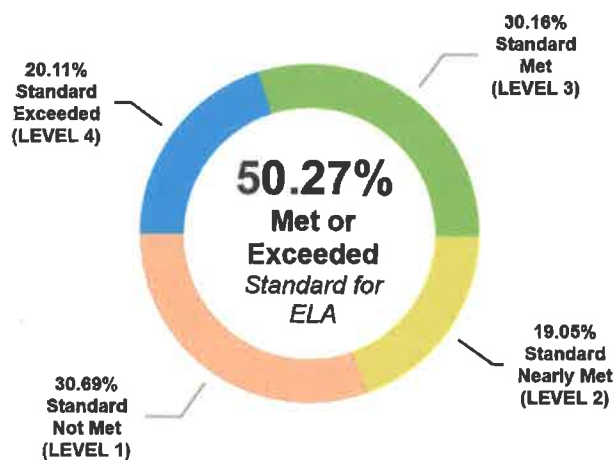
All Students (Default)

School Type:

All Schools

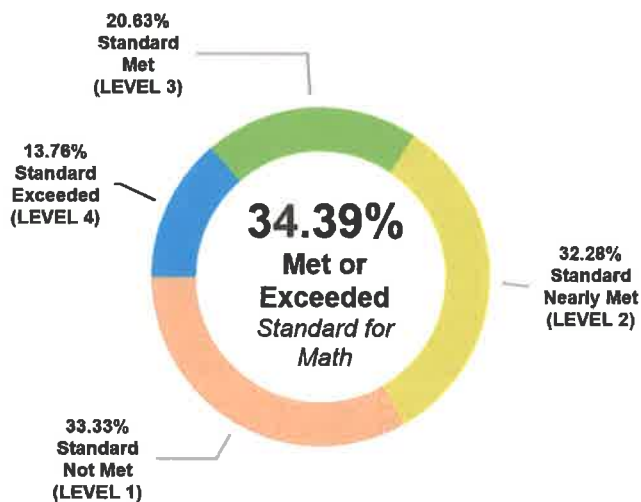
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

## District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

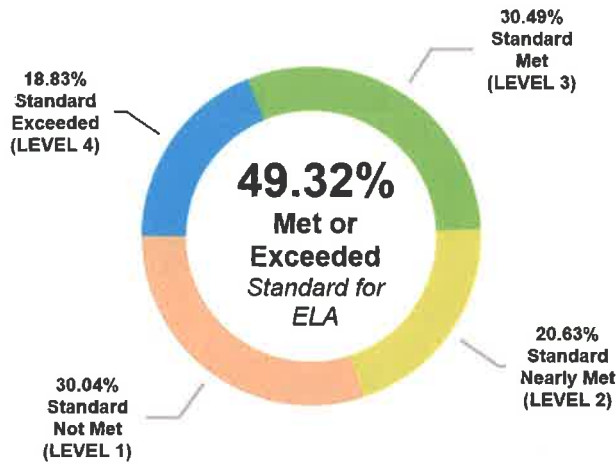
All Students (Default)

School Type:

All Schools

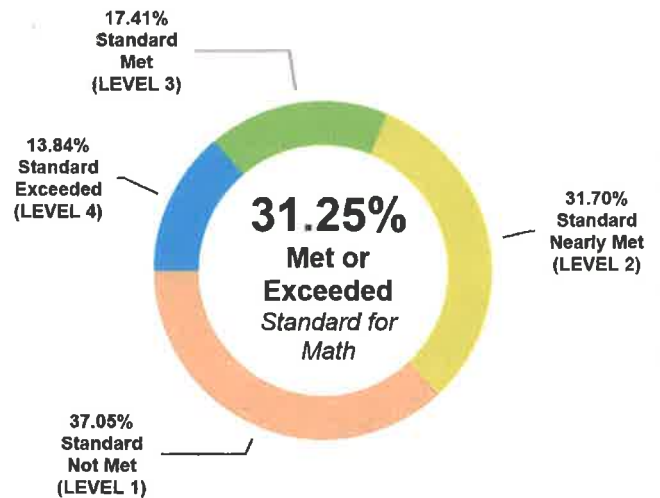
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

**District: Exeter Unified**

CDS Code: 54-76836-0000000 | County: Tulare

## Report Options

**Year:**

2018-19

**Grade:**

All Grades

**Student Group:**

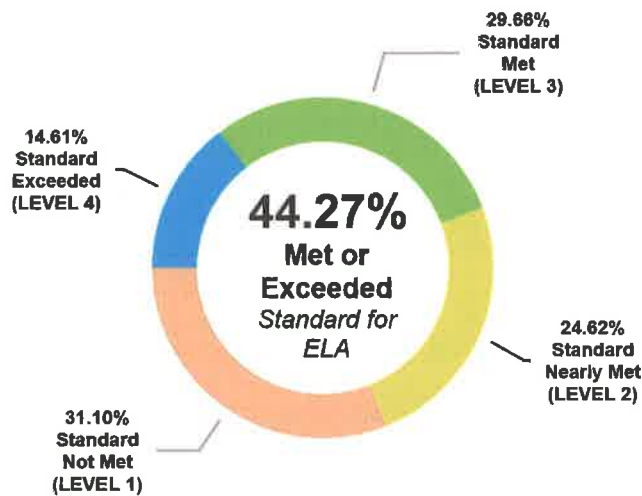
All Students (Default)

**School Type:**

All Schools

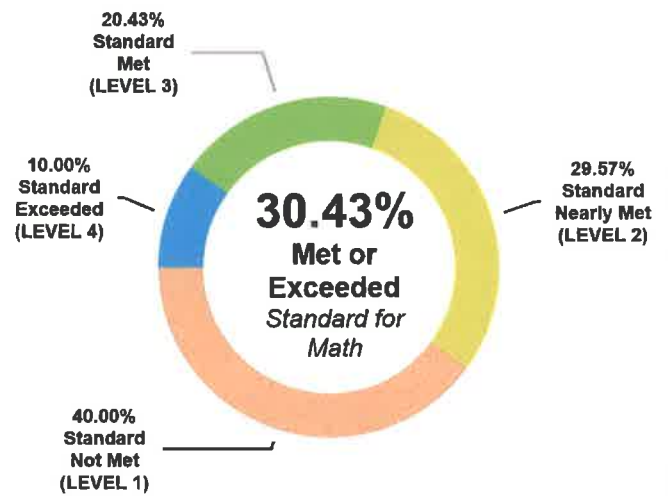
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

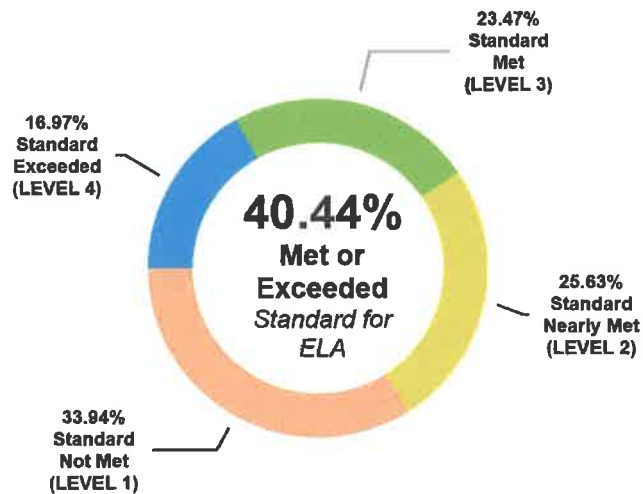
All Students (Default)

School Type:

All Schools

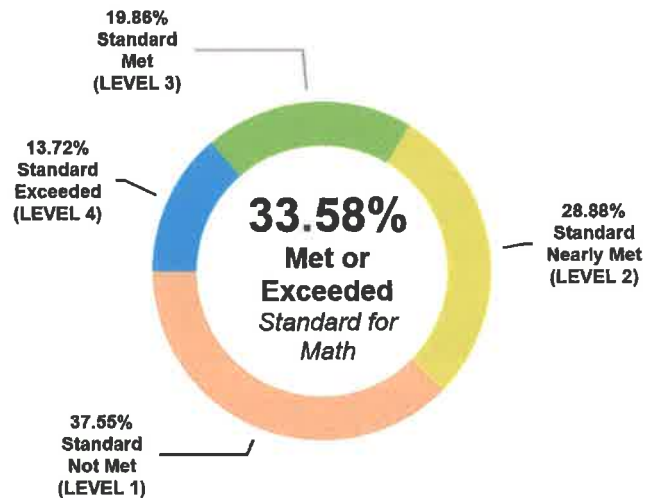
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

## School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

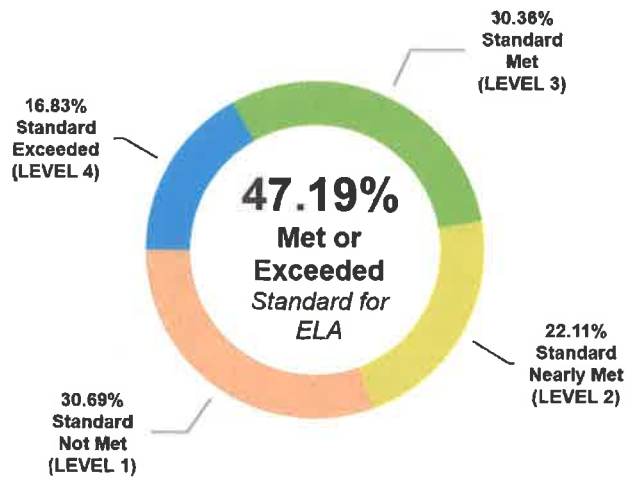
All Students (Default)

School Type:

All Schools

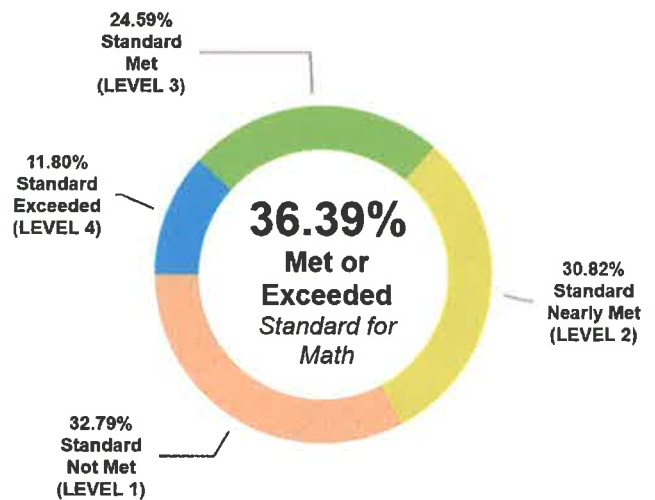
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

## Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

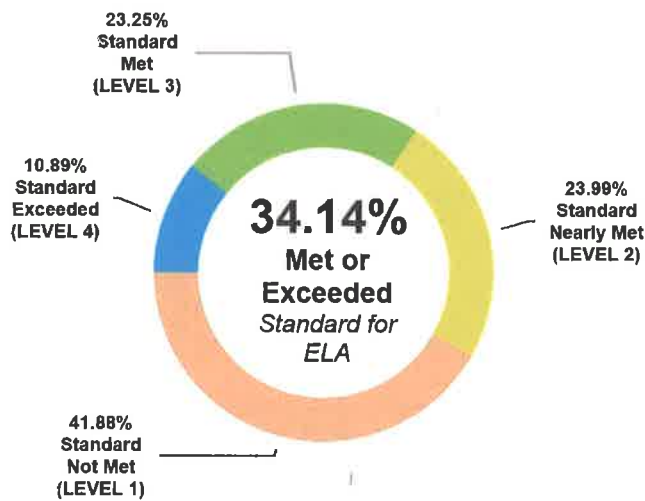
All Students (Default)

School Type:

All Schools

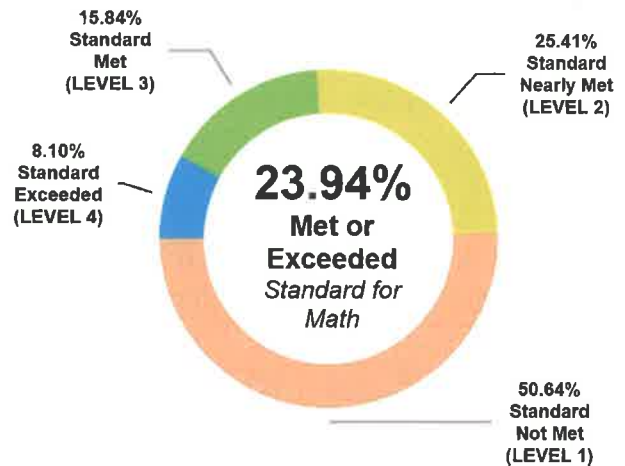
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

**School: Castle Rock Elementary**

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

## Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

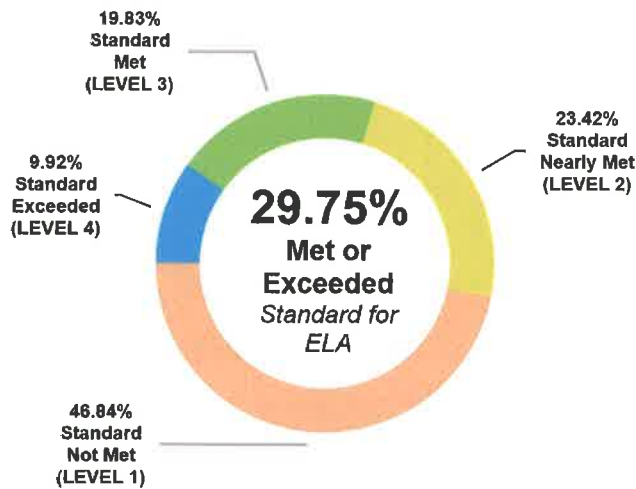
All Students (Default)

School Type:

All Schools

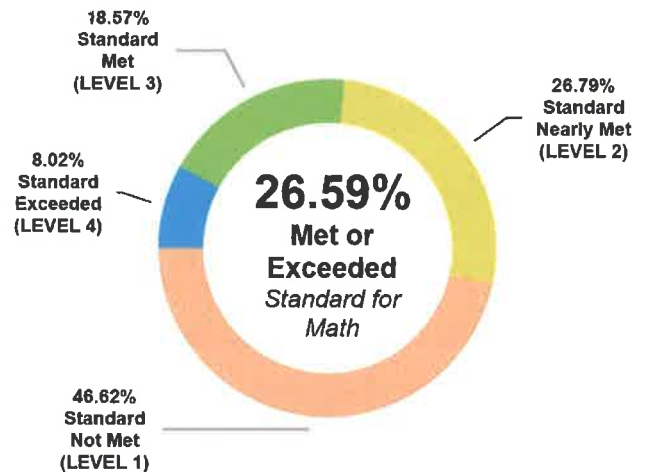
## ELA

Percent of students within each achievement level



## Mathematics

Percent of students within each achievement level







## School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

### Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

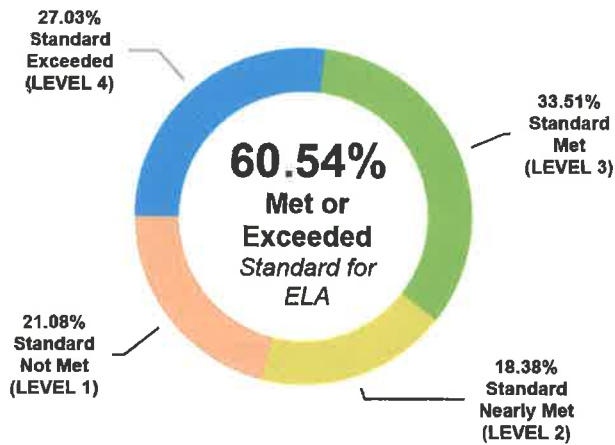
All Students (Default)

School Type:

All Schools

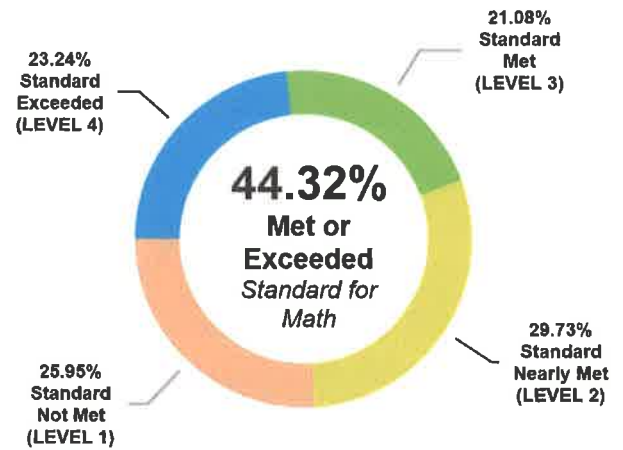
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level



[VIEW DETAILED TEST RESULTS →](#)





# SEQUOIA UNION ELEMENTARY SCHOOL

## District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

### Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

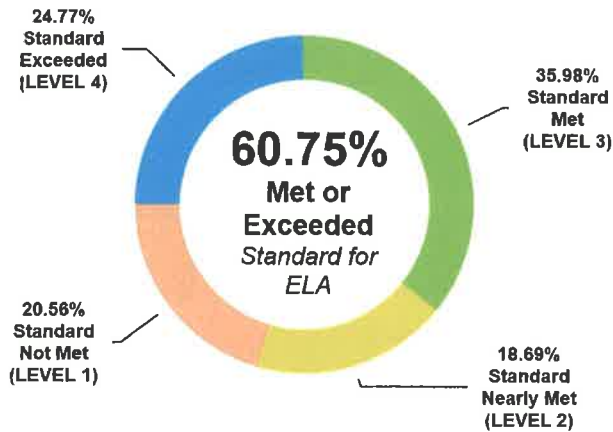
All Students (Default)

School Type:

All Schools

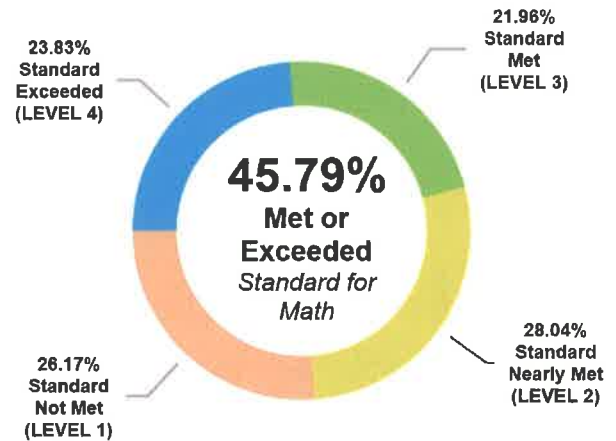
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







**District: Exeter Unified**

CDS Code: 54-76836-0000000 | County: Tulare

## Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

All Students (Default)

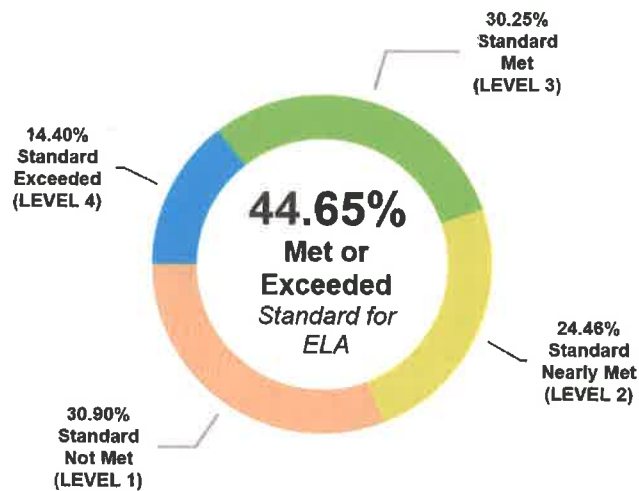
School Type:

All Schools



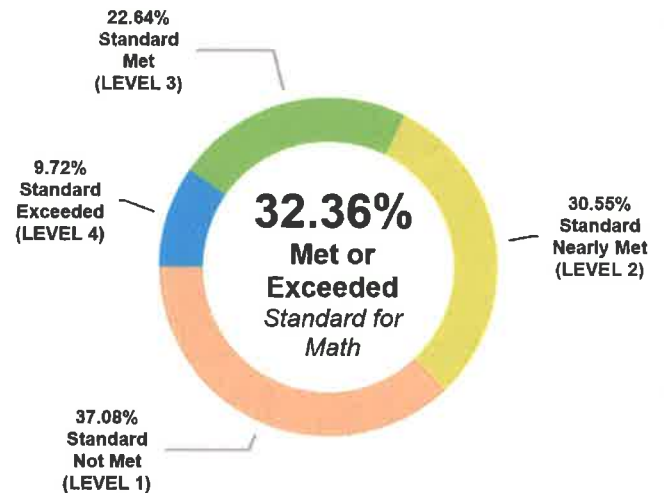
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

**School: Lincoln Elementary**

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

## Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

All Students (Default)

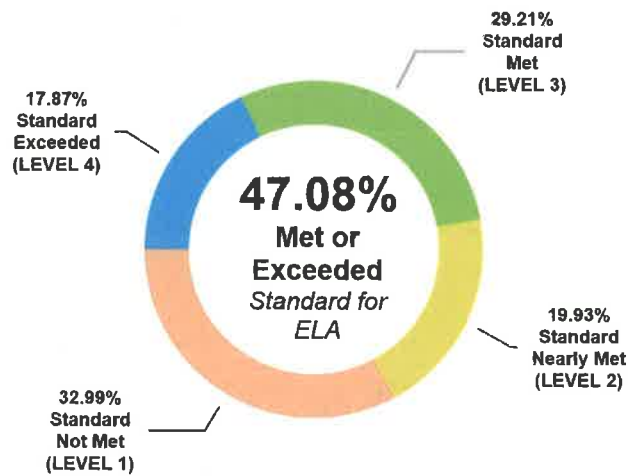
School Type:

All Schools



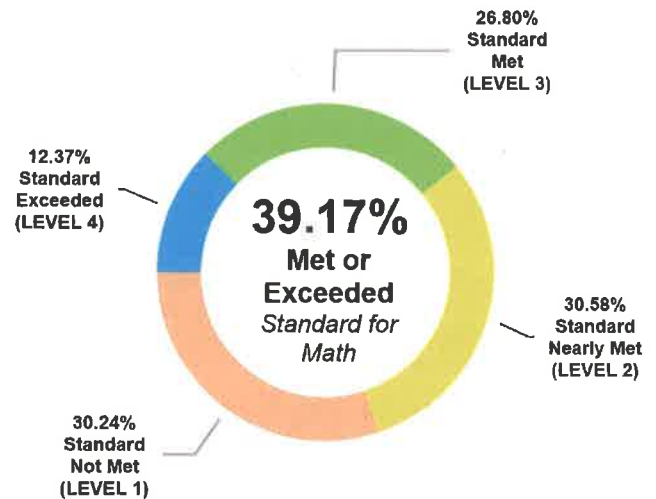
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

### Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

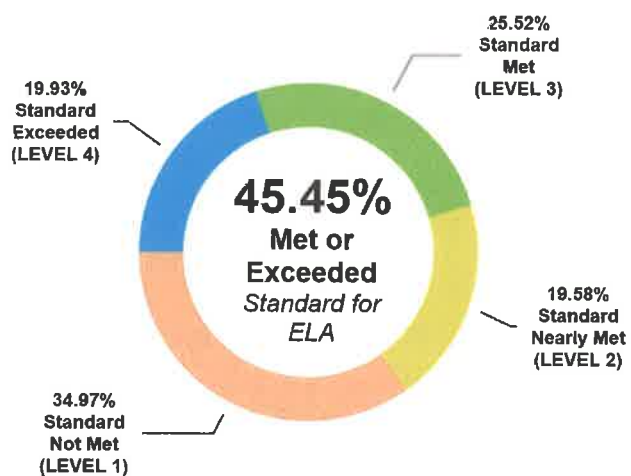
All Students (Default)

School Type:

All Schools

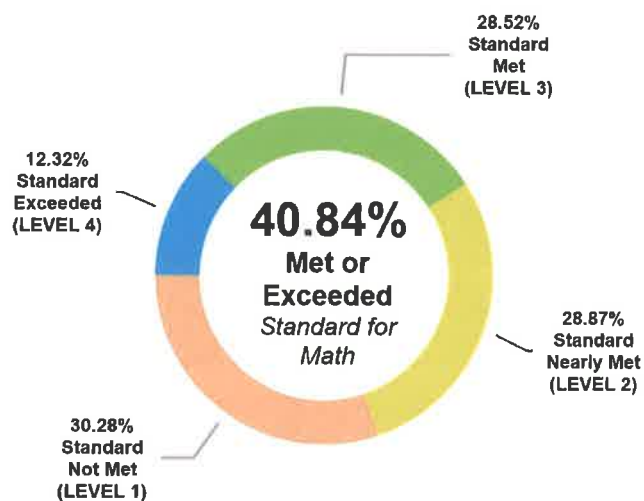
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

### Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

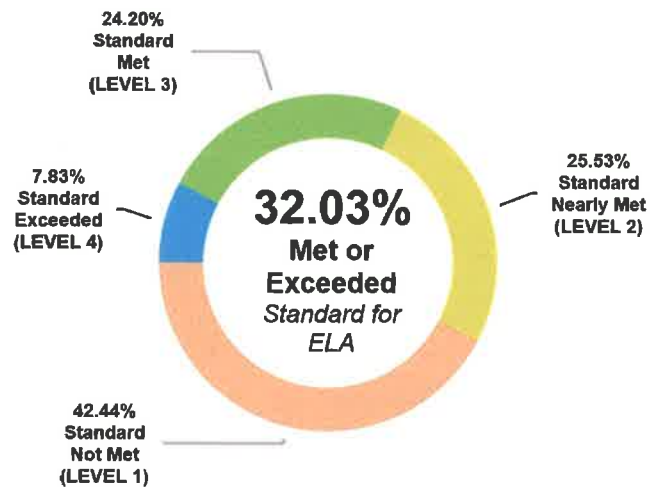
All Students (Default)

School Type:

All Schools

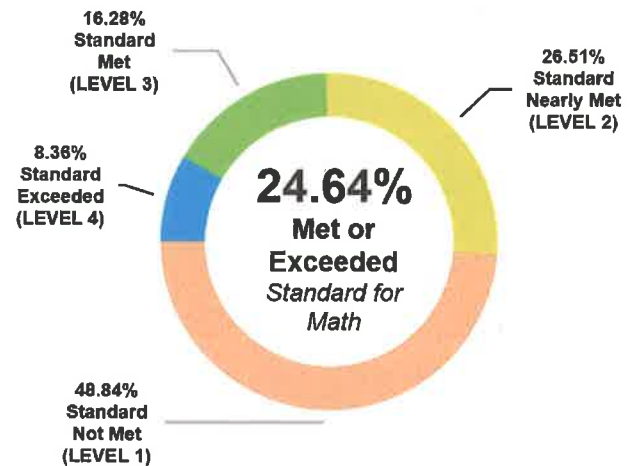
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level



VIEW DETAILED TEST RESULTS





## School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

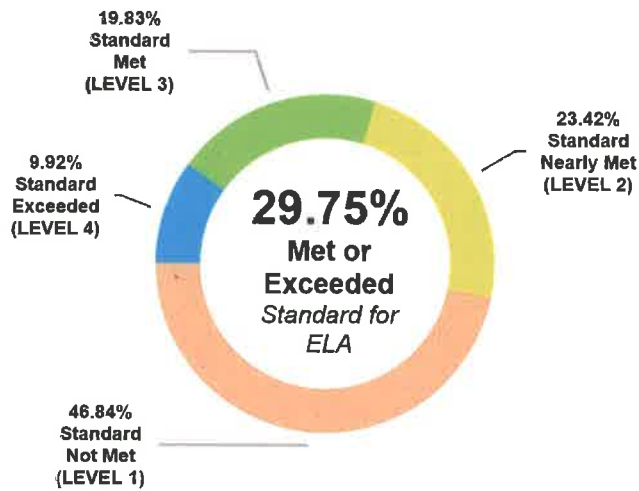
All Students (Default)

School Type:

All Schools

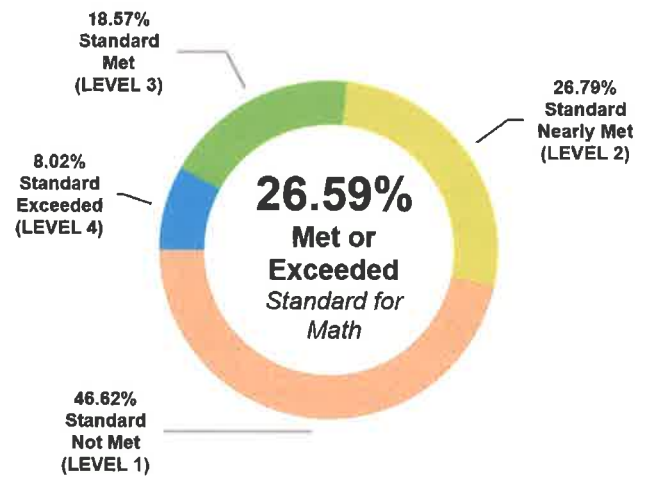
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

## School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

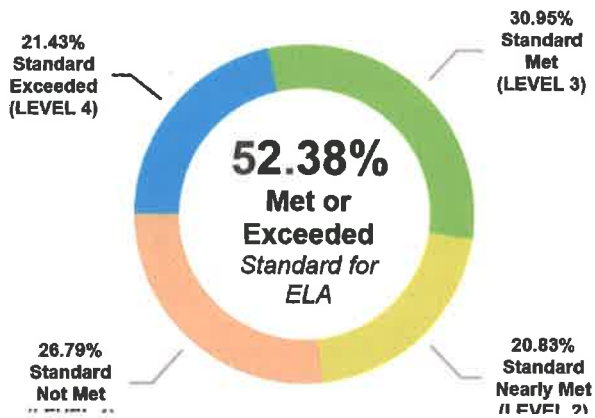
All Students (Default)

School Type:

All Schools

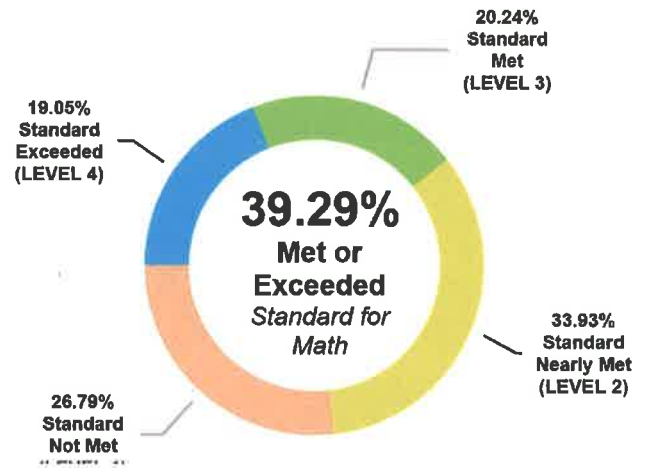
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

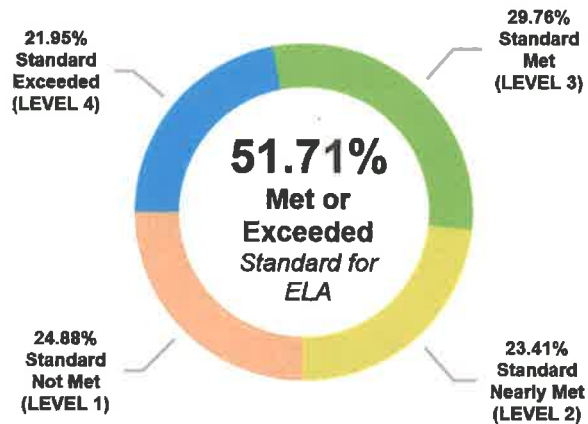
All Students (Default)

School Type:

All Schools

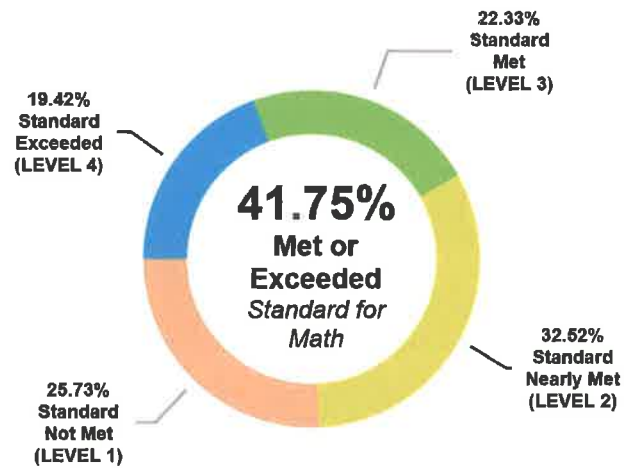
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## District: Exeter Unified

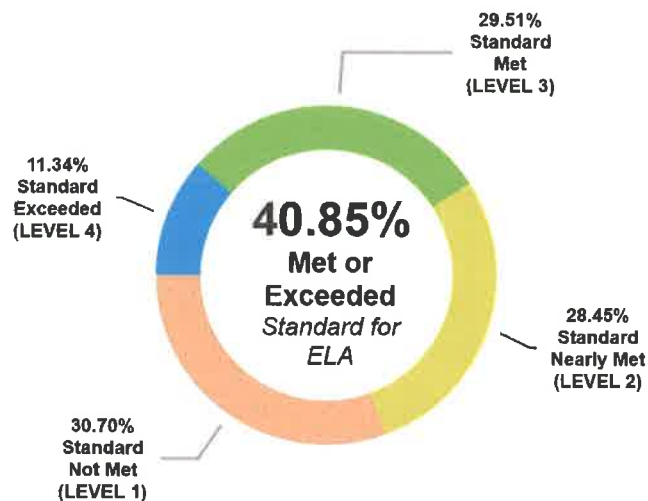
CDS Code: 54-76836-0000000 | County: Tulare

### Report Options

<b>Year:</b>	<b>Grade:</b>	<b>Student Group:</b>	<b>School Type:</b>
2016-17	All Grades	All Students (Default)	All Schools

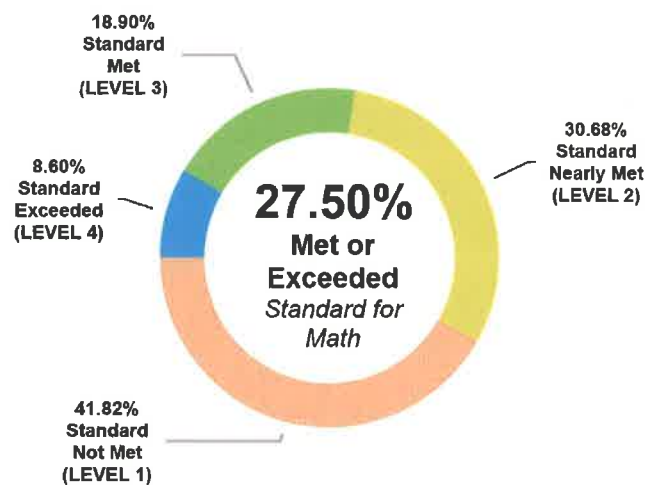
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

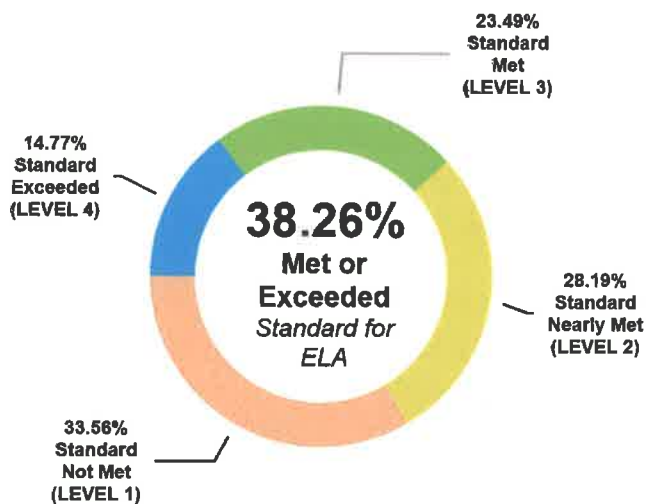
All Students (Default)

School Type:

All Schools

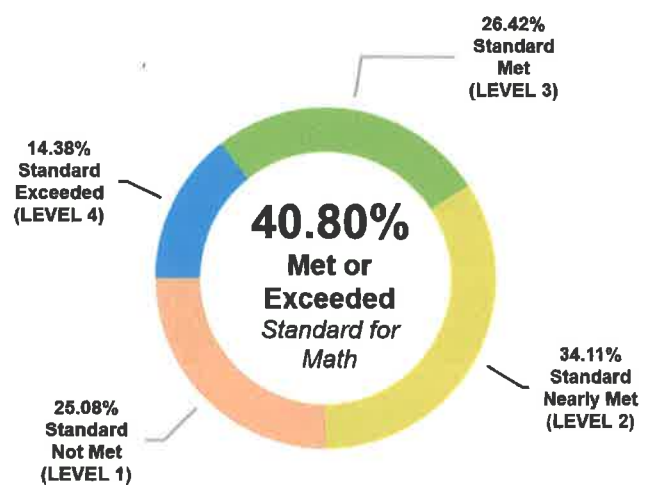
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

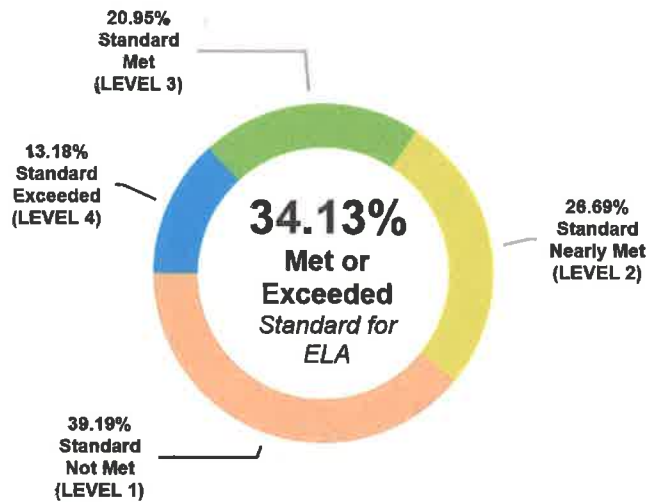
All Students (Default)

School Type:

All Schools

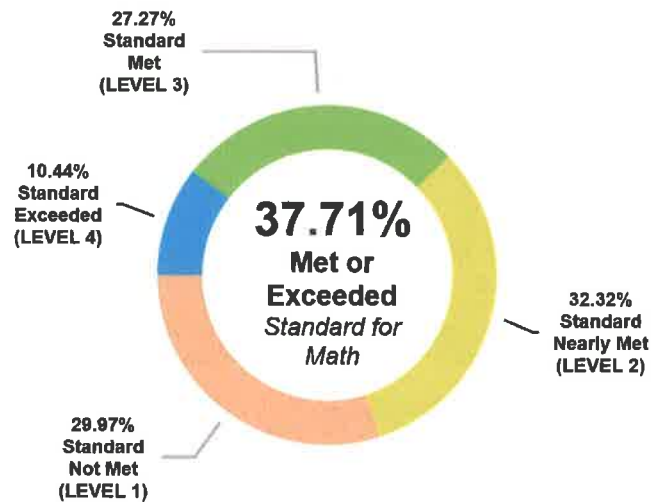
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION | ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

## Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

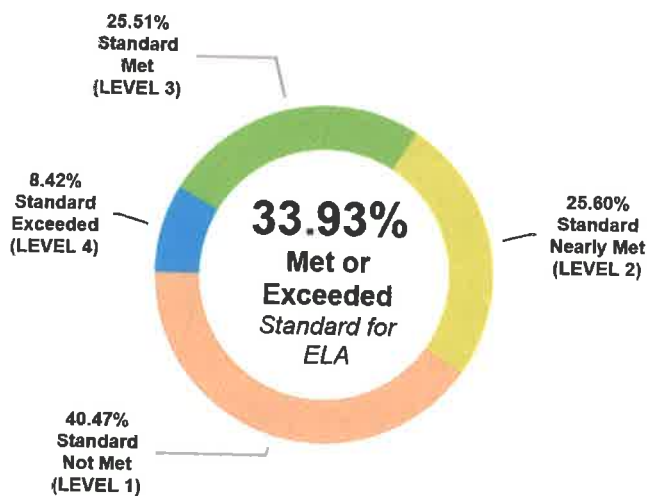
All Students (Default)

School Type:

All Schools

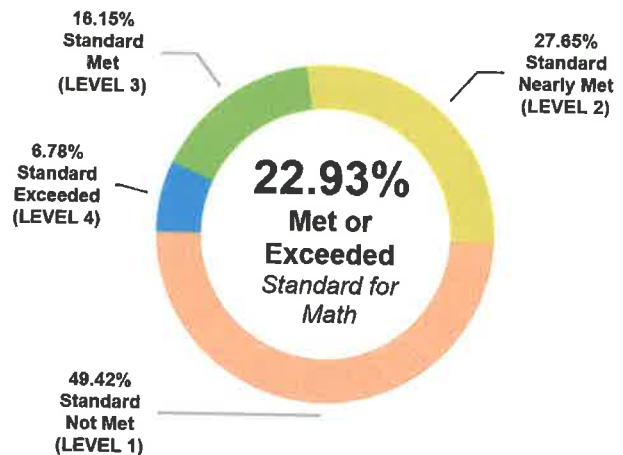
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

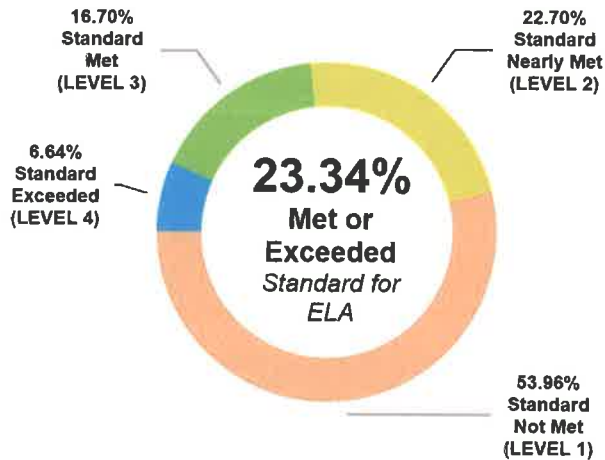
All Students (Default)

School Type:

All Schools

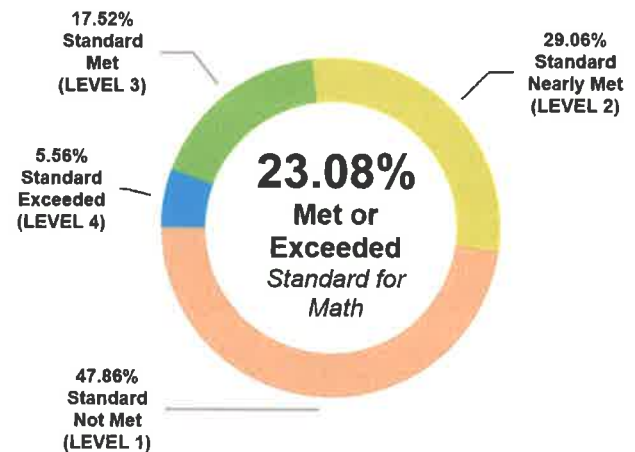
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION | ELEMENTARY SCHOOL

## Hispanic-Latino Students:

Sequoia Union Charter School – Hispanic Students also score at least equal, and in most all cases better, than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located taking into account the composition of the pupil population that is served at the charter school.

District/School	2018-19 Reading	2018-19 Math	2017-18 Reading	2017-18 Math	2016-17 Reading	2016-17 Math
Sequoia Charter	39.68%	20.63%	41.27%	26.98%	38.89%	22.22%
Sequoia Union E.S.D.	41.89%	20.27%	42.26%	29.58%	38.46%	24.62%
Exeter Unified	38.05%	25.82%	39.67%	27.75%	33.64%	23.22%
Lincoln Elementary	34.83%	28.36%	39.15%	34.39%	29.08%	35.03%
Rocky Hill Elementary	43.15%	33.67%	43.17%	37.56%	27.60%	31.61%
Woodlake Unified	34.17%	23.31%	31.86%	24.30%	33.98%	23.14%
Castle Rock Elementary	30.60%	26.20%	28.31%	28.54%	24.06%	23.54%





# SEQUOIA UNION ELEMENTARY SCHOOL

## School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Ethnicity

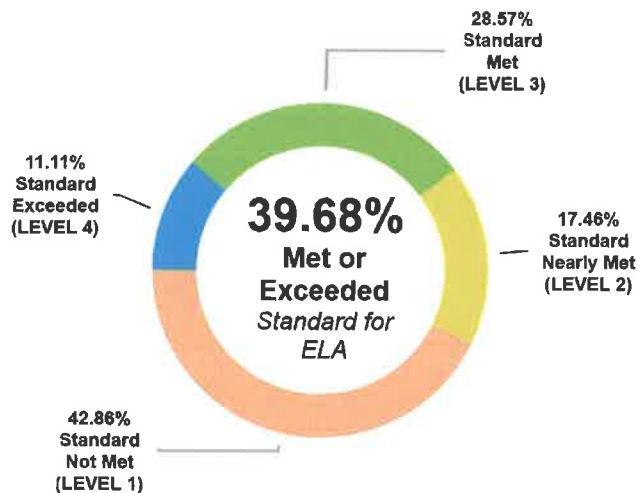
Hispanic or Latino

School Type:

All Schools

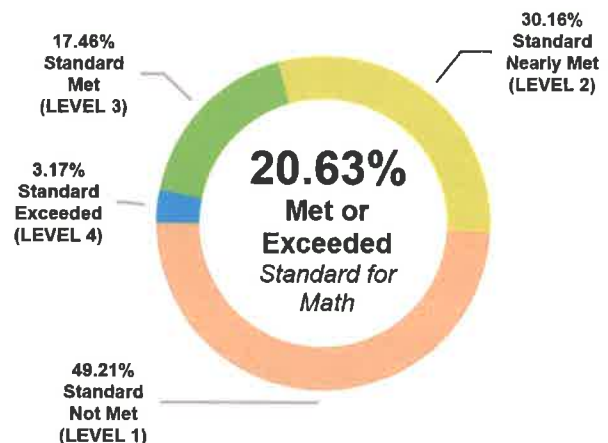
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION | ELEMENTARY SCHOOL

## District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Ethnicity

Hispanic or Latino

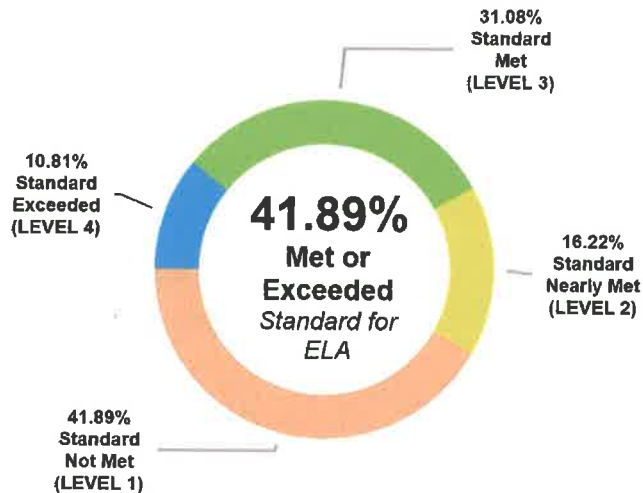
School Type:

All Schools



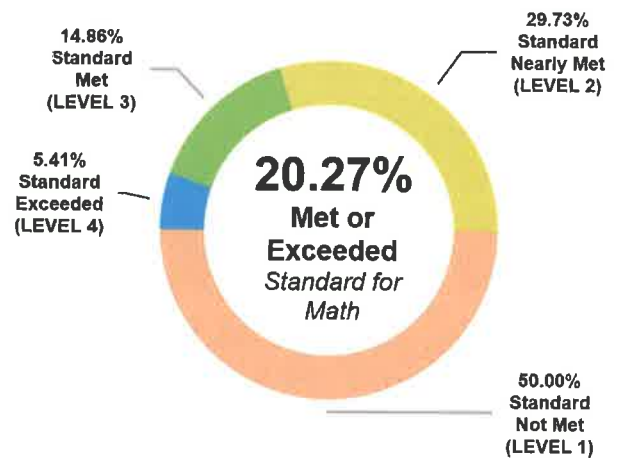
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

## Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Ethnicity

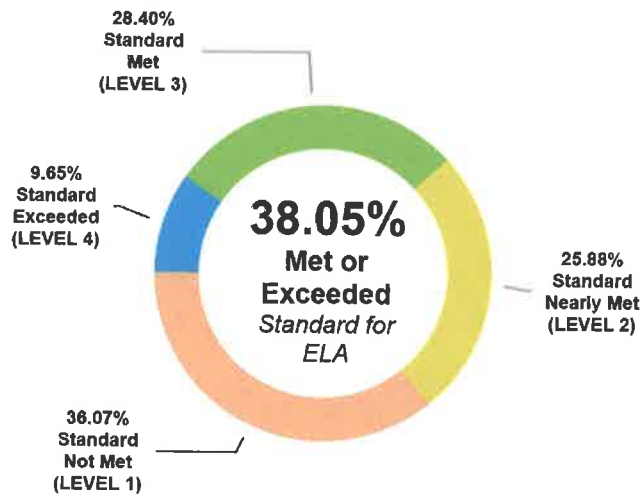
Hispanic or Latino

School Type:

All Schools

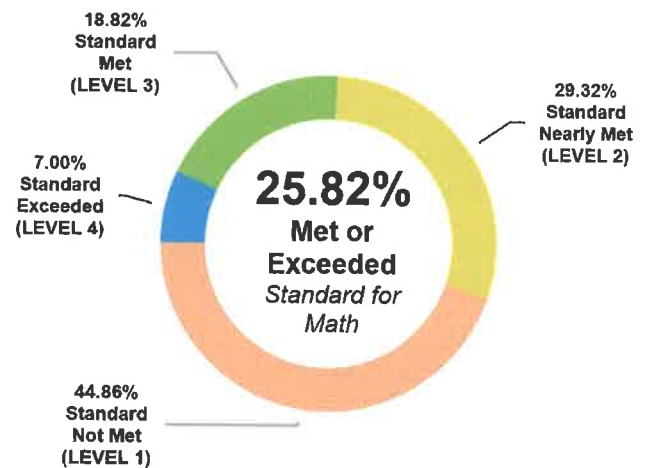
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Ethnicity

Hispanic or Latino

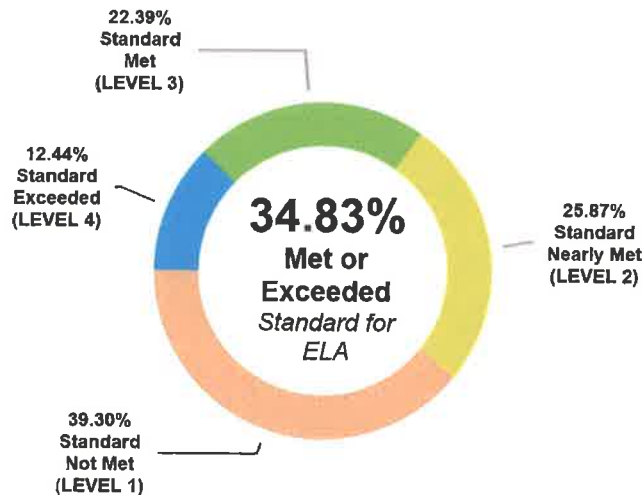
School Type:

All Schools



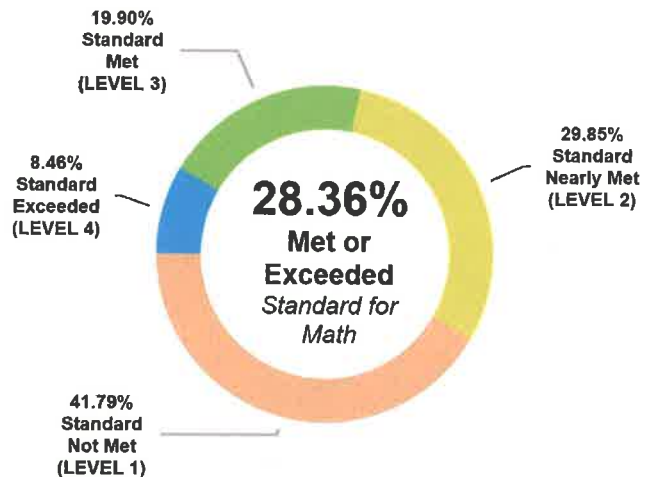
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Ethnicity

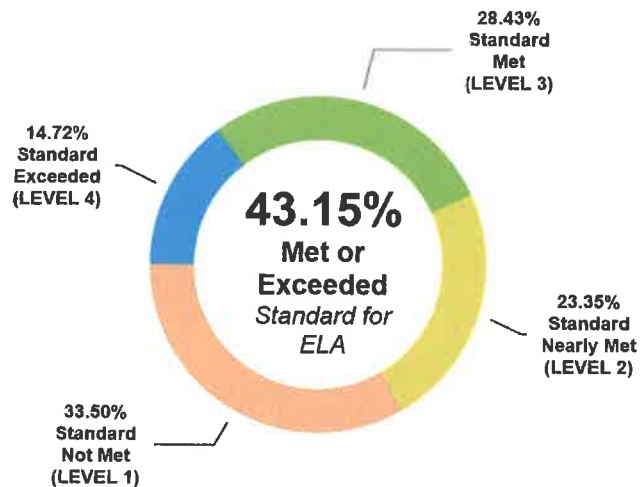
Hispanic or Latino

School Type:

All Schools

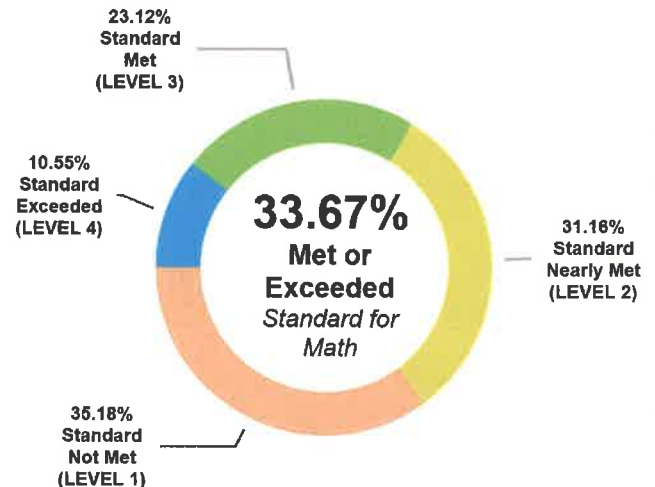
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

**District: Woodlake Unified**

CDS Code: 54-76794-0000000 | County: Tulare

## Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Ethnicity

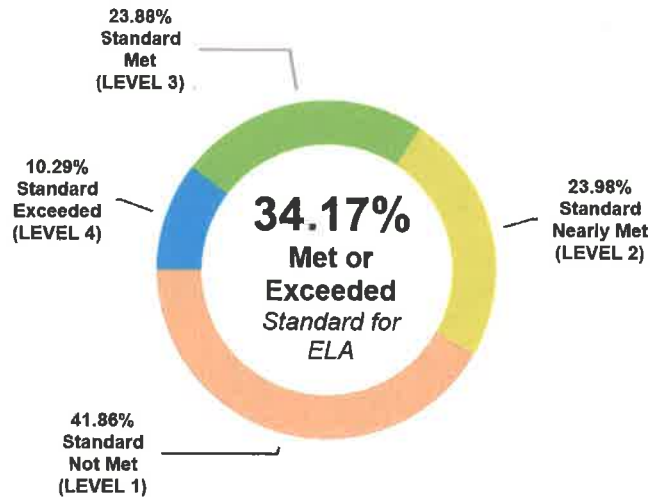
Hispanic or Latino

School Type:

All Schools

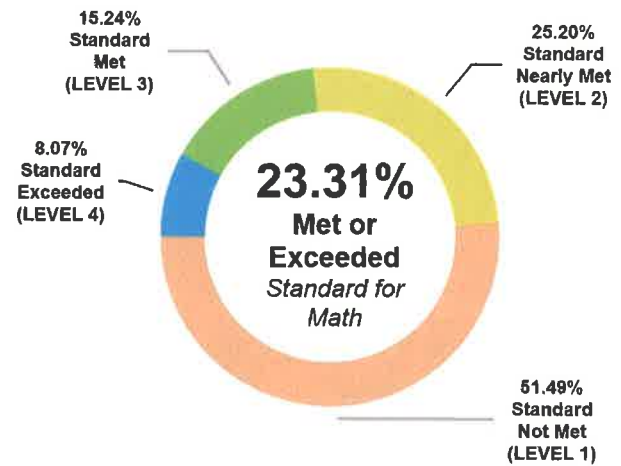
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Ethnicity

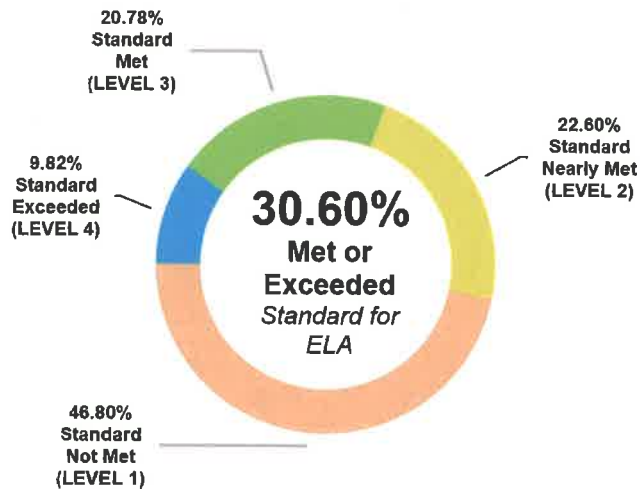
Hispanic or Latino

School Type:

All Schools

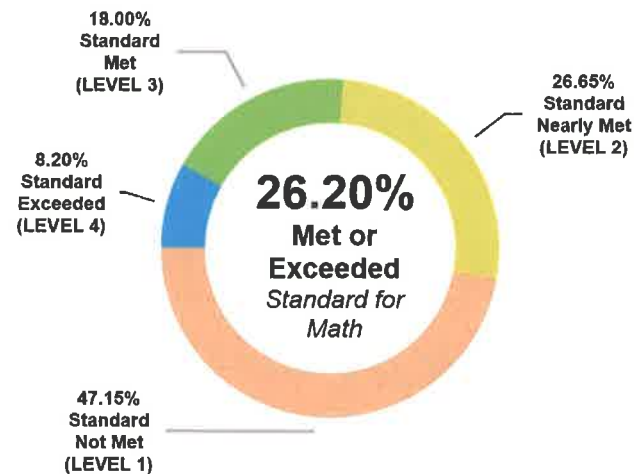
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

## School: Sequoia Elementary Charter

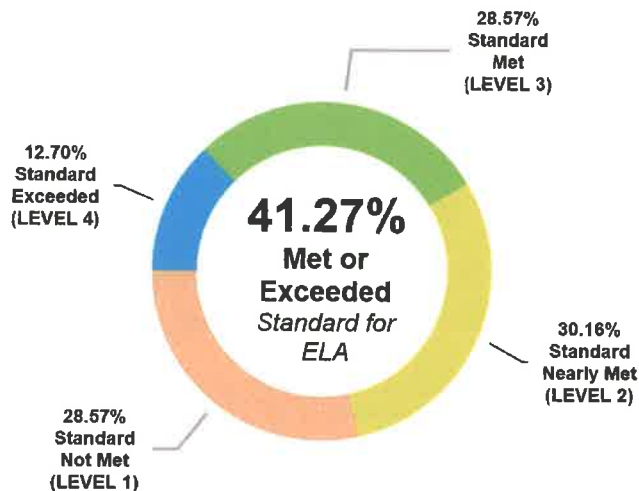
CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

### Report Options

<b>Year:</b>	<b>Grade:</b>	<b>Student Group:</b>	<b>School Type:</b>
2017-18	All Grades	Ethnicity	All Schools
		Hispanic or Latino	

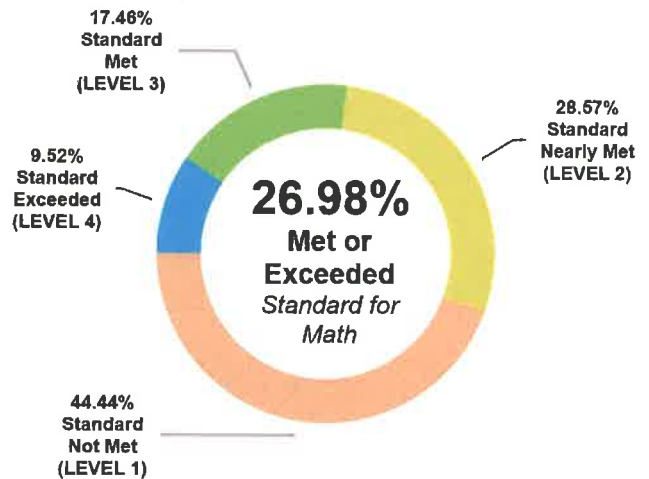
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

## District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

### Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

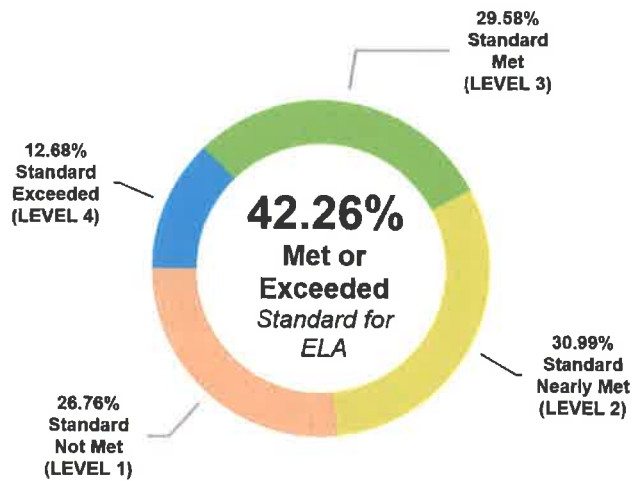
Hispanic or Latino

School Type:

All Schools

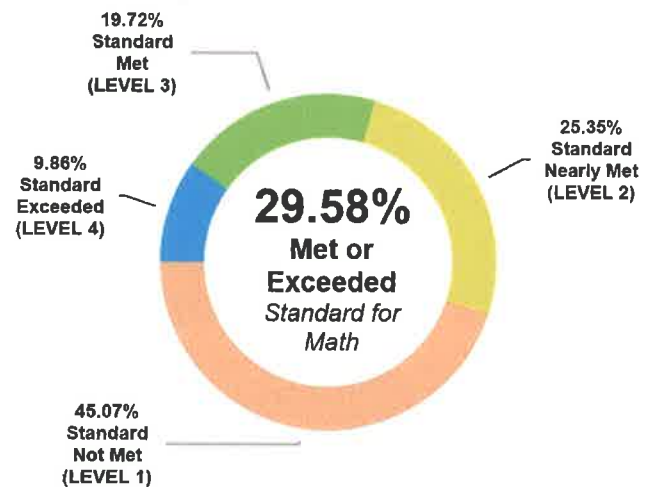
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

## Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

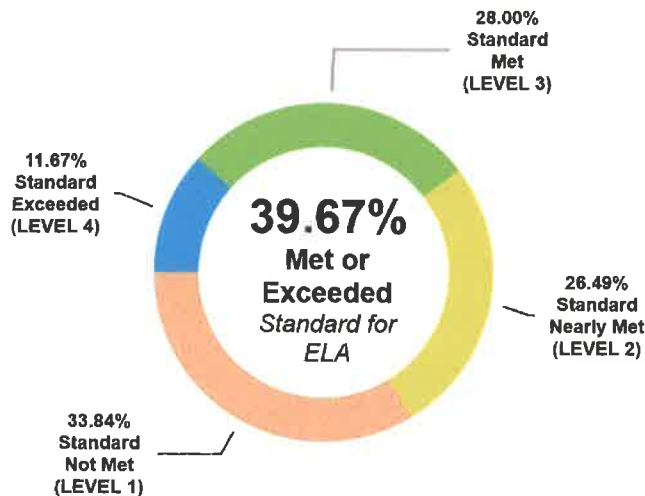
Hispanic or Latino

School Type:

All Schools

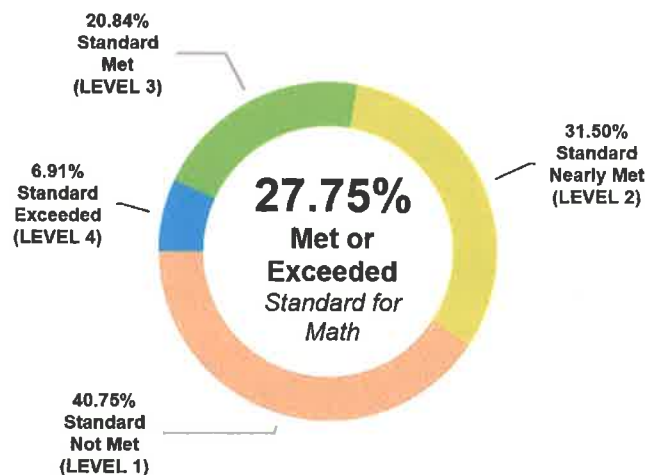
## ELA

Percent of students within each achievement level



## Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

**School: Lincoln Elementary**

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

## Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

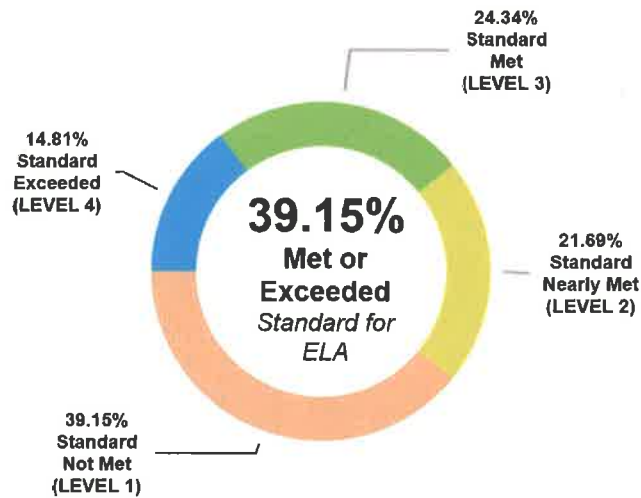
Hispanic or Latino

School Type:

All Schools

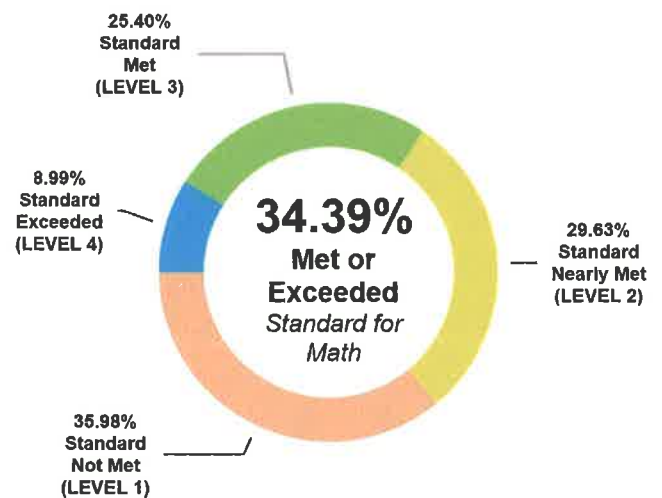
## ELA

Percent of students within each achievement level



## Mathematics

Percent of students within each achievement level







## School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

### Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

Hispanic or Latino

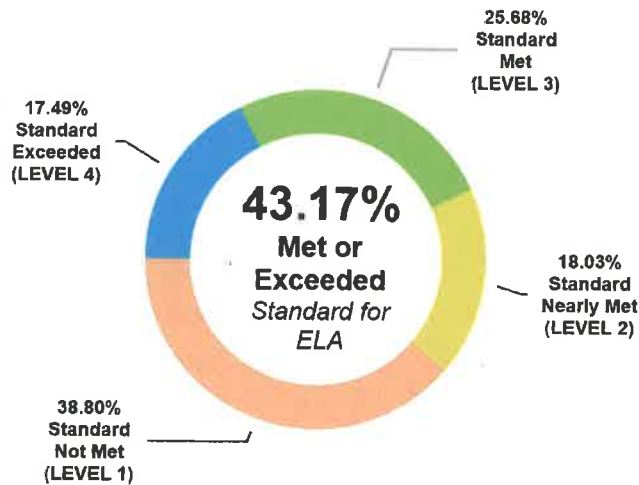
School Type:

All Schools



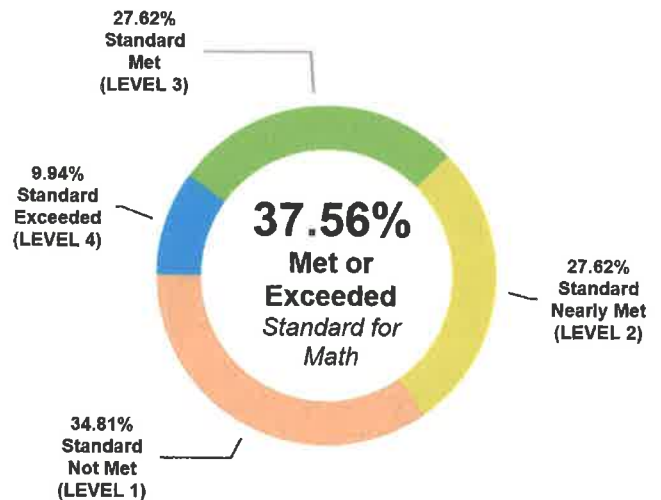
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

## Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

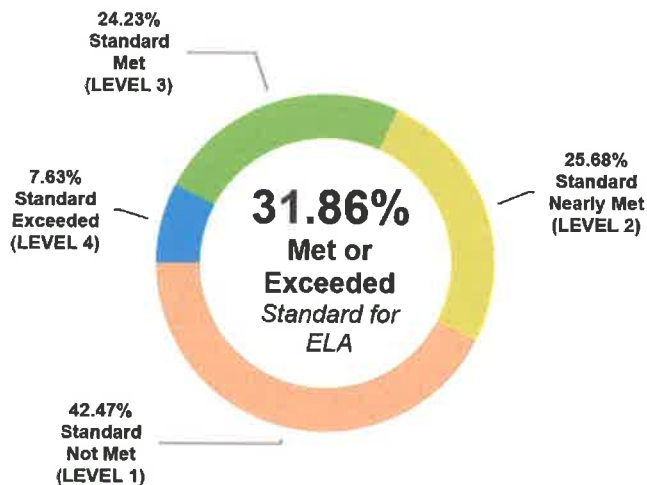
Hispanic or Latino

School Type:

All Schools

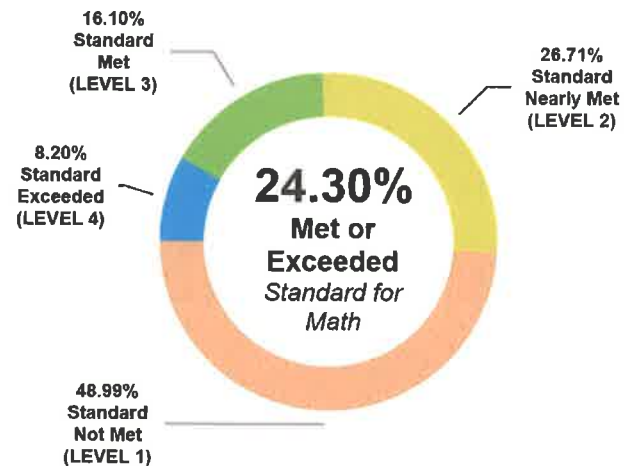
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

### Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

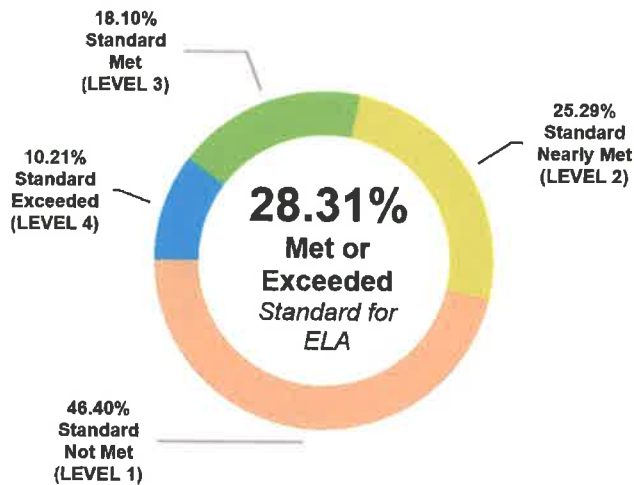
Hispanic or Latino

School Type:

All Schools

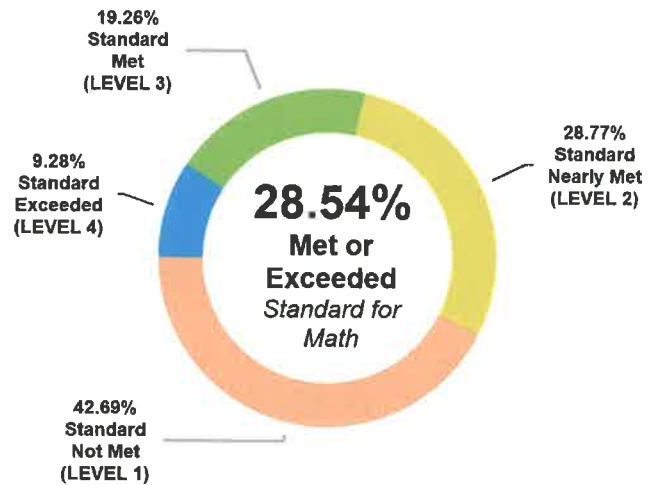
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION | ELEMENTARY SCHOOL

## School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

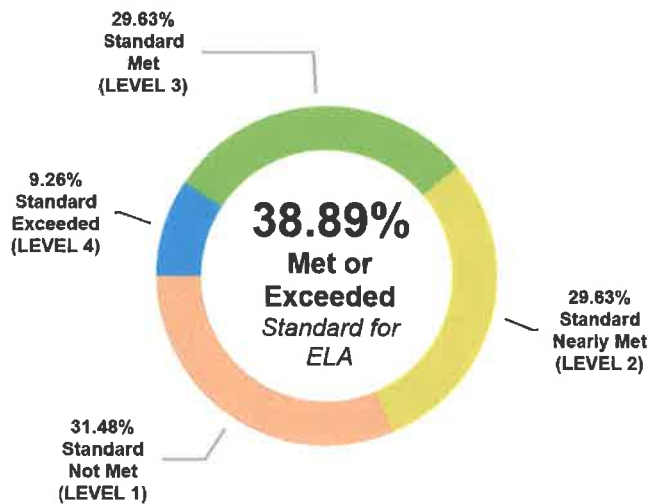
Hispanic or Latino

School Type:

All Schools

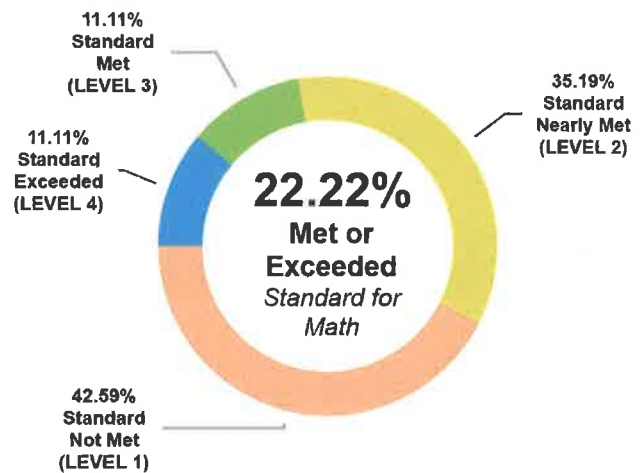
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

## District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

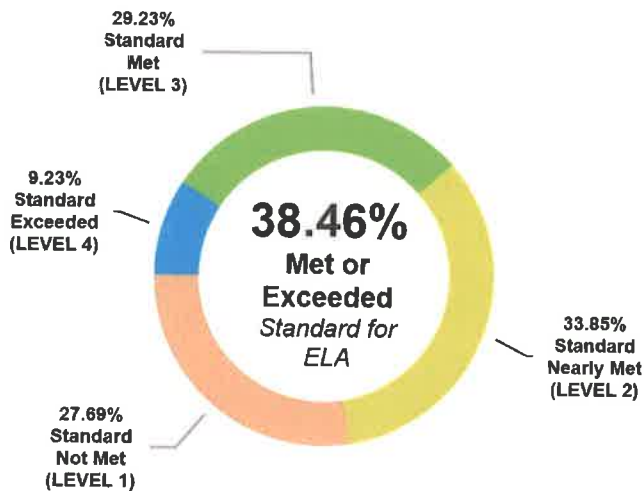
Hispanic or Latino

School Type:

All Schools

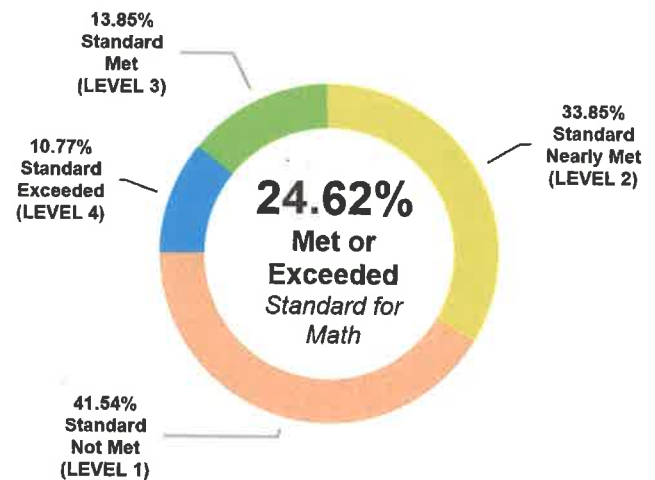
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

## Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

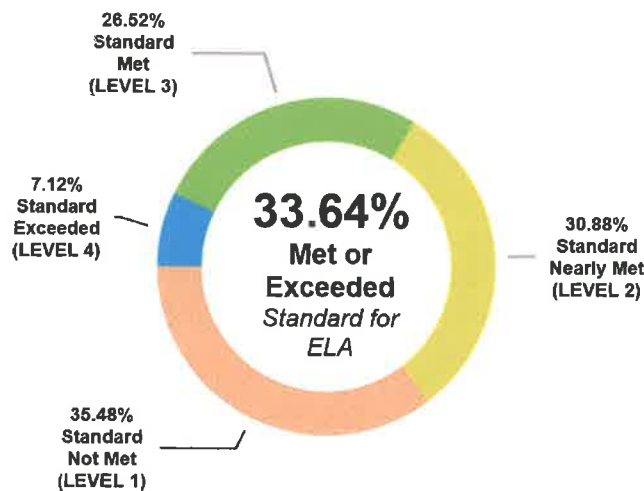
Hispanic or Latino

School Type:

All Schools

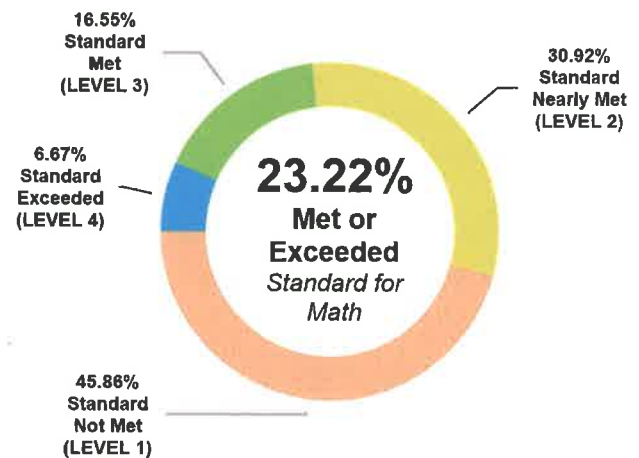
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

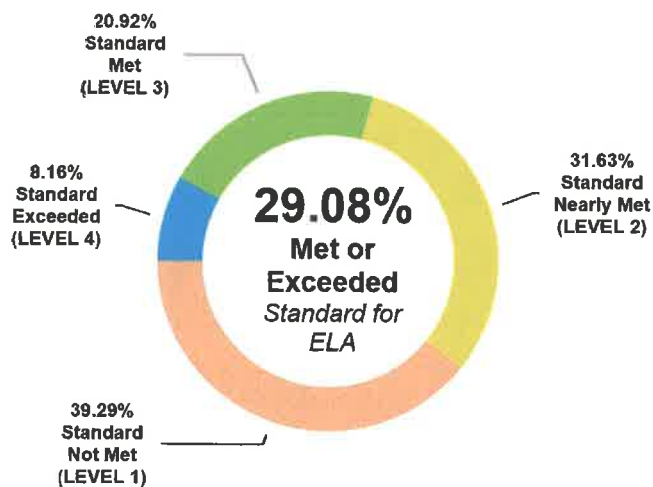
Hispanic or Latino

School Type:

All Schools

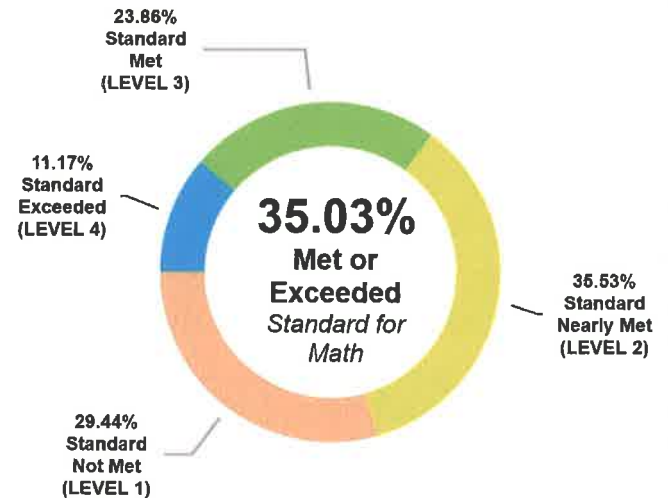
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

**School: Rocky Hill Elementary**

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

## Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

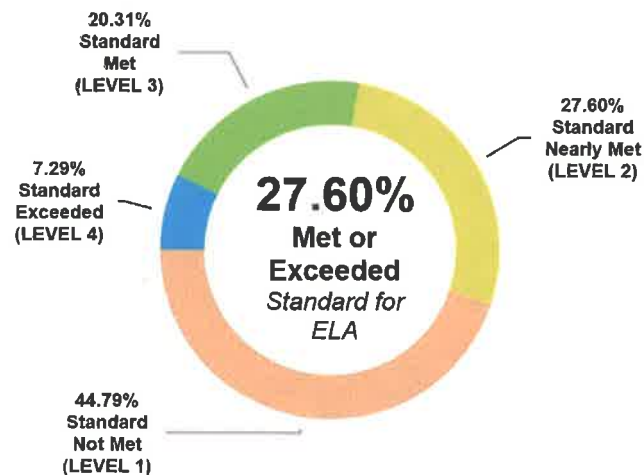
Hispanic or Latino

School Type:

All Schools

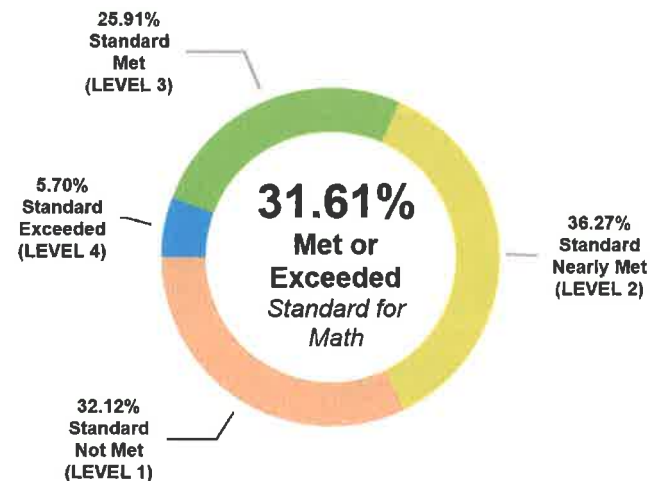
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

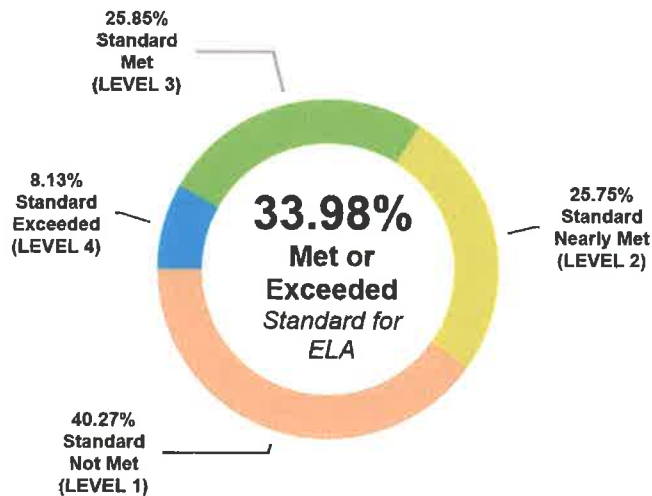
CDS Code: 54-76794-0000000 | County: Tulare

## Report Options

Year:	Grade:	Student Group:	School Type:
2016-17	All Grades	Ethnicity	All Schools
		Hispanic or Latino	

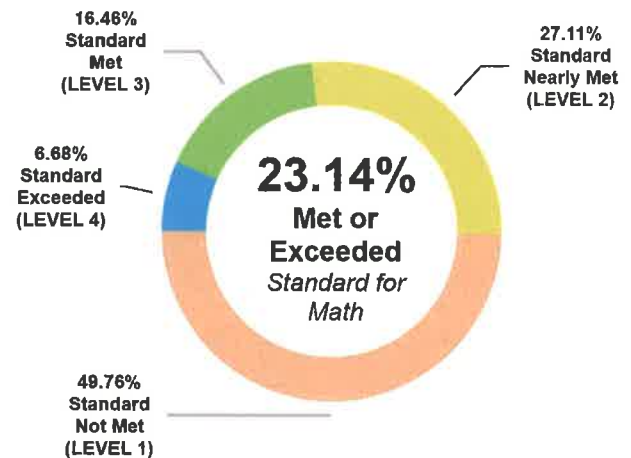
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

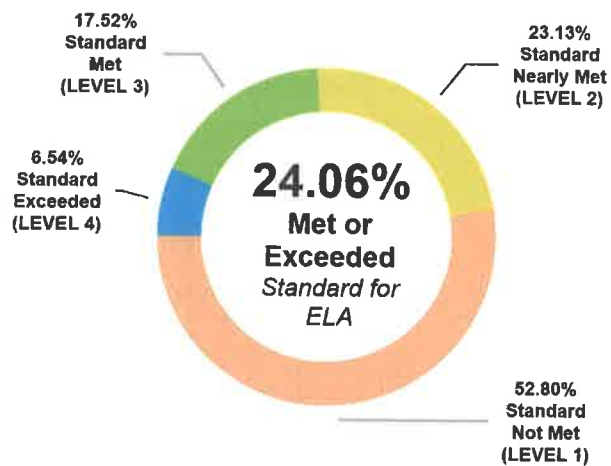
Hispanic or Latino

School Type:

All Schools

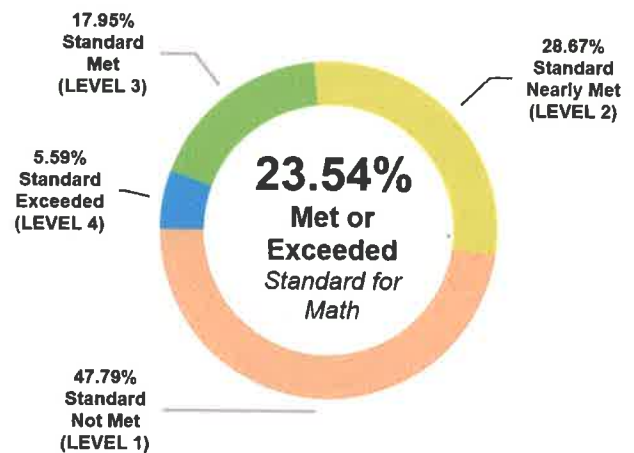
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION | ELEMENTARY SCHOOL

## Economically Disadvantaged Students:

Sequoia Union – Economically Disadvantaged Students also score at least equal, and in almost all cases better, than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located taking into account the composition of the pupil population that is served at the charter school.

District/School	2018-19 Reading	2018-19 Math	2017-18 Reading	2017-18 Math	2016-17 Reading	2016-17 Math
Sequoia Charter	38.75%	18.75%	51.72%	33.33%	44.58%	32.53%
Sequoia Union E.S.D.	39.58%	17.53%	48.98%	33.68%	46.24%	34.04%
Exeter Unified	37.65%	25.20%	38.01%	26.80%	31.77%	23.55%
Lincoln Elementary	35.19%	29.17%	41.97%	33.33%	30.42%	36.70%
Rocky Hill Elementary	42.25%	32.10%	38.09%	32.53%	21.21%	21.92%
Woodlake Unified	31.13%	21.49%	30.24%	23.72%	30.92%	21.44%
Castle Rock Elementary	28.70%	24.77%	26.00%	26.70%	23.34%	23.08%





## School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Economic Status

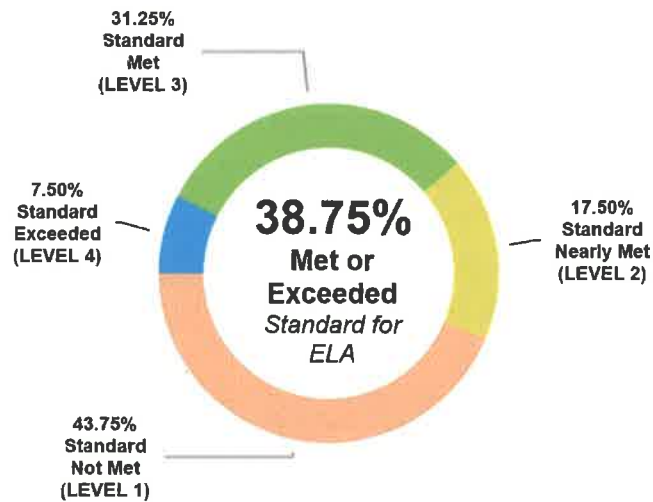
Economically disadvantaged

School Type:

All Schools

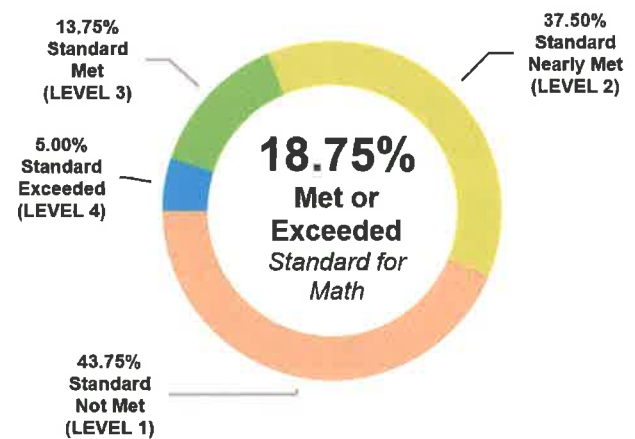
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

**District: Sequoia Union Elementary**

CDS Code: 54-72116-0000000 | County: Tulare

## Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Economic Status

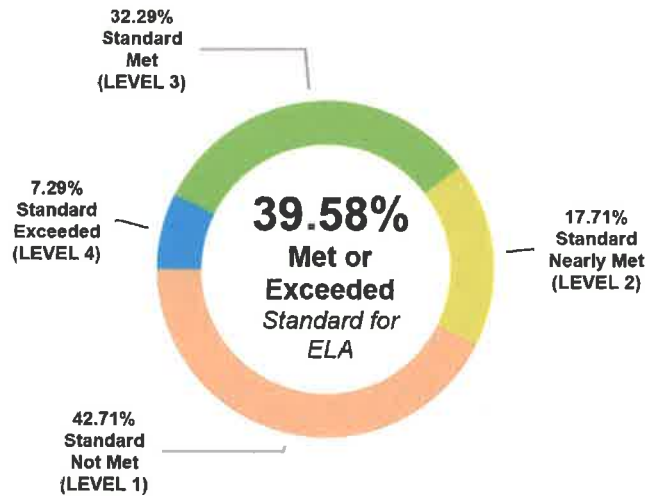
Economically disadvantaged

School Type:

All Schools

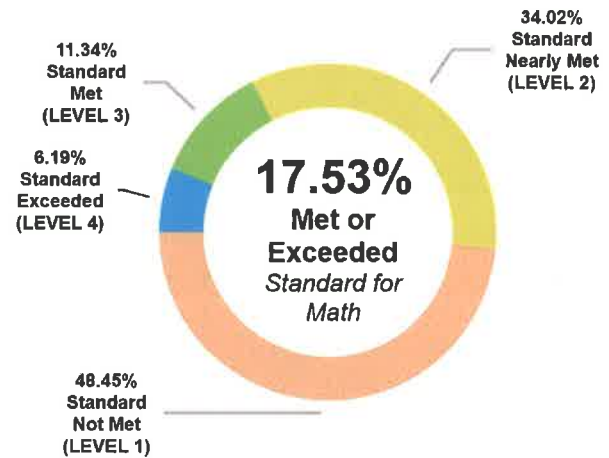
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Economic Status

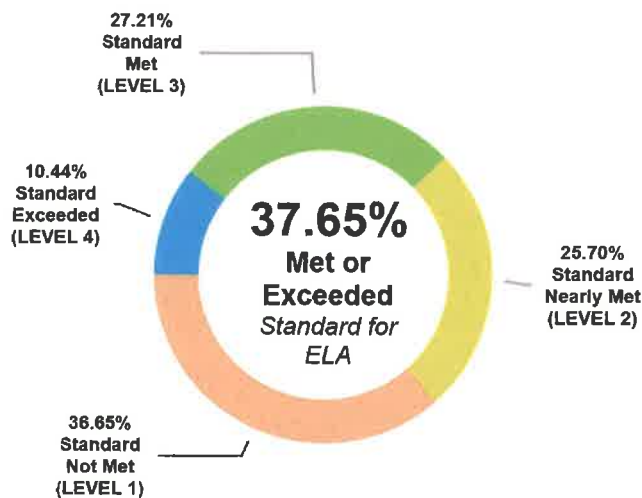
Economically disadvantaged

School Type:

All Schools

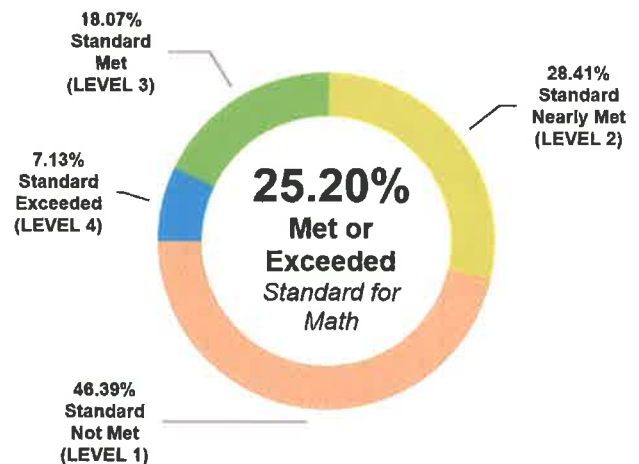
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

## School: Lincoln Elementary

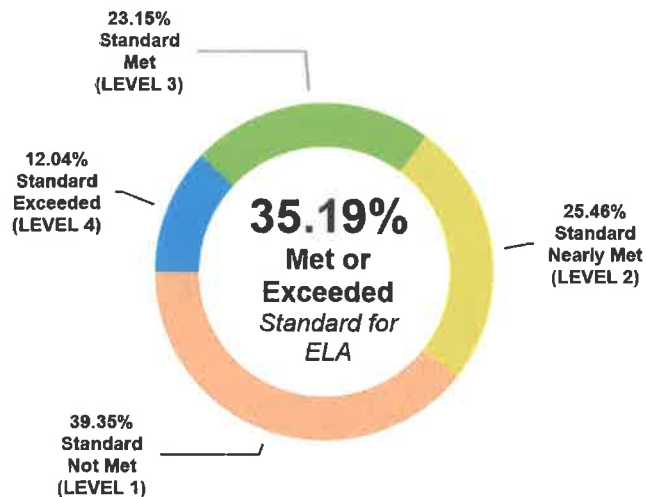
CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

### Report Options

<b>Year:</b>	<b>Grade:</b>	<b>Student Group:</b>	<b>School Type:</b>
2018-19	All Grades	Economic Status	All Schools
		Economically disadvantaged	

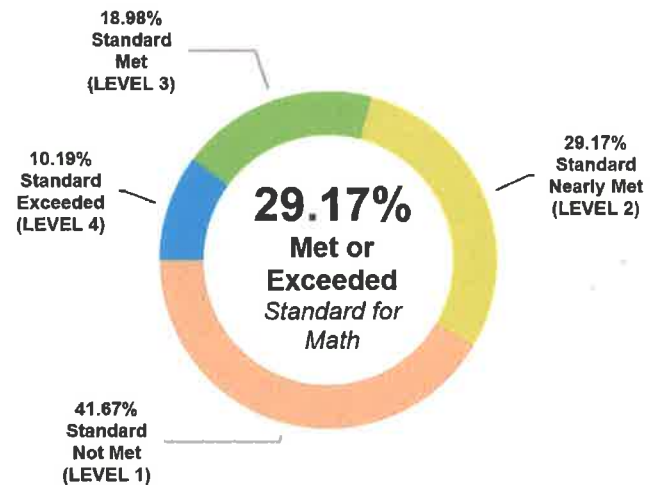
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Economic Status

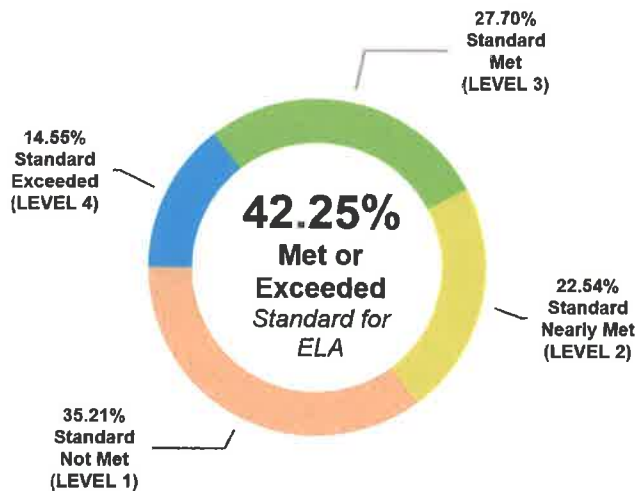
Economically disadvantaged

School Type:

All Schools

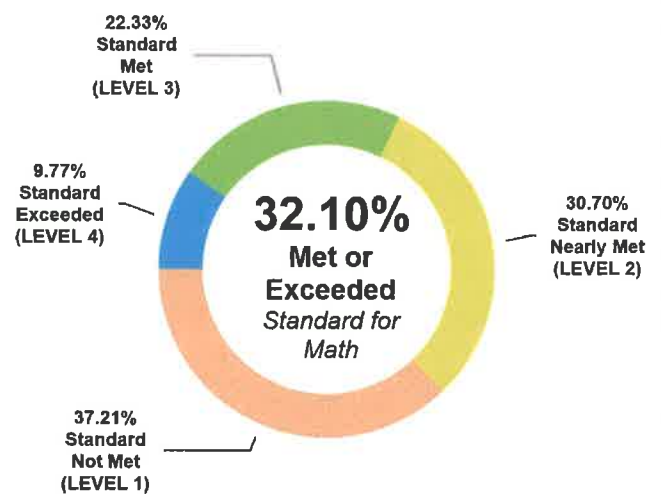
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

**District: Woodlake Unified**

CDS Code: 54-76794-0000000 | County: Tulare

## Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Economic Status

Economically disadvantaged

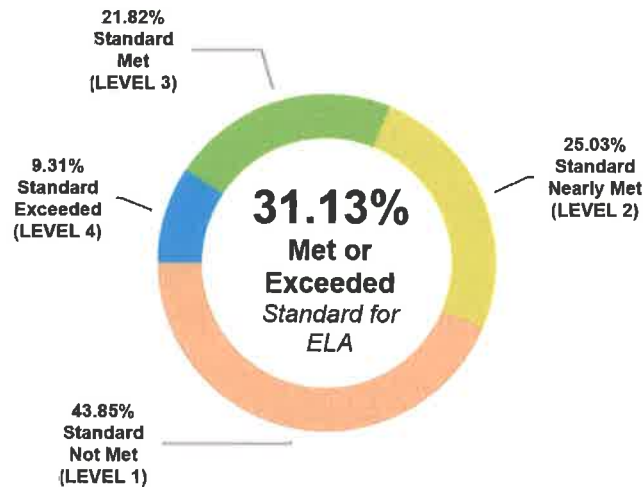
School Type:

All Schools



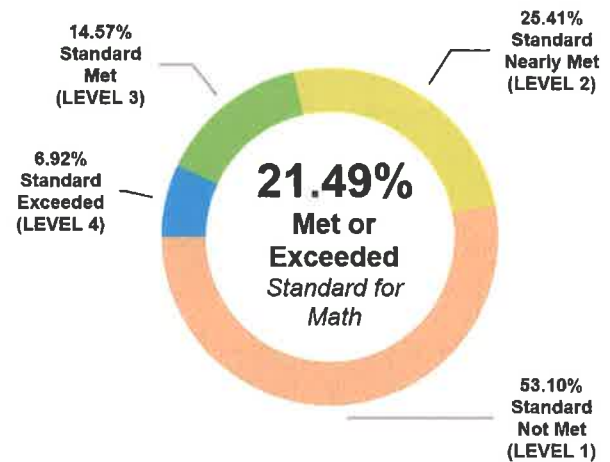
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

## School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

### Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Economic Status

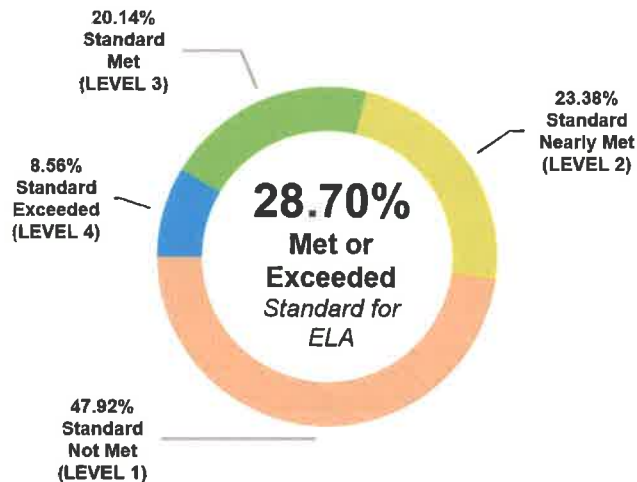
Economically disadvantaged

School Type:

All Schools

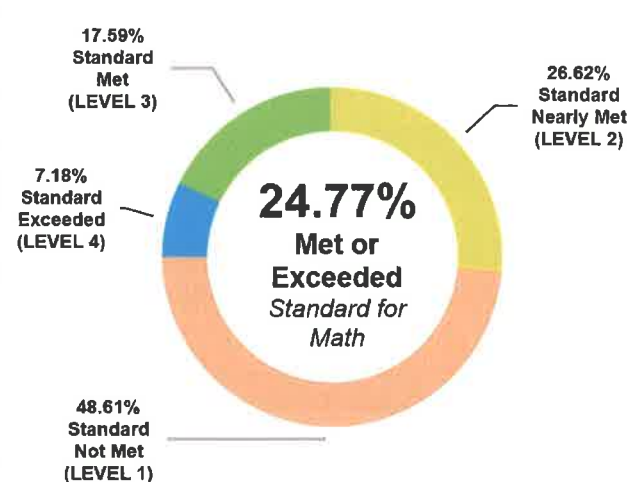
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Sequoia Elementary Charter

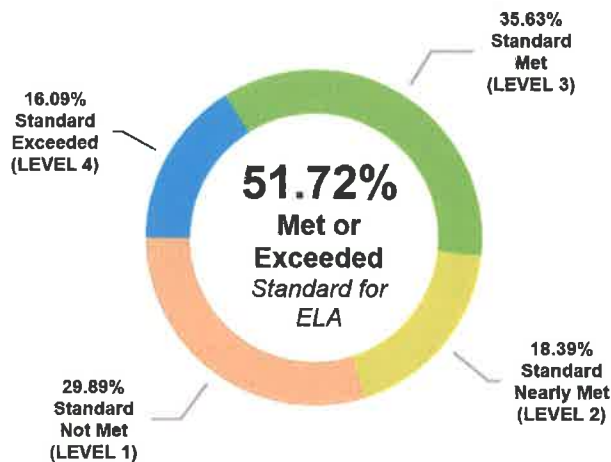
CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

### Report Options

Year:	Grade:	Student Group:	School Type:
2017-18	All Grades	Economic Status	All Schools
		Economically disadvantaged	

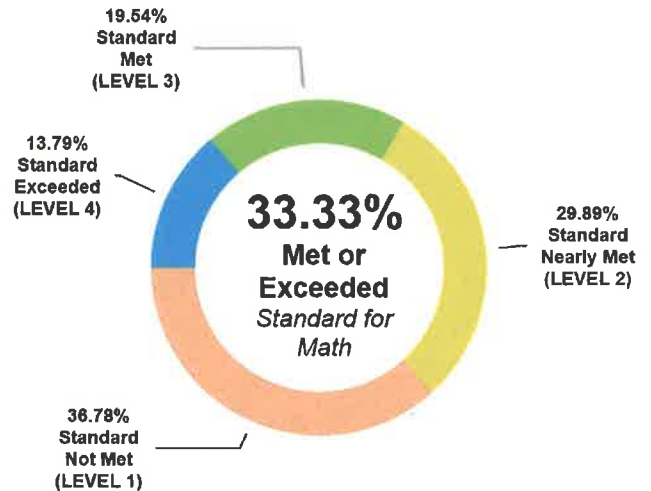
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

## District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

### Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

Economically disadvantaged

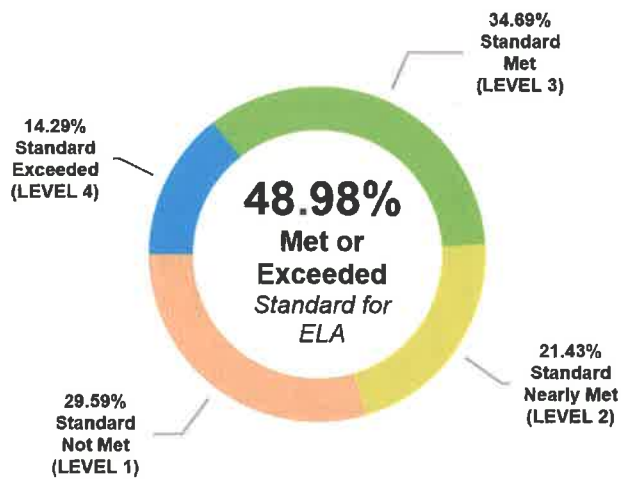
School Type:

All Schools



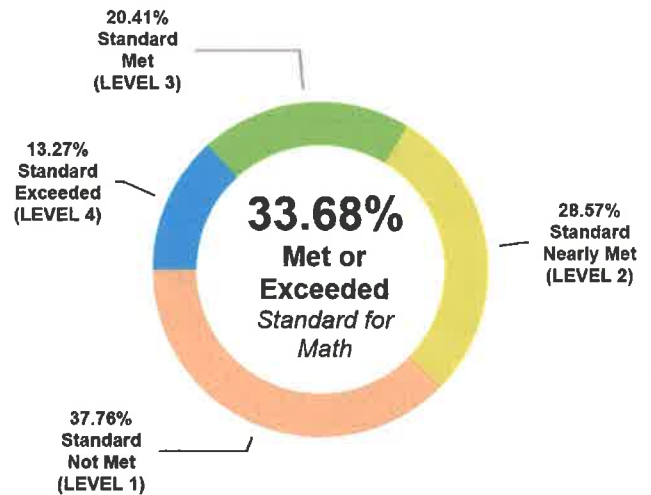
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

**District: Exeter Unified**

CDS Code: 54-76836-0000000 | County: Tulare

## Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

Economically disadvantaged

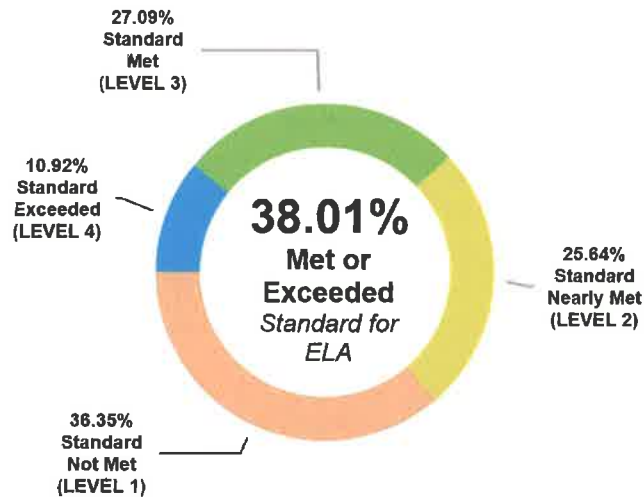
School Type:

All Schools



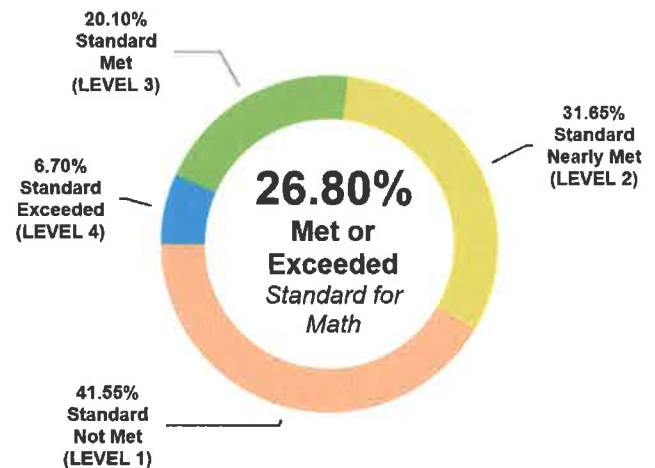
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

**School: Lincoln Elementary**

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

## Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

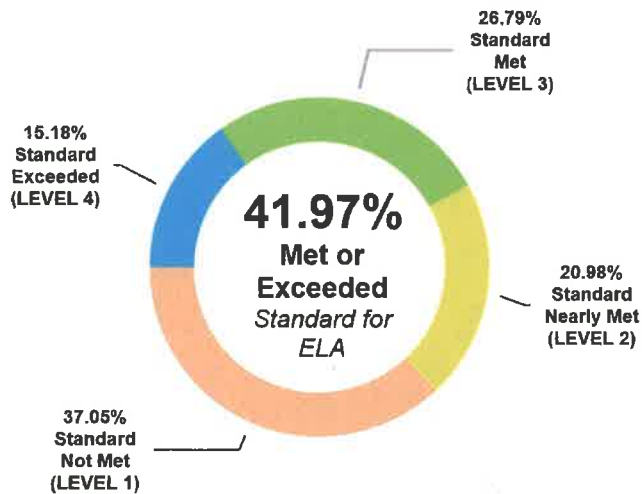
Economically disadvantaged

School Type:

All Schools

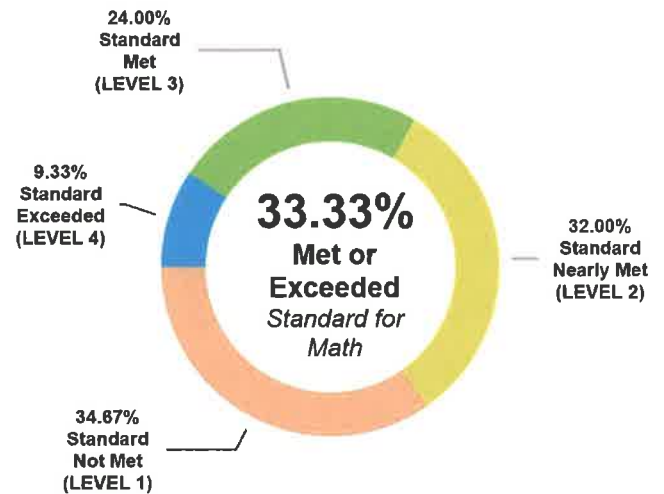
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

### Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

Economically disadvantaged

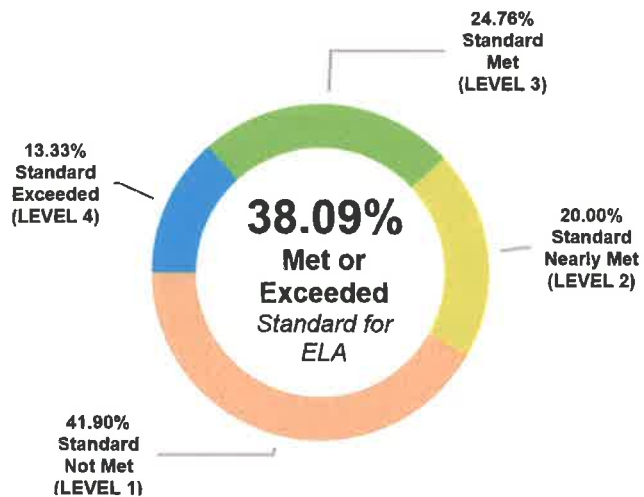
School Type:

All Schools



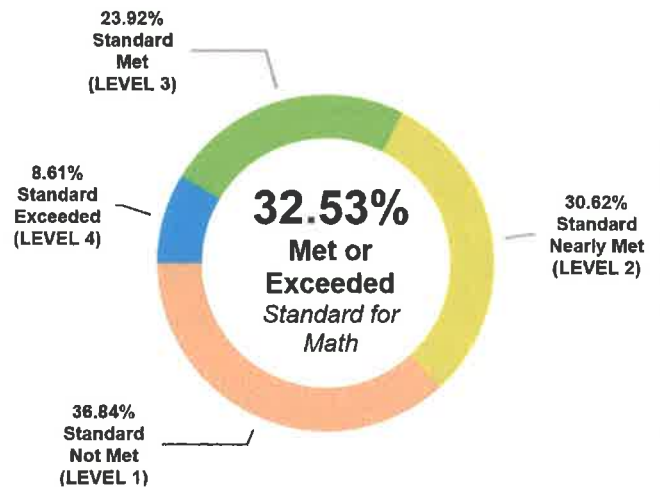
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

## Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

Economically disadvantaged

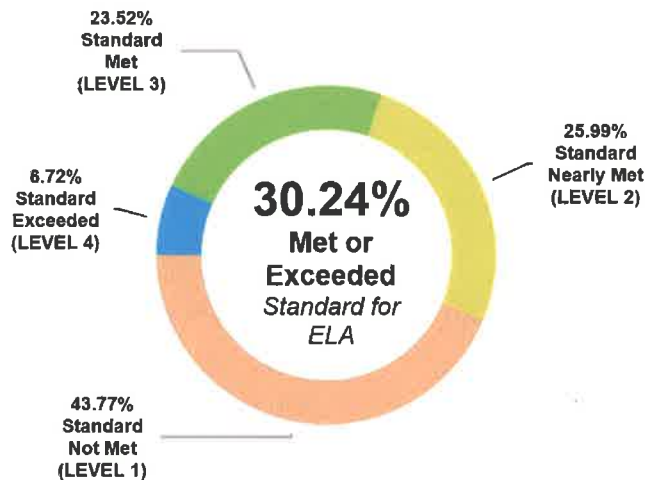
School Type:

All Schools



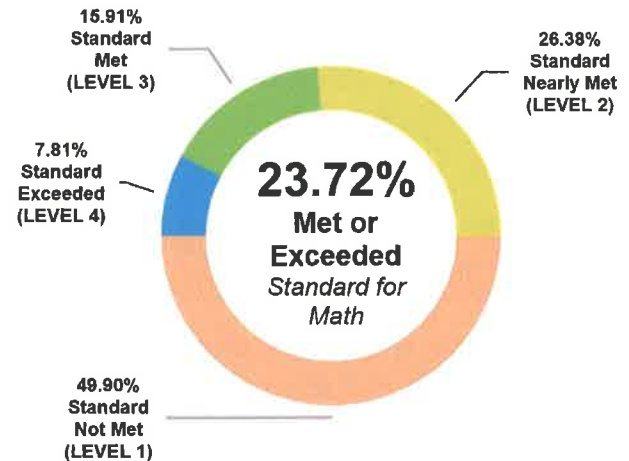
## ELA

Percent of students within each achievement level



## Mathematics

Percent of students within each achievement level







## School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

### Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

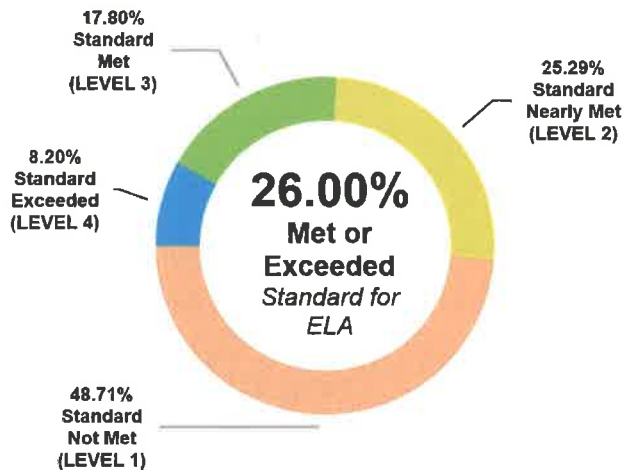
Economically disadvantaged

School Type:

All Schools

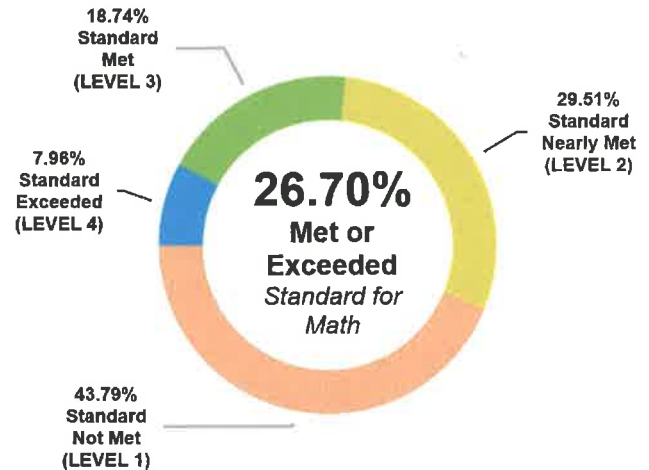
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

## School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Economic Status

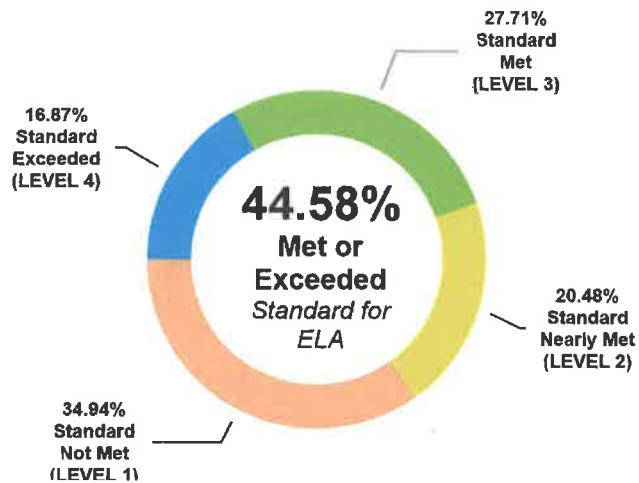
Economically disadvantaged

School Type:

All Schools

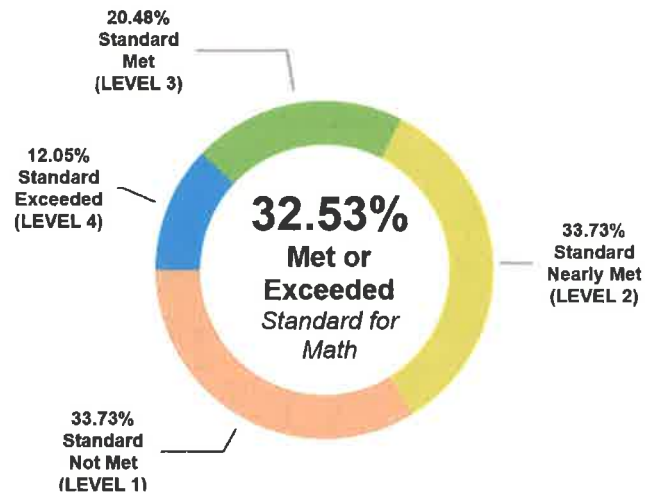
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

## District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Economic Status

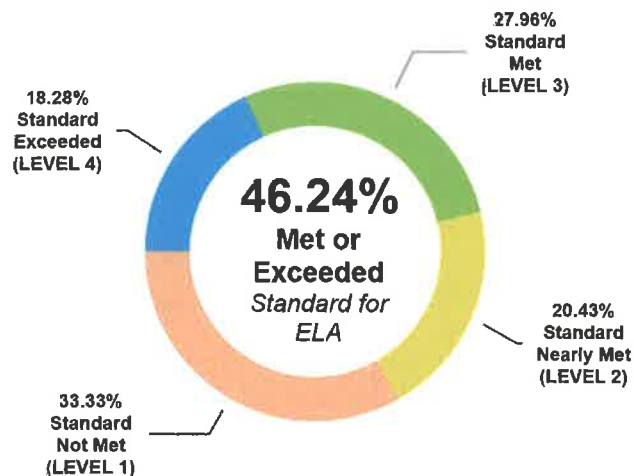
Economically disadvantaged

School Type:

All Schools

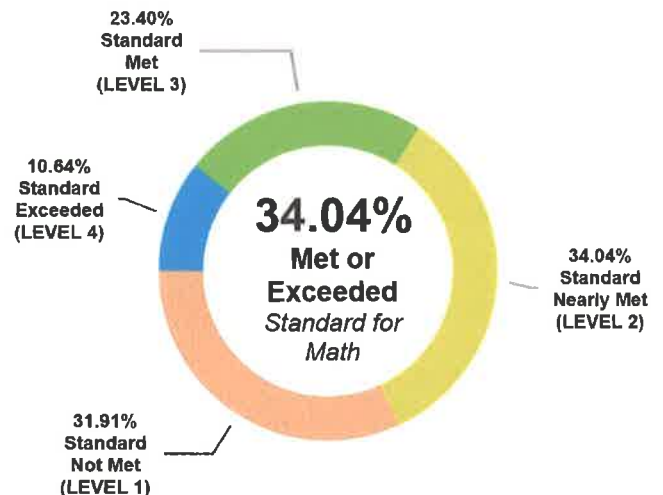
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION | ELEMENTARY SCHOOL

District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

## Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Economic Status

Economically disadvantaged

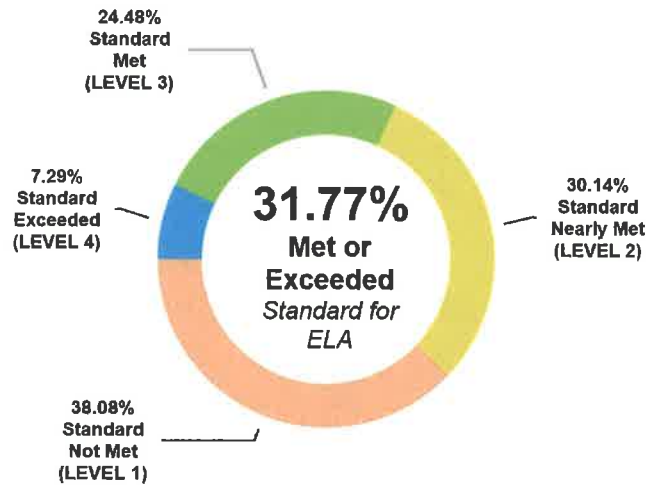
School Type:

All Schools



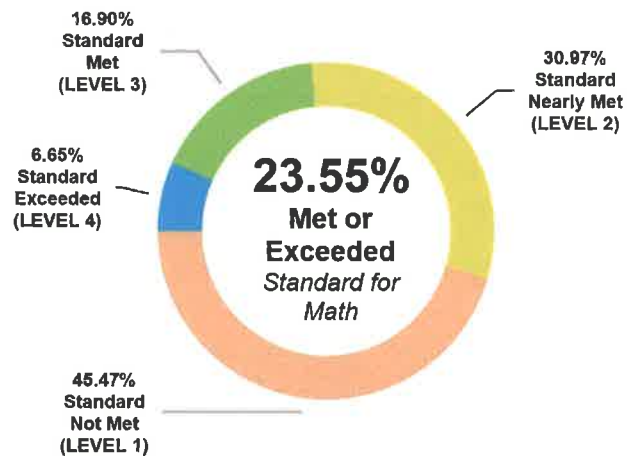
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







# SEQUOIA UNION ELEMENTARY SCHOOL

## School: Lincoln Elementary

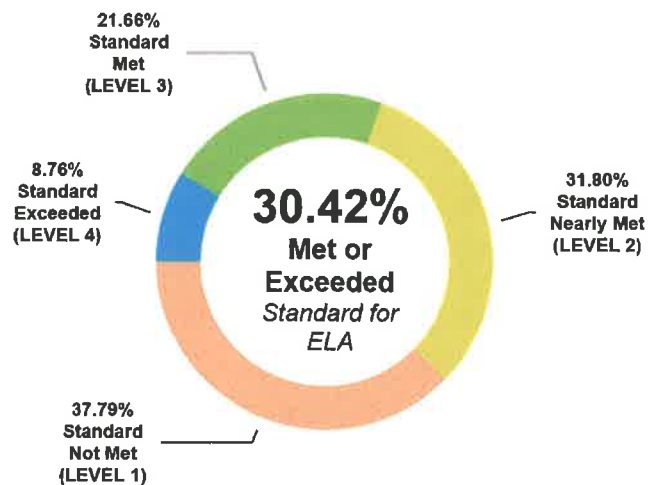
CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

### Report Options

Year:	Grade:	Student Group:	School Type:
2016-17	All Grades	Economic Status	All Schools
		Economically disadvantaged	

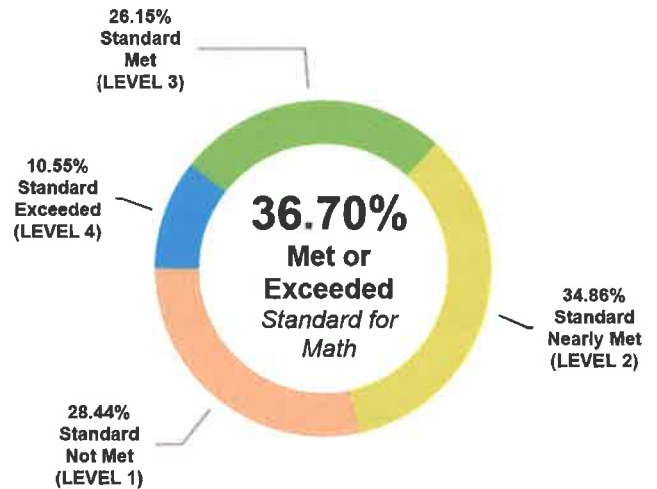
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Economic Status

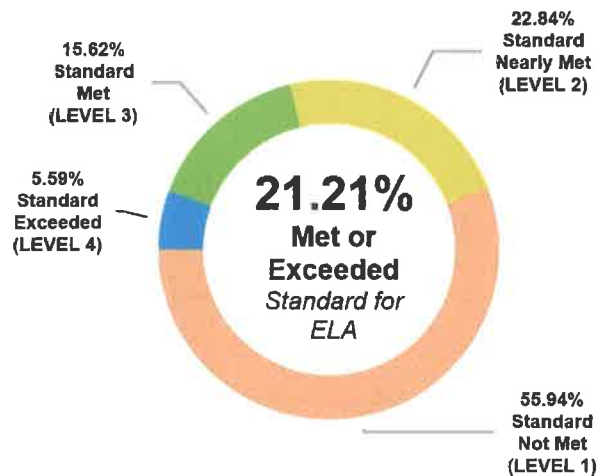
Economically disadvantaged

School Type:

All Schools

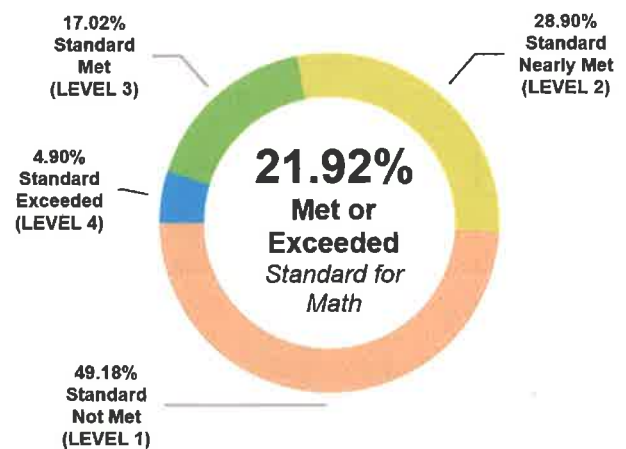
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Economic Status

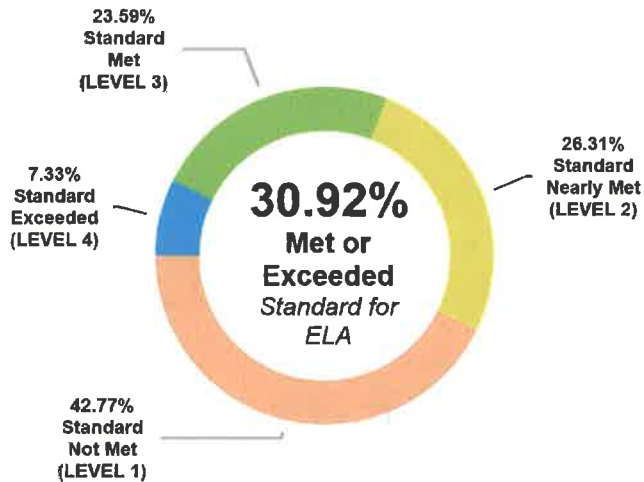
Economically disadvantaged

School Type:

All Schools

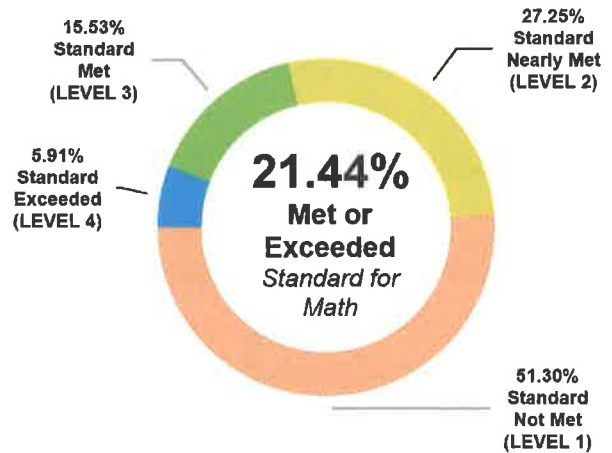
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level







## School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

### Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

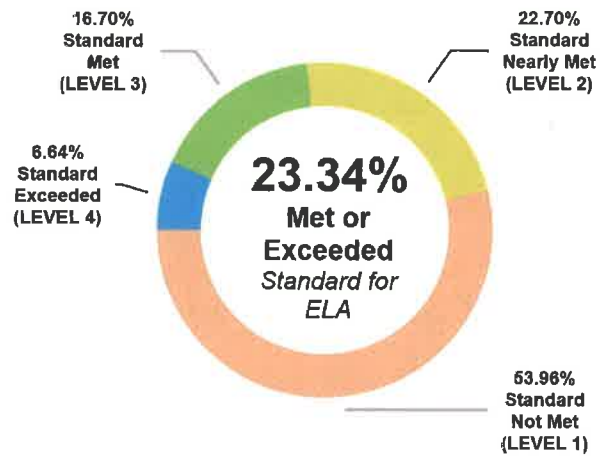
All Students (Default)

School Type:

All Schools

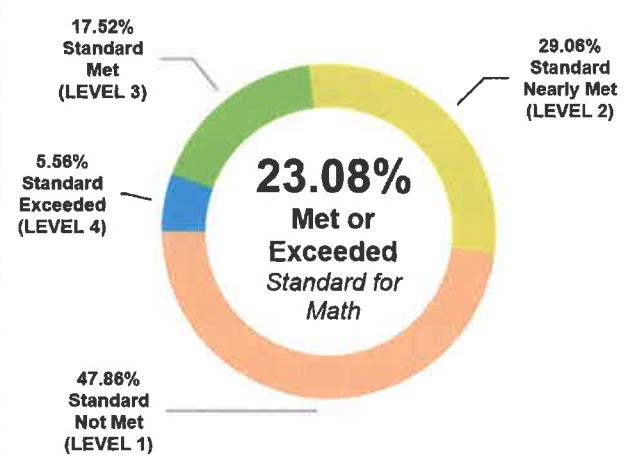
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level





## Appendix C: Charter Enrollment Policy



### SEQUOIA UNION | ELEMENTARY SCHOOL

*Appendix C:*

*B.P. 5116.2*

#### Charter Enrollment Policy

Students who were enrolled in the Sequoia Union Elementary School District at the time of the District Charter creation continue to have preference to attend Sequoia Union Elementary School regardless of their place of residence.

Siblings of students who enrolled in the Sequoia Union Elementary School District at the time the District Charter was adopted may also attend on the same basis as in the preceding paragraph, so long as the attending student is enrolled at the time the sibling applies for enrollment. If there is a break in enrollment, the siblings lose the preferential attendance status accorded to historical district residents.

Students who reside within the historical Sequoia Union Elementary School District boundaries and began attending Sequoia Union Elementary District School after charter school conversion shall have preference to attend Sequoia Union Elementary Charter School. Students who cease to reside within the District's historical attendance area will maintain preferential attendance status.

The purpose of this policy is to protect the preferential rights of current residents of the historical Sequoia Union Elementary School District.

Except as provided in this policy and District Regulation, attendance in Sequoia Union Elementary School District will not be based upon the residence of the pupil or the pupil's family or guardian. However, if the number of pupils who wish to attend Sequoia Union Elementary Charter School exceeds the school's enrollment capacity, the District may limit attendance.

District capacity is established by the governing board and is currently as set forth in Schedule "A" in Board Policy (Appendix D). Enrollment may be limited when the number of existing pupils exceeds 80% District capacity in any grade or class. Selection of pupils will be determined by public random lottery, if necessary, after accommodating pupils who reside within the District's historical residence boundaries. The District's governing board may grant other preferences that are consistent with the Charter School Law of 1989, as amended.

Notwithstanding any other paragraph of this section it is the policy of the District to allow the dependent children of employees to attend Sequoia Union Charter School. It is understood, however, that residents of the historic attendance area will not be displaced by this policy.

The hierarchy of attendees is as follows: all students who live within the historical district boundaries; then in public random lottery in descending order: 1. Employees' children; 2. Siblings of current enrollees; 3. All others as space allows.



## Appendix D: Charter Enrollment Capacity Regulation



SEQUOIA UNION ELEMENTARY SCHOOL

Appendix D:

### Charter Enrollment Capacity Regulation

The Sequoia Union Elementary School District has established a maximum enrollment of 456 students through Board Policy 5116.2. Whenever District pupil enrollment reaches 80% for grades TK-3 and 85% for grades 4-8 of District capacity, the District superintendent may implement the District policy for limiting enrollment, as follows:

1. Determine the needs of District residents and grant precedence for those students.
2. Determine whether any pupil space remains after granting the preferences described in 1 above.
3. If the superintendent determines that there is additional pupil space, he or she will post and publish a schedule for conducting a public lottery at least 30 days before the end of the current academic year.
4. Participants in the lottery will include pupils on the District waiting list.
5. The District will notify successful lottery participants within 30 days of the date the lottery is conducted.

The current S.E.T.A. Collective Bargaining Agreement with the District established the current class size maximums per grade level and the current maximum class size for combination classes as follows:

TK/K – 3<sup>rd</sup>: 24-1

4<sup>th</sup>-5<sup>th</sup>: 29-1

6<sup>th</sup> – 8<sup>th</sup>: 30-1

TK/K – 2<sup>nd</sup> Combo: 20-1

3<sup>rd</sup> – 8<sup>th</sup> Combo: 24-1



## Appendix E: Interdistrict Acceptance Agreements



**SEQUOIA UNION** | ELEMENTARY SCHOOL

*Appendix E:*

### Interdistrict Acceptance Agreements





## SEQUOIA UNION ELEMENTARY SCHOOL

Three Rivers Union School District  
P.O. Box 99 41932 Sierra Drive  
Three Rivers, California 93271  
559-561-4466 Fax: 559-561-4468  
[spsherwood@3rusd.org](mailto:spsherwood@3rusd.org)

March 15, 2021

Board of Trustees  
Sequoia Union School District  
23958 Avenue 324  
P.O. Box 44260  
Lemon Cove, California

Members of the Sequoia Union School District Board of Trustees:

On behalf of the Three Rivers Union School District Board of Trustees I would like to extend support for the efforts of the Sequoia Union Elementary School District to become a charter K-8 district on condition that busing is not provided to Sequoia Union within the boundaries of the Three Rivers Union School District.

The Three Rivers Union School District agrees to permit students of Sequoia Union Elementary School District to enroll as students should they not wish to attend the Sequoia Union Elementary Charter School. Enrollment will be predicated on meeting the following criteria:

- ★ Three Rivers K-8 Elementary School is not impacted; and
- ★ The students are in compliance with the Three Rivers Union School District's interdistrict agreement transfer requirements and policies

Sincerely,

*Susan P. Sherwood*

Susan P. Sherwood  
Superintendent





## SEQUOIA UNION ELEMENTARY SCHOOL

April 20, 2021

### Memorandum of Understanding

The Woodlake Unified School District supports the Sequoia Union Elementary School District to become a charter K-8 district on condition that:

- Busing is not provided to Sequoia Union within the boundaries of the Woodlake Unified School District; and
- Eighth graders at Sequoia Union who live within the WUSD boundaries understand that they must apply for Interdistrict agreement to attend a high school other than Woodlake High School when they are promoting from eighth grade.

The Woodlake Unified School District agrees to permit students of Sequoia Union Elementary School District to enroll as students should they not wish to attend the Sequoia Union Elementary Charter School. Enrollment will be predicated on meeting the following criteria:

- The K-8 schools in WUSD are not impacted; and
- The students are in compliance with the Woodlake Unified School District's interdistrict agreement transfer requirements and policies.

Laura A. Gonzalez, Superintendent  
Woodlake Unified School District





*Appendix F:*

# Agriculture at Sequoia Union

STEM through Agriculture  
Science – Technology – Engineering - Math





You don't have to look far to find **STEM** in everyday farming and ag. **Science:** Scientists are constantly working to improved seeds to better withstand different weather conditions (e.g. wind and drought) and overall improve yield. Farmers do a number of scientific tests throughout the year to ensure all of their management practices are optimal. These tests include things like soil samples, water quality samples, moisture testing harvested grain in the fall, feed particle size for livestock operations, and the list goes on.





**Technology:** You can hardly open a farming magazine today without an article on new technology. Precision farming technologies are being used in much of the equipment today to auto-steer equipment and attachments with increasing precision and accuracy, vary the rate of seeds and fertilizer, and send alerts or messages to farm managers. Drones are being used for crop scouting and monitoring farm areas more efficiently. Technology has also increased for livestock operations with hardware and software to monitor everything from feed ordering to building maintenance issues. A number of farmers are also looking at installing solar panels around their operations for energy.





**Engineering:** Engineering is designing and building a new or improved product or process. Farmers do this on a regular basis. They may modify a tool bar to better meet their needs, design a new grain leg, or modify a sprayer to plant cover crops. Farmers are also documenting their processes and looking for ways to improve efficiency.

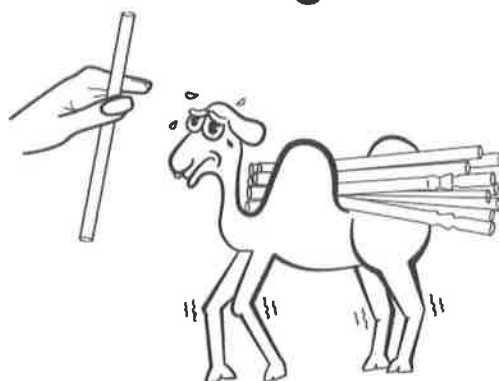




**Math:** Math is something that is definitely used on a daily basis. Farming is a business which requires solid financials to remain competitive in today's environment. In addition to financial performance, farmers are constantly doing mathematical calculations to determine everything from acres of coverage to bushels of grain.



Agriculture focus...  
it's not just one more  
thing.



<http://thedailyaztec.com/88412/opinion/sdsu-should-follow-in-countys-footsteps-and-initiate-straw-ban/attachment/unnamed-21/>



Agriculture NOT just about



Cows

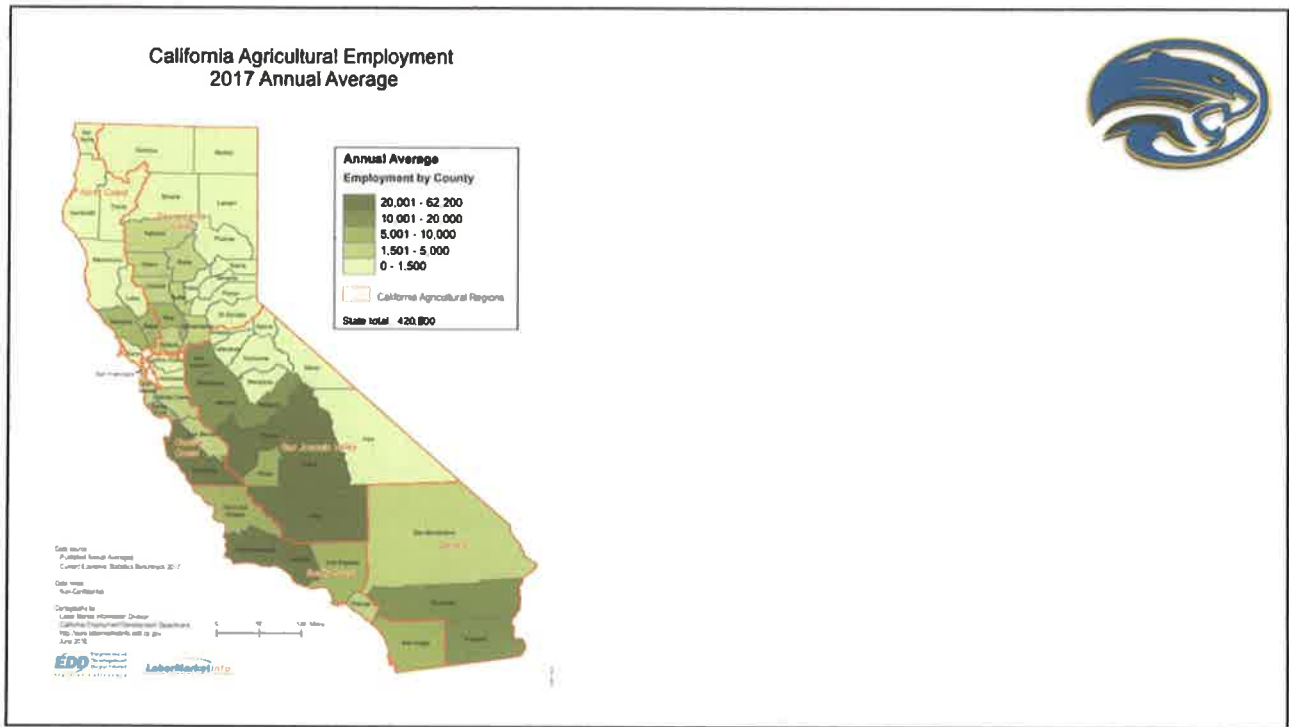


Sows



Plows



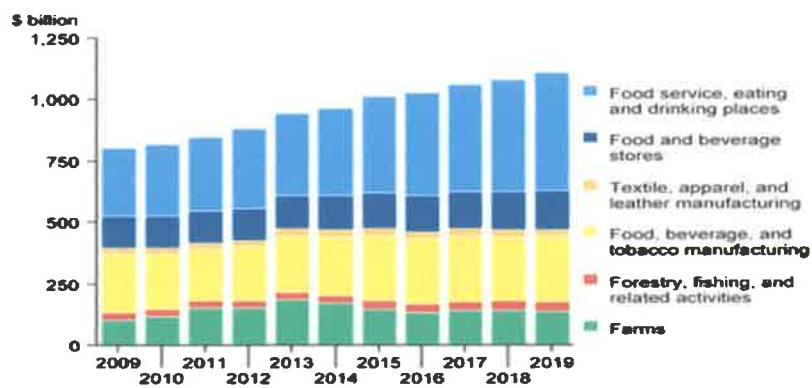






## What is agriculture's share of the overall U.S. economy?

Value added to GDP by agriculture and related industries, 2009-19



Note: GDP = Gross domestic product.

Source: USDA, Economic Research Service using data from U.S. Department of Commerce, Bureau of Economic Analysis, Value Added by Industry, data as of September 30, 2020.

Related

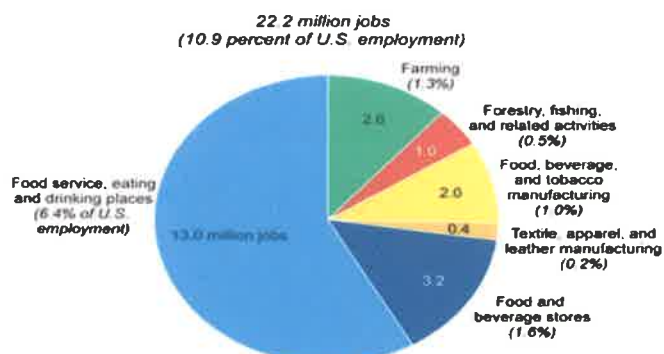
Ag and  
Chartin.





## Agriculture and its related industries provide 10.9 percent of U.S. employment

Employment\* in agriculture, food, and related industries, 2019



\*Full- and part-time jobs. Categories may not sum to total due to rounding.  
Source: USDA, Economic Research Service using data from U.S. Department of Commerce, Bureau of Economic Analysis, data as of September 24, 2020.

Related Data

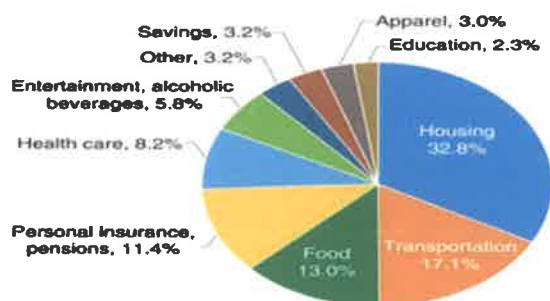
Ag and Food Statistics:  
Charting the Essentials





## Food accounted for 13.0 percent of American households' expenditures in 2019

Share of U.S. household consumer expenditures by major categories, 2019



Note: "Other" includes personal care products, tobacco, and miscellaneous expenditures.

"Education" includes education and reading.

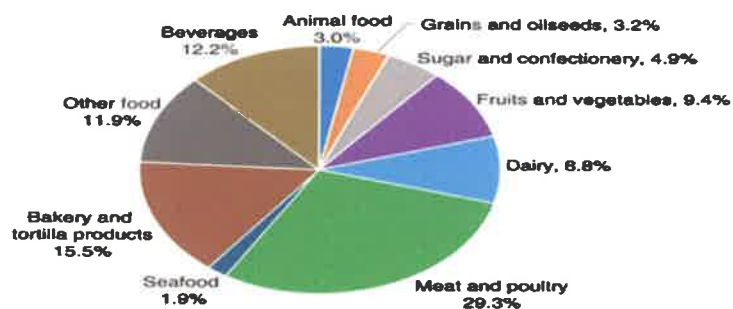
Source: USDA, Economic Research Service using data from U.S. Department of Labor, Bureau of Labor Statistics, Consumer Expenditure Survey, 2019.





## Meat and poultry plants employ about a third of U.S. food and beverage manufacturing employees

Food and beverage manufacturing employees by industry, 2018



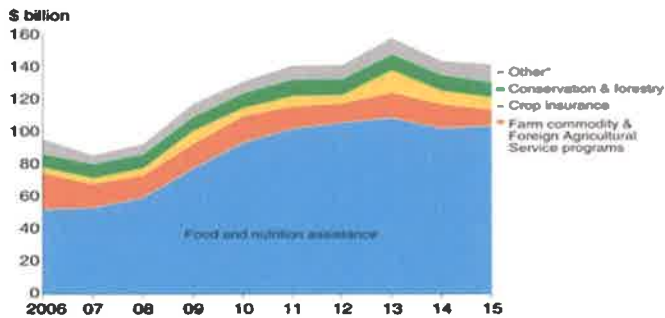
Source: USDA, Economic Research Service using data from U.S. Department of Commerce, Bureau of the Census, 2018 Annual Survey of Manufactures.





## Food and nutrition assistance programs make up the largest share of USDA outlays

USDA budget outlays, fiscal years 2006-15



\*Includes rural development, food safety, marketing and regulatory programs, research, and departmental activities. Note: Nominal dollars.  
Source: USDA, Economic Research Service using data from FY2008-FY2016 USDA Budget Summary and Annual Performance Plan.





At Sequoia Union, STEM education is focused through the lens of agriculture. The STEM-Ag lessons stimulate a students aptitude and interest in science, technology, engineering and math through agriculture, and help students develop the necessary skills needed in agricultural fields. Our STEM education focuses on problem-solving: identifying the source of a problem, exploring alternate solutions, and then designing and constructing the solution. It's real-world science as real-world scientists experience it, designed to allow students to experience the satisfaction that comes with the successful implementation of a solution.





At Sequoia Union, we integrated STEM with the Next Generation Science Standards (NGSS) which create learning outcomes designed not just to prepare future scientists and engineers, but also to instill a scientific way of thinking in each and every citizen. It originates from the belief that a good science education provides the knowledge that allows us to [think through the impact of our actions in different ways](#), providing every citizen with the knowledge and ability to affect the future in ways that are constructive and positive.





Sequoia Union's focus on Agriculture is found all around our campus, with learning gardens near each classroom. The recently "donated" five acre farm that has been added to the S.U. campus has increased teachers capacity to use outside "learning labs" to teach students about STEM through agriculture, with an NGSS focus.



**Appendix G: Teacher Support for the Renewal of Sequoia Union Charter School for a five-year term**



**SEQUOIA UNION ELEMENTARY SCHOOL**

**Petition for the Renewal of Sequoia Union Charter School**

**Teacher Signatures (2020-2021)**

In accordance with Education Code section 47600 *et seq.*, we the undersigned:

1. Are currently employed as teachers at the Sequoia Union Elementary School District
2. Are meaningfully interested in continuing in teaching at Sequoia Union Charter School
3. We formally support the Sequoia Union Elementary School District Board of Trustees' efforts to renew the Sequoia Union Charter School Petition for a five-year term.
4. We understand that the Charter School Petition will continue to be consistent with the Collective Bargaining Agreement held between Sequoia Elementary Teachers Association and the Sequoia Union Elementary School District.

We represent at least 50% of the teaching staff of the Sequoia Union Elementary School District

Grade Level	Teacher Printed Name	Signature	Date
5	Heather Burkheit	Heather Burkheit	5/5/2021
6	Cassandra Ray	Cassandra Ray	5/5/2021
3rd / 4th	Christina Medina	Christina Medina	5/5/21
5	Kellie Zerlang	Kellie Zerlang	5/5/2021
K	Sandy Helwig	Sandy Helwig	5/5/2021
6	Nike Higareda	Nike Higareda	5/5/21
7	Isabella Ricks	Isabella Ricks	5/5/21
2	Deborah Wilson	Deborah Wilson	5/5/21
1	Breanna Johnson	Breanna Johnson	5/5/21
1st	Janelle von Helt	Janelle von Helt	5/5/21
4th	Kelley Ritchie	Kelley Ritchie	5/5/21
T-K/K	Hannah Stanley	Hannah Stanley	5/5/21
3rd	Ariane O'Brien	Ariane O'Brien	5/5/21
2nd	Jason Cast	Jason Cast	5/5/21
3rd	Christine Robinson	Christine Robinson	5/5/21
K	Jessica Peck	Jessica Peck	5/5/21
7th	Sheri Karjala	Sheri Karjala	5/5/21
7th	Joel Nunes	Joel Nunes	5/5/21
8th	Janene Keller	Janene Keller	5/5/21



1. We are currently employed as Classified Staff at the Sequoia Union Elementary School District
2. We are meaningfully interested in continuing employment at Sequoia Union Charter School
3. We formally support the Sequoia Union Elementary School District Board of Trustees' efforts to renew the Sequoia Union Charter School Petition for a five-year term.

Staff Name Printed	Signature	Date
Betty Rossi	Betty Rossi	5/5/21
Debbie Johnson	Debbie Johnson	5/5/21
Mark Oldham	Mark Oldham	5/5/21
Patricia Delman	Patricia Delman	5-5-21
Ernie Hobbs	Ernie Hobbs	05/5/21
Glady's Ramirez	Glady's Ramirez	5/6/21
Tanya Rader	Tanya Rader	5-6-21
Kim Lanting	Kim Lanting	5-6-21
Jerry Line	Jerry Line	5-6-21
Mindi Line	Mindi Line	5-6-21
Hope Wagon	Hope Wagon	5-6-21
LINDA A. MARUS	Linda A. Marus	5-7-21
Ranae Launice	Ranae Launice	5-7-21
Susan Stuart	Susan Stuart	5-7-21
NAELI RODRIGUEZ	Naeli Rodriguez	5-7-21
Sarra Moreno	Sarra Moreno	5-7-21
Diana Hernandez	Diana Hernandez	5-7-21





**SEQUOIA UNION** | **ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

## **DISCUSSION & REPORTS**

### **6.1 Superintendent Report**





**Mr. Ken Horn**  
**Superintendent/Principal**

### **Superintendent's Report:**

We continue to have new families moving into our community and we have been getting students back a little at a time over the past few weeks since that last board meeting. The CDC's new guidelines that allow schools to place students no closer than "3 feet" has helped us to add these students to on-campus learning and not have to put them on Distance Learning.

By the time the Board Packet goes out, we will have completed multiple subject teaching interviews for the positions we have open. I will verbally report out if we were able to choose candidates and make a confirmation of jobs accepted. The ad for the Student Success Center teacher has not closed yet. I will report out an update on filling that position at the Special Meeting on May 25<sup>th</sup>.

We celebrated Teacher Appreciation week by having pastry items each day and a fruit bowl at the end of the week. On Wednesday at our All Staff Professional Learning Community, we held a luncheon to celebrate our appreciation for our Teachers. We followed up the luncheon with a review of the Sequoia Union Charter School Petition and our Teachers and Classified Staff signed a document at the end of the presentation to show their full support of the renewal of our Charter. The PTC also provided bakery items on Friday in the Staff lounge.

Teachers and support staff have been preparing for Summer School and I have a separate report from our Summer School Administrator, Heather Burkhart, later in the Board Meeting.

The Teachers and our Testing Coordinator, Jenna Holly, have been preparing for CAASPP testing, which begins the week of May 17<sup>th</sup>.

Betty Rossi is finishing up ELPAC testing this month.

The staff is planning for a fun Water Day on Thursday, June 3<sup>rd</sup>. We will continue to provide separate play areas for each water event, just like we keep classes separate at recess.

Kindergarten graduation ceremonies will be on Wednesday, June 2<sup>nd</sup> in the gym.

The 8<sup>th</sup> grade graduation is Thursday, June 3<sup>rd</sup>. The graduation will take place in the gym at 6 pm and parents and family members will be physically distanced.

***Ken Horn***

Superintendent-Principal

---

***Small School, Big Heart***

**23958 AVE 324/P.O. BOX 44260 PHONE: 559-564-2106 LEMON COVE, CA 93244-4260**





**SEQUOIA UNION | ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

## **DISCUSSION & REPORTS**

### **6.2 School Site Council Report**





## **School Site Council Report**

May 4, 2021

The School Site Council met on Tuesday, May 4, 2021 in Room 13. Mr. Horn had already sent out the Sequoia Union Charter School Renewal Petition to the S.S.C. members to review prior to the meeting. He reviewed each Section of the Petition and answered questions. He also reviewed each Appendix and answered questions. The School Site Council voted unanimously to support the Board renewing the Sequoia Union Charter School for five additional years.

Mr. Horn also reviewed both the Charter School's Expanded Learning Opportunities Grant Plan, and the Elementary School's E.L.O. Grant Plan. On separate motions, the S.S.C. approved each plan.

At the next meeting of the S.S.C. on June 1<sup>st</sup>, they will review and approve the LCAP.





**SEQUOIA UNION** | **ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

## **DISCUSSION & REPORTS**

### **6.3 Parent Guild Report**



# SEQUOIA UNION | ELEMENTARY SCHOOL



## PTC

November 5, 2020

Parents guild is super happy to be back at school. Even if it is a couple days a week, we love the happy faces that each child has as they approach the school.

We are happy to let you know some of the things that we have accomplished during these last couple months.

- Basketball back boards and hoops have been purchased, delivered and installed on the elementary basketball courts. We are very thankful to the jog-a-thon donors that helped to make that happen.
- Back packs filled with supplies were donated to teachers that had students in need. Our parents wanted to make sure that every student had the supplies needed to start their school year on campus.
- In preparation for Thanksgiving, we are beginning to prepare for our Thanksgiving dinner drive. A sign-up genius will be going out soon to sign up for items to donate to our Thanksgiving dinners. These dinners will be delivered to families the week of Thanksgiving.

Because we haven't been back at school and unable to hold meetings, we have been unable to hold elections. As of right now our board remains the same

Joey Howell –President  
Heather Blevins – Vice President  
Trine Krueger – Secretary  
Stephanie Amaral – PTC Treasurer  
Jen Gowett – Sports Booster Treasurer

~ Joey Howell, Parents Guild President





**SEQUOIA UNION** | **ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

## **DISCUSSION & REPORTS**

6.4 Expanded Learning Opportunities School Report



## At a Glance

**Dates:** June 8th-24th

**Days:** 11 Days

School will be in sessions  
Monday-Thursday

**Time:** 8:00-11:30 am

**Classes:** 1 class per grade level up to 15 students

### Instructional

**Strategies:** Teachers will focus on making summer school fun & engaging so students want to come to school.

**Standards:** Teachers will focus on foundational reading, writing, and comprehension skills in Language Arts. Numbers and Operations will be the focus in mathematics.

**Curriculum:** Teachers will be pulling from a variety of sources to provide a curriculum that meets students on their levels with the goal of filling in learning gaps.

# Summer School 2021

	K-2	3-5	6-7
<b>School Starts</b>	<b>8:00 AM</b>		
<b>Recess</b>	<b>10:00-10:10</b>	<b>10:15-10:25</b>	<b>10:25-10:35</b>
	Grade-levels will remain separated into different play areas that will rotate every 2 days to different locations.		
<b>Dismissal/ Lunch Pick-Up</b>	<b>11:25</b>	<b>11:30</b>	<b>11:30</b>

## SUMMER SCHOOL PLANS

In true Sequoia Union fashion, staff members stepped up to make summer school possible for our students without having to hire outside of the Sequoia Union School District. There will be one class of students per grade-level. Several

teachers are going to make teaching summer school a team effort. Mrs. Hope Wagner is going to be making bag lunches for students to take home. Teachers met to determine students in the most need of extended learning and sent permission slips home with those students on April 29th. As students decline their invitation to summer school more invitations are being sent home with additional students. Teachers will be working hard to differentiate instruction and help students with the greatest need close specific learning gaps.

## SUMMER SCHOOL STAFF

- ❖ K: Miss Stanley
- ❖ 1: Mr. Castillo
- ❖ 2: Mrs. Wilson
- ❖ 3: Miss O'Brien
- ❖ 4: Miss Peck
- ❖ 5: Miss Zerlang & Mrs. Medina
- ❖ 6: Mrs. Higareda & Mrs. Rey
- ❖ 7: Mrs. Karjala & Mrs. Ridenour
- ❖ Bus: Ms. Ranae Wagner
- ❖ Cafeteria: Mrs. Hope Wagner
- ❖ Classified:  
Mrs. Stewart, Mrs. Ragsdale, & Ms. Ranae
- ❖ Office: Mrs. Rader & Miss West
- ❖ Admin: Mrs. Burkhart

## PROJECTED

**80-120**  
Students







**SEQUOIA UNION** | **ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

## **DISCUSSION & REPORTS**

6.5 LCAP Committee Report





## **LCAP Committee Report**

May 13, 2021

During the month of April, the LCAP Committee completed their work in creating the goals for the LCAP and the breakout actions.

LCAP Coordinator, Ms. Holly, is now working with District Business Manager, Diana Hernandez, on listing out the budget for each line item and the funding sources over the three years. In year one for instance, some of the actions will be paid for out of the Expanded Learning Opportunities (ELO) Grant, or out of the Elementary and Secondary School Emergency Relief Fund (ESSER) grants, or a combination of both. Then in year 2 and in year 3, those actions will be paid for out of the LCAP.

We are on schedule to complete the LCAP Draft in a few days and it will be presented to the Board at the Special Board Meeting on Tuesday, May 25<sup>th</sup>. The Public Hearing for the LCAP will be at the Regular Board Meeting on Thursday, June 10<sup>th</sup>. The Board will be asked to adopt the LCAP at the Special Board Meeting on Thursday, June 24<sup>th</sup>.





**SEQUOIA UNION** | **ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

## **DISCUSSION & REPORTS**

### **6.6 Personnel Report**





**SEQUOIA UNION | ELEMENTARY SCHOOL**

## **Personnel Report**

May 13, 2021

The new temporary teacher positions have been advertised on Edjoin.org, as has the Student Success Center teacher position. We have had a large pool of applicants apply. The Committee met on Monday, May 10<sup>th</sup> to do interviews for the open grade level positions. Interviews for the Student Success Center teaching position will take place on Monday, May 17<sup>th</sup>. I will have a complete Personnel Report for the Board at the Special Board Meeting on Tuesday, May 25<sup>th</sup>.





**SEQUOIA UNION** | **ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

## **DISCUSSION & REPORTS**

6.7 New Board Policy 4033(a-d)- Lactation Accommodation- 2<sup>nd</sup> Read



# CSBA Sample

## Board Policy

All Personnel

BP 4033(a)

### LACTATION ACCOMMODATION

The Governing Board recognizes the immediate and long-term health advantages of breastfeeding for infants and mothers and desires to provide a supportive environment for any district employee to express milk for her infant child upon her return to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any district employee who chooses to express breast milk for her infant child while at work.

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 4031 - Complaints Concerning Discrimination in Employment)*

The district shall provide a reasonable amount of break time to accommodate an employee each time she has a need to express breast milk for her infant child. (Labor Code 1030)

BP 4033(b)

To the extent possible, such break time shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid. (Labor Code 1030; 29 USC 207)

The employee shall be provided a private location, other than a restroom, which is in close proximity to her work area and meets the requirements of Labor Code 1031 and 29 USC 207, as applicable.

Employees are encouraged to notify their supervisor or other appropriate personnel in advance of their intent to make use of the accommodations offered for employees who are nursing mothers. As needed, the supervisor shall work with the employee to address arrangements and scheduling in order to ensure that the employees' essential job duties are covered during the break time.

Lactation accommodations may be denied only in limited circumstances in accordance with law. (Labor Code 1032; 29 USC 207)

BP 4033(c)



## **LACTATION ACCOMMODATION (continued)**

Before an employee's supervisor makes a determination to deny lactation accommodations, he/she shall consult the Superintendent or designee. In any case in which lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations.

BP 4033(d)

### *Legal Reference:*

#### EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex*

#### CIVIL CODE

43.3 *Right of mothers to breastfeed in any public or private location*

#### GOVERNMENT CODE

12940 *Discriminatory employment practices*

12945 *Discrimination based on pregnancy, childbirth, or related medical conditions*

#### LABOR CODE

1030-1033 *Lactation accommodation*

#### CODE OF REGULATIONS, TITLE 2

7291.2-7291.16 *Sex discrimination; pregnancy and related medical conditions*

#### UNITED STATES CODE, TITLE 29

207 *Fair Labor Standards Act; lactation accommodation*

#### FAIR EMPLOYMENT AND HOUSING COMMISSION DECISIONS

*Department of Fair Employment and Housing v. Acosta Tacos (Chavez)*, FEHC Precedential Decision 09-03P, 2009

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

*Rest Periods/Lactation Accommodation, Frequently Asked Questions*

#### CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

*Minimum Requirements of the California Lactation Accommodation Law*

#### CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

*Lactation Support Program Toolkit*

#### FEDERAL REGISTER

*Reasonable Break Time for Nursing Mothers*, December 21, 2010, Vol. 75, No. 244, pages 8007380079

#### OFFICE OF THE SURGEON GENERAL PUBLICATIONS

*The Surgeon General's Call to Action to Support Breastfeeding*, 2011

#### HEALTH RESOURCES AND SERVICES ADMINISTRATION PUBLICATIONS

*The Business Case for Breastfeeding: Steps for Creating a Breastfeeding Friendly Worksite*, Toolkit, 2008

#### U.S. DEPARTMENT OF LABOR, WAGE AND HOUR DIVISION, PUBLICATIONS

*Fact Sheet #3: Break Time for Nursing Mothers under the FLSA*, rev. December 2010 WEB

#### SITES

California Department of Industrial Relations, Division of Labor and Standards Enforcement:  
<http://www.dir.ca.gov/dlse>

California Department of Public Health: <http://www.cdph.ca.gov>

California Women, Infants and Children: <http://www.wicworks.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Health Resources and Services Administration: <http://www.hrsa.gov>

Office of the Surgeon General: <http://www.surgeongeneral.gov>



## **LACTATION ACCOMMODATION** (continued)

*U.S. Department of Labor, Wage and Hour Division, Break Time for Nursing Mothers:*  
*<http://www.dol.gov/whd/nursingmothers>*

### **Policy Reference UPDATE Service**

Copyright 2011 by **California School Boards Association**, West Sacramento, California 95691  
All rights reserved.





**SEQUOIA UNION** | **ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

## **DISCUSSION & REPORTS**

6.8 Report on New Bus Purchase with Quotes and Payment Options





## **Report on Savings Account on New Bus Purchase**

At the April Regular Board Meeting, I presented this information about our savings account and was asked to follow up with quotes and payment plans on new buses. So, I am bringing back this information to review it first for a historical reference.

At the March Board Meeting, I was asked by Board Member, James McNulty, to investigate whether Sequoia Union has a bus purchase savings account as he had been told we did in the past. I had also been asked about the bus savings account at around the same date by Transportation Director, Jerry Line. So, after the Board Meeting I began my investigation. I contacted the previous District Business Manager. She informed me that she set up a bus savings account in the Budget, but she said that when TCOE hired Sarah Smigiera to the Business Department at TCOE, she moved the money to a different account line after the First Interim in 2019-20.

I emailed Sarah Smigiera and asked her about this and she responded to my email. She said that what the previous District Business Manager was doing as of 2019-20 at the 1<sup>st</sup> interim was expensing about \$160K each year in her multi-year projection thinking this was how to set-up a reserve for a bus purchase. Once Sarah found out this was intended to be a set-aside she recommended to the District Business Manager to move that expense to a fund balance assignment so the board could see that this was money specifically designated for a bus purchase. Sarah said the adjustment was subsequently made in the 2019-20 2<sup>nd</sup> interim MYP. Sarah said she thinks Sequoia Union missed the 2019-20 fund balance designation adjustment, but appears to have been properly made in 2020-21 and 2021-22 MYP. However, at the budget adoption and interim reporting for 2020-21 this set-aside was not made via a fund balance designation due to the fact the new Administration and new District Business Manager had not been made aware of a bus set aside.

According to Sarah, there is no special fund that these monies were deposited into, it was only a general fund balance set-aside earmarked for a bus replacement.

What are our next steps to resolving the issue of needing new buses in the not too distant future? One possibility is to use the California Grant system to do a bus purchase. I looked into what grants are currently available for the District to pursue bus purchasing and this is what I learned: California has created the "Hybrid and Zero-Emission Truck and Bus Voucher Incentive Project (HVIP). HVIP provides point-of-sale price reductions for zero-emission and hybrid trucks and buses, ePTO systems and low NOX natural gas engines. There's no waiting for a rebate check, and no waiting to file a tax credit. Additional funding is available to fleets located in or serving a disadvantaged community. Vouchers are available to public and private fleets (small or large) that operate in California. Fleets must choose an eligible vehicle and apply for a voucher through HVIP's vendor network available at [www.californiahvip.org](http://www.californiahvip.org). Each vehicle that receives an incentive must stay in California for at least three years.

The next step to gathering information was to reach out to the vendors listed on the state website and get more information. I emailed three vendors and one vendor, Brandon Bluhm from A-Z Bus, responded to me. We spoke on the phone and I gave him detailed information about our District and our needs. He emailed me back with the following information about how to proceed with the HVIP:





## SEQUOIA UNION | ELEMENTARY SCHOOL

“The HVIP Voucher program will be opening next month (May of 2021) and Sequoia Union will be able to secure a \$198k voucher to discount the electric bus (which is normally around \$400k)

1. A-Z Bus can connect Sequoia Union with a leasing/purchasing company for the remaining balance of the bus to enable the District to get the bus now and pay an annual rate of what the District would normally set aside for a bus replacement program. This grant is active now and Sequoia Union would not have to remove any other bus from the current fleet.
2. A-Z Bus can work with Sequoia Union's Transportation Director to get information ready from the oldest bus that would need to be removed from the current fleet so Sequoia Union would then be ready when the next grants that will open (VW Mitigation Grant, potentially others. These type of grants will require the oldest bus to be removed from the fleet) that would enable Sequoia Union to replace the oldest diesel bus with an electric bus for close to \$0. Timing for these grants will likely be next year.

I spoke with the infrastructure specialist at A-Z Bus sales and he informed me that the charger for new bus will be included in the purchase and that with just one bus we would not need to upgrade the infrastructure. He said once we have the 2<sup>nd</sup> bus, SoCal Edison will put in a new transformer that will handle the increase at no cost due to the HVIP grant.

I told Brandon that I would present this information to the Board and I asked him to put together a base quote for an electric bus and send the quote to me and Jerry Line, as well as get preliminary numbers from the leasing/purchasing company so we would have some ballpark figures in order to present to the Board at a future meeting and determine if we wanted to move forward with the HVIP Grant Voucher bus lease/purchase. Specifications can be updated and modified based on our needs before the bus is ordered so we would have exact costs and this will enable us to determine whether it's something we would like to move forward with.

This month the quotes and the payment plans for the HVIP Grant Electric Bus program, and the quote and the payment plans for a regular Diesel Bus purchase.





3418 52nd Ave Sacramento CA 95823  
(559) 999-2281  
www.A-ZBus.com

Acct Tom Scheidt  
Manager:  
Cell: (559) 999-2281  
Fax: (951) 781-9806  
Email: tscheidt@a-zbus.com

## Vehicle Quotation

21324

April 9, 2021

**Company:** Sequoia Union Elementary School District

**Mailing Address:** P.O. Box 44260  
Lemon Cove, CA 93244

**Attn:** Ken Horn

**Phone:** (559) 564-2106 **Fax:**

**Email:** kenhorn@sequoiaunion.org

**Model:** Blue Bird T3RE 3904  
**Quantity:** 1

**GVWR:** 36,200  
**Eng:** Cummins Electric  
**Fuel Type:** Electric  
**Capacity:** 78 Amb

**Model Year:** 2021 (or) Newer  
**Wheel Base:** 259"  
**Trans:**  
**Susp:** Spring/Spring  
**Brakes:** Air Drum  
**AC:** No  
**Uph:** Blue

### Body, Accessories

- 1 AIR HORN,MOUNTED UNDER FLOOR
- 1 CONSOLE MOUNT,ARM REST
- 1 HOLDER,CUP
- 1 HORN,BACKING SAFETY,112 DB

### Body, Compartments

- 1 BATTERY COMPARTMENT,ROLLER TRAY,CHAS MTD
- 1 COMPARTMENT,STORAGE,OVERHEAD,LOCKNG
- 1 LATCH,LOCKING,DOOR BATTERY CMPT
- 1 LOCKING EMERG EQUIP CPT UPPER FRT

### Body, Construction

- 1 BODY CONSTRUCTION FM/CMVSS 221
- 1 STEPWELL PROTECTION
- 1 STEPWELL, GALVANIZED

### Body, Doors

- 1 BUZZER,L/H SIDE EMERG DOOR
- 1 BUZZER,R/H SIDE EMERG DOOR
- 1 DOOR CONTROL,AIR PWR,MOM SW,2-POS
- 1 DOOR,ENGINE CMPT,SOLID
- 1 DOOR,ENT,OUTWARD OPENING W/AIR ACTUATOR
- 1 EMERGENCY DOOR LS 28IN
- 1 EMERGENCY DOOR RS 28IN
- 1 HANDRAIL,ENT DR,BARRIER 3.25 - 5.25
- 1 LATCHES,LOCKABLE,ACCESS DOORS
- 1 LIGHT,PILOT,EXIT
- 1 LOCK,SECURITY,ENT DOOR
- 1 RETAINER SIDE EMERG DOOR LH
- 1 RETAINER SIDE EMERG DOOR RH
- 2 SLIDING BOLT VANDAL LOCK - SED
- 1 SPRING,GAS,NON-LOCKING
- 1 VANDAL LOCK - REAR EMERGENCY WINDOW
- 1 YELLOW ENTRANCE DOOR

### Body, Electrical

- 1 CIRCUIT PROTECTION,BREAKERS,MANUAL RESET
- 1 CIRCUITS,SPARE,BODY HARN,TWO,14 GA
- 1 POWER,BAT CONTROL,CLER/CSTR/ID LGTS
- 1 POWER,BAT CONTROL,DOME LIGHTS
- 1 POWER,BAT CONTROL,ENTRANCE DOOR
- 1 POWER,BAT CONTROL,WARNING LIGHTS
- 1 WIRING,VIDEO MONITORING SYSTEM

### Body, Fans

- 1 FAN,AUXILIARY,UPPER CENTER,6"
- 1 FAN,AUXILIARY,UPPER LEFT,6"

### Body, Floor

- 1 COVERING,FLOOR,RUBBER,BLACK
- 1 PLYWOOD FLOOR 1/2IN THICK
- 1 PLYWOOD FLOOR SCREWED DOWN
- 1 STEEL FLOOR TRIM
- 1 STEPTREAD, VINYL, RIBBED
- 1 STEPTREAD,VINYL,BLACK
- 1 TRIM,AISLE,ALUMINUM

### Body, Headroom

- 1 77IN HEADROOM REAR ENGINE

### Body, Heaters

- 1 HEATER,12K,DRIVERS
- 1 HEATER,50K,LH,REAR,F/M
- 1 HOSE,HTR,EPDM,W/CT CLAMPS
- 1 PUMP,HEATER WATER

### Body, Insulation

- 1 ACOUSTIC HEADLINING FULL LENGTH
- 1 INSULATED DRIVERS AREA



- 1 INSULATION,BODY,FIBERGLASS,ADDITIONAL
- 1 INSULATION,BODY,POLYESTER/FIBERGLASS
- 1 INSULATION,BOW CAVITY,FIBERGLASS
- 1 INSULATION,ENTRANCE DOOR HEADER
- 1 INSULATION,STEPWELL,NR 3

#### Body, Lettering/Decals

- 1 'STOP WHEN RED LIGHTS FLASH'
- 1 EMERGENCY DOOR ARROWS
- 3 LETTERING,EMERGENCY EXIT,ABOVE EXIT
- 3 LETTERING,EMERGENCY,EXTERIOR,VINYL,BLACK
- 3 LETTERING,EMERGENCY,INTERIOR,VINYL,BLACK
- 1 LETTERING,SCHOOL BUS"8"
- 1 LOGO,BIRD,ELECTRIC BUS,VINYL,GREEN

#### Body, Lights

- 1 CONTROL,STROBE,S/CONT,W/PILOT
- 1 DAYTIME RUN LGTS,W/ P/BRAKE DEACTIVATE
- 1 DOME,2 ROW/2 SWITCHES,F & R,CONFIG
- 1 DOOR SWITCH,STEPWELL LIGHT
- 1 LAMPS,HAZARD,2-AMBER,6IN,ENG CMPT
- 1 LIGHT,2 DOME,DRIVERS,LED,SEPARATE SW
- 1 LIGHT,4" BACKUP,LED,VANDAL RESIST
- 1 LIGHT,4" LED,STOP/TAIL,VANDAL RESIST
- 1 LIGHT,7" STOP/TAIL,LED
- 1 LIGHT,STEPWELL,LED,ADA
- 1 LIGHT,STROBE,SELF-CONT,LED,CLEAR
- 1 LIGHTS,CL/MK,LED,2 AMBER,2 RED
- 1 LIGHTS,DIR,FRONT AMBER LED
- 1 LIGHTS,DIR/MKR,SIDE,LED,FRT,BELT
- 1 LIGHTS,DIR/MKR,SIDE,LED,REAR,BELT
- 1 LIGHTS,DIRECTIONALS,RR,AMBER LED
- 1 LIGHTS,DOME,120 LUMENS,LED
- 1 LIGHTS,ID,GROMMET MOUNT,LED
- 1 LIGHTS,MKR,LED,INTERMEDIATE
- 1 LIGHTS,WARN,LED,8-LGT,AMB/RED
- 1 LOCATION,STROBE,4 FEET FROM REAR OF ROOF
- 1 MARKER LGT CONTROL,STEPWELL LGT
- 1 PILOT,STROBE LIGHT,ADDITIONAL INDICATION
- 1 WIRING,DIR,SIDE,FRONT,BELTLINE
- 1 WIRING,DIR,SIDE,REAR,BELTLINE

#### Body, Mirrors

- 1 CAMERA,SYSTEM,BACK UP VIEW
- 1 HEATED MIRROR,EXT,15 MIN TIMER
- 1 MIRROR,CROSSVIEW,EYE-MAX LP
- 1 MIRROR,EXT,OPEN VIEW,ES SPLIT SYSTEM
- 1 MIRROR,REARVIEW,INT 6X30,W/MONITOR
- 1 MIRROR,REARVIEW,REMOTE CONTROL

#### Body, Mud flaps

- 1 FENDERS FRONT RUBBER
- 1 FENDERS REAR RUBBER
- 1 FLAPS FRONT, FULL LENGTH
- 1 FLAPS REAR WITH BB LOGO
- 1 FLAPS,FRONT OF REAR WHEELS
- 1 REAR MUDFLAP EXTENSION

#### Body, Paint

- 1 EXTERIOR SOLID NSBY
- 1 PAINT DESIGN,BRIGHT WHITE ROOF,12.5 IN
- 1 PAINT, INTERIOR, ASTRO WHITE
- 1 PAINT,BACKGRND,WARN LGT,BASE COLOR
- 1 PAINT,RUBRAILS ONLY,FULL WIDTH BLACK

#### Body, Radio

- 1 RADIO,AM,FM,MP3,USB,SD,MMC,BT WITH PA
- 1 SPEAKER,DLX,8 SPKR SYS W/WIRING
- 1 SPEAKER,O/S,UND FLR,W/WIRING
- 1 WRG,2-WAY RADIO,CTR DASH MNT(07829)

#### Body, Reflectors

- 1 3" REFLECT,FRONT,INT & REAR,3M DIA GRADE
- 2 VINYL,REFL,ROOF HATCH,WHITE,3M
- 1 VINYL,REFL,RR EMER WDW YELLOW,3M
- 2 VINYL,REFL,SD EMER DR YELLOW,3M

#### Body, Rub rails

- 1 END CAP,RUB RAIL,STAMPED STEEL

#### Body, Safety Equipment

- 1 FAK,CALIFORNIA,METAL CASE
- 1 FE 5 LB DRY W/HOSE (DRIVERS CPT)
- 1 HOLDER,CERTIFICATE,7-5/8 X 9-1/4
- 1 PACKAGE,STATE,CALIFORNIA
- 1 TRIANGULAR WARNING DEVICE FLOOR

#### Body, Seats

- 1 ARMREST,RH,DRIVER,SEAT,NATIONAL
- 2 BARRIER, 39 INCH HIGH BACK
- 24 CUSHION,SEAT, STANDARD, REBOND FOAM
- 1 D/SEAT,NATIONAL,PREM,AIR,MORD,CHAR
- 24 MODULE, CUSHION, ASSY, TILT W/FLEX MAT, SEAT
- 26 MODULE,SEAT,CEW,COLOR,BLUE
- 1 PANEL,MODESTY,BARRIER,DRIVER,LH
- 1 PANEL,MODESTY,BARRIER,ENT DOOR
- 1 S/BELT,DRV,3PT,SGL RET,BUZWRN LT, ORANGE
- 2 SEAT, 39, 3-PT BELT, DAVENPORT
- 20 SEAT, 39, CONVERT, 3-PT BELT
- 2 SEAT, 39, CONVERT, FLIP, 3-PT BELT
- 2 SEAT,39,CONVERT,3-PT BELT, FULL FM
- 2 UPH,FIRE BLOCK,BLUE,BARRIER

#### Body, Side Panels

- 1 GALVALUME I/S PNL,FULL HEM, TEXTURIZED
- 1 PANEL,SIDE,16 GA,25 3/4 SKIRT

#### Body, Step

- 1 FORWARD GRABRAIL

#### Body, Stop Arms

- 1 LOCATION,STOP ARM,REAR
- 1 STOP ARM,ELEC,LED,HI-IN,CLUSTER
- 1 WIRING,S/ARM,ELECT W/INDEP FLSHR

#### Body, Sun Visor

- 1 VISOR,ACRYLIC,LEFT SIDE,ADJUST,OPAQUE

#### Body, Switches

- 1 SWITCH,NOISE SUPPRESSION,LATCHING

#### Body, Vents

- 2 DELETE,ROOF HATCH BUZZER
- 2 VENT,SPECIALTY,PROLO

#### Body, Warning Systems

- 1 CONTROLS,CONFIG,W/L,OPT #4,8-LGT,RH
- 1 HOODS,WARNING LIGHTS,INDIVIDUAL



- 1 INDICATOR,W/L SYSTEM,AMBER/RED
- 1 LIGHTS,PILOT,W/L SYSTEM,LOC,RH
- 1 NOISE GENERATOR - ALERT SYSTEM
- 1 SEQUENCE,W/L SYSTEM,NON-SEQUENTIAL
- 1 SWITCH,DOOR CONTROL,LOC,RH
- 1 SWITCH,EMERGENCY OVERRIDE
- 1 SWITCH,W/L MASTER,LOC,RH
- 1 SWITCH,W/L START,LOC,RH
- 1 SWITCH,W/L START,MANUAL
- 1 SWITCH,W/L,EM OVERRIDE,LOC,RH
- 1 SWITCH,W/L,MASTER,GREEN PILOT
- 1 SYSTEM,WARN,8-LGT,N/SEQ
- 1 WIRING,W/L SYSTEM,14 GA

#### Body, Windows

- 1 BUZZER,REAR EMERG WINDOW
- 1 GLASS,ENT DR,LOWER,TINT,LAM
- 1 GLASS,ENT DR,UPPER,TINT,LAM
- 2 GLASS,SIDE EMERG DR,DK TINT,TEMP
- 1 WDO ASSY,DRVVR,GREEN TINT,LAM,BLK
- 1 WINDOW,REAR EMERG,DK TINT,TEMP
- 1 WINDOW,REAR EMERGENCY
- 24 WINDOW,S/S,12",TEMP,TINT,BLK

#### Body, Windshield / Accessories

- 1 2 PC CURVED TINTED W/S

#### Body-Base

- 1 ALL AMERICAN

#### Chassis

- 1 FLUID,ANTIFREEZE,-34 F

#### Chassis, Accessories

- 1 DECLINE,ELECTRONIC STABILITY CONTROL UNDERCOAT, MODIFIED WAS, PREMIUM
- 1 SULFONATE ENHANCED DIRECT TO METAL MODIFIED WAX COATING

#### Chassis, Axles

- 1 AXLE,REAR,23K LBS,5.29
- 1 AXLE,STEER,HENDRICKSON NXT,14600 LBS
- 1 LUBRICATION,OIL,PETROLEUM,AXLE
- 1 SPACER,SPRNG,2IN,FRONT SUSP
- 1 SUSPENSION,SPRG,FRT,SOFTEK,14600
- 1 SUSPENSION,SPRG,REAR,1-STAGE,23000

#### Chassis, Batteries And Accessories

- 1 ACCESSORY POWER SOCKET W/CAP,BATTERY
- 1 BATTERY,AUXILIARY,GROUP 31,ONE,700 CCA
- 1 SWITCH,BATTERY DISCONNECT

#### Chassis, Brakes

- 1 ADJ,SLK,AUTO,MERITOR

- 1 BRAKES,AIR,MERITOR,6FRT/8.62"RR"
- 1 BRAKES,ANTI-LOCK(ABS),AIR
- 1 CHAMBERS,BRAKE,AIR,WABCO
- 1 DRYER,AIR,BENDIX AD-IP
- 1 OIL SLINGER
- 1 PEDALS,ADJUSTABLE
- 1 RESERVOIR,ADDITIONAL WET TANK
- 1 VALVE,DRAIN,MANUAL,AIR TANK

#### Chassis, Bumper

- 1 BUMPER,FRONT,STEEL 12IN
- 1 BUMPER,REAR,STEEL

#### Chassis, Controls

- 1 SWITCH,IGNITION,KEYED ALIKE

#### Chassis, Cooling System

- 1 HOSE,COOLING,SILICONE,W/CONST TRQU CLAMP

#### Chassis, Engines / Transmissions

- 1 60 KW DC FAST CHARGING,CCS1
- 1 BATTERY SYSTEM,DRIVE MOTOR,150 KW
- 1 DELETE CRUISE CONTROL
- 1 EV POWERDRIVE SYSTEM
- 1 GOVERNOR,ROAD SPEED,65 MPH
- 1 REPORT,TELEMATICS,HVIP

#### Chassis, Fuel System

- 1 FUEL TANK DOOR,SPRING LOADED

#### Chassis, Instruments

- 1 GAUGE,SPEEDOMETER, MILES

#### Chassis, Tires and Wheels

- 1 BALANCE FRONT WHEELS
- 1 CERTIFICATION,4-WHEEL ALIGNMENT
- 1 TIRE,COOPER,12R22.5,LRH,RM230 HH
- 1 WHEEL WEIGHTS, ZINC
- 1 WHEELS,STEEL,8.25X22.5,YEL,5HH

#### Chassis, Tow Hooks

- 1 TOW HOOKS, FRONT
- 1 TOW HOOKS, REAR

#### Chassis, Wheelbase

- 1 WHEELBASE,259 INCH

#### Warranty, Extended

- 1 WARRANTY, GOLD 5/10

## Distributor Options

- 1 Lettering
- 1 Hand held stop sign & holder
- 1 FE/FAK/Decals - CA spec
- 1 Child Check EP1 safety system - Meeting CA specs
- 1 Electric air drain valves with controls in driver's compt.
- 1 Fog lights in front bumper



**WATERFORD USD CO-OP BID #17/01 PRICE RECONCILIATION**

Blue Bird T3RE3904S 259" WB 78 Pax

Cummins Electric

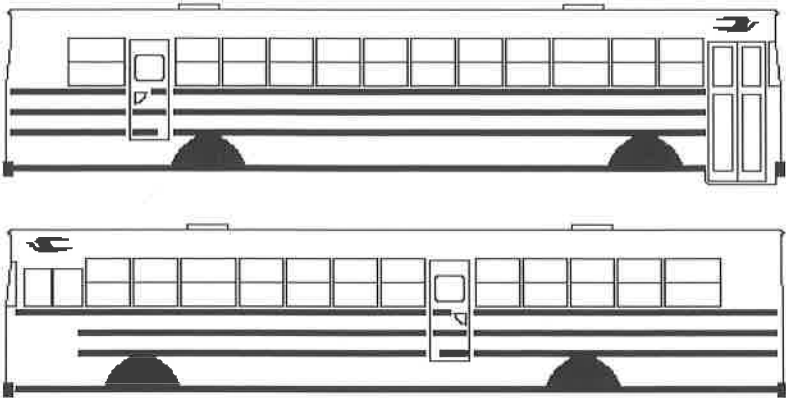
Base Waterford co-op pricing	\$157,625.18
2018 Price Increase - 5%	\$7,881.26
2019 Price Increase - 5%	\$8,275.32
2020 Price Increase - 5%	\$8,689.09
2021 Price Increase - 5%	\$9,123.54
7) Rear spring suspension	(\$1,258.00)
14b) Adjustable pedals	\$1,029.00
24d) Child check safety system	\$758.00
26a) Delete passthru luggage compartment	(\$4,185.00)
26b) Delete Single luggage compartment - Qty 2	(\$1,468.00)
27b) LED 8way warning lights	\$525.00
27c) LED stop arm	\$163.00
27d) LED dome lights	\$462.00
27e) LED drivers dome light	\$102.00
28) Strobe light w/pilot	\$331.00
29) Fog lights in front bumper	\$310.00
35c) National premium air driver seat	\$0.00
37b) Delete 39" Floor mount seat - Qty 1	(\$609.00)
40) Blue fireblock upholstery	\$0.00
40a) Blue Bird NexGen 3pt seats	\$0.00
48) Electric engine & drivetrain conversion package	\$270,000.00
48a) Noise generator for EV	\$2,200.00
50c) 5 year extended limited factory warranty	\$2,431.00
Discount	(\$106,711.37)
<b>Total per bus before sales tax</b>	<b>\$355,674.02</b>



Quote Id: 197870

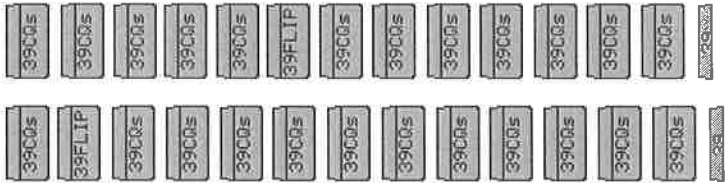
Body Plan / Seat Plan Information

Body Plan: 5013663



Seat Plan: 24971

SP: 24971 T3RE 3904, 78 CAP



Quote Id: 197870

Seat Plan Spacing Chart



Sequoia Union Elementary School District

P.O. Box 44260

Lemon Cove, CA 93244

2021 Blue Bird T3RE 78 Electric

Nominal Annual Rate: 2.250%

	Event	Date	Amount	Number	Period
1	Loan	7/15/2021	185,238.76	1	
2	Payment	7/15/2022	64,546.00	3	Annual
	Date	Payment	Interest	Principal	Balance
Loan	7/15/2021				185,238.76
1	7/15/2022	64,546.00	4,167.87	60,378.13	124,860.63
2	7/15/2023	64,546.00	2,809.36	61,736.64	63,123.99
3	7/15/2024	64,546.00	1,422.01	63,123.99	0.00
Grand Totals		193,638.00	8,399.24	185,238.76	

Nominal Annual Rate: 2.500%

	Event	Date	Amount	Number	Period
1	Loan	7/15/2021	185,238.76	1	
2	Payment	7/15/2022	39,872.00	5	Annual
	Date	Payment	Interest	Principal	Balance
Loan	7/15/2021				185,238.76
1	7/15/2022	39,872.00	4,630.97	35,241.03	149,997.73
2	7/15/2023	39,872.00	3,749.94	36,122.06	113,875.67
3	7/15/2024	39,872.00	2,846.89	37,025.11	76,850.56
4	7/15/2025	39,872.00	1,921.26	37,950.74	38,899.82
5	7/15/2026	39,872.00	972.18	38,899.82	0.00
Grand Totals		199,360.00	14,121.24	185,238.76	

Nominal Annual Rate: 2.750%

	Event	Date	Amount	Number	Period
1	Loan	7/15/2021	185,238.76	1	
2	Payment	7/15/2022	29,453.00	7	Annual
	Date	Payment	Interest	Principal	Balance
Loan	7/15/2021				185,238.76
1	7/15/2022	29,453.00	5,094.07	24,358.93	160,879.83
2	7/15/2023	29,453.00	4,424.20	25,028.80	135,851.03
3	7/15/2024	29,453.00	3,735.90	25,717.10	110,133.93
4	7/15/2025	29,453.00	3,028.68	26,424.32	83,709.61
5	7/15/2026	29,453.00	2,302.01	27,150.99	56,558.62
6	7/15/2027	29,453.00	1,555.36	27,897.64	28,660.98
7	7/15/2028	29,453.00	792.02	28,660.98	0.00
Grand Totals		206,171.00	20,932.24	185,238.76	





3418 52nd Ave Sacramento CA 95823

Quote #21451

May 7, 2021

(559) 999-2281

<https://a-zbus.com>



Tom Scheidt

[tscheidt@a-zbus.com](mailto:tscheidt@a-zbus.com)

(559) 999-2281

## 2022 Blue Bird T3RE 3904

Customer:	Sequoia Union Elementary School	Attn:	Ken Horn
	District		
Mailing	P.O. Box 44260	Phone:	(559) 564-2106
Address:	Lemon Cove, CA 93244	Email:	<a href="mailto:kenhorn@sequoiaunion.org">kenhorn@sequoiaunion.org</a>

Quantity:	1	Wheelbase:	259"
GVWR:	36,200	Transmission:	Allison 3000PTS/SEM
Engine:	Cummins L9 300HP	Suspension:	Spring/Air
Fuel Type:	Diesel	Brakes:	Air Disc
Fuel Port:	Standard	Upholstery:	Blue
Capacity:	52 Amb	WC Lift:	N/A
AC:	MCC Skirt Mount Bitzer Freeblow Front & Rear In-wall		

### Body Content

- Locking Battery Compartment Door
- Vandal Lock - Rear Emerg Win
- Sliding Bolt Vandal Lock - Side Emerg Door
- Forward Grabrail
- Emergency Door Right 28 inch
- Emerg Door L - 28 in
- Mud Flaps - Rear
- Rear wheel front flaps
- Mud Flaps w/logo - Rear
- Mud Flap Extension - Rear
- Rubber Fenders - Rear
- Rubber Fenders - Front
- Floor - 1/2" Plywood
- Floor - Plywood Screwed Down
- Acoustic Headlining - Full Length
- Lettering - Emerg. Door Arrows
- Lights - Day Run Lights w/park brake deactive
- Yellow Entrance Door
- Paint - NSB Yellow Exterior
- Black Blue Bird Logo
- Paint - Bright White Roof 12.5"
- Driver 3pt belt - Black
- Visor Left Arcylic Adjust., Opaque
- 2 Piece Curved Tinted Wndshld
- 77" Headroom
- Air Horn Mounted Under Floor
- Aux. Fan Upper Left 6"
- Aux. Fan Upper Center 6"



- Specialty Pro-Lo Roof Hatch
- Driver's 12k Heater
- 50k Left Rear Floor Heater
- Dome Lights - LED
- LED 8 Way Lights - Amber/Red
- Warning Flashing Pilot Light - Right
- Strobe Light - 4ft from Rear
- Clear LED Strobe Light
- 8 Speaker Deluxe System w/wiring
- Pre-Wire 2Way Radio Center Dash
- Stop Arm - LED Strobe Cluster
- Stop Arm Location - Rear
- Backing Safety Horn 112DB
- Rubrails - Full Width Black
- Warning Light Paint Base Color
- Interior Paint Astro White
- Rearview 6X30 Int. Mirror w/monitor
- Remote Ctrl Rearview Mirror
- Heated Mirror Ext 15 Min Timer
- Exterior Open View Split System Mirror
- Crossview Eye-Max Mirror
- Pre-Wire Video Monitor System
- Modesty Panel Barrier Ent. Door
- Modesty Panel Left Driver Barrier
- National Air Prem Mor-Dura Charcoal Driver Seat
- Right Driver Seat Armrest

- 39" High Back Barrier
- Barrier - Blue Fire Block
- 36" Track Mnt 3pt Seat
- Cup Holder
- Arm Rest - Driver's Console
- Overhead Storage - Locking
- Galvanized Stepwell
- Entrance Door Outward Open - Air
- Door Control - Air Power Mom. Switch 2-Pos
- Security Lock Entrance Door
- Rear Emergency Window
- Black Rubber Floor
- Vinyl Ribbed Steptread
- Vinyl Black Steptread
- Ent. Door Barrier Handrail 3.25"-5.25"
- Stepwell Light LED, ADA
- Dark Tint Temp Rear Emerg Window
- Driver Green Lam. Window Black Frame
- Rear Emerg Window Buzzer
- Left Emerg Door Buzzer
- Right Emerg Door Buzzer
- 12" S/S Tint Lam Window Black Frame
- Back-Up Camera
- Delete Roof Hatch Buzzer
- Roller Tray Battery Compt - Chas Mntd
- All American Rear Engine, 259" Wheelbase

#### Chassis Content

- Accessory Pwr Socket w/Cap
- Performace TCM Program Allison Transmission
- Air Disc Brakes
- Bendix AD-IP Air Dryer
- Steel Rear Bumper
- 12" Steel Front Bumper
- Cruise Control
- Adjustable Pedals
- 350 amp alternator
- 3 - Group 31 Batteries
- Governor, 65 MPH
- Engine Emissions Control, 2021
- Cooper 12R22.5 LRh, RM230 HH Tires
- Front Tow Hooks
- Rear Tow Hooks
- Aluminum Wheels, 22.5x8.25 Polished, w/Hub Cover
- Electronic Stability Control
- Exhaust VTG



### Dealer Added Content

- Lettering
- Hand held stop sign & holder
- FE/FAK/Decals - CA Spec
- EP1 Child check safety system
- Electric air drains w/controls in Dr's compt
- Fog lights in front bumper
- 24/7 5 head camera system



**WATERFORD USD CO-OP BID #01/17 PRICE RECONCILIATION**

Blue Bird T3RE3904S 259" WB 52 Pax

Cummins L9 300 HP Diesel Allison 3000 PTS SEM Automatic

Base Waterford co-op pricing	\$157,625.18
2018 Price Increase - 5%	\$7,881.26
2019 Price Increase - 5%	\$8,275.32
2020 Price increase - 5%	\$8,689.09
2021 Price increase - 5%	\$9,123.54
14) Air disc brakes	\$2,027.00
14b) Adjustable pedals	\$1,029.00
17) ESC - Electronic Stability Control	\$1,260.00
24d) Child check safety system	\$758.00
27b) LED 8way warning lights	\$525.00
27c) LED stop arm	\$163.00
27d) LED dome lights	\$462.00
27e) LED driver's dome lights	\$102.00
28) Strobe light w/pilot	\$331.00
29) Fog lights in front bumper	\$310.00
35c) National premium air drivers seat	\$0.00
37b) Delete 39" 3pt Floor Mount Seats - Qty 11	(\$6,699.00)
37c) Add 36" 3pt Floor Mount Seats - Qty 2	\$1,124.00
40) Blue fireblock upholstery	\$0.00
40a) Blue Bird NexGen 3pt seats	\$0.00
43c.) 130K BTU Freeblow roof mount	\$11,210.00
43f.) AC Compressor	\$2,709.00
50a) 2 year extended limited factory warranty	\$352.00
Discount	(\$26,036.74)
<b>Total per bus + sales tax</b>	<b>\$181,220.65</b>



Sequoia Union Elementary School District				From:	A-Z Bus Sal
P.O. Box 44260					Tom Scheic
Lemon Cove, CA 93244					tscheidt@a
Ken Horn					(559) 999-2
(559) 564-2106		kenhorn@sequoiaunion.org			
Blue Bird School Bus					
Nominal Annual Rate:		2.100%			
	Event	Date	Amount	Number	Period
1	Loan	8/15/2021	194,812.20	1	
2	Payment	8/15/2022	67,684.00	3	Annual
	Date	Payment	Interest	Principal	Balance
Loan	8/15/2021				194,812.20
1	8/15/2022	67,684.00	4,091.06	63,592.94	131,219.26
2	8/15/2023	67,684.00	2,755.60	64,928.40	66,290.86
3	8/15/2024	67,684.00	1,393.14	66,290.86	0.00
Grand Totals		203,052.00	8,239.80	194,812.20	
Nominal Annual Rate:		2.300%			
	Event	Date	Amount	Number	Period
1	Loan	8/15/2021	194,812.20	1	
2	Payment	8/15/2022	41,692.00	5	Annual
	Date	Payment	Interest	Principal	Balance
Loan	8/15/2021				194,812.20
1	8/15/2022	41,692.00	4,480.68	37,211.32	157,600.88
2	8/15/2023	41,692.00	3,624.82	38,067.18	119,533.70
3	8/15/2024	41,692.00	2,749.28	38,942.72	80,590.98
4	8/15/2025	41,692.00	1,853.59	39,838.41	40,752.57
5	8/15/2026	41,692.00	939.43	40,752.57	0.00
Grand Totals		208,460.00	13,647.80	194,812.20	
Nominal Annual Rate:		2.880%			
	Event	Date	Amount	Number	Period
1	Loan	8/15/2021	194,812.20	1	
2	Payment	8/15/2022	31,128.00	7	Annual
	Date	Payment	Interest	Principal	Balance
Loan	8/15/2021				194,812.20
1	8/15/2022	31,128.00	5,610.59	25,517.41	169,294.79
2	8/15/2023	31,128.00	4,875.69	26,252.31	143,042.48
3	8/15/2024	31,128.00	4,119.62	27,008.38	116,034.10
4	8/15/2025	31,128.00	3,341.78	27,786.22	88,247.88
5	8/15/2026	31,128.00	2,541.54	28,586.46	59,661.42
6	8/15/2027	31,128.00	1,718.25	29,409.75	30,251.67
7	8/15/2028	31,128.00	876.33	30,251.67	0.00
Grand Totals		217,896.00	23,083.80	194,812.20	





**SEQUOIA UNION** | **ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

## **DISCUSSION & REPORTS**

6.9 Business Report





**SEQUOIA UNION | ELEMENTARY SCHOOL**

# Business Department

Diana Hernandez

May 13, 2021



# Agenda



Attendance Report

Cafeteria Report



Vendor Payments



Payroll



Budget Report



Bank Account Reconciliation Balances



The Road Ahead



Questions



# Attendance Report

03/15/2021- 04/09/2021  
10 School Days

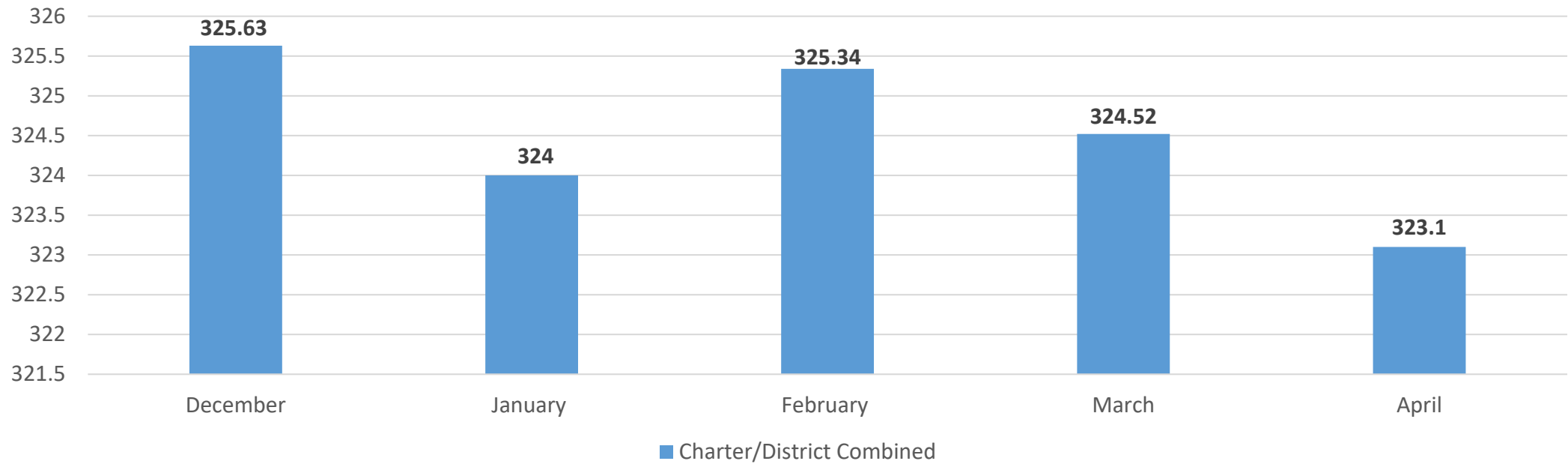
Grade	Carry Forward	Gain	Loss	ADA
0	43	1	0	35.5
1	31	0	0	30.4
2	35	2	1	36.3
3	43	0	1	41.8
4	35	0	0	34.7
5	39	0	0	37.3
6	49	0	0	48.8
7	38	0	0	35.3
8	23	0	1	20
<b>Charter Total</b>	<b>300.1</b>			
<b>District Total</b>	<b>23</b>			
<b>Combined</b>	<b>323.1</b>			

Adopted Budget	
District	33
Charter	316

Current	+/-
23	-10
323	-7



# Comparison Attendance Report





# Cafeteria Report

FUND: 130 - Cafeteria Special Revenue Fund

						UNENCUMBERED							
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
SUMMARY FOR 130 - CAFETERIA SPECIAL REVENUE FUND													
							Current	Year To Date	%		Encumbered	Balance	%
TOTAL: INCOME		141,386.00					64,321.04	64,321.04	45.49		0.00	77,064.96	54.51
TOTAL: 1000-5000		141,385.32					113,964.56	113,964.56	80.61		0.00	27,420.76	19.39
TOTAL: 1000-6000		141,385.32					113,964.56	113,964.56	80.61		0.00	27,420.76	19.39
TOTAL: EXPENSES		141,385.32					113,964.56	113,964.56	80.61		0.00	27,420.76	19.39

Expended 80.61% of Total Budget



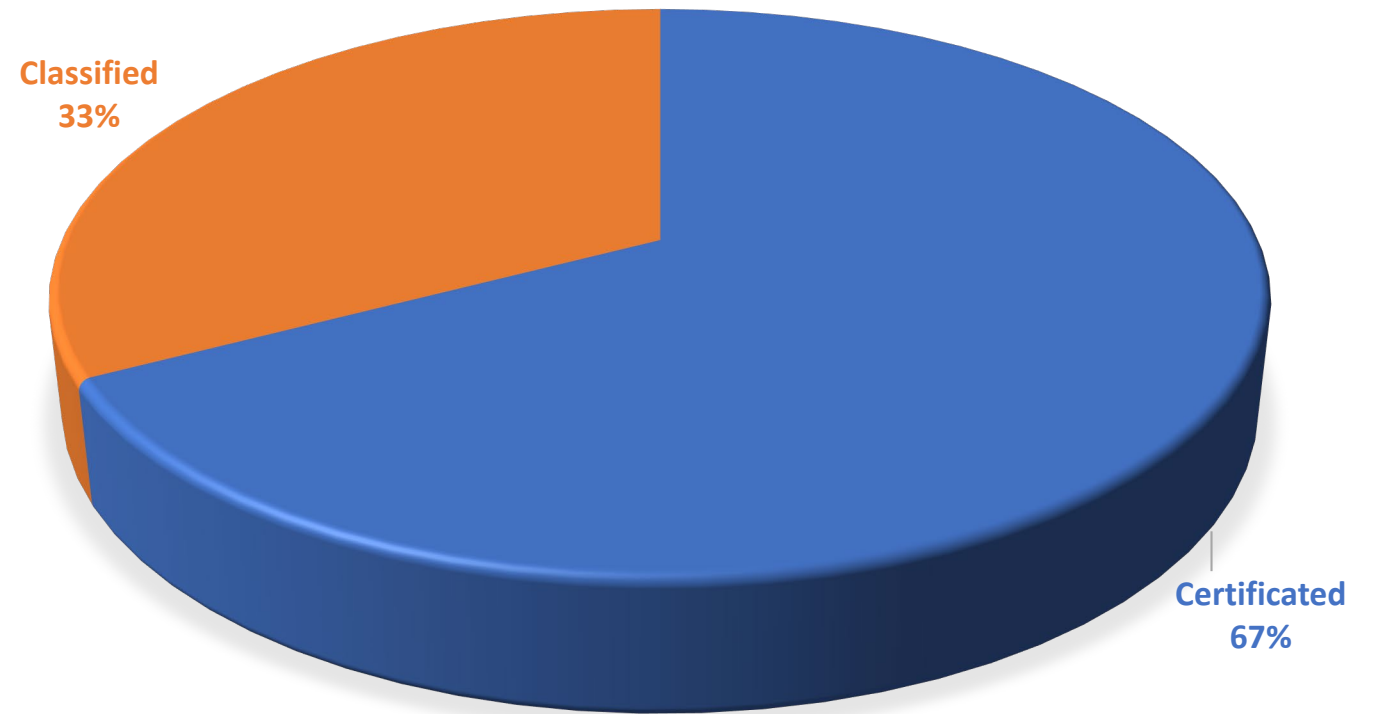
# Vendor Payments

<b>04/08/2021</b>		<b>\$111,608.08</b>
<b>04/15/2021</b>		<b>\$10,076.11</b>
<b>04/29/2021</b>		<b>\$25,562.76</b>
<b>Total</b>		<b>\$147,246.95</b>



# April Payroll

- ☐ Certificated \$123,168.40
- ☐ Classified \$59,861.33





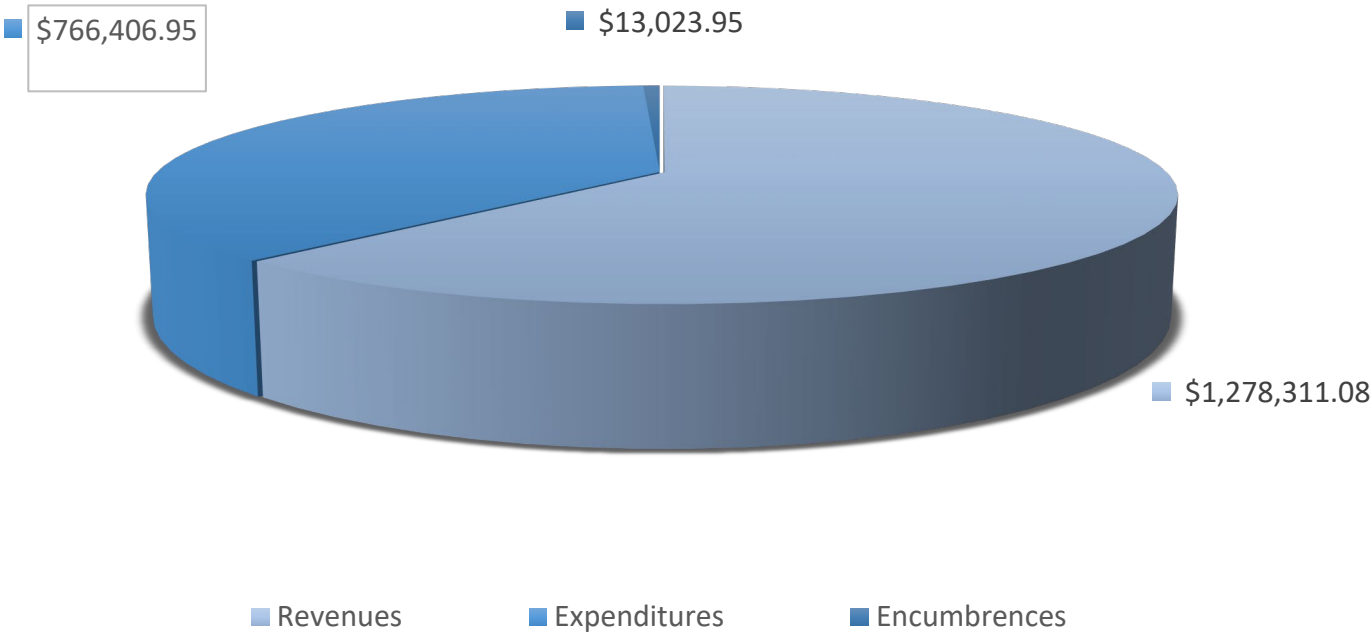
The background features three overlapping circles in a horizontal row. The circles are a medium blue color, and their overlapping areas create a darker blue shade. A solid white horizontal band cuts across the middle of the circles, serving as a backdrop for the text.

# Budget Report



# District Budget Report

## As Of April 30, 2021



FUND: 010 - General Fund

Received 93.53 % of Projected Revenues

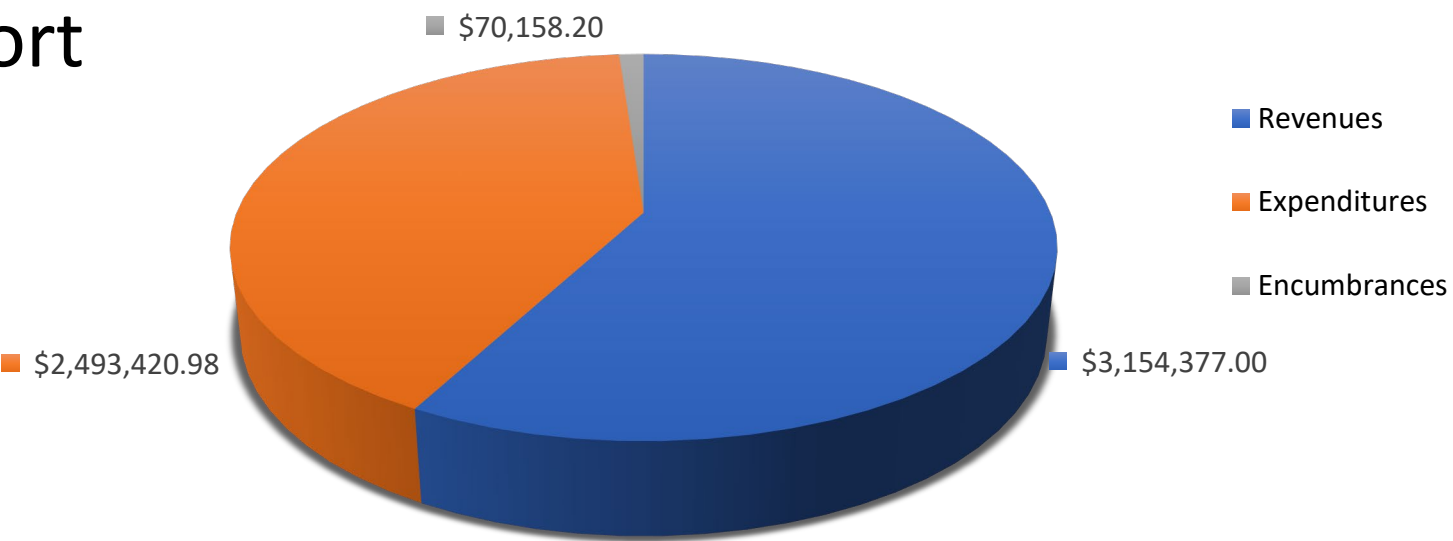
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	UNENCUMBERED	Balance	%
SUMMARY FOR 010 - GENERAL FUND														
							Current	Year To Date		%	Encumbered		Balance	%
TOTAL: INCOME							1,338,153.66	1,278,311.08	1,278,311.08	95.53	0.00		59,842.58	4.47
TOTAL: 1000-5000							666,340.92	391,391.75	391,391.75	58.74	13,023.95		261,925.22	39.31
TOTAL: 1000-6000							1,172,861.92	742,367.08	742,367.08	63.30	13,023.95		417,470.89	35.59
TOTAL: EXPENSES							1,198,099.92	766,406.95	766,406.95	63.97	13,023.95		418,669.02	34.94

63.97% Total Expenditures Year To Date



# Charter Budget Report

## As Of April 30, 2021



Received 55.81% of Projected Budget

FUND: 011 - General Fund - Charter School #1

						UNENCUMBERED							
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
SUMMARY FOR 011 - GENERAL FUND - CHARTER SCHOOL #1													
							Current	Year To Date	%		Encumbered	Balance	%
TOTAL: INCOME							3,154,377.00	1,760,302.20	1,760,302.20	55.81	0.00	1,394,074.80	44.19
TOTAL: 1000-5000							3,369,158.77	2,493,420.98	2,493,420.98	74.01	70,158.20	805,579.59	23.91
TOTAL: 1000-6000							3,369,158.77	2,493,420.98	2,493,420.98	74.01	70,158.20	805,579.59	23.91
TOTAL: EXPENSES							3,369,158.77	2,493,420.98	2,493,420.98	74.01	70,158.20	805,579.59	23.91

74.01% Total Expenditures Year To Date



# Bank Reconciliation Balances

**Revolving Account**  
**\$2,633.80**

**Clearing Account**  
**\$192.85**



**Cafeteria Account**  
**\$2,457.46**

**Student Body Account**  
**\$15,662.84**



# The Road Ahead

- Training w/Elaine
  - Friday May 14, 2021
  - Saturday May 15, 2021
- May Revision Workshop
  - Thursday May 20, 2021
- Proposed Budget Adoption
  - June 24, 2021





Questions







**SEQUOIA UNION** | **ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

## **CONSENT ITEMS**

7.1 Attendance Report- Charter



## Attendance Summary By Grade

### Sequoia Union Charter School

03/15/2021 to 04/09/2021 = 10 school days

Students not in **Transitional Kindergarten**

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
0	37	1	0	0	38	380	0	8	17.00	355.00	35.50	95.43%
<b>Subtotal</b>	<b>37</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>38</b>	<b>380</b>	<b>0</b>	<b>8</b>	<b>17.00</b>	<b>355.00</b>	<b>35.50</b>	<b>95.43%</b>
1	31	0	0	0	31	310	0	0	6.00	304.00	30.40	98.06%
2	35	2	0	1	36	370	0	0	7.00	363.00	36.30	98.11%
3	43	0	0	1	42	430	0	1	11.00	418.00	41.80	97.44%
<b>Subtotal</b>	<b>109</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>109</b>	<b>1110</b>	<b>0</b>	<b>1</b>	<b>24.00</b>	<b>1085.00</b>	<b>108.50</b>	<b>97.84%</b>
4	35	0	0	0	35	350	0	0	3.00	347.00	34.70	99.14%
5	39	0	0	0	39	390	0	0	17.00	373.00	37.30	95.64%
6	49	0	0	0	49	490	0	0	2.00	488.00	48.80	99.59%
<b>Subtotal</b>	<b>123</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>123</b>	<b>1230</b>	<b>0</b>	<b>0</b>	<b>22.00</b>	<b>1208.00</b>	<b>120.80</b>	<b>98.21%</b>
7	38	0	0	0	38	380	0	0	17.00	353.00	35.30	92.89%
<b>Subtotal</b>	<b>38</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>	<b>380</b>	<b>0</b>	<b>0</b>	<b>17.00</b>	<b>353.00</b>	<b>35.30</b>	<b>92.89%</b>
<b>Grand Total</b>	<b>307</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>308</b>	<b>3100</b>	<b>0</b>	<b>9</b>	<b>80.00</b>	<b>3001.00</b>	<b>300.10</b>	<b>97.09%</b>

### Sequoia Union Charter School

03/15/2021 to 04/09/2021 = 10 school days

Only Students in **Transitional Kindergarten**

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
0	6	0	0	0	6	60	0	0	26.00	34.00	3.40	56.67%
<b>Subtotal</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>26.00</b>	<b>34.00</b>	<b>3.40</b>	<b>56.67%</b>
1	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
2	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
3	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
4	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
5	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
6	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
7	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>Grand Total</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>26.00</b>	<b>34.00</b>	<b>3.40</b>	<b>56.67%</b>

To the best of my knowledge,  
the above attendance information is correct.

Signed 

Date 5/13/21

#### Report Calculations

(( Carry Fwd + Gain - Mult. Gain ) X School Days ) = Actual Days

Actual Days - ( Off Track + Days N/E + Days Absent ) = Days Attd

[ Days Attd / ( Actual Days - Off Track - Days N/E ) ] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.]





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **CONSENT ITEMS**

7.2 Attendance Report - District



## Attendance Summary By Grade

**Sequoia Union Elementary School**  
03/15/2021 to 04/09/2021 = 10 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
8	23	0	0	1	22	230	0	8	22.00	200.00	20.00	90.09%
<b>Subtotal</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>22</b>	<b>230</b>	<b>0</b>	<b>8</b>	<b>22.00</b>	<b>200.00</b>	<b>20.00</b>	<b>90.09%</b>
<b>Grand Total</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>22</b>	<b>230</b>	<b>0</b>	<b>8</b>	<b>22.00</b>	<b>200.00</b>	<b>20.00</b>	<b>90.09%</b>

To the best of my knowledge,  
the above attendance information is correct.

Signed Victoria Davis

Date 5/3/21

### Report Calculations

$((\text{Carry Fwd} + \text{Gain} - \text{Mult. Gain}) \times \text{School Days}) = \text{Actual Days}$

$\text{Actual Days} - (\text{Off Track} + \text{Days N/E} + \text{Days Absent}) = \text{Days Attd}$

$[\text{Days Attd} / (\text{Actual Days} - \text{Off Track} - \text{Days N/E})] \times 100 = \text{ADA\%}$

[Note: Multiple gains are for students that entered more than one time during the report time span.]





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **CONSENT ITEMS**

7.3 Budget Report Charter



**BUDGET REPORT**

BDG113

5/7/2021

Page 1 of 13

FY: 2021

10:27:40AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

							UNENCUMBERED							
FD	RE	PY	GO	FN	OB	SI		Working	Current	Year To Date	%	Encumbered	Balance	%
LCFF State Aid Charters - Current Year														
011-00000-0-00000-00000-80111-0								2,230,407.00	1,461,085.72	1,461,085.72	65.50	0.00	769,321.28	34.49
TOTAL: 80111								2,230,407.00	1,461,085.72	1,461,085.72	65.51	0.00	769,321.28	34.49
Education Protection Account - Charter Schools														
011-14000-0-00000-00000-80121-0								62,356.00	47,392.00	47,392.00	76.00	0.00	14,964.00	24.00
TOTAL: 80121								62,356.00	47,392.00	47,392.00	76.00	0.00	14,964.00	24.00
LCFF/Revenue Limit State Aid Charters - Prior Years														
011-00000-0-00000-00000-80191-0								0.00	(552.72)	(552.72)	0.00	0.00	552.72	0.00
TOTAL: 80191								0.00	(552.72)	(552.72)	0.00	0.00	552.72	0.00
Transfers to Charter Schools in Lieu of Property Taxes														
011-00000-0-00000-00000-80960-0								492,587.00	0.00	0.00	0.00	0.00	492,587.00	100.00
TOTAL: 80960								492,587.00	0.00	0.00	0.00	0.00	492,587.00	100.00
All Other Federal Revenue														
011-30100-0-00000-00000-82900-0								72,704.00	18,890.00	18,890.00	26.00	0.00	53,814.00	74.02
011-32100-0-00000-00000-82900-0								43,597.00	15,353.00	15,353.00	35.20	0.00	28,244.00	64.78
011-32150-0-00000-00000-82900-0								10,120.00	2,530.00	2,530.00	25.00	0.00	7,590.00	75.00
011-32200-0-00000-00000-82900-0								125,314.00	125,314.00	125,314.00	100.00	0.00	0.00	0.00
011-40350-0-00000-00000-82900-0								29,822.00	19,570.40	19,570.40	65.60	0.00	10,251.60	34.38
011-58100-0-00000-00000-82900-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 82900								281,557.00	181,657.40	181,657.40	64.52	0.00	99,899.60	35.48
Mandated Cost Reimbursements														
011-00000-0-00000-00000-85500-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 85500								0.00	0.00	0.00	0.00	0.00	0.00	0.00
State Lottery Revenue														
011-11000-0-00000-00000-85600-0								48,654.00	39,325.38	39,325.38	80.80	0.00	9,328.62	19.17
011-63000-0-00000-00000-85600-0								14,628.00	7,206.42	7,206.42	49.30	0.00	7,421.58	50.74
TOTAL: 85600								63,282.00	46,531.80	46,531.80	73.53	0.00	16,750.20	26.47
All Other State Revenue														
011-73880-0-00000-00000-85900-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-74200-0-00000-00000-85900-0								24,188.00	24,188.00	24,188.00	100.00	0.00	0.00	0.00
TOTAL: 85900								24,188.00	24,188.00	24,188.00	100.00	0.00	0.00	0.00

Net Increase (Decrease) in the Fair Value of Investments



**BUDGET REPORT**

BDG113

5/7/2021

Page 2 of 13

FY: 2021

10:27:40AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

							UNENCUMBERED						
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
011-00000-0-00000-00000-86620-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 86620							0.00	0.00	0.00	0.00	0.00	0.00	0.00
Contributions from Unrestricted Resources													
011-00000-0-00000-00000-89800-0							(280,988.50)	0.00	0.00	0.00	0.00	(280,988.50)	100.00
011-07200-0-00000-00000-89800-0							158,248.00	0.00	0.00	0.00	0.00	158,248.00	100.00
011-07230-0-00000-00000-89800-0							76,700.00	0.00	0.00	0.00	0.00	76,700.00	100.00
011-14000-0-00000-00000-89800-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-30100-0-00000-00000-89800-0							8,506.50	0.00	0.00	0.00	0.00	8,506.50	100.00
011-81500-0-00000-00000-89800-0							37,534.00	0.00	0.00	0.00	0.00	37,534.00	100.00
TOTAL: 89800							0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 80000							3,154,377.00	1,760,302.20	1,760,302.20	55.81	0.00	1,394,074.80	44.19
TOTAL INCOME:							3,154,377.00	1,760,302.20	1,760,302.20	55.81	0.00	1,394,074.80	44.19
Certificated Teachers` Salaries													
011-00000-0-11100-10000-11000-0							1,016,445.71	821,216.03	821,216.03	80.80	0.00	195,229.68	19.21
011-07200-0-11100-10000-11000-0							14,972.00	1,127.94	1,127.94	7.50	0.00	13,844.06	92.47
011-14000-0-11100-10000-11000-0							75,455.23	66,506.63	66,506.63	88.10	0.00	8,948.60	11.86
011-40350-0-00000-21000-11000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-40350-0-11100-10000-11000-0							9,725.32	7,957.08	7,957.08	81.80	0.00	1,768.24	18.18
TOTAL: 11000							1,116,598.26	896,807.68	896,807.68	80.32	0.00	219,790.58	19.68
Substitute Teachers													
011-00000-0-11100-10000-11002-0							10,000.00	5,131.25	5,131.25	51.30	0.00	4,868.75	48.69
TOTAL: 11002							10,000.00	5,131.25	5,131.25	51.31	0.00	4,868.75	48.69
Certificated Supervisors and Administrators Salaries													
011-00000-0-00000-27000-13000-0							51,538.20	42,948.50	42,948.50	83.30	0.00	8,589.70	16.67
011-00000-0-00000-71500-13000-0							34,358.80	18,406.50	18,406.50	53.60	0.00	15,952.30	46.43
TOTAL: 13000							85,897.00	61,355.00	61,355.00	71.43	0.00	24,542.00	28.57
Other Certificated Salaries													
011-07200-0-00000-24200-19000-0							37,429.00	12,042.75	12,042.75	32.20	0.00	25,386.25	67.83
TOTAL: 19000							37,429.00	12,042.75	12,042.75	32.17	0.00	25,386.25	67.83
TOTAL: 10000							1,249,924.26	975,336.68	975,336.68	78.03	0.00	274,587.58	21.97
Classified Instructional Salaries													
011-00000-0-11100-10000-21000-0							72,424.44	55,781.96	55,781.96	77.00	0.00	16,642.48	22.98



**BUDGET REPORT**

BDG113

5/7/2021

Page 3 of 13

FY: 2021

10:27:40AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

						UNENCUMBERED	
FD	RE	PY	GO	FN	OB	SI	
						Working	Current
						Year To Date	%
						Encumbered	Balance
						%	
011-07200-0-11100-10000-21000-0						17,970.56	15,151.97
011-30100-0-11100-10000-21000-0						53,074.05	43,490.00
011-58100-0-11100-10000-21000-0						0.00	0.00
TOTAL: 21000						143,469.05	114,423.93
Classified Support Salaries							
011-00000-0-00000-81100-22000-0						75,363.00	43,158.37
011-00000-0-00000-82000-22000-0						77,916.72	57,447.13
011-07200-0-00000-36000-22000-0						0.00	0.00
011-07230-0-00000-36000-22000-0						22,143.22	17,806.39
011-74200-0-00000-82000-22000-0						7,585.00	6,308.54
011-81500-0-00000-81100-22000-0						26,016.00	0.00
TOTAL: 22000						209,023.94	124,720.43
Classified Supervisors' and Administrators' Salaries							
011-00000-0-00000-72000-23000-0						64,485.83	53,738.19
011-07200-0-00000-21000-23000-0						4,119.00	6,926.04
TOTAL: 23000						68,604.83	60,664.23
Clerical, Technical and Office Staff Salaries							
011-00000-0-00000-27000-24000-0						20,503.92	14,312.80
011-00000-0-00000-72000-24000-0						34,799.00	16,642.78
011-00000-0-11100-27000-24000-0						10,540.96	6,663.50
011-07200-0-00000-24200-24000-0						800.00	2,304.83
011-07200-0-00000-27000-24000-0						0.00	0.00
TOTAL: 24000						66,643.88	39,923.91
Other Classified Salaries							
011-00000-0-11100-10000-29000-0						46,977.30	27,459.81
011-00000-0-11100-27000-29000-0						0.00	0.00
011-07200-0-00000-24200-29000-0						12,759.95	11,738.78
011-74200-0-11100-10000-29000-0						4,450.00	258.58
TOTAL: 29000						64,187.25	39,457.17
TOTAL: 20000						551,928.95	379,189.67
State Teachers` Retirement System, certificated positions							
011-00000-0-00000-27000-31010-0						8,323.44	6,936.20
011-00000-0-00000-71500-31010-0						5,548.92	2,972.60
011-00000-0-11100-10000-31010-0						164,866.21	133,271.06



**BUDGET REPORT**

BDG113

5/7/2021

Page 4 of 13

FY: 2021

10:27:40AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

						UNENCUMBERED	
FD	RE	PY	GO	FN	OB	SI	
						Working	Current
						Year To Date	%
						Encumbered	Balance
						%	
011-07200-0-00000-24200-31010-0						6,045.00	1,953.66
011-07200-0-11100-10000-31010-0						2,418.00	192.88
011-14000-0-11100-10000-31010-0						12,186.00	10,757.15
011-40350-0-00000-21000-31010-0						0.00	0.00
011-40350-0-11100-10000-31010-0						1,570.71	1,285.18
TOTAL: 31010						200,958.28	157,368.73
State Teachers` Retirement System, classified positions							
011-07200-0-00000-24200-31020-0						2,475.43	1,895.80
TOTAL: 31020						2,475.43	1,895.80
Public Employees Retirement System, certificated positions							
011-00000-0-11100-10000-32010-0						0.00	0.00
TOTAL: 32010						0.00	0.00
Public Employees` Retirement System, classified positions							
011-00000-0-00000-27000-32020-0						4,244.31	2,962.75
011-00000-0-00000-72000-32020-0						16,793.60	14,568.84
011-00000-0-00000-81100-32020-0						15,625.00	7,118.40
011-00000-0-00000-82000-32020-0						16,111.82	11,840.03
011-00000-0-11100-10000-32020-0						24,396.97	16,498.09
011-00000-0-11100-27000-32020-0						2,111.83	1,309.19
011-07200-0-00000-21000-32020-0						853.00	1,430.65
011-07200-0-00000-27000-32020-0						0.00	0.00
011-07200-0-00000-36000-32020-0						0.00	0.00
011-07200-0-11100-10000-32020-0						3,652.15	3,068.69
011-07200-0-11100-27000-32020-0						0.00	0.00
011-07230-0-00000-36000-32020-0						4,583.68	3,685.95
011-30100-0-11100-10000-32020-0						10,986.13	9,002.43
011-81500-0-00000-81100-32020-0						5,386.00	0.00
TOTAL: 32020						104,744.49	71,485.02
OASDI, Certificated Positions							
011-00000-0-11100-10000-33012-0						0.00	41.38
011-07200-0-11100-10000-33012-0						0.00	0.00
TOTAL: 33012						0.00	41.38
Medicare, Certificated Positions							
011-00000-0-00000-27000-33013-0						747.35	622.79
011-00000-0-00000-71500-33013-0						498.22	266.88



**BUDGET REPORT**

BDG113

5/7/2021

Page 5 of 13

FY: 2021

10:27:40AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

						UNENCUMBERED	
FD	RE	PY	GO	FN	OB	SI	
						Working	Current
						Year To Date	%
						Encumbered	Balance
						%	
011-00000-0-11100-10000-33013-0						14,844.31	12,049.04
011-07200-0-00000-24200-33013-0						543.00	174.64
011-07200-0-11100-10000-33013-0						217.00	16.36
011-14000-0-11100-10000-33013-0						1,094.11	964.37
011-40350-0-00000-21000-33013-0						0.00	0.00
011-40350-0-11100-10000-33013-0						141.04	115.43
TOTAL: 33013						18,085.03	14,209.51
Social Security/Medicare/Alternative, classified positions							
011-00000-0-00000-72000-33020-0						0.00	0.00
011-07230-0-00000-36000-33020-0						0.00	0.00
011-58100-0-11100-10000-33020-0						0.00	0.00
TOTAL: 33020						0.00	0.00
OASDI, classified positions							
011-00000-0-00000-27000-33022-0						1,271.23	887.39
011-00000-0-00000-72000-33022-0						5,029.99	4,363.65
011-00000-0-00000-81100-33022-0						4,673.00	2,675.83
011-00000-0-00000-82000-33022-0						4,830.84	3,561.70
011-00000-0-11100-10000-33022-0						7,402.93	5,160.95
011-00000-0-11100-27000-33022-0						653.53	413.13
011-07200-0-00000-21000-33022-0						255.00	429.40
011-07200-0-00000-24200-33022-0						634.76	142.89
011-07200-0-00000-27000-33022-0						0.00	0.00
011-07200-0-00000-36000-33022-0						0.00	0.00
011-07200-0-11100-10000-33022-0						1,114.18	939.43
011-07230-0-00000-36000-33022-0						1,372.61	1,104.00
011-30100-0-11100-10000-33022-0						3,290.52	2,696.37
011-58100-0-11100-10000-33022-0						0.00	0.00
011-74200-0-00000-82000-33022-0						470.00	391.13
011-74200-0-11100-10000-33022-0						0.00	16.03
011-81500-0-00000-81100-33022-0						1,614.00	0.00
TOTAL: 33022						32,612.59	22,781.90
Medicare, classified positions							
011-00000-0-00000-27000-33023-0						297.31	207.53
011-00000-0-00000-72000-33023-0						1,176.39	1,020.55
011-00000-0-00000-81100-33023-0						1,093.00	625.76
011-00000-0-00000-82000-33023-0						1,129.78	832.96



FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

							UNENCUMBERED						
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
011-00000-0-11100-10000-33023-0							1,731.33	1,207.00	1,207.00	69.70	0.00	524.33	30.28
011-00000-0-11100-27000-33023-0							152.82	96.60	96.60	63.20	0.00	56.22	36.79
011-07200-0-00000-21000-33023-0							60.00	100.43	100.43	167.40	0.00	(40.43)	0.00
011-07200-0-00000-24200-33023-0							201.31	203.63	203.63	101.20	0.00	(2.32)	0.00
011-07200-0-00000-27000-33023-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-07200-0-00000-36000-33023-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-07200-0-11100-10000-33023-0							260.58	219.72	219.72	84.30	0.00	40.86	15.68
011-07230-0-00000-36000-33023-0							321.08	258.20	258.20	80.40	0.00	62.88	19.58
011-30100-0-11100-10000-33023-0							769.55	630.60	630.60	81.90	0.00	138.95	18.06
011-58100-0-11100-10000-33023-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-74200-0-00000-82000-33023-0							110.00	91.49	91.49	83.20	0.00	18.51	16.83
011-74200-0-11100-10000-33023-0							0.00	3.75	3.75	0.00	0.00	(3.75)	0.00
011-81500-0-00000-81100-33023-0							377.00	0.00	0.00	0.00	0.00	377.00	100.00
TOTAL: 33023							7,680.15	5,498.22	5,498.22	71.59	0.00	2,181.93	28.41
Health & Welfare Benefits, certificated positions													
011-00000-0-00000-27000-34010-0							5,985.00	4,788.00	4,788.00	80.00	0.00	1,197.00	20.00
011-00000-0-00000-71500-34010-0							4,275.00	2,052.00	2,052.00	48.00	0.00	2,223.00	52.00
011-00000-0-11100-10000-34010-0							244,471.00	196,411.72	196,411.72	80.30	0.00	48,059.28	19.66
011-14000-0-11100-10000-34010-0							15,219.00	12,175.20	12,175.20	80.00	0.00	3,043.80	20.00
TOTAL: 34010							269,950.00	215,426.92	215,426.92	79.80	0.00	54,523.08	20.20
Health & Welfare Benefits, classified positions													
011-00000-0-00000-27000-34020-0							12,000.00	6,087.60	6,087.60	50.70	0.00	5,912.40	49.27
011-00000-0-00000-72000-34020-0							21,416.10	18,262.80	18,262.80	85.30	0.00	3,153.30	14.72
011-00000-0-00000-81100-34020-0							7,610.00	3,043.80	3,043.80	40.00	0.00	4,566.20	60.00
011-00000-0-00000-82000-34020-0							12,175.20	9,131.40	9,131.40	75.00	0.00	3,043.80	25.00
011-00000-0-11100-10000-34020-0							9,835.48	7,912.36	7,912.36	80.40	0.00	1,923.12	19.55
011-07200-0-00000-36000-34020-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-07230-0-00000-36000-34020-0							4,215.15	3,390.95	3,390.95	80.40	0.00	824.20	19.55
011-30100-0-11100-10000-34020-0							8,560.91	6,690.23	6,690.23	78.10	0.00	1,870.68	21.85
011-81500-0-00000-81100-34020-0							3,805.00	0.00	0.00	0.00	0.00	3,805.00	100.00
TOTAL: 34020							79,617.84	54,519.14	54,519.14	68.48	0.00	25,098.70	31.52
State Unemployment Insurance, certificated positions													
011-00000-0-00000-27000-35010-0							25.80	21.50	21.50	83.30	0.00	4.30	16.67
011-00000-0-00000-71500-35010-0							17.19	9.20	9.20	53.50	0.00	7.99	46.48
011-00000-0-11100-10000-35010-0							511.74	415.38	415.38	81.20	0.00	96.36	18.83
011-07200-0-00000-24200-35010-0							19.00	6.02	6.02	31.70	0.00	12.98	68.32



**BUDGET REPORT**

BDG113

5/7/2021

Page 7 of 13

FY: 2021

10:27:40AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

						UNENCUMBERED	
FD	RE	PY	GO	FN	OB	SI	
						Working	Current
						Year To Date	%
						Encumbered	Balance
						%	%
011-07200-0-11100-10000-35010-0						7.00	0.56
011-14000-0-11100-10000-35010-0						37.72	33.25
011-40350-0-00000-21000-35010-0						0.00	0.00
011-40350-0-11100-10000-35010-0						4.80	3.88
TOTAL: 35010						623.25	489.79
						489.79	78.59
						0.00	133.46
							21.41
State Unemployment Insurance, classified positions							
011-00000-0-00000-27000-35020-0						10.26	7.17
011-00000-0-00000-72000-35020-0						40.57	35.21
011-00000-0-00000-81100-35020-0						38.00	21.59
011-00000-0-00000-82000-35020-0						38.97	28.74
011-00000-0-11100-10000-35020-0						59.63	41.54
011-00000-0-11100-27000-35020-0						5.27	3.33
011-07200-0-00000-21000-35020-0						2.00	3.45
011-07200-0-00000-24200-35020-0						6.94	7.03
011-07200-0-00000-27000-35020-0						0.00	0.00
011-07200-0-00000-36000-35020-0						0.00	0.00
011-07200-0-11100-10000-35020-0						9.00	7.59
011-07230-0-00000-36000-35020-0						11.05	8.89
011-30100-0-11100-10000-35020-0						26.55	21.78
011-58100-0-11100-10000-35020-0						0.00	0.00
011-74200-0-00000-82000-35020-0						4.00	3.17
011-74200-0-11100-10000-35020-0						0.00	0.13
011-81500-0-00000-81100-35020-0						14.00	0.00
TOTAL: 35020						266.24	189.62
						189.62	71.22
						0.00	76.62
							28.78
Worker`s Compensation Insurance, certificated positions							
011-00000-0-00000-27000-36010-0						783.84	653.20
011-00000-0-00000-71500-36010-0						522.53	279.90
011-00000-0-11100-10000-36010-0						14,158.15	12,615.01
011-07200-0-00000-24200-36010-0						464.00	183.15
011-07200-0-11100-10000-36010-0						186.00	17.15
011-14000-0-11100-10000-36010-0						1,051.19	1,011.40
011-40350-0-00000-21000-36010-0						0.00	0.00
011-40350-0-11100-10000-36010-0						135.57	121.13
TOTAL: 36010						17,301.28	14,880.94
						14,880.94	86.01
						0.00	2,420.34
							13.99
Worker`s Compensation Insurance, classified positions							
011-00000-0-00000-27000-36020-0						268.36	217.68
						217.68	81.10
						0.00	50.68
							18.89



FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

							UNENCUMBERED						
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
011-00000-0-00000-72000-36020-0							1,158.38	1,070.39	1,070.39	92.40	0.00	87.99	7.60
011-00000-0-00000-81100-36020-0							1,028.00	656.35	656.35	63.80	0.00	371.65	36.15
011-00000-0-00000-82000-36020-0							1,046.49	873.71	873.71	83.50	0.00	172.78	16.51
011-00000-0-11100-10000-36020-0							1,623.39	1,265.85	1,265.85	78.00	0.00	357.54	22.02
011-00000-0-11100-27000-36020-0							142.22	101.34	101.34	71.30	0.00	40.88	28.74
011-07200-0-00000-21000-36020-0							51.00	105.32	105.32	206.50	0.00	(54.32)	0.00
011-07200-0-00000-24200-36020-0							185.57	213.59	213.59	115.10	0.00	(28.02)	0.00
011-07200-0-00000-27000-36020-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-07200-0-00000-36000-36020-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-07200-0-11100-10000-36020-0							251.24	230.45	230.45	91.70	0.00	20.79	8.27
011-07230-0-00000-36000-36020-0							305.11	270.79	270.79	88.80	0.00	34.32	11.25
011-30100-0-11100-10000-36020-0							737.79	661.40	661.40	89.60	0.00	76.39	10.35
011-58100-0-11100-10000-36020-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-74200-0-00000-82000-36020-0							94.00	95.91	95.91	102.00	0.00	(1.91)	0.00
011-74200-0-11100-10000-36020-0							0.00	3.93	3.93	0.00	0.00	(3.93)	0.00
011-81500-0-00000-81100-36020-0							322.00	0.00	0.00	0.00	0.00	322.00	100.00
TOTAL: 36020							7,213.55	5,766.71	5,766.71	79.94	0.00	1,446.84	20.06
Other Benefits, certificated positions													
011-00000-0-11100-10000-39010-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 39010							0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 30000							741,528.13	564,553.68	564,553.68	76.13	0.00	176,974.45	23.87
Approved Textbooks and Core Curricula Materials													
011-00000-0-11100-10000-41000-0							28,161.00	0.00	0.00	0.00	0.00	28,161.00	100.00
011-63000-0-11100-10000-41000-0							5,628.00	2,592.13	2,592.13	46.10	0.00	3,035.87	53.94
TOTAL: 41000							33,789.00	2,592.13	2,592.13	7.67	0.00	31,196.87	92.33
Books and Other Reference Materials													
011-00000-0-00000-72000-42000-0							100.00	54.09	54.09	54.10	0.00	45.91	45.91
TOTAL: 42000							100.00	54.09	54.09	54.09	0.00	45.91	45.91
Materials and Supplies													
011-00000-0-00000-27000-43000-0							4,700.00	4,466.79	4,466.79	95.00	0.00	233.21	4.96
011-00000-0-00000-71500-43000-0							5,000.00	1,697.44	1,697.44	33.90	207.95	3,094.61	61.89
011-00000-0-00000-72000-43000-0							1,000.00	965.13	965.13	96.50	591.96	(557.09)	0.00
011-00000-0-00000-81100-43000-0							5,500.00	3,076.43	3,076.43	55.90	307.72	2,115.85	38.47
011-00000-0-00000-82000-43000-0							6,000.00	4,437.85	4,437.85	74.00	305.65	1,256.50	20.94
011-00000-0-11100-10000-43000-0							21,000.00	(3,456.70)	(3,456.70)	0.00	64.34	24,392.36	116.15



FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

UNENCUMBERED

FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
011-00000-0-11100-31400-43000-0							500.00	106.21	106.21	21.20	0.00	393.79	78.76
011-07200-0-11100-10000-43000-0							10,000.00	2,406.42	2,406.42	24.10	19.31	7,574.27	75.74
011-07230-0-00000-36000-43000-0							100.00	0.00	0.00	0.00	0.00	100.00	100.00
011-11000-0-11100-10000-43000-0							29,850.00	0.00	0.00	0.00	0.00	29,850.00	100.00
011-30100-0-11100-10000-43000-0							302.00	302.10	302.10	100.00	0.00	(0.10)	0.00
011-31820-0-11100-10000-43000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-32100-0-00000-31400-43000-0							30,424.00	20.00	20.00	0.10	0.00	30,404.00	99.93
011-32100-0-00000-81100-43000-0							756.00	1,710.07	1,710.07	226.20	0.00	(954.07)	0.00
011-32100-0-11100-10000-43000-0							2,417.00	900.00	900.00	37.20	0.00	1,517.00	62.76
011-32150-0-00000-81100-43000-0							3,433.63	637.70	637.70	18.60	0.00	2,795.93	81.43
011-32150-0-11100-10000-43000-0							2,723.39	2,723.39	2,723.39	100.00	0.00	0.00	0.00
011-32200-0-00000-31400-43000-0							46,814.00	37,773.74	37,773.74	80.70	0.00	9,040.26	19.31
011-32200-0-00000-81100-43000-0							4,000.00	4,044.93	4,044.93	101.10	0.00	(44.93)	0.00
011-32200-0-11100-10000-43000-0							9,000.00	14,684.01	14,684.01	163.20	0.00	(5,684.01)	0.00
011-40350-0-00000-21000-43000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-63000-0-11100-10000-43000-0							2,000.00	8,436.24	8,436.24	421.80	0.00	(6,436.24)	0.00
011-73880-0-00000-31400-43000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-74200-0-00000-31400-43000-0							11,475.00	6,415.14	6,415.14	55.90	0.00	5,059.86	44.09
TOTAL: 43000							196,995.02	91,346.89	91,346.89	46.37	1,496.93	104,151.20	52.87
Non-Capitalized Equipment													
011-00000-0-00000-27000-44000-0							1,150.00	770.07	770.07	67.00	206.12	173.81	15.11
011-00000-0-00000-71500-44000-0							1,500.00	1,396.78	1,396.78	93.10	0.00	103.22	6.88
011-00000-0-00000-72000-44000-0							2,600.00	2,362.21	2,362.21	90.90	206.13	31.66	1.22
011-00000-0-00000-81100-44000-0							5,429.00	5,429.00	5,429.00	100.00	0.00	0.00	0.00
011-07200-0-11100-10000-44000-0							24,920.00	0.00	0.00	0.00	0.00	24,920.00	100.00
011-32150-0-11100-10000-44000-0							3,962.98	3,962.98	3,962.98	100.00	0.00	0.00	0.00
011-32200-0-00000-27000-44000-0							808.12	808.12	808.12	100.00	0.00	0.00	0.00
011-32200-0-00000-71500-44000-0							808.12	758.75	758.75	93.90	0.00	49.37	6.11
011-32200-0-00000-72000-44000-0							808.10	808.10	808.10	100.00	0.00	0.00	0.00
011-32200-0-11100-10000-44000-0							26,575.66	21,087.63	21,087.63	79.30	4,646.53	841.50	3.17
TOTAL: 44000							68,561.98	37,383.64	37,383.64	54.53	5,058.78	26,119.56	38.10
TOTAL: 40000							299,446.00	131,376.75	131,376.75	43.87	6,555.71	161,513.54	53.94
Subagreements for Services													
011-07230-0-00000-36000-51000-0							0.00	26,390.87	26,390.87	0.00	5,735.33	(32,126.20)	0.00
TOTAL: 51000							0.00	26,390.87	26,390.87	0.00	5,735.33	(32,126.20)	0.00

## Travel and Conferences



**BUDGET REPORT**

BDG113

5/7/2021

Page 10 of 13

FY: 2021

10:27:40AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

						UNENCUMBERED	
FD	RE	PY	GO	FN	OB	SI	
						Working	Current
						Year To Date	%
						Encumbered	Balance
							%
011-00000-0-00000-71500-52000-0						8,587.00	5,985.26
011-00000-0-00000-72000-52000-0						1,200.00	1,132.33
011-00000-0-11100-10000-52000-0						500.00	146.85
011-07200-0-11100-10000-52000-0						0.00	0.00
011-30100-0-11100-10000-52000-0						0.00	0.00
011-40350-0-00000-21000-52000-0						279.00	279.00
011-40350-0-00000-71500-52000-0						133.50	133.50
011-40350-0-11100-10000-52000-0						7,332.06	0.00
011-73880-0-00000-72000-52000-0						0.00	427.20
TOTAL: 52000						18,031.56	8,104.14
Dues and Memberships							
011-00000-0-00000-71500-53000-0						5,832.87	5,832.87
011-40350-0-00000-71500-53000-0						500.00	445.00
TOTAL: 53000						6,332.87	6,277.87
Other Insurance							
011-00000-0-00000-72000-54500-0						15,542.96	15,542.96
011-07230-0-00000-36000-54500-0						2,000.00	0.00
TOTAL: 54500						17,542.96	15,542.96
Operation and Housekeeping Services							
011-00000-0-00000-81100-55000-0						3,000.00	1,050.75
011-00000-0-00000-82000-55000-0						121,000.00	105,702.04
TOTAL: 55000						124,000.00	106,752.79
Rentals, Leases, Repairs and Non-Capitalized Improvements							
011-00000-0-00000-71500-56000-0						0.00	0.00
011-00000-0-00000-81100-56000-0						662.19	597.94
011-00000-0-00000-82000-56000-0						33,037.81	24,075.12
011-07230-0-00000-36000-56000-0						2,000.00	0.00
011-32200-0-00000-81100-56000-0						6,000.00	2,816.21
TOTAL: 56000						41,700.00	27,489.27
Professional/Consulting Services and Operating Expenditures							
011-00000-0-00000-24200-58000-0						6,698.00	0.00
011-00000-0-00000-31400-58000-0						40,927.00	40,926.87
011-00000-0-00000-71500-58000-0						40,000.00	55,679.97
011-00000-0-00000-71900-58000-0						15,400.00	12,695.85
011-00000-0-00000-72000-58000-0						4,300.00	2,617.15



FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

											UNENCUMBERED			
FD	RE	PY	GO	FN	OB	SI		Working	Current	Year To Date	%	Encumbered	Balance	%
011-00000-0-00000-81100-58000-0								28,894.02	28,350.70	28,350.70	98.10	4,354.20	(3,810.88)	0.00
011-00000-0-11100-10000-58000-0								12,105.98	12,048.86	12,048.86	99.50	158.91	(101.79)	0.00
011-07200-0-00000-72000-58000-0								12,460.00	0.00	0.00	0.00	0.00	12,460.00	100.00
011-07200-0-11100-10000-58000-0								17,800.00	7,492.61	7,492.61	42.10	79.82	10,227.57	57.46
011-07200-0-11100-24200-58000-0								600.00	578.50	578.50	96.40	0.00	21.50	3.58
011-07230-0-00000-36000-58000-0								29,115.00	0.00	0.00	0.00	0.00	29,115.00	100.00
011-11000-0-00000-72000-58000-0								9,311.04	7,563.99	7,563.99	81.20	0.00	1,747.05	18.76
011-11000-0-11100-31400-58000-0								150.00	57.85	57.85	38.60	0.00	92.15	61.43
011-30100-0-11100-10000-58000-0								3,463.00	3,462.96	3,462.96	100.00	0.00	0.04	0.00
011-32100-0-11100-10000-58000-0								10,000.00	412.96	412.96	4.10	0.00	9,587.04	95.87
011-32200-0-00000-71500-58000-0								500.00	418.30	418.30	83.70	0.00	81.70	16.34
011-32200-0-11100-10000-58000-0								30,000.00	37,265.08	37,265.08	124.20	0.00	(7,265.08)	0.00
011-40350-0-00000-21000-58000-0								10,000.00	0.00	0.00	0.00	0.00	10,000.00	100.00
011-42010-0-11100-10000-58000-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-63000-0-11100-10000-58000-0								7,000.00	6,460.96	6,460.96	92.30	0.00	539.04	7.70
TOTAL: 58000								278,724.04	216,032.61	216,032.61	77.51	12,065.66	50,625.77	18.16
Communications														
011-00000-0-00000-82000-59000-0								40,000.00	36,373.69	36,373.69	90.90	17,118.36	(13,492.05)	0.00
TOTAL: 59000								40,000.00	36,373.69	36,373.69	90.93	17,118.36	(13,492.05)	0.00
TOTAL: 50000								526,331.43	442,964.20	442,964.20	84.16	63,602.49	19,764.74	3.76
Equipment														
011-00000-0-00000-82000-64000-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 64000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 60000								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Tuition, Excess Costs, and/or Deficits Payments to COE														
011-00000-0-00000-92000-71420-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 71420								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs														
011-00000-0-00000-72100-73100-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-30100-0-00000-72100-73100-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00
011-40350-0-00000-72100-73100-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 73100								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 70000								0.00	0.00	0.00	0.00	0.00	0.00	0.00



**BUDGET REPORT**

BDG113

5/7/2021

Page 12 of 13

FY: 2021

10:27:40AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

											UNENCUMBERED		
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
TOTAL EXPENSES:							3,369,158.77	2,493,420.98	2,493,420.98	74.01	70,158.20	805,579.59	23.91



**BUDGET REPORT**

BDG113

5/7/2021

Page 13 of 13

FY: 2021

10:27:40AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 011 - General Fund - Charter School #1

											UNENCUMBERED		
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%

**SUMMARY FOR 011 - GENERAL FUND - CHARTER SCHOOL #1**

		Current	Year To Date	%	Encumbered	Balance	%
<b>TOTAL: INCOME</b>	3,154,377.00	1,760,302.20	1,760,302.20	55.81	0.00	1,394,074.80	44.19
<b>TOTAL: 1000-5000</b>	3,369,158.77	2,493,420.98	2,493,420.98	74.01	70,158.20	805,579.59	23.91
<b>TOTAL: 1000-6000</b>	3,369,158.77	2,493,420.98	2,493,420.98	74.01	70,158.20	805,579.59	23.91
<b>TOTAL: EXPENSES</b>	3,369,158.77	2,493,420.98	2,493,420.98	74.01	70,158.20	805,579.59	23.91





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **CONSENT ITEMS**

7.4 Budget Report District



**BUDGET REPORT**

BDG113

5/7/2021

Page 1 of 15

FY: 2021

10:27:04AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

							UNENCUMBERED	
FD	RE	PY	GO	FN	OB	SI	Working	%
								Encumbered
								Balance
								%
LCFF State Aid - Current Year								
							407,969.00	64.20
							261,787.90	0.00
							261,787.90	146,181.10
							64.17	35.83
							407,969.00	0.00
							261,787.90	146,181.10
							64.17	35.83
Education Protection Account								
							60,664.00	78.00
							47,294.00	0.00
							47,294.00	13,370.00
							77.96	22.04
							60,664.00	0.00
							47,294.00	13,370.00
							77.96	22.04
LCFF/Revenue Limit State Aid - Prior Years								
							0.00	0.00
							234.43	(234.43)
							234.43	0.00
							0.00	(234.43)
							0.00	0.00
Homeowners Exemption								
							0.00	0.00
							2,146.62	(2,146.62)
							2,146.62	0.00
							0.00	(2,146.62)
							0.00	0.00
Secured Rolls Tax								
							544,424.00	88.60
							482,592.48	0.00
							482,592.48	61,831.52
							88.64	11.36
							544,424.00	0.00
							482,592.48	61,831.52
							88.64	11.36
Unsecured Roll Taxes								
							0.00	0.00
							32,757.66	(32,757.66)
							32,757.66	0.00
							0.00	(32,757.66)
							0.00	0.00
Prior Years' Taxes								
							0.00	0.00
							6,153.93	(6,153.93)
							6,153.93	0.00
							0.00	(6,153.93)
							0.00	0.00
Supplemental Taxes								
							0.00	0.00
							205.42	(205.42)
							205.42	0.00
							0.00	(205.42)
							0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes								
							(492,587.00)	0.00
							0.00	0.00
							(492,587.00)	100.00
							0.00	(492,587.00)
							0.00	100.00
All Other Federal Revenue								
							8,986.00	215.70
							19,386.00	0.00
							19,386.00	(10,400.00)
							61,036.66	0.00
							61,036.66	0.00
							61,036.66	0.00
							5,388.00	35.20
							1,898.00	0.00
							1,898.00	3,490.00
							0.00	64.77
							0.00	0.00
							0.00	0.00



FY: 2021

10:27:04AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

							UNENCUMBERED						
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
010-32200-0-00000-00000-82900-0							10,241.00	10,241.00	10,241.00	100.00	0.00	0.00	0.00
010-40350-0-00000-00000-82900-0							5,413.00	(2,979.03)	(2,979.03)	0.00	0.00	8,392.03	155.03
010-41260-0-00000-00000-82900-0							8,362.00	8,362.00	8,362.00	100.00	0.00	0.00	0.00
010-42010-0-00000-00000-82900-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-42011-0-00000-00000-82900-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-42030-0-00000-00000-82900-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-58100-0-00000-00000-82900-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 82900							99,426.66	97,944.63	97,944.63	98.51	0.00	1,482.03	1.49
Mandated Cost Reimbursements													
010-00000-0-00000-00000-85500-0							5,978.00	6,384.00	6,384.00	106.80	0.00	(406.00)	0.00
TOTAL: 85500							5,978.00	6,384.00	6,384.00	106.79	0.00	(406.00)	0.00
State Lottery Revenue													
010-11000-0-00000-00000-85600-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-63000-0-00000-00000-85600-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 85600							0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other State Revenue													
010-00000-0-00000-00000-85900-0							3,000.00	110.00	110.00	3.70	0.00	2,890.00	96.33
010-06205-0-00000-00000-85900-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-73110-0-00000-00000-85900-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-73880-0-00000-00000-85900-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74200-0-00000-00000-85900-0							3,164.00	3,164.00	3,164.00	100.00	0.00	0.00	0.00
010-75100-0-00000-00000-85900-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-76900-0-00000-00000-85900-0							154,934.00	0.00	0.00	0.00	0.00	154,934.00	100.00
010-90353-0-00000-00000-85900-0							506,521.00	353,319.62	353,319.62	69.80	0.00	153,201.38	30.25
TOTAL: 85900							667,619.00	356,593.62	356,593.62	53.41	0.00	311,025.38	46.59
Interest													
010-00000-0-00000-00000-86600-0							26,660.00	30,917.59	30,917.59	116.00	0.00	(4,257.59)	0.00
010-06205-0-00000-00000-86600-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32200-0-00000-00000-86600-0							0.00	186.54	186.54	0.00	0.00	(186.54)	0.00
TOTAL: 86600							26,660.00	31,104.13	31,104.13	116.67	0.00	(4,444.13)	0.00
Interest - Non-Treasury Accounts													
010-00000-0-00000-00000-86601-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 86601							0.00	0.00	0.00	0.00	0.00	0.00	0.00

Interest - Refund of Federal/State Interest



**BUDGET REPORT**

BDG113

5/7/2021

Page 3 of 15

FY: 2021

10:27:04AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

						UNENCUMBERED	
FD	RE	PY	GO	FN	OB	SI	
						Working	Current
						Year To Date	%
						Encumbered	Balance
						%	
010-00000-0-00000-00000-86602-0						0.00	(57.55)
TOTAL: 86602						0.00	(57.55)
Net Increase (Decrease) in the Fair Value of Investments						(57.55)	
010-00000-0-00000-00000-86620-0						0.00	(58,311.67)
010-06205-0-00000-00000-86620-0						0.00	0.00
TOTAL: 86620						0.00	(58,311.67)
All Other Local Revenue						(58,311.67)	
010-00000-0-00000-00000-86990-0						18,000.00	4,399.47
010-00097-0-00000-00000-86990-0						0.00	(95.76)
010-00099-0-00000-00000-86990-0						0.00	2,969.77
010-07200-0-00000-00000-86990-0						0.00	4,208.00
TOTAL: 86990						18,000.00	11,481.48
All Other Transfers from JPAs						4,399.47	24.40
010-00000-0-00000-00000-87830-0						0.00	(95.76)
TOTAL: 87830						0.00	2,969.77
Other Authorized Interfund Transfers In						0.00	4,208.00
010-00000-0-00000-00000-89190-0						0.00	0.00
010-06205-0-00000-00000-89190-0						0.00	0.00
TOTAL: 89190						0.00	0.00
Contributions from Unrestricted Resources						0.00	0.00
010-00000-0-00000-00000-89800-0						(69,955.00)	0.00
010-06205-0-00000-00000-89800-0						20,762.00	0.00
010-07200-0-00000-00000-89800-0						27,947.00	0.00
010-07230-0-00000-00000-89800-0						15,855.00	0.00
010-30100-0-00000-00000-89800-0						753.00	0.00
010-81500-0-00000-00000-89800-0						4,638.00	0.00
TOTAL: 89800						0.00	0.00
TOTAL: 80000						1,338,153.66	1,278,311.08
<b>TOTAL INCOME:</b>						1,338,153.66	1,278,311.08
Certificated Teachers` Salaries						1,278,311.08	95.53
010-00000-0-11100-10000-11000-0						0.00	0.00
010-07200-0-11100-10000-11000-0						32,216.19	28,339.47
010-14000-0-11100-10000-11000-0						1,850.00	139.41
						9,325.92	8,219.92



**BUDGET REPORT**

BDG113

5/7/2021

Page 4 of 15

FY: 2021

10:27:04AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

						UNENCUMBERED	
FD	RE	PY	GO	FN	OB	SI	
						Working	Current
						Year To Date	%
						Encumbered	Balance
						%	
010-40350-0-00000-21000-11000-0						0.00	0.00
010-40350-0-11100-10000-11000-0						275.00	225.00
TOTAL: 11000						43,667.11	36,923.80
						36,923.80	84.56
						0.00	6,743.31
						15.44	
Substitute Teachers							
010-00000-0-11100-10000-11002-0						3,000.00	743.75
TOTAL: 11002						3,000.00	743.75
						743.75	24.80
						24.79	0.00
						2,256.25	75.21
						2,256.25	75.21
Certificated Supervisors and Administrators Salaries							
010-00000-0-00000-27000-13000-0						39,267.20	42,948.50
010-00000-0-00000-71500-13000-0						34,358.80	18,406.50
TOTAL: 13000						73,626.00	61,355.00
						61,355.00	83.33
						0.00	(3,681.30)
						0.00	15,952.30
						0.00	46.43
						0.00	12,271.00
						16.67	
Other Certificated Salaries							
010-07200-0-00000-24200-19000-0						2,615.25	1,488.75
TOTAL: 19000						2,615.25	1,488.75
						1,488.75	56.90
						56.93	0.00
						0.00	1,126.50
						0.00	43.07
						0.00	1,126.50
						0.00	43.07
						0.00	22,397.06
						18.22	
Classified Instructional Salaries							
010-00000-0-11100-10000-21000-0						9,139.29	5,994.32
010-07200-0-11100-10000-21000-0						3,110.00	0.00
010-30100-0-11100-10000-21000-0						6,675.00	5,458.75
010-31820-0-11100-10000-21000-0						7,211.26	7,211.26
010-58100-0-11100-10000-21000-0						0.00	0.00
010-75100-0-11100-10000-21000-0						7,170.83	5,731.81
TOTAL: 21000						33,306.38	24,396.14
						24,396.14	73.25
						0.00	0.00
						0.00	3,144.97
						0.00	3,110.00
						0.00	100.00
						0.00	18.22
						0.00	0.00
						0.00	0.00
						0.00	0.00
						0.00	1,439.02
						20.07	
						0.00	8,910.24
						26.75	
Classified Support Salaries							
010-00000-0-00000-81100-22000-0						9,315.00	5,345.18
010-00000-0-00000-82000-22000-0						10,442.85	7,100.16
010-07200-0-00000-36000-22000-0						0.00	0.00
010-07230-0-00000-36000-22000-0						4,654.45	3,463.77
010-74200-0-00000-82000-22000-0						938.00	779.74
010-81500-0-00000-81100-22000-0						3,215.00	0.00
TOTAL: 22000						28,565.30	16,688.85
						16,688.85	58.42
						0.00	3,969.82
						0.00	3,342.69
						0.00	32.01
						0.00	0.00
						0.00	1,190.68
						25.58	
						0.00	158.26
						16.87	
						0.00	3,215.00
						100.00	
						0.00	11,876.45
						41.58	
Classified Supervisors' and Administrators' Salaries							
010-00000-0-00000-72000-23000-0						7,970.18	6,641.82
010-07200-0-00000-21000-23000-0						509.00	886.71
TOTAL: 23000						8,479.18	7,528.53
						7,528.53	88.79
						0.00	1,328.36
						0.00	(377.71)
						0.00	0.00
						950.65	11.21



**BUDGET REPORT**

BDG113

5/7/2021

Page 5 of 15

FY: 2021

10:27:04AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

						UNENCUMBERED	
FD	RE	PY	GO	FN	OB	SI	
						Working	Current
						Year To Date	%
						Encumbered	Balance
							%
Clerical, Technical and Office Staff Salaries							
010-00000-0-00000-27000-24000-0						4,404.21	3,639.01
010-00000-0-00000-72000-24000-0						3,179.00	187.00
010-00000-0-11100-27000-24000-0						2,626.46	2,966.15
010-07200-0-00000-24200-24000-0						0.00	285.09
					TOTAL: 24000	10,209.67	7,077.25
Other Classified Salaries							
010-00000-0-11100-10000-29000-0						14,661.09	11,692.90
010-07200-0-00000-24200-29000-0						0.00	1,450.86
010-30100-0-11100-10000-29000-0						0.00	0.00
010-74200-0-11100-10000-29000-0						550.00	6,610.52
					TOTAL: 29000	15,211.09	19,754.28
					TOTAL: 20000	95,771.62	75,445.05
State Teachers` Retirement System, certificated positions							
010-00000-0-00000-27000-31010-0						6,341.64	6,936.20
010-00000-0-00000-71500-31010-0						3,567.00	2,972.60
010-00000-0-11100-10000-31010-0						4,310.06	3,717.25
010-07200-0-00000-24200-31010-0						747.00	241.52
010-07200-0-11100-10000-31010-0						299.00	23.84
010-14000-0-11100-10000-31010-0						1,506.12	1,329.50
010-40350-0-00000-21000-31010-0						0.00	0.00
010-40350-0-11100-10000-31010-0						44.43	36.36
010-76900-0-00000-21000-31010-0						1,549.00	0.00
010-76900-0-00000-24200-31010-0						1,549.00	0.00
010-76900-0-00000-27000-31010-0						13,944.00	0.00
010-76900-0-00000-71500-31010-0						87.00	0.00
010-76900-0-11100-10000-31010-0						137,805.00	0.00
					TOTAL: 31010	171,749.25	15,257.27
State Teachers` Retirement System, classified positions							
010-07200-0-00000-24200-31020-0						0.00	234.33
					TOTAL: 31020	0.00	234.33
Public Employees Retirement System, certificated positions							
010-00000-0-11100-10000-32010-0						0.00	0.00
					TOTAL: 32010	0.00	0.00



**BUDGET REPORT**

BDG113

5/7/2021

Page 6 of 15

FY: 2021

10:27:04AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

							UNENCUMBERED						
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
Public Employees` Retirement System, classified positions													
010-00000-0-00000-27000-32020-0							911.68	753.29	753.29	82.60	0.00	158.39	17.37
010-00000-0-00000-72000-32020-0							1,688.52	1,413.56	1,413.56	83.70	0.00	274.96	16.28
010-00000-0-00000-81100-32020-0							1,932.00	879.81	879.81	45.50	0.00	1,052.19	54.46
010-00000-0-00000-82000-32020-0							2,159.59	1,463.39	1,463.39	67.80	0.00	696.20	32.24
010-00000-0-11100-10000-32020-0							4,741.32	3,424.76	3,424.76	72.20	0.00	1,316.56	27.77
010-00000-0-11100-27000-32020-0							535.01	605.33	605.33	113.10	0.00	(70.32)	0.00
010-07200-0-00000-21000-32020-0							105.00	182.51	182.51	173.80	0.00	(77.51)	0.00
010-07200-0-00000-36000-32020-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-11100-10000-32020-0							3,579.00	0.00	0.00	0.00	0.00	3,579.00	100.00
010-07230-0-00000-36000-32020-0							963.45	716.99	716.99	74.40	0.00	246.46	25.58
010-30100-0-11100-10000-32020-0							1,382.00	1,129.97	1,129.97	81.80	0.00	252.03	18.24
010-31820-0-11100-10000-32020-0							638.15	638.15	638.15	100.00	0.00	0.00	0.00
010-75100-0-11100-10000-32020-0							1,484.37	1,186.50	1,186.50	79.90	0.00	297.87	20.07
010-81500-0-00000-81100-32020-0							665.00	0.00	0.00	0.00	0.00	665.00	100.00
TOTAL: 32020							20,785.09	12,394.26	12,394.26	59.63	0.00	8,390.83	40.37
OASDI, Certificated Positions													
010-00000-0-11100-10000-33012-0							0.00	12.87	12.87	0.00	0.00	(12.87)	0.00
TOTAL: 33012							0.00	12.87	12.87	0.00	0.00	(12.87)	0.00
Medicare, Certificated Positions													
010-00000-0-00000-27000-33013-0							569.36	622.73	622.73	109.40	0.00	(53.37)	0.00
010-00000-0-00000-71500-33013-0							320.28	266.90	266.90	83.30	0.00	53.38	16.67
010-00000-0-11100-10000-33013-0							404.66	354.47	354.47	87.60	0.00	50.19	12.40
010-07200-0-00000-21000-33013-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-00000-24200-33013-0							67.00	21.58	21.58	32.20	0.00	45.42	67.79
010-07200-0-11100-10000-33013-0							27.00	2.02	2.02	7.50	0.00	24.98	92.52
010-14000-0-11100-10000-33013-0							135.24	119.19	119.19	88.10	0.00	16.05	11.87
010-40350-0-00000-21000-33013-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-11100-10000-33013-0							3.99	3.26	3.26	81.70	0.00	0.73	18.30
TOTAL: 33013							1,527.53	1,390.15	1,390.15	91.01	0.00	137.38	8.99
Social Security/Medicare/Alternative, classified positions													
010-00000-0-11100-10000-33020-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-58100-0-11100-10000-33020-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 33020							0.00	0.00	0.00	0.00	0.00	0.00	0.00

OASDI, classified positions



FY: 2021

10:27:04AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

UNENCUMBERED

FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
010-00000-0-00000-27000-33022-0							273.10	225.66	225.66	82.60	0.00	47.44	17.37
010-00000-0-00000-72000-33022-0							505.73	423.37	423.37	83.70	0.00	82.36	16.29
010-00000-0-00000-81100-33022-0							1,834.00	331.40	331.40	18.10	0.00	1,502.60	81.93
010-00000-0-00000-82000-33022-0							647.45	440.21	440.21	68.00	0.00	207.24	32.01
010-00000-0-11100-10000-33022-0							1,475.63	1,096.65	1,096.65	74.30	0.00	378.98	25.68
010-00000-0-11100-27000-33022-0							162.86	183.91	183.91	112.90	0.00	(21.05)	0.00
010-07200-0-00000-21000-33022-0							32.00	54.98	54.98	171.80	0.00	(22.98)	0.00
010-07200-0-00000-24200-33022-0							78.46	17.68	17.68	22.50	0.00	60.78	77.47
010-07200-0-00000-36000-33022-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-11100-10000-33022-0							198.00	0.00	0.00	0.00	0.00	198.00	100.00
010-07230-0-00000-36000-33022-0							288.57	214.76	214.76	74.40	0.00	73.81	25.58
010-30100-0-11100-10000-33022-0							414.00	338.44	338.44	81.70	0.00	75.56	18.25
010-31820-0-11100-10000-33022-0							447.10	447.10	447.10	100.00	0.00	0.00	0.00
010-58100-0-11100-10000-33022-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74200-0-00000-82000-33022-0							58.00	48.34	48.34	83.30	0.00	9.66	16.66
010-74200-0-11100-10000-33022-0							0.00	409.86	409.86	0.00	0.00	(409.86)	0.00
010-75100-0-11100-10000-33022-0							444.60	355.38	355.38	79.90	0.00	89.22	20.07
010-81500-0-00000-81100-33022-0							199.00	0.00	0.00	0.00	0.00	199.00	100.00
TOTAL: 33022							7,058.50	4,587.74	4,587.74	65.00	0.00	2,470.76	35.00

Medicare, classified positions

010-00000-0-00000-27000-33023-0	63.85	52.75	52.75	82.60	0.00	11.10	17.38
010-00000-0-00000-72000-33023-0	118.25	98.99	98.99	83.70	0.00	19.26	16.29
010-00000-0-00000-81100-33023-0	135.00	77.53	77.53	57.40	0.00	57.47	42.57
010-00000-0-00000-82000-33023-0	151.44	102.99	102.99	68.00	0.00	48.45	31.99
010-00000-0-11100-10000-33023-0	345.11	256.49	256.49	74.30	0.00	88.62	25.68
010-00000-0-11100-27000-33023-0	38.10	43.02	43.02	112.90	0.00	(4.92)	0.00
010-07200-0-00000-21000-33023-0	7.00	12.86	12.86	183.70	0.00	(5.86)	0.00
010-07200-0-00000-24200-33023-0	24.89	25.17	25.17	101.10	0.00	(0.28)	0.00
010-07200-0-00000-36000-33023-0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-11100-10000-33023-0	46.00	0.00	0.00	0.00	0.00	46.00	100.00
010-07230-0-00000-36000-33023-0	67.48	50.21	50.21	74.40	0.00	17.27	25.59
010-30100-0-11100-10000-33023-0	97.00	79.15	79.15	81.60	0.00	17.85	18.40
010-31820-0-11100-10000-33023-0	104.55	104.55	104.55	100.00	0.00	0.00	0.00
010-58100-0-11100-10000-33023-0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74200-0-00000-82000-33023-0	14.00	11.28	11.28	80.60	0.00	2.72	19.43
010-74200-0-11100-10000-33023-0	0.00	95.85	95.85	0.00	0.00	(95.85)	0.00
010-75100-0-11100-10000-33023-0	103.97	83.11	83.11	79.90	0.00	20.86	20.06
010-81500-0-00000-81100-33023-0	47.00	0.00	0.00	0.00	0.00	47.00	100.00



**BUDGET REPORT**

BDG113

5/7/2021

Page 8 of 15

FY: 2021

10:27:04AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

						UNENCUMBERED							
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
TOTAL: 33023							1,363.64	1,093.95	1,093.95	80.22	0.00	269.69	19.78
Health & Welfare Benefits, certificated positions													
010-00000-0-00000-27000-34010-0							4,275.00	4,788.00	4,788.00	112.00	0.00	(513.00)	0.00
010-00000-0-00000-71500-34010-0							2,565.00	2,052.00	2,052.00	80.00	0.00	513.00	20.00
010-00000-0-11100-10000-34010-0							7,398.70	8,740.10	8,740.10	118.10	0.00	(1,341.40)	0.00
010-14000-0-11100-10000-34010-0							1,881.00	1,504.80	1,504.80	80.00	0.00	376.20	20.00
TOTAL: 34010							16,119.70	17,084.90	17,084.90	105.99	0.00	(965.20)	0.00
Health & Welfare Benefits, classified positions													
010-00000-0-00000-27000-34020-0							1,881.00	1,504.80	1,504.80	80.00	0.00	376.20	20.00
010-00000-0-00000-72000-34020-0							1,881.00	1,504.80	1,504.80	80.00	0.00	376.20	20.00
010-00000-0-00000-81100-34020-0							940.00	376.20	376.20	40.00	0.00	563.80	59.98
010-00000-0-00000-82000-34020-0							1,504.80	1,128.60	1,128.60	75.00	0.00	376.20	25.00
010-00000-0-11100-10000-34020-0							6,172.72	4,874.86	4,874.86	79.00	0.00	1,297.86	21.03
010-07230-0-00000-36000-34020-0							520.97	419.12	419.12	80.40	0.00	101.85	19.55
010-30100-0-11100-10000-34020-0							954.00	813.50	813.50	85.30	0.00	140.50	14.73
010-75100-0-11100-10000-34020-0							3,917.04	3,258.98	3,258.98	83.20	0.00	658.06	16.80
010-81500-0-00000-81100-34020-0							470.00	0.00	0.00	0.00	0.00	470.00	100.00
TOTAL: 34020							18,241.53	13,880.86	13,880.86	76.09	0.00	4,360.67	23.91
State Unemployment Insurance, certificated positions													
010-00000-0-00000-27000-35010-0							19.65	21.50	21.50	109.40	0.00	(1.85)	0.00
010-00000-0-00000-71500-35010-0							11.04	9.20	9.20	83.30	0.00	1.84	16.67
010-00000-0-11100-10000-35010-0							13.99	12.26	12.26	87.60	0.00	1.73	12.37
010-07200-0-00000-24200-35010-0							2.00	0.75	0.75	37.50	0.00	1.25	62.50
010-07200-0-11100-10000-35010-0							1.00	0.07	0.07	7.00	0.00	0.93	93.00
010-14000-0-11100-10000-35010-0							4.64	4.08	4.08	87.90	0.00	0.56	12.07
010-40350-0-00000-21000-35010-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-11100-10000-35010-0							0.12	0.09	0.09	75.00	0.00	0.03	25.00
TOTAL: 35010							52.44	47.95	47.95	91.44	0.00	4.49	8.56
State Unemployment Insurance, classified positions													
010-00000-0-00000-27000-35020-0							2.22	1.83	1.83	82.40	0.00	0.39	17.57
010-00000-0-00000-72000-35020-0							4.04	3.37	3.37	83.40	0.00	0.67	16.58
010-00000-0-00000-81100-35020-0							5.00	2.70	2.70	54.00	0.00	2.30	46.00
010-00000-0-00000-82000-35020-0							5.22	3.55	3.55	68.00	0.00	1.67	31.99
010-00000-0-11100-10000-35020-0							11.88	8.82	8.82	74.20	0.00	3.06	25.76
010-00000-0-11100-27000-35020-0							1.32	1.49	1.49	112.90	0.00	(0.17)	0.00
010-07200-0-00000-21000-35020-0							1.00	0.44	0.44	44.00	0.00	0.56	56.00



FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

							UNENCUMBERED						
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
010-07200-0-00000-24200-35020-0							0.85	0.87	0.87	102.40	0.00	(0.02)	0.00
010-07200-0-11100-10000-35020-0							2.00	0.00	0.00	0.00	0.00	2.00	100.00
010-07230-0-00000-36000-35020-0							2.32	1.72	1.72	74.10	0.00	0.60	25.86
010-30100-0-11100-10000-35020-0							4.00	2.74	2.74	68.50	0.00	1.26	31.50
010-31820-0-11100-10000-35020-0							3.61	3.61	3.61	100.00	0.00	0.00	0.00
010-58100-0-11100-10000-35020-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-74200-0-00000-82000-35020-0							0.00	0.37	0.37	0.00	0.00	(0.37)	0.00
010-74200-0-11100-10000-35020-0							0.00	3.29	3.29	0.00	0.00	(3.29)	0.00
010-75100-0-11100-10000-35020-0							3.59	2.88	2.88	80.20	0.00	0.71	19.78
010-81500-0-00000-81100-35020-0							2.00	0.00	0.00	0.00	0.00	2.00	100.00
TOTAL: 35020							49.05	37.68	37.68	76.82	0.00	11.37	23.18
Worker`s Compensation Insurance, certificated positions													
010-00000-0-00000-27000-36010-0							597.19	653.20	653.20	109.40	0.00	(56.01)	0.00
010-00000-0-00000-71500-36010-0							335.88	279.90	279.90	83.30	0.00	55.98	16.67
010-00000-0-11100-10000-36010-0							419.66	394.22	394.22	93.90	0.00	25.44	6.06
010-07200-0-00000-24200-36010-0							58.00	22.65	22.65	39.10	0.00	35.35	60.95
010-07200-0-11100-10000-36010-0							23.00	2.12	2.12	9.20	0.00	20.88	90.78
010-14000-0-11100-10000-36010-0							129.90	124.98	124.98	96.20	0.00	4.92	3.79
010-30100-0-11100-10000-36010-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-00000-21000-36010-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-11100-10000-36010-0							3.83	3.42	3.42	89.30	0.00	0.41	10.70
TOTAL: 36010							1,567.46	1,480.49	1,480.49	94.45	0.00	86.97	5.55
Worker`s Compensation Insurance, classified positions													
010-00000-0-00000-27000-36020-0							61.61	55.35	55.35	89.80	0.00	6.26	10.16
010-00000-0-00000-72000-36020-0							114.70	103.82	103.82	90.50	0.00	10.88	9.49
010-00000-0-00000-81100-36020-0							127.00	81.25	81.25	64.00	0.00	45.75	36.02
010-00000-0-00000-82000-36020-0							139.39	107.95	107.95	77.40	0.00	31.44	22.56
010-00000-0-11100-10000-36020-0							328.78	268.96	268.96	81.80	0.00	59.82	18.19
010-00000-0-11100-27000-36020-0							37.71	45.10	45.10	119.60	0.00	(7.39)	0.00
010-07200-0-00000-21000-36020-0							6.00	13.48	13.48	224.70	0.00	(7.48)	0.00
010-07200-0-00000-24200-36020-0							22.95	26.42	26.42	115.10	0.00	(3.47)	0.00
010-07200-0-00000-36000-36020-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-07200-0-11100-10000-36020-0							44.00	0.00	0.00	0.00	0.00	44.00	100.00
010-07230-0-00000-36000-36020-0							65.04	52.68	52.68	81.00	0.00	12.36	19.00
010-30100-0-11100-10000-36020-0							87.00	83.04	83.04	95.40	0.00	3.96	4.55
010-31820-0-11100-10000-36020-0							109.68	109.68	109.68	100.00	0.00	0.00	0.00
010-58100-0-11100-10000-36020-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00



**BUDGET REPORT**

BDG113

5/7/2021

Page 10 of 15

FY: 2021

10:27:04AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

						UNENCUMBERED	
FD	RE	PY	GO	FN	OB	SI	
						Working	Current
						Year To Date	%
						Encumbered	Balance
							%
010-74200-0-00000-82000-36020-0						12.00	11.85
010-74200-0-11100-10000-36020-0						0.00	100.55
010-75100-0-11100-10000-36020-0						99.33	87.19
010-81500-0-00000-81100-36020-0						40.00	0.00
TOTAL: 36020						1,295.19	1,147.32
Other Benefits, certificated positions							
010-00000-0-11100-10000-39010-0						0.00	0.00
TOTAL: 39010						0.00	0.00
TOTAL: 30000						239,809.38	68,649.77
Approved Textbooks and Core Curricula Materials							
010-00000-0-11100-10000-41000-0						500.00	378.39
010-63000-0-11100-10000-41000-0						500.00	320.37
TOTAL: 41000						1,000.00	698.76
Books and Other Reference Materials							
010-00000-0-00000-72000-42000-0						255.00	6.69
010-00000-0-11100-24200-42000-0						200.00	18.00
TOTAL: 42000						455.00	24.69
Materials and Supplies							
010-00000-0-00000-27000-43000-0						1,000.00	543.13
010-00000-0-00000-71500-43000-0						564.00	539.77
010-00000-0-00000-72000-43000-0						800.00	541.93
010-00000-0-00000-81100-43000-0						500.00	392.83
010-00000-0-00000-82000-43000-0						4,000.00	391.65
010-00000-0-11100-10000-43000-0						2,098.00	2,318.25
010-00000-0-11100-31400-43000-0						200.00	13.13
010-07200-0-11100-10000-43000-0						1,938.00	297.43
010-07230-0-00000-36000-43000-0						1,004.35	0.00
010-11000-0-11100-10000-43000-0						2,000.00	0.00
010-30100-0-11100-10000-43000-0						20.00	1,976.85
010-31820-0-11100-10000-43000-0						25,910.11	12,793.46
010-32100-0-00000-31400-43000-0						1,494.75	1,494.75
010-32100-0-00000-81100-43000-0						450.00	179.72
010-32100-0-11100-10000-43000-0						1,000.00	0.00
010-32150-0-00000-81100-43000-0						0.00	0.00
010-32150-0-11100-10000-43000-0						0.00	95.97



10:27:04AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

UNENCUMBERED

FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
010-32150-0-11100-81100-43000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-32200-0-00000-31400-43000-0							2,823.34	2,818.69	2,818.69	99.80	0.00	4.65	0.16
010-32200-0-00000-81100-43000-0							415.95	415.95	415.95	100.00	0.00	0.00	0.00
010-32200-0-11100-10000-43000-0							0.00	4.65	4.65	0.00	0.00	(4.65)	0.00
010-40350-0-00000-21000-43000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-41260-0-11100-10000-43000-0							8,362.00	0.00	0.00	0.00	0.00	8,362.00	100.00
010-42010-0-11100-10000-43000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-42030-0-11100-10000-43000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-58100-0-11100-10000-43000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-63000-0-11100-10000-43000-0							215.98	1,042.68	1,042.68	482.80	0.00	(826.70)	0.00
010-73880-0-00000-31400-43000-0							6,094.20	0.00	0.00	0.00	0.00	6,094.20	100.00
010-74200-0-00000-31400-43000-0							1,592.00	2,142.00	2,142.00	134.50	0.00	(550.00)	0.00
TOTAL: 43000							62,482.68	28,002.84	28,002.84	44.82	248.19	34,231.65	54.79
Non-Capitalized Equipment													
010-00000-0-00000-27000-44000-0							450.00	95.15	95.15	21.10	25.48	329.37	73.19
010-00000-0-00000-71500-44000-0							200.00	132.80	132.80	66.40	0.00	67.20	33.60
010-00000-0-00000-72000-44000-0							5,000.00	4,783.85	4,783.85	95.70	25.48	190.67	3.81
010-00000-0-00000-81100-44000-0							671.00	671.00	671.00	100.00	0.00	0.00	0.00
010-00000-0-00000-82000-44000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-00000-0-11100-24200-44000-0							1,207.88	1,207.88	1,207.88	100.00	0.00	0.00	0.00
010-07200-0-11100-10000-44000-0							3,080.00	0.00	0.00	0.00	0.00	3,080.00	100.00
010-30100-0-11100-10000-44000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-31820-0-11100-10000-44000-0							20,500.00	7,883.96	7,883.96	38.50	4,331.23	8,284.81	40.41
010-32200-0-11100-10000-44000-0							3,129.15	2,554.86	2,554.86	81.60	574.29	0.00	0.00
TOTAL: 44000							34,238.03	17,329.50	17,329.50	50.61	4,956.48	11,952.05	34.91
TOTAL: 40000							98,175.71	46,055.79	46,055.79	46.91	5,204.67	46,915.25	47.79
Subagreements for Services													
010-07230-0-00000-36000-51000-0							3,970.65	3,261.78	3,261.78	82.10	708.87	0.00	0.00
TOTAL: 51000							3,970.65	3,261.78	3,261.78	82.15	708.87	0.00	0.00
Travel and Conferences													
010-00000-0-00000-27000-52000-0							1,000.00	0.00	0.00	0.00	0.00	1,000.00	100.00
010-00000-0-00000-71500-52000-0							2,436.00	3,739.74	3,739.74	153.50	130.64	(1,434.38)	0.00
010-00000-0-00000-72000-52000-0							900.00	456.12	456.12	50.70	30.25	413.63	45.96
010-00000-0-11100-10000-52000-0							400.00	18.15	18.15	4.50	0.00	381.85	95.46
010-07200-0-11100-10000-52000-0							2,530.00	0.00	0.00	0.00	0.00	2,530.00	100.00
010-30100-0-11100-10000-52000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00



FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

							UNENCUMBERED						
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
010-40350-0-00000-21000-52000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-00000-71500-52000-0							0.00	16.50	16.50	0.00	0.00	(16.50)	0.00
010-40350-0-11100-10000-52000-0							467.63	0.00	0.00	0.00	0.00	467.63	100.00
010-42010-0-11100-10000-52000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-73110-0-11100-10000-52000-0							1,500.00	0.00	0.00	0.00	0.00	1,500.00	100.00
010-73880-0-00000-72000-52000-0							52.80	52.80	52.80	100.00	0.00	0.00	0.00
TOTAL: 52000							9,286.43	4,283.31	4,283.31	46.12	160.89	4,842.23	52.14
Dues and Memberships													
010-00000-0-00000-71500-53000-0							800.00	718.38	718.38	89.80	0.00	81.62	10.20
010-40350-0-00000-71500-53000-0							221.00	55.00	55.00	24.90	0.00	166.00	75.11
TOTAL: 53000							1,021.00	773.38	773.38	75.75	0.00	247.62	24.25
Other Insurance													
010-00000-0-00000-72000-54500-0							2,000.00	9,259.04	9,259.04	463.00	0.00	(7,259.04)	0.00
010-07230-0-00000-36000-54500-0							1,500.00	0.00	0.00	0.00	0.00	1,500.00	100.00
TOTAL: 54500							3,500.00	9,259.04	9,259.04	264.54	0.00	(5,759.04)	0.00
Operation and Housekeeping Services													
010-00000-0-00000-81100-55000-0							300.00	129.87	129.87	43.30	0.00	170.13	56.71
010-00000-0-00000-82000-55000-0							15,100.00	13,163.63	13,163.63	87.20	2,276.49	(340.12)	0.00
TOTAL: 55000							15,400.00	13,293.50	13,293.50	86.32	2,276.49	(169.99)	0.00
Rentals, Leases, Repairs and Non-Capitalized Improvements													
010-00000-0-00000-81100-56000-0							300.00	282.35	282.35	94.10	0.00	17.65	5.88
010-00000-0-00000-82000-56000-0							5,600.00	2,981.75	2,981.75	53.20	1,107.74	1,510.51	26.97
010-07230-0-00000-36000-56000-0							2,000.00	0.00	0.00	0.00	0.00	2,000.00	100.00
010-32200-0-00000-81100-56000-0							339.36	314.32	314.32	92.60	0.00	25.04	7.38
TOTAL: 56000							8,239.36	3,578.42	3,578.42	43.43	1,107.74	3,553.20	43.12
Professional/Consulting Services and Operating Expenditures													
010-00000-0-00000-24200-58000-0							1,000.00	0.00	0.00	0.00	681.72	318.28	31.83
010-00000-0-00000-31400-58000-0							6,142.00	5,068.07	5,068.07	82.50	0.00	1,073.93	17.49
010-00000-0-00000-71100-58000-0							5,866.00	5,741.80	5,741.80	97.90	0.00	124.20	2.12
010-00000-0-00000-71500-58000-0							5,615.59	9,670.36	9,670.36	172.20	195.80	(4,250.57)	0.00
010-00000-0-00000-71900-58000-0							4,000.00	1,569.15	1,569.15	39.20	0.00	2,430.85	60.77
010-00000-0-00000-72000-58000-0							900.00	3,975.56	3,975.56	441.70	46.07	(3,121.63)	0.00
010-00000-0-00000-81100-58000-0							5,498.17	3,662.78	3,662.78	66.60	513.73	1,321.66	24.04
010-00000-0-11100-10000-58000-0							1,600.00	579.59	579.59	36.20	2.34	1,018.07	63.63
010-06205-0-00000-85000-58000-0							7,500.00	0.00	0.00	0.00	0.00	7,500.00	100.00



FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

							UNENCUMBERED						
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%
010-07200-0-00000-72000-58000-0							1,540.00	0.00	0.00	0.00	0.00	1,540.00	100.00
010-07200-0-11100-10000-58000-0							3,520.00	926.04	926.04	26.30	9.88	2,584.08	73.41
010-07200-0-11100-24200-58000-0							200.00	71.50	71.50	35.80	0.00	128.50	64.25
010-07230-0-00000-36000-58000-0							500.00	0.00	0.00	0.00	0.00	500.00	100.00
010-11000-0-00000-72000-58000-0							1,725.00	934.87	934.87	54.20	0.00	790.13	45.80
010-11000-0-11100-31400-58000-0							100.00	12.29	12.29	12.30	0.00	87.71	87.71
010-30100-0-11100-10000-58000-0							106.00	106.04	106.04	100.00	0.00	(0.04)	0.00
010-31820-0-00000-27000-58000-0							1,500.00	1,500.00	1,500.00	100.00	0.00	0.00	0.00
010-31820-0-00000-71500-58000-0							1,500.00	1,500.00	1,500.00	100.00	0.00	0.00	0.00
010-31820-0-00000-72000-58000-0							1,500.00	1,500.00	1,500.00	100.00	0.00	0.00	0.00
010-31820-0-11100-10000-58000-0							1,612.20	22,310.08	22,310.08	1,383.80	0.00	(20,697.88)	0.00
010-32100-0-11100-10000-58000-0							2,393.25	51.04	51.04	2.10	0.00	2,342.21	97.87
010-32200-0-00000-71500-58000-0							51.70	51.70	51.70	100.00	0.00	0.00	0.00
010-32200-0-11100-10000-58000-0							3,481.50	3,481.50	3,481.50	100.00	0.00	0.00	0.00
010-40350-0-00000-21000-58000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-11100-10000-58000-0							4,397.00	0.00	0.00	0.00	0.00	4,397.00	100.00
010-42010-0-11100-10000-58000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-63000-0-11100-10000-58000-0							850.00	1,293.54	1,293.54	152.20	0.00	(443.54)	0.00
TOTAL: 58000							63,098.41	64,005.91	64,005.91	101.44	1,449.54	(2,357.04)	0.00
Pension Penalties & Interest													
010-00000-0-00000-71000-58009-0							160.00	288.76	288.76	180.50	0.00	(128.76)	0.00
TOTAL: 58009							160.00	288.76	288.76	180.48	0.00	(128.76)	0.00
Communications													
010-00000-0-00000-82000-59000-0							5,000.00	1,985.74	1,985.74	39.70	2,115.75	898.51	17.97
TOTAL: 59000							5,000.00	1,985.74	1,985.74	39.71	2,115.75	898.51	17.97
TOTAL: 50000							109,675.85	100,729.84	100,729.84	91.84	7,819.28	1,126.73	1.03
Land Improvements													
010-00000-0-00000-85000-61700-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-06205-0-00000-85000-61700-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-90353-0-00000-85000-61700-0							506,521.00	350,975.33	350,975.33	69.30	0.00	155,545.67	30.71
TOTAL: 61700							506,521.00	350,975.33	350,975.33	69.29	0.00	155,545.67	30.71
Equipment													
010-00000-0-00000-82000-64000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-06205-0-00000-85000-64000-0							0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 64000							0.00	0.00	0.00	0.00	0.00	0.00	0.00



10:27:04AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

											UNENCUMBERED				
FD	RE	PY	GO	FN	OB	SI			Working	Current	Year To Date	%	Encumbered	Balance	%
TOTAL:							60000		506,521.00	350,975.33	350,975.33	69.29	0.00	155,545.67	30.71
Other Tuition, Excess Costs, and/or Deficits Payments to COE															
010-00000-0-00000-92000-71420-0								2,000.00	801.87	801.87	40.10	0.00	1,198.13	59.91	
TOTAL:							71420		2,000.00	801.87	801.87	40.09	0.00	1,198.13	59.91
All Other Transfers to County Offices															
010-00000-0-00000-92000-72820-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL:							72820		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs															
010-00000-0-00000-72100-73100-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-30100-0-00000-72100-73100-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-40350-0-00000-72100-73100-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-42010-0-00000-72100-73100-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
010-42030-0-00000-72100-73100-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL:							73100		0.00	0.00	0.00	0.00	0.00	0.00	0.00
From General Fund to Cafeteria Fund															
010-00000-0-00000-93000-76160-0								23,238.00	23,238.00	23,238.00	100.00	0.00	0.00	0.00	0.00
TOTAL:							76160		23,238.00	23,238.00	23,238.00	100.00	0.00	0.00	0.00
TOTAL:							70000		25,238.00	24,039.87	24,039.87	95.25	0.00	1,198.13	4.75
TOTAL EXPENSES:								1,198,099.92	766,406.95	766,406.95	63.97	13,023.95	418,669.02	34.94	



**BUDGET REPORT**

BDG113

5/7/2021

Page 15 of 15

FY: 2021

10:27:04AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 010 - General Fund

											UNENCUMBERED			
FD	RE	PY	GO	FN	OB	SI		Working	Current	Year To Date	%	Encumbered	Balance	%

**SUMMARY FOR 010 - GENERAL FUND**

		Current	Year To Date	%	Encumbered	Balance	%
<b>TOTAL: INCOME</b>	1,338,153.66	1,278,311.08	1,278,311.08	95.53	0.00	59,842.58	4.47
<b>TOTAL: 1000-5000</b>	666,340.92	391,391.75	391,391.75	58.74	13,023.95	261,925.22	39.31
<b>TOTAL: 1000-6000</b>	1,172,861.92	742,367.08	742,367.08	63.30	13,023.95	417,470.89	35.59
<b>TOTAL: EXPENSES</b>	1,198,099.92	766,406.95	766,406.95	63.97	13,023.95	418,669.02	34.94





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **CONSENT ITEMS**

7.5 Cafeteria Report



**BUDGET REPORT**

BDG113

5/7/2021

Page 1 of 3

FY: 2021

10:28:14AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 130 - Cafeteria Special Revenue Fund

							UNENCUMBERED							
FD	RE	PY	GO	FN	OB	SI		Working	Current	Year To Date	%	Encumbered	Balance	%
Child Nutrition Programs														
130-53100-0-00000-00000-82200-0								86,595.00	32,244.60	32,244.60	37.20	0.00	54,350.40	62.76
TOTAL: 82200								86,595.00	32,244.60	32,244.60	37.24	0.00	54,350.40	62.76
Child Nutrition														
130-53100-0-00000-00000-85200-0								6,453.00	6,974.08	6,974.08	108.10	0.00	(521.08)	0.00
TOTAL: 85200								6,453.00	6,974.08	6,974.08	108.08	0.00	(521.08)	0.00
Food Service Sales														
130-53100-0-00000-00000-86340-0								25,000.00	1,696.67	1,696.67	6.80	0.00	23,303.33	93.21
TOTAL: 86340								25,000.00	1,696.67	1,696.67	6.79	0.00	23,303.33	93.21
Interest														
130-00000-0-00000-00000-86600-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00
130-53100-0-00000-00000-86600-0								100.00	190.79	190.79	190.80	0.00	(90.79)	0.00
TOTAL: 86600								100.00	190.79	190.79	190.79	0.00	(90.79)	0.00
Net Increase (Decrease) in the Fair Value of Investments														
130-53100-0-00000-00000-86620-0								0.00	(23.10)	(23.10)	0.00	0.00	23.10	0.00
TOTAL: 86620								0.00	(23.10)	(23.10)	0.00	0.00	23.10	0.00
To Cafeteria Fund, From General Fund														
130-00000-0-00000-00000-89160-0								0.00	0.00	0.00	0.00	0.00	0.00	0.00
130-53100-0-00000-00000-89160-0								23,238.00	23,238.00	23,238.00	100.00	0.00	0.00	0.00
TOTAL: 89160								23,238.00	23,238.00	23,238.00	100.00	0.00	0.00	0.00
TOTAL: 80000								141,386.00	64,321.04	64,321.04	45.49	0.00	77,064.96	54.51
TOTAL INCOME:								141,386.00	64,321.04	64,321.04	45.49	0.00	77,064.96	54.51
Classified Support Salaries														
130-53100-0-00000-37000-22000-0								77,214.69	65,855.03	65,855.03	85.30	0.00	11,359.66	14.71
TOTAL: 22000								77,214.69	65,855.03	65,855.03	85.29	0.00	11,359.66	14.71
TOTAL: 20000								77,214.69	65,855.03	65,855.03	85.29	0.00	11,359.66	14.71
Public Employees` Retirement System, classified positions														
130-53100-0-00000-37000-32020-0								13,893.26	13,631.97	13,631.97	98.10	0.00	261.29	1.88
TOTAL: 32020								13,893.26	13,631.97	13,631.97	98.12	0.00	261.29	1.88

OASDI, classified positions



**BUDGET REPORT**

BDG113

5/7/2021

Page 2 of 3

FY: 2021

10:28:14AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 130 - Cafeteria Special Revenue Fund

											UNENCUMBERED				
FD	RE	PY	GO	FN	OB	SI			Working	Current	Year To Date	%	Encumbered	Balance	%
130-53100-0-00000-37000-33022-0									4,191.07	4,083.00	4,083.00	97.40	0.00	108.07	2.58
TOTAL: 33022									4,191.07	4,083.00	4,083.00	97.42	0.00	108.07	2.58
Medicare, classified positions															
130-53100-0-00000-37000-33023-0									980.14	954.89	954.89	97.40	0.00	25.25	2.58
TOTAL: 33023									980.14	954.89	954.89	97.42	0.00	25.25	2.58
Health & Welfare Benefits, classified positions															
130-53100-0-00000-37000-34020-0									12,323.55	13,680.00	13,680.00	111.00	0.00	(1,356.45)	0.00
TOTAL: 34020									12,323.55	13,680.00	13,680.00	111.01	0.00	(1,356.45)	0.00
State Unemployment Insurance, classified positions															
130-53100-0-00000-37000-35020-0									34.18	32.99	32.99	96.50	0.00	1.19	3.48
TOTAL: 35020									34.18	32.99	32.99	96.52	0.00	1.19	3.48
Worker`s Compensation Insurance, classified positions															
130-53100-0-00000-37000-36020-0									1,280.43	1,001.46	1,001.46	78.20	0.00	278.97	21.79
TOTAL: 36020									1,280.43	1,001.46	1,001.46	78.21	0.00	278.97	21.79
TOTAL: 30000									32,702.63	33,384.31	33,384.31	102.08	0.00	(681.68)	0.00
Materials and Supplies															
130-53100-0-00000-37000-43000-0									5,500.00	0.00	0.00	0.00	0.00	5,500.00	100.00
TOTAL: 43000									5,500.00	0.00	0.00	0.00	0.00	5,500.00	100.00
Non-Capitalized Equipment															
130-53100-0-00000-37000-44000-0									0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL: 44000									0.00	0.00	0.00	0.00	0.00	0.00	0.00
Food															
130-53100-0-00000-37000-47000-0									25,868.00	14,725.22	14,725.22	56.90	0.00	11,142.78	43.08
TOTAL: 47000									25,868.00	14,725.22	14,725.22	56.92	0.00	11,142.78	43.08
TOTAL: 40000									31,368.00	14,725.22	14,725.22	46.94	0.00	16,642.78	53.06
Travel and Conferences															
130-53100-0-00000-37000-52000-0									100.00	0.00	0.00	0.00	0.00	100.00	100.00
TOTAL: 52000									100.00	0.00	0.00	0.00	0.00	100.00	100.00
TOTAL: 50000									100.00	0.00	0.00	0.00	0.00	100.00	100.00
TOTAL EXPENSES:									141,385.32	113,964.56	113,964.56	80.61	0.00	27,420.76	19.39



**BUDGET REPORT**

BDG113

5/7/2021

Page 3 of 3

FY: 2021

10:28:14AM

FROM: 7/1/2020 TO 4/30/2021

FUND: 130 - Cafeteria Special Revenue Fund

											UNENCUMBERED		
FD	RE	PY	GO	FN	OB	SI	Working	Current	Year To Date	%	Encumbered	Balance	%

**SUMMARY FOR 130 - CAFETERIA SPECIAL REVENUE FUND**

		Current	Year To Date	%	Encumbered	Balance	%
<b>TOTAL: INCOME</b>	141,386.00	64,321.04	64,321.04	45.49	0.00	77,064.96	54.51
<b>TOTAL: 1000-5000</b>	141,385.32	113,964.56	113,964.56	80.61	0.00	27,420.76	19.39
<b>TOTAL: 1000-6000</b>	141,385.32	113,964.56	113,964.56	80.61	0.00	27,420.76	19.39
<b>TOTAL: EXPENSES</b>	141,385.32	113,964.56	113,964.56	80.61	0.00	27,420.76	19.39





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **CONSENT ITEMS**

7.6 Payroll Report



**Tulare County Office of Education**  
**Order to Pay/Payroll Transmittal**  
 Form PS04P - Payroll

**Month/Day/Year: 04/05/2021**

**Instructions**

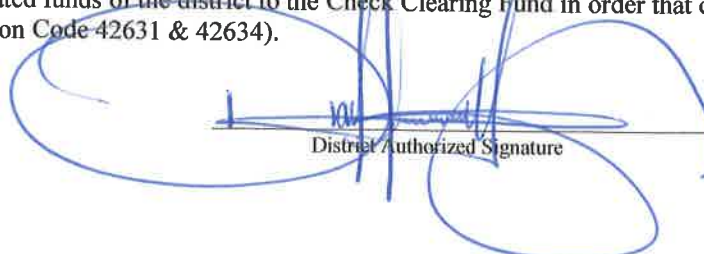
Only Districts that submit payroll to TCOE for input will use this form. This form serves as a transmittal document and an Order from an authorized District employee for payment of payroll. The total amount of Gross Payroll indicated on the form must agree with the Payroll Input Work Sheet submitted with the PS04P Form.

Districts that perform their own payroll input will sign and submit the Order to Pay on the last page of their Payroll Final printout rather than use this form.

TCOE Personnel will input the Personnel Data from the PS01 Form for all Districts that do not have access to the computer system. Districts should check the box at the bottom of Form PS01 indicating if the Personnel Data has already been input.

Document	Certificate Payroll	Classified Payroll
<b>Payroll Input W/S Enclosed</b>	Yes	Yes
<b>Form PS01</b> Employee Personnel Data Sheets	No. Enclosed	No. Enclosed _____
<b>Form PS02</b> Voluntary Deductions	No. Enclosed _____	No. Enclosed _____
<b>Form PS03</b> Employee Distribution Additions	No. Enclosed	No. Enclosed 1
<b>Form W-4</b> Withholding	No. Enclosed	No. Enclosed _____
<b>Automatic Payroll Deposit Form</b> Authorization	No. Enclosed	No. Enclosed _____
<b>PERS Action Form</b>		No. Enclosed _____
<b>Total Gross Payroll</b> Must attach Adding Machine Tape	<b>Total Amount \$ 1,250.00</b>	<b>Total Amount \$5,189.02</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">D1</span>

The Sequoia Union Elementary School District hereby orders that payment be made to each of the employees of the district in the amounts indicated as per the following attached schedules and that County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

  
 District Authorized Signature

**04/05/2021**  
 Date

**TCOE Processing**

Verify inclusion of number of documents indicated. Verify agreement of adding machine tape to Total Gross Payroll on form. If separate staff members input Certificated and Classified payroll, make copy of this form for other staff member. If any PS01 forms require Personnel Data input, they should be sent to TCOE Personnel for handling. Make copy of form to verify the Final Payroll Register totals before release of Payroll to District.

Date Received by TCOE \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Received & Processed By \_\_\_\_\_



**Tulare County Office of Education**  
**Order to Pay/Payroll Transmittal**  
 Form PS04P - Payroll

**Month/Day/Year: 04/21/2021**

**Instructions**

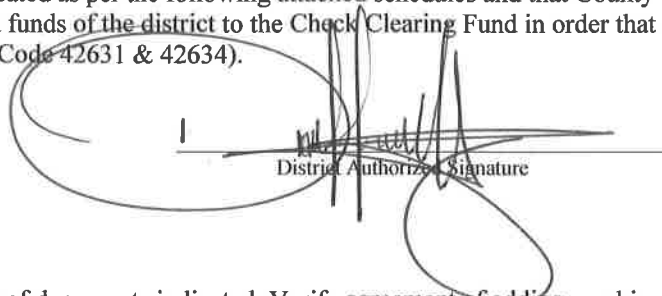
Only Districts that submit payroll to TCOE for input will use this form. This form serves as a transmittal document and an Order from an authorized District employee for payment of payroll. The total amount of Gross Payroll indicated on the form must agree with the Payroll Input Work Sheet submitted with the PS04P Form.

Districts that perform their own payroll input will sign and submit the Order to Pay on the last page of their Payroll Final printout rather than use this form.

TCOE Personnel will input the Personnel Data from the PS01 Form for all Districts that do not have access to the computer system. Districts should check the box at the bottom of Form PS01 indicating if the Personnel Data has already been input.

Document	Certificate Payroll	Classified Payroll
<b>Payroll Input W/S Enclosed</b>	Yes	Yes x
<b>Form PS01</b> Employee Personnel Data Sheets	No. Enclosed	No. Enclosed <u>1</u>
<b>Form PS02</b> Voluntary Deductions	No. Enclosed	No. Enclosed
<b>Form PS03</b> Employee Distribution Additions	No. Enclosed	No. Enclosed
<b>Form W-4</b> Withholding	No. Enclosed 1	No. Enclosed
<b>Automatic Payroll Deposit Form</b> Authorization	No. Enclosed	No. Enclosed
<b>PERS Action Form</b>		No. Enclosed <u>1</u>
<b>Total Gross Payroll</b> Must attach Adding Machine Tape	<b>Total Amount \$121,918.40</b>	<b>Total Amount \$54,671.71</b>

The Sequoia Union Elementary School District hereby orders that payment be made to each of the employees of the district in the amounts indicated as per the following attached schedules and that County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

  
 District Authorized Signature

**04/21/2021**  
 Date

**TCOE Processing**

Verify inclusion of number of documents indicated. Verify agreement of adding machine tape to Total Gross Payroll on form. If separate staff members input Certificated and Classified payroll, make copy of this form for other staff member. If any PS01 forms require Personnel Data input, they should be sent to TCOE Personnel for handling. Make copy of form to verify the Final Payroll Register totals before release of Payroll to District.

Date Received by TCOE       /      /      

Received & Processed By \_\_\_\_\_





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **CONSENT ITEMS**

7.7 Vendor Payments



## Accounts Payable Final PreList - 4/8/2021 1:31:59PM

\*\*\* FINAL \*\*\*

Batch No 221

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit	
									Flag	EFT
014133	Amazon Business	PV-211285	4/8/2021	210226	4798510040590032		011-00000-0-11100-10000-43000-0	\$21.50		22
Total Check Amount:								\$21.50		
012923	ARAMARK Uniform Services	PV-211274	4/8/2021	210105	Invoices (2)		011-00000-0-00000-81100-58000-0	\$49.52		
	ARAMARK Uniform Services	PV-211275	4/8/2021	210105	Invoices (2)		010-00000-0-00000-81100-58000-0	\$6.12		
Total Check Amount:								\$55.64		
013123	BANK OF THE SIERRA	PV-211277	4/8/2021	210225	4798510040590032		011-00000-0-11100-31400-43000-0	\$106.21	M	
	BANK OF THE SIERRA	PV-211278	4/8/2021	210225	4798510040590032		010-00000-0-11100-31400-43000-0	\$13.13	M	
	BANK OF THE SIERRA	PV-211279	4/8/2021	210199	4798510040590032		011-00000-0-00000-72000-58000-0	\$18.21	M	
	BANK OF THE SIERRA	PV-211280	4/8/2021	210199	4798510040590032		010-00000-0-00000-72000-58000-0	\$2.25	M	
	BANK OF THE SIERRA	PV-211281	4/8/2021	210186	4798510040590032		011-00000-0-11100-10000-58000-0	\$24.48	M	
	BANK OF THE SIERRA	PV-211282	4/8/2021	210186	4798510040590032		010-00000-0-11100-10000-58000-0	\$3.02	M	
	BANK OF THE SIERRA	PV-211283	4/8/2021	210218	4798510040590032		011-00000-0-00000-81100-58000-0	\$79.83	M	
	BANK OF THE SIERRA	PV-211284	4/8/2021	210218	4798510040590032		010-00000-0-00000-81100-58000-0	\$9.87	M	
Total Check Amount:								\$257.00		
013937	CDW-Government	PV-211266	4/8/2021	210096	3833647		011-32200-0-11100-10000-43000-0	\$621.45		
	CDW-Government	PV-211267	4/8/2021	210131	5159734		011-32150-0-11100-10000-44000-0	\$2,259.52		
Total Check Amount:								\$2,880.97		
014152	Christina Medina	PV-211239	4/8/2021		3.21.21		010-00000-0-00000-71500-53000-0	\$6.27		
	Christina Medina		4/8/2021		3.21.21		011-00000-0-00000-71500-53000-0	\$50.73		
Total Check Amount:								\$57.00		
014149	Cook's Communications	PV-211276	4/8/2021		146989		011-00000-0-00000-82000-43000-0	\$30.71		
	Cook's Communications		4/8/2021		146989		010-00000-0-00000-82000-43000-0	\$3.80		
Total Check Amount:								\$34.51		
011909	CULLIGAN WATER CONDITIONING	PV-211247	4/8/2021	210135	16774		011-00000-0-00000-82000-55000-0	\$425.20		22
	CULLIGAN WATER CONDITIONING	PV-211248	4/8/2021	210135	16774		010-00000-0-00000-82000-55000-0	\$52.55		22
Total Check Amount:								\$477.75		
012704	FRUIT GROWERS SUPPLY CO	PV-211264	4/8/2021	210141	92216651		011-00000-0-00000-81100-43000-0	\$204.66		



## Accounts Payable Final PreList - 4/8/2021 1:31:59PM

\*\*\* FINAL \*\*\*

Batch No 221

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
012704	FRUIT GROWERS SUPPLY CO	PV-211265	4/8/2021	210141	92216651		011-00000-0-00000-81100-43000-0	\$25.29		
Total Check Amount:								\$229.95		
002430	GRIGGS INC, JACK	PV-211258	4/8/2021	210222	0071885		011-00000-0-00000-82000-55000-0	\$3,808.45		
	GRIGGS INC, JACK	PV-211259	4/8/2021	210222	0071885		010-00000-0-00000-82000-55000-0	\$470.71	H	
Total Check Amount:								\$4,279.16		
014036	Infinity Communications	PV-211262	4/8/2021	210223	11944		010-00000-0-00000-71500-52000-0	\$330.00		
	Infinity Communications	PV-211263	4/8/2021	210223	11944		010-00000-0-00000-71500-52000-0	\$2,670.00		
Total Check Amount:								\$3,000.00		
014086	Iron Mountain Inc.	PV-211260	4/8/2021	210224	DLVM002		010-00000-0-00000-72000-58000-0	\$17.13		
	Iron Mountain Inc.	PV-211261	4/8/2021	210224	DLVM002		011-00000-0-00000-72000-58000-0	\$138.57		
Total Check Amount:								\$155.70		
013332	JANENE Keller	PV-211240	4/8/2021		3.26.21		010-00000-0-11100-10000-43000-0	\$73.51		
Total Check Amount:								\$73.51		
013951	Jive Communications Inc.	PV-211272	4/8/2021	210044	IN7100326119		011-00000-0-00000-82000-55000-0	\$870.04		
	Jive Communications Inc.	PV-211273	4/8/2021	210044	INV7100326119		011-00000-0-00000-82000-55000-0	\$107.53		
Total Check Amount:								\$977.57		
012998	MAJOR SYSCO	PV-211241	4/8/2021		284713267		130-53100-0-00000-37000-47000-0	\$612.34		
Total Check Amount:								\$612.34		
013743	Mangini Associates Inc	PV-211249	4/8/2021		11474		351-77100-0-00000-85000-62000-0	\$41,691.65	E	
	Mangini Associates Inc	PV-211250	4/8/2021		11463		350-77100-0-00000-85000-62000-0	\$54,415.84	E	
Total Check Amount:								\$96,107.49		
013747	Mission Uniform Service	PV-211268	4/8/2021	210208	514485295		011-00000-0-00000-82000-55000-0	\$237.31		22
	Mission Uniform Service	PV-211269	4/8/2021	210208	514485295		010-00000-0-00000-82000-55000-0	\$29.33		22
	Mission Uniform Service	PV-211270	4/8/2021	210208	514520192		011-00000-0-00000-82000-55000-0	\$504.02		22
	Mission Uniform Service	PV-211271	4/8/2021	210208	514520192		010-00000-0-00000-82000-55000-0	\$62.30		22
Total Check Amount:								\$832.96		



## Accounts Payable Final PreList - 4/8/2021 1:31:59PM

\*\*\* FINAL \*\*\*

Batch No 221

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
013171	OFFICE DEPOT	PV-211253	4/8/2021	210196	164008952001		010-00000-0-00000-72000-43000-0	\$290.81		
Total Check Amount:								<b>\$290.81</b>		
012151	PRODUCERS	PV-211242	4/8/2021		57388911		130-53100-0-00000-37000-47000-0	\$148.58		22
Total Check Amount:								<b>\$148.58</b>		
013948	Staples Advantage, Dept. LA	PV-211254	4/8/2021	210043	8061672284		011-00000-0-00000-27000-43000-0	\$67.11		
	Staples Advantage, Dept. LA	PV-211255	4/8/2021	210043	8061672284		010-00000-0-00000-27000-43000-0	\$8.29		
	Staples Advantage, Dept. LA	PV-211256	4/8/2021	210108	8061672284		011-00000-0-00000-72000-43000-0	\$203.81		
	Staples Advantage, Dept. LA	PV-211257	4/8/2021	210108	8061672284		010-00000-0-00000-72000-43000-0	\$25.19		
Total Check Amount:								<b>\$304.40</b>		
013853	Tulare Co. Office of Education	PV-211251	4/8/2021	210129	211349		011-00000-0-00000-72000-52000-0	\$89.00		
	Tulare Co. Office of Education	PV-211252	4/8/2021	210129	211349		011-00000-0-00000-72000-52000-0	\$11.00		
Total Check Amount:								<b>\$100.00</b>		
013403	Waste Management	PV-211243	4/8/2021	210022	94552655000		011-00000-0-00000-82000-55000-0	\$75.22		
	Waste Management	PV-211244	4/8/2021	210022	94552655000		010-00000-0-00000-82000-55000-0	\$9.30		
	Waste Management	PV-211245	4/8/2021	210022	34300125009		011-00000-0-00000-82000-55000-0	\$557.78		
	Waste Management	PV-211246	4/8/2021	210022	34300125009		010-00000-0-00000-82000-55000-0	\$68.94		
Total Check Amount:								<b>\$711.24</b>		



## Accounts Payable Final PreList - 4/8/2021 1:31:59PM

\*\*\* FINAL \*\*\*

Batch No 221

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
-----------	-------------	---------------------	-----------------	------	------------	-------------------	--------------	--------	------	-----

Total District Payment Amount:

\$111,608.08



## Accounts Payable Final PreList - 4/8/2021 1:31:59PM

\*\*\* FINAL \*\*\*

Batch No 221

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
-----------	-------------	------------------	--------------	------	------------	----------------	--------------	--------	------	-----

Batch No 221

Total Accounts Payable:

\$111,608.08

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 111,608.08, and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).


  
Authorizing Signature

 4/8/21  
 Date

Fund Summary	Total
010	\$4,152.52
011	\$10,587.15
130	\$760.92
350	\$54,415.84
351	\$41,691.65
Total	\$111,608.08



## Accounts Payable Final PreList - 4/15/2021 4:38:12PM

\*\*\* FINAL \*\*\*

Batch No 223

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit	
									Flag	EFT
012923	ARAMARK Uniform Services	PV-211287	4/15/2021	210105	503000271127		011-00000-0-00000-81100-58000-0	\$24.76		
	ARAMARK Uniform Services	PV-211288	4/15/2021	210105	503000271127		010-00000-0-00000-81100-58000-0	\$3.06		
Total Check Amount:								\$27.82		
013206	AT&T WIRELESS	PV-211295	4/15/2021	210211	287259272862		011-00000-0-00000-82000-59000-0	\$627.08		
	AT&T WIRELESS	PV-211296	4/15/2021	210211	287259272862		010-00000-0-00000-82000-59000-0	\$77.50		
Total Check Amount:								\$704.58		
014113	Diana Hernandez	PV-211301	4/15/2021		4.12.2021		011-00000-0-00000-72000-43000-0	\$20.46		
Total Check Amount:								\$20.46		
012047	EMPLOYMENT DEVELOPMENT DEPT	PV-211303	4/15/2021		SUI 21/1st QTR		010-00000-0-00000-00000-95025-0	\$282.14	G	
Total Check Amount:								\$282.14		
013765	LINDA MARKS C/O SEQUOIA UNION	PV-211302	4/15/2021		4.8.21		130-53100-0-00000-37000-47000-0	\$87.40		
Total Check Amount:								\$87.40		
013747	Mission Uniform Service	PV-211289	4/15/2021	210208	514563416		011-00000-0-00000-82000-55000-0	\$694.91		22
	Mission Uniform Service	PV-211290	4/15/2021	210208	514563416		010-00000-0-00000-82000-55000-0	\$85.89		22
Total Check Amount:								\$780.80		
012151	PRODUCERS	PV-211299	4/15/2021		57403635		130-53100-0-00000-37000-47000-0	\$294.60		22
Total Check Amount:								\$294.60		
012977	SCHOOL SERVICES OF CALIFORNIA	PV-211291	4/15/2021	210165	W11295		011-00000-0-00000-72000-52000-0	\$244.75		
	SCHOOL SERVICES OF CALIFORNIA	PV-211292	4/15/2021	210165	W113295		010-00000-0-00000-72000-52000-0	\$30.25		
Total Check Amount:								\$275.00		
014021	Sheri Karjala	PV-211300	4/15/2021		4.13.21		010-00000-0-11100-10000-43000-0	\$97.42		
Total Check Amount:								\$97.42		
005383	SOUTHERN CALIF EDISON CO	PV-211304	4/15/2021		700146877747		011-00000-0-00000-82000-55000-0	\$1,313.98		
	SOUTHERN CALIF EDISON CO		4/15/2021		700146877747		010-00000-0-00000-82000-55000-0	\$162.40		



## Accounts Payable Final PreList - 4/15/2021 4:38:12PM

\*\*\* FINAL \*\*\*

Batch No 223

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit	
									Flag	EFT
005383	SOUTHERN CALIF EDISON CO	PV-211305	4/15/2021		700145161655		011-00000-0-00000-82000-55000-0	\$2,233.41		
	SOUTHERN CALIF EDISON CO		4/15/2021		700145161655		010-00000-0-00000-82000-55000-0	\$276.04		
	SOUTHERN CALIF EDISON CO	PV-211306	4/15/2021		700145346460		011-00000-0-00000-82000-55000-0	\$81.11		
	SOUTHERN CALIF EDISON CO		4/15/2021		700145346460		010-00000-0-00000-82000-55000-0	\$10.02		
	SOUTHERN CALIF EDISON CO	PV-211307	4/15/2021		700146604632		011-00000-0-00000-82000-55000-0	\$132.83		
	SOUTHERN CALIF EDISON CO		4/15/2021		700146604632		010-00000-0-00000-82000-55000-0	\$16.42		
Total Check Amount:								\$4,226.21		
013948	Staples Advantage, Dept. LA	PV-211293	4/15/2021	210221	8061828242		011-00000-0-11100-10000-43000-0	\$51.25		
	Staples Advantage, Dept. LA	PV-211294	4/15/2021	210221	8061828242		010-00000-0-11100-10000-43000-0	\$6.33		
Total Check Amount:								\$57.58		
013416	VISALIA UNIFIED	PV-211297	4/15/2021	210120	820		011-07230-0-00000-36000-51000-0	\$2,867.67		
	VISALIA UNIFIED	PV-211298	4/15/2021	210120	820		010-07230-0-00000-36000-51000-0	\$354.43		
Total Check Amount:								\$3,222.10		



## Accounts Payable Final PreList - 4/15/2021 4:38:12PM

\*\*\* FINAL \*\*\*

Batch No 223

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Audit	Amount	Flag	EFT
-----------	-------------	---------------------	-----------------	------	------------	-------------------	--------------	-------	--------	------	-----

Total District Payment Amount:

\$10,076.11



## Accounts Payable Final PreList - 4/15/2021 4:38:12PM

\*\*\* FINAL \*\*\*

Batch No 223

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
-----------	-------------	------------------	--------------	------	------------	----------------	--------------	--------	------	-----

Batch No 223

Total Accounts Payable:

\$10,076.11

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 10,076.11 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).


  
 Authorizing Signature

Date

4/15/21

Fund Summary	Total
010	\$1,401.90
011	\$8,292.21
130	\$382.00
Total	\$10,076.11



## Accounts Payable Final PreList - 4/29/2021 9:57:12AM

\*\*\* FINAL \*\*\*

Batch No 224

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
012923	ARAMARK Uniform Services	PV-211350	4/29/2021	210240	503000280474		011-00000-0-00000-81100-58000-0	\$24.76		
	ARAMARK Uniform Services	PV-211351	4/29/2021	210240	503000280474		010-00000-0-00000-81100-58000-0	\$3.06		
Total Check Amount:								\$27.82		
014083	AT&T Circuit Account	PV-211315	4/22/2021	210220	43695187263724		011-00000-0-00000-82000-59000-0	\$1,291.84		
	AT&T Circuit Account	PV-211316	4/22/2021	210220	43695187263724		010-00000-0-00000-82000-59000-0	\$159.67		
Total Check Amount:								\$1,451.51		
014020	Frontier	PV-211337	4/28/2021		20914807100123985		010-00000-0-00000-82000-55000-0	\$12.50		
	Frontier		4/28/2021		20914807100123985		011-00000-0-00000-82000-55000-0	\$101.13		
Total Check Amount:								\$113.63		
014036	Infinity Communications	PV-211324	4/22/2021	210024	12147		011-00000-0-00000-71500-52000-0	\$1,056.88		
	Infinity Communications	PV-211325	4/22/2021	210024	12147		010-00000-0-00000-71500-52000-0	\$130.62		
Total Check Amount:								\$1,187.50		
013944	Insignia Software Corp.	PV-211346	4/29/2021	210237	5709		010-07200-0-11100-24200-58000-0	\$71.50		
	Insignia Software Corp.	PV-211347	4/29/2021	210237	5709		011-07200-0-11100-24200-58000-0	\$578.50		
Total Check Amount:								\$650.00		
013709	Key Evidence Lock & Safe	PV-211340	4/29/2021	210235	4.15.21		011-00000-0-00000-81100-43000-0	\$142.85		
	Key Evidence Lock & Safe	PV-211341	4/29/2021	210235	4.15.21		010-00000-0-00000-81100-43000-0	\$17.65		
Total Check Amount:								\$160.50		
013857	Lane Engineers Inc.	PV-211322	4/22/2021		45986		351-77100-0-00000-85000-62000-0	\$4,720.00		
	Lane Engineers Inc.	PV-211323	4/22/2021		45986		350-77100-0-00000-85000-62000-0	\$6,800.00		
	Lane Engineers Inc.	PV-211338	4/29/2021	210234	45987		011-00000-0-00000-71500-58000-0	\$2,803.50		
	Lane Engineers Inc.	PV-211339	4/29/2021	210234	45987		010-00000-0-00000-71500-58000-0	\$346.50		
Total Check Amount:								\$14,670.00		
013765	LINDA MARKS C/O SEQUOIA UNION	PV-211312	4/22/2021		4.14.21		130-53100-0-00000-37000-47000-0	\$36.28		
Total Check Amount:								\$36.28		
013774	Lozano-Smith	PV-211310	4/22/2021		2133325		010-00000-0-00000-71500-58000-0	\$67.86		
	Lozano-Smith		4/22/2021		2133325		011-00000-0-00000-71500-58000-0	\$549.02		



## Accounts Payable Final PreList - 4/29/2021 9:57:12AM

\*\*\* FINAL \*\*\*

Batch No 224

Vendor No	Vendor Name	Reference	Invoice	PO #	Invoice No	Check	Separate	Amount	Audit	
		Number	Date				Account Code		Flag	EFT
Total Check Amount:								\$616.88		
013747	Mission Uniform Service	PV-211317	4/22/2021	210208	514607254		011-00000-0-00000-82000-55000-0	\$1,057.24		22
	Mission Uniform Service	PV-211318	4/22/2021	210208	514607254		010-00000-0-00000-82000-55000-0	\$130.67		22
	Mission Uniform Service	PV-211348	4/29/2021	210208	514649458		011-00000-0-00000-82000-55000-0	\$664.29		22
	Mission Uniform Service	PV-211349	4/29/2021	210208	514649458		010-00000-0-00000-82000-55000-0	\$82.10		22
Total Check Amount:								\$1,934.30		
014112	NAPA Auto & Truck Parts	PV-211308	4/22/2021	210086	756569		011-00000-0-00000-82000-43000-0	\$26.89		
	NAPA Auto & Truck Parts	PV-211309	4/22/2021	210086	756569		010-00000-0-00000-82000-43000-0	\$3.32		
	NAPA Auto & Truck Parts	PV-211342	4/29/2021	210236	756926		011-00000-0-00000-81100-43000-0	\$136.38		
	NAPA Auto & Truck Parts	PV-211343	4/29/2021	210236	756926		010-00000-0-00000-81100-43000-0	\$16.86		
Total Check Amount:								\$183.45		
013171	OFFICE DEPOT	PV-211313	4/22/2021	210227	167422237001		010-00000-0-11100-10000-43000-0	\$48.15		
	OFFICE DEPOT	PV-211314	4/22/2021	210227	167422237001		011-00000-0-11100-10000-43000-0	\$389.54		
Total Check Amount:								\$437.69		
012151	PRODUCERS	PV-211336	4/28/2021		57425670		130-53100-0-00000-37000-47000-0	\$336.72		22
Total Check Amount:								\$336.72		
014155	Rockwell Printing Inc	PV-211311	4/22/2021	210228	PO 210228		010-00000-0-11100-10000-41000-0	\$378.39		
Total Check Amount:								\$378.39		
005168	SEQUOIA UN ELEMENTARY	PV-211319	4/22/2021		4.13.21`		010-00000-0-00000-71500-43000-0	\$1.65		
	SEQUOIA UN ELEMENTARY		4/22/2021		4.13.21`		011-00000-0-00000-71500-43000-0	\$13.35		
Total Check Amount:								\$15.00		
013948	Staples Advantage, Dept. LA	PV-211334	4/27/2021	210221	8061973395		011-00000-0-11100-10000-43000-0	\$335.55		
	Staples Advantage, Dept. LA	PV-211335	4/27/2021	210221	8061973395		010-00000-0-11100-10000-43000-0	\$41.47		
	Staples Advantage, Dept. LA	PV-211344	4/29/2021	210238	8061973395		011-00000-0-00000-72000-43000-0	\$21.48		
	Staples Advantage, Dept. LA	PV-211345	4/29/2021	210238	8061973395		010-00000-0-00000-72000-43000-0	\$2.66		
Total Check Amount:								\$401.16		
014085	Thomas Ridenour	PV-211320	4/22/2021	210233	584		011-00000-0-00000-81100-58000-0	\$2,521.82		



## Accounts Payable Final PreList - 4/29/2021 9:57:12AM

\*\*\* FINAL \*\*\*

Batch No 224

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
014085	Thomas Ridenour	PV-211321	4/22/2021	210233	584		010-00000-0-00000-81100-58000-0	\$311.68		
Total Check Amount:								\$2,833.50		
006424	WOODLAKE HARDWARE CO	PV-211326	4/22/2021	210230	A130780		011-00000-0-00000-81100-43000-0	\$19.07		
	WOODLAKE HARDWARE CO	PV-211327	4/22/2021	210230	A130780		010-00000-0-00000-81100-43000-0	\$2.36		
	WOODLAKE HARDWARE CO	PV-211328	4/22/2021	210230	A130427		011-00000-0-00000-81100-43000-0	\$25.70		
	WOODLAKE HARDWARE CO	PV-211329	4/22/2021	210230	A130247		010-00000-0-00000-81100-43000-0	\$3.18		
	WOODLAKE HARDWARE CO	PV-211330	4/22/2021	210230	A129895		011-00000-0-00000-81100-43000-0	\$58.07		
	WOODLAKE HARDWARE CO	PV-211331	4/22/2021	210230	A129895		010-00000-0-00000-81100-43000-0	\$7.18		
	WOODLAKE HARDWARE CO	PV-211332	4/22/2021	210230	A128642		011-00000-0-00000-81100-43000-0	\$11.45		
	WOODLAKE HARDWARE CO	PV-211333	4/22/2021	210230	A128642		010-00000-0-00000-81100-43000-0	\$1.42		
Total Check Amount:								\$128.43		



## Accounts Payable Final PreList - 4/29/2021 9:57:12AM

\*\*\* FINAL \*\*\*

Batch No 224

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
-----------	-------------	---------------------	-----------------	------	------------	-------------------	--------------	--------	------	-----

Total District Payment Amount:

\$25,562.76



## Accounts Payable Final PreList - 4/29/2021 9:57:12AM

\*\*\* FINAL \*\*\*

Batch No 224

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
-----------	-------------	---------------------	-----------------	------	------------	-------------------	--------------	--------	------	-----

Batch No 224

Total Accounts Payable:

\$25,562.76

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 25,562.76 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature

Date

4/29/21

Fund Summary	Total
010	\$1,840.45
011	\$11,829.31
130	\$373.00
350	\$6,800.00
351	\$4,720.00
Total	\$25,562.76





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **CONSENT ITEMS**

7.8 Special Board Meeting Minutes of 03/25/2021





# SEQUOIA UNION | ELEMENTARY SCHOOL

## **Board of Trustees Special Board Meeting Minutes March 25, 2021**

The Board of Trustees of the Sequoia Union School District held in a public Board Meeting in the Sequoia Union Gymnasium March 25, 2021 at 6:15 p.m.

### **Members Present**

Nicole Ray, Anna Eynaud, and Brad Ward

### **Members Absent**

### **Visitors Present**

Ken Horn

#### **1. Call to Order**

Board President, Nicole Ray called the meeting to order at 6:22 p.m.

#### **2. Flag Salute**

Board President, Nicole Ray led in the flag salute

#### **3. Agenda Approval**

On the motion of Anna Eynaud, seconded by Brad Ward, the Board votes to approve the agenda.

#### **4. Comments from the Public**

No public and no online comments

#### **5. Action Items**

##### **6.1 Motion made to approve the Sequoia Union Charter School SPSA.**

On the motion by Anna Eynaud, seconded by Brad Ward, the Board votes to approve the Sequoia Union Charter School SPSA. Motion carries.

##### **6.2 Motion made to approve the Sequoia Union Elementary School SPSA with the Budget Code correction made to Goal 1.**

On the motion by Anna Eynaud, seconded by Brad Ward, the Board votes to approve the Sequoia Union Elementary School SPSA with the Budget Code correction made to Goal 1. Motion carries.

##### **6.3 Motion made to table Action Item 6.3 until the next Board Meeting.**

On the motion by Brad Ward, seconded by Anna Eynaud, the Board votes to table Action Item 6.3 until the next Board Meeting.





# SEQUOIA UNION | ELEMENTARY SCHOOL

## **8.1 Motion to go into Closed Session.**

On the motion by Anna Eynaud, seconded by Brad Ward, the Board votes to go into Closed Session.

**President Nicole Ray reported out of Closed Session that there were no items to report out on from Closed Session.**

## **9.1 Motion to Adjourn the Special Board Meeting at 8:04 pm.**

On the Motion by Brad Ward, seconded by Anna Eynaud, the Special Board Meeting was adjourned at 8:04 pm





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **CONSENT ITEMS**

7.9 Regular Board Meeting Minutes 04/15/2021





# SEQUOIA UNION | ELEMENTARY SCHOOL

## **Board of Trustees Regular Board Meeting Minutes April 15, 2021**

The Board of Trustees of the Sequoia Union School District held in a public Board Meeting in the Sequoia Union Gymnasium April 15, 2021 at 6:00 p.m.

### **Members Present**

Nicole Ray, Anna Eynaud, Lane Anderson

### **Members Absent**

James McNulty, Brad Ward

### **Visitors Present**

Diana Hernandez, Ken Horn, Betty Rossi, Nayeli Rodriguez

#### **1. Call to Order**

Board President, Nicole Ray called the meeting to order at 6:12 p.m.

#### **2. Flag Salute**

Board President, Nicole Ray led in the flag salute

#### **3. Agenda Approval**

On the motion of Lane Anderson, seconded by Anna Eynaud the Board votes to approve the agenda.

#### **4. Comments from the Public**

No public and no online comments

#### **5. Discussion & Reports**

##### **5.1 Superintendent's Report**

Superintendent Ken Horn provides update of 7<sup>th</sup> and 8<sup>th</sup> grade students return on campus, CDC guideline updates, Lee engineering on campus. Update on start of Proposed Budget with Elaine and Diana and updates to SB95 regarding additional COVID leave.

##### **5.2 School Site Council Report**

Superintendent Ken Horn advises that at the April 13<sup>th</sup> reviewed the Charter renewal, LCAP and CSI balances.

##### **5.3 Report on Expanded Learning Opportunities**

Superintendent Ken Horn provides current information regarding in person grants for the 21//22 school year.

##### **5.4 Report on Parent and Staff Climate Surveys**

Superintendent Ken Horn presents data from the staff climate survey. Board President Nicole Ray questions if all Board members received the survey. Discussion regarding future surveys brainstorm ideas that will allow all parents to receive notification by email blast, call blast and a letter.

Mrs. Nayeli Rodriguez asks if there could be a question added to the enrolment form regarding custodial parent and the ability to request two emails to ensure blended families all receive surveys





and other information sent by Sequoia Union.

## **5.5 Report on Mid-Year STAR Benchmark Assessments**

Superintendent Ken Horn, presents a review of the data and steps to continue increasing in areas where students need additional support.

## **5.6 Personnel Report**

Superintendent Ken Horn presents personnel changes for the 21/22 School Year, retirement of Mrs Hellwig and transfer of Mrs Ritchie to Kindergarten. The 4<sup>th</sup> grad position is now posted on EdJoin.

## **5.7 LCAP Committee Report**

Superintendent Ken Horn, presents current status LCAP committee met 3/4/21 and with staff 3/24/21 meetings were led by LCAP Coordinator Jenna Holy.

## **5.8 Charter Renewal Report**

Superintendent Ken Horn, updates the Board advising that there have been parent/community stakeholder meetings and also continues to work both on the LCAP and Charter Renewal at this time. The Charter Renewal will be reviewed and approved by the Board in May

## **5.9 Report on SB 95 COVID19 Supplemental Paid Sick Leave**

Superintendent Ken Horn, provides new information regarding SB95 leave for staff.

## **5.10 Report on Savings Account on New Bus Purchase**

Superintendent Ken Horn, provides an update regarding status of money for a bus purchase. Board Member Lane Anderson would like additional information: cost of the bus lease and cost of maintenance yearly vs. current.

## **5.11 Business Report**

Business Manager, Diana Hernandez presents the monthly Business report.

## **6.1 Attendance Report-Charter**

## **6.2 Attendance Report-District**

## **6.3 Budget Report Charter**

## **6.4 Budget Report District**

## **6.5 Cafeteria Report**

## **6.6 Payroll Report**

## **6.7 Vendor Payment Report**





## **7. Action Items**

### **7.1 Approve Consent Items 6.1-6.7**

On the motion of Lane Anderson seconded by Anna Eynaud the Board votes to approve Consent Items 6.1-6.7

### **7.2 Approve the Regular Board Meeting Minutes of 03/11/2021**

On the motion of Anna Eynaud seconded by Lane Anderson the Board votes to approve the Regular Board Meeting minutes of 03/11/2021.

### **7.3 Approve the Special Board Meeting Minutes of 03/11/2021**

On the motion of Anna Eynaud seconded by Lane Anderson the Board votes to approve the Special Board Meeting minutes of 03/11/2021

### **7.4 Approve the Special Board Meeting Minutes of 03/25/2021**

On the motion of Lane Anderson seconded by Anna Eynaud the Board votes to table the Special Board Meeting minutes of 03/25/21 until the next regular Board Meeting.

### **7.5 Approve the Audit Firm of Chrissy white for 2022-2025**

On the motion of Anna Eynaud seconded by Lane Anderson the Board votes to approve the Audit Firm of Chrissy White for the 2022-2025 school year.

### **7.6 Approve Flexibility on State Testing and Choices**

On the motion of Lane Anderson seconded by Anna Eynaud the Board votes to authorize the Superintendent to approve flexibility on state testing and choices.

### **7.7 Approve Board Policy 4033(a) Lactation Accommodation**

On the motion of Lane Anderson seconded by Anna Eynaud the Board votes to approve 1<sup>st</sup> reading of Board Policy 4033(a) Lactation Accommodation.

### **7.8 Approve Student Success Teacher Job Description**

On the motion of Lane Anderson seconded by Anna Eynaud the Board votes to approve the Student Success Teacher Job Description.





**7.9 Approve Temporary Student Success Teaching Position (1)**

On the motion of Anna Eynaud seconded by Lane Anderson the Board votes to approve the Temporary Student Success Teaching Position.

**7.10 Approve Temporary Multiple Subject Teaching Positions (3)**

On the motion of Anna Eynaud seconded by Lane Anderson the Board votes to approve 3 Temporary Multiple Subject Teaching Position

**8.1 Organizational Business**

**8.1 Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings**

The Board wishes to have the Board Packets for review the Friday prior to the Board meeting to allow time to review.

**On the motion of Lane Anderson, seconded by Anna Eynaud the Board votes to move into closed session.**





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **CONSENT ITEMS**

7.10 Approve Consent Items 7.1-7.9





# SEQUOIA UNION | ELEMENTARY SCHOOL

CONSENT ITEM 7.10: Approve Consent Items 7.1 – 7.9

- 7.1 [Attendance Report - Charter](#)
- 7.2 [Attendance Report - District](#)
- 7.3 [Budget Report Charter](#)
- 7.4 [Budget Report District](#)
- 7.5 [Cafeteria Report](#)
- 7.6 [Payroll Report](#)
- 7.7 [Vendor Payments Report](#)
- 7.8 [Special Board Meeting Minutes of 3/25/2021](#)
- 7.9 [Regular Board Meeting Minutes of 4/15/2021](#)

On a motion of \_\_\_\_\_, and seconded by \_\_\_\_\_,  
The Board voted to \_\_\_\_\_.

Board Members	AYE	NO	Abstain	Absent
---------------	-----	----	---------	--------

Nicole Ray  
Lane Anderson  
Anna Eynaud  
James McNulty  
Bradley Ward





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

- 8.1 Approve Keller-Wegley SUESD Reimbursement Claim #12



**STATE OF CALIFORNIA**  
**STATE WATER RESOURCES CONTROL BOARD**  
**INVOICE (REQUEST FOR REIMBURSEMENT)**

INVOICE DATE:	5/13/2021	<b>MAIL TO: STATE WATER RESOURCES CONTROL BOARD</b> <b>DIVISION OF FINANCIAL ASSISTANCE</b> <b>ATTN: DISBURSEMENT UNIT</b> <b>POST OFFICE BOX 944212</b> <b>SACRAMENTO, CA 94244-2120</b>
INVOICE NO.:	12-D13C102000	
CONTRACT NO.:	SWRCB0000000000D13C102000	
PROJECT NO.:	5400709-001C	

AGREEMENT LOAN and/or GRANT RECIPIENT:	Sequoia Union Elementary School District
STREET/P.O. BOX:	23958 Ave 324
CITY, STATE, AND ZIP CODE:	Lemon Cove, CA 93244

☐ For Mailing Address Changes, Check Box and Complete a "Payee Data Record (Std. 204) Form"

**FOLLOWING SECTION TO BE COMPLETED BY RECIPIENT**

REQUESTED REIMBURSEMENT AMOUNT:	<u>\$17,946.70</u>	
---------------------------------	--------------------	--

**RECIPIENT CERTIFICATION**

I certify that the costs shown under Costs Incurred to Date/Requested Reimbursement Amount have been incurred and that these costs have been paid or will be paid within 30 days of receipt of the funds requested hereby. If such costs have not been paid within 30 days, funds received under this request will be returned to the State Water Resources Control Board (SWRCB). I certify that all prior funds received from this Finance Agreement/Grant have been disbursed within 30 days of receipt or have been returned to the SWRCB.

I certify that all amounts on this invoice are for costs incurred for the Project and represent only costs directly related to the Project Finance Agreement/Grant and within the approved scope of work. I also certify that overhead or indirect costs rates or surcharges (to account for a reasonable portion of the administrative costs of day-to-day operations such as rent, telephone, fax, copying, computer-related expenses, postage, electricity, human resources) do not exceed 25%. Note: If entity chooses to add a surcharge, this surcharge must be supportable and documented by direct costs related to the Project. These records can be requested at any time for auditing purposes to ensure costs are justified and directly related to the Project.

(6) Signature of the Recipient's Authorized Representative	Date
--	------

**FOLLOWING SECTION IS FOR STATE USE ONLY**

**CALCULATION FOR REIMBURSEMENT**

REQUESTED REIMBURSEMENT AMOUNT:	\$17,946.70	<u>Reason(s) for Adjustment:</u>
ADJUSTMENT AMOUNT:		
REIMBURSEMENT AMOUNT APPROVED:		

**FUNDING LINE PAYMENT ALLOCATION (ACCOUNTING DETAIL)**

FISCAL SUPPLIER ID NO.:	0000066842
-------------------------	------------

PURCHASE ORDER NO.	FY	FUNDING DESCRIPTION	PROGRAM NO.	RECEIPT NO.	AMOUNT
D13C102000	17/18	Drinking Water Federal Capitalization - Principal Forgiveness	3560000E67		
D13C102000	19/20	Drinking Water Repayments (Federal) Principal Forgiveness	3560000E69		

**TOTAL REIMBURSEMENT APPROVED FOR THIS REQUEST:**

**STATE USE ONLY: APPROVAL FOR PAYMENT**

Disbursement Manager Signature	Disb Unit Manager Title	Date
Program Manager Signature	LGA Section Chief Title	Date



**STATE OF CALIFORNIA  
STATE WATER RESOURCES CONTROL BOARD  
INVOICE (REQUEST FOR REIMBURSEMENT)**

INVOICE DATE:	5/13/2021	MAIL TO: STATE WATER RESOURCES CONTROL BOARD
INVOICE NO.:	12-D13C102000	DIVISION OF FINANCIAL ASSISTANCE
CONTRACT NO.:	SWRCB0000000000D13C102000	ATTN: DISBURSEMENT UNIT
PROJECT NO.:	5400709-001C	POST OFFICE BOX 944212
		SACRAMENTO, CA 94244-2120
		STREET ADDRESS: 1001 I STREET, 16TH FLOOR
		SACRAMENTO, CA 95814

AGREEMENT LOAN and/or GRANT RECIPIENT:	Sequoia Union Elementary School District
STREET/P.O. BOX:	23958 Ave 324
CITY AND ZIP CODE:	Lemon Cove, CA 93244

AUTHORIZED REPRESENTATIVE:		TITLE:				
STATE USE ONLY		STATE USE ONLY				
ACTIVITY	AGREEMENT/GRANT AMOUNT	(3) AMOUNT INCURRED TO DATE	(4) AMOUNT CLAIMED FOR PAYMENT THIS PERIOD	AMOUNT APPROVED FOR PAYMENT TO DATE	AMOUNT PREVIOUSLY PAID	APPROVED PAYMENT THIS REQUEST
Estimated Remaining Construction	\$770,198	\$762,957	\$17,947	\$0		
Change Order Contingencies	\$31,934	\$31,934	\$0	\$0		
				\$0		
				\$0		
				\$0		
<b>TOTAL</b>	<b>\$802,132</b>	<b>\$794,891</b>	<b>\$17,947</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

COMMENTS (STATE USE ONLY):
----------------------------

<b>STATE USE ONLY: APPROVAL FOR PAYMENT</b>		
<input type="checkbox"/>	All Quarterly Reports have been submitted to date.	
<input type="checkbox"/>	Draft deliverables submitted for disbursement >70% of total financing amount (Grants Only)	
<input type="checkbox"/>	Draft deliverables submitted for disbursement >90% of total financing amount (Grants Only)	
<b>Water Code 5103 Compliant</b> <input type="checkbox"/> Yes, <input type="checkbox"/> No, <input type="checkbox"/> N/A		
Project Manager Signature	Project Manager _____ Title	Date _____
Reviewer Signature	Payments Analyst _____ Title	Date _____



STATE OF CALIFORNIA  
STATE WATER RESOURCES CONTROL BOARD  
BUDGET AND EXPENDITURE SUMMARY

PROJECT NUMBER :	DISBURSEMENT REQUEST NUMBER:	DATE:
5400709-001C	12-D13C102000	5/13/2021
SWRCB AGREEMENT NUMBER :		
SWRCB0000000000D13C102000		
RECIPIENT AGENCY :	AUTHORIZED REPRESENTATIVE:	
Sequoia Union Elementary School District	Dennis R. Keller, R.C.E.	
AGENCY ADDRESS :	AUTHORIZED REPRESENTATIVE TITLE:	
23958 Avenue 324, Lemon Cove, CA 93244-4260	Consulting Civil Engineer	

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)
ITEM NO.	ITEM DESCRIPTION	BUDGET AMOUNT	ADJUSTMENT	ADJUSTED BUDGET	TOTAL WORK COMPLETED TO DATE (%)	TOTAL COSTS INCURRED TO DATE	COSTS CLAIMED FOR PAYT TO DATE	AMOUNT PAID TO DATE	TOTAL PRIOR CLAIM REDUCTION (INELIGIBLE COSTS)	PAYMENT REQUEST	REMAINING BUDGET AMOUNT
1	Engineering and Administration	\$ 32,493.00	\$ 41,000.00	\$ 73,493.00	90.15%	\$ 66,251.86	\$ 66,251.86	\$ 66,207.61	\$ -	\$ 44.25	\$ 7,241.14
2	Test Well	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	Production Well and Pressure Tank	\$ 606,244.00	\$ 90,461.00	\$ 696,705.00	100.00%	\$ 696,705.00	\$ 696,705.00	\$ 678,802.55	\$ -	\$ 17,902.45	\$ -
4	Construction Contingency	\$ 31,934.00	\$ -	\$ 31,934.00	100.00%	\$ 31,934.00	\$ 31,934.00	\$ 31,934.00	\$ -	\$ -	\$ -
Dept. of Water Resources - Funding Agreement No. E59510											
1	Engineering and Administration	\$ 142,204.00	\$ -	\$ 142,204.00	100.00%	\$ 142,204.00	\$ 142,204.00	\$ 142,204.00	\$ -	\$ -	\$ -
2	Test Well	\$ 70,440.00	\$ -	\$ 70,440.00	100.00%	\$ 70,440.00	\$ 70,440.00	\$ 70,440.00	\$ -	\$ -	\$ -
3	Production Well and Pressure Tank	\$ 173,670.00	\$ -	\$ 173,670.00	100.00%	\$ 173,670.00	\$ 173,670.00	\$ 173,670.00	\$ -	\$ -	\$ -
4	Construction Contingency	\$ 13,686.00	\$ -	\$ 13,686.00	100.00%	\$ 13,686.00	\$ 13,686.00	\$ 13,686.00	\$ -	\$ -	\$ -
TOTAL BUDGET		\$ 1,070,671.00	\$ 131,461.00	\$ 1,202,132.00	99.40%	\$ 1,194,890.86	\$ 1,194,890.86	\$ 1,176,944.16	\$ -	\$ 17,946.70	\$ 7,241.14
APPROVED BY BORROWERS AUTHORIZED REPRESENTATIVE (Print Name & Title)											
Dennis R. Keller, Consulting Civil Engineer											
APPROVED BY AUTHORIZED REGISTERED ENGINEER (Print Name & RCE Number) - ONLY IF APPLICABLE											
STATE WATER RESOURCES CONTROL BOARD APPROVAL - Project Manager or District Engineer (Print Name)											
<input type="checkbox"/> Email Confirmation											



DENNIS R. KELLER  
CONSULTING CIVIL ENGINEER, INC.  
JAMES H. WEGLEY  
CONSULTING CIVIL ENGINEER, INC.

JAMES A. BLAIR, R.C.E.  
EDWARD D. GLASS, JR., R.C.E.

DENNIS R. KELLER  
JAMES H. WEGLEY  
CONSULTING ENGINEERS

209 SOUTH LOCUST STREET  
P.O. BOX 911  
VISALIA, CALIFORNIA 93279-0911  
PHONE 559/732-7938  
FAX 559/732-7937  
KELWEG1@AOL.COM

March 1, 2021

Sequoia Union Elementary School District  
P.O. Box 44260  
Lemon Cove, CA 93244-4260  
ATTN: Diana Hernandez

-----  
Professional Services Rendered:

Keller, D. – With Mr. N. Keller re final punch list items.

February 8 – 0.25 Hour at \$177.00/Hour

\$ 44.25

SRF-Construction Inspection



# PROGRESS PAYMENT ESTIMATE

Project: New Source Well Completion and Distribution System Project

Owner: Sequoia Union Elementary School District  
23958 Ave 324  
Lemon Cove, CA 93244

Contractor: Travioli Construction, Inc.  
13766 Ave 352  
Visalia, CA 93292

Progress Payment No. 7 - Final  
Date: May 6, 2021

No.	Item Description	Unit	Quantity	Unit Price	Extension	% of Unit	Quantity	Previous Estimate	This Estimate Amount	Total
1	Mobilization and Demobilization.	L.S.	L.S.	\$25,000.00	\$25,000.00	100%	L.S.	\$25,000.00	\$0.00	\$25,000.00
2	Utility Locating.	L.S.	L.S.	2,000.00	2,000.00	100%	L.S.	2,000.00	0.00	2,000.00
3	Sheeting and Shoring.	L.S.	L.S.	2,000.00	2,000.00	100%	L.S.	2,000.00	0.00	2,000.00
4	Clearing and Grubbing.	L.S.	L.S.	4,000.00	4,000.00	100%	L.S.	4,000.00	0.00	4,000.00
5	Furnish and Install (F&I) submersible well pump and electric motor.	L.S.	L.S.	14,000.00	14,000.00	100%	L.S.	14,000.00	0.00	14,000.00
6	F&I well pump discharge piping, appurtenances, flow meter, valving and fire supports.	L.S.	L.S.	13,000.00	13,000.00	100%	L.S.	13,000.00	0.00	13,000.00
7	F&I well pump electrical system and lighting.	L.S.	L.S.	14,000.00	14,000.00	100%	L.S.	14,000.00	0.00	14,000.00
8	F&I 12,000 gallon hydro pneumatic tank including foundation, inlet and outlet piping, drain piping, valves, painting, compressor systems and hydro pneumatic tank appurtenances.	L.S.	L.S.	107,000.00	107,000.00	100%	L.S.	107,000.00	0.00	107,000.00
9	F&I hydro pneumatic tank and chlorination system electrical and lighting systems.	L.S.	L.S.	17,000.00	17,000.00	100%	L.S.	17,000.00	0.00	17,000.00
10	F&I 4-inch PC 235 DR 18 C900 Polyvinyl Chloride (PVC) water pipeline and appurtenances.	L.F.	2,340	17.00	39,780.00	91%	2,120	36,040.00	0.00	36,040.00
11	F&I connection to existing water pipeline.	L.S.	L.S.	16,000.00	16,000.00	30%	L.S.	4,800.00	0.00	4,800.00
12	F&I connection to existing 2-1/2" water main.	L.S.	L.S.	3,000.00	3,000.00	100%	L.S.	3,000.00	0.00	3,000.00
13	F&I chlorination equipment and storage building.	L.S.	L.S.	18,000.00	18,000.00	100%	L.S.	18,000.00	0.00	18,000.00
14	F&I emergency eyewash station.	L.S.	L.S.	2,000.00	2,000.00	100%	L.S.	2,000.00	0.00	2,000.00
15	F&I fencing with concrete curb, including two (2) 4-foot wide pedestrian gates.	L.F.	282	53.00	14,946.00	80%	275	11,925.00	0.00	11,925.00
16	F&I 8-foot wide swing gates with concrete curb.	E.A.	4	750.00	3,000.00	50%	2	1,500.00	0.00	1,500.00
17	Site surface restoration and regrading.	L.S.	L.S.	7,000.00	7,000.00	100%	L.S.	7,000.00	0.00	7,000.00
18	F&I decomposed granite site surfacing and base.	L.S.	L.S.	3,000.00	3,000.00	100%	L.S.	3,000.00	0.00	3,000.00
19	Existing water well electrical panel replacement.	L.S.	L.S.	11,000.00	11,000.00	100%	L.S.	11,000.00	0.00	11,000.00
20	F&I water distribution system improvements.	L.S.	L.S.	5,000.00	5,000.00	100%	L.S.	5,000.00	0.00	5,000.00
21	F&I well, hydro pneumatic tank and distribution system flushing, disinfection and water disposal.	L.S.	L.S.	4,000.00	4,000.00	100%	L.S.	4,000.00	0.00	4,000.00
CC01	Increase to original Contract price due to the increase in labor and material costs from the Project Bid date to the date of the Contract award.	L.S.	L.S.	13,094.00	13,094.00	100%	L.S.	13,094.00	0.00	13,094.00
CC02	Increase to original Contract price due to F&I of approximately 1,500 L.F. of 2-inch electrical conduit, pull boxes and wire change for well site power source.	L.S.	L.S.	12,500.00	12,500.00	100%	L.S.	12,500.00	0.00	12,500.00
CC03	Increase to original Contract price due to unknown utility conflicts and repairs during the installation of the 4-inch water pipeline.	L.S.	L.S.	10,000.00	10,000.00	100%	L.S.	10,000.00	0.00	10,000.00
CC04	Decrease in original Contract Price for Bid Item No. 10, Bid Item No. 11, Bid Item No. 15 and Bid Item No. 16. Increase in original Contract Price due to repairs of multiple unmarked utilities and the installation of a 2-inch water pipeline to preserve the capacity of the new source well for delivery of compliant drinking water to District students, faculty and staff.	L.S.	L.S.	17,190.00	17,190.00	100%	L.S.	17,190.00	0.00	17,190.00
CC05	Increase to original Contract price due to bolting down the pump to the pump pedestal to prevent groundwater from leaving the well casing.	L.S.	L.S.	650.00	650.00	100%	L.S.	0.00	650.00	650.00

Contractor

*David P. Keller*  
Project Engineer

Date

06 May 2021  
Date

Total Earned  
Less Retention (5%)  
Net Earned  
Less Previous Payment  
Amount Due

\$358,699.00  
0.00  
358,699.00  
(340,146.55)  
\$18,552.45



## CONTRACT CHANGE ORDER

ORDER NO.	5
DATE	May 6, 2021
STATE	California
COUNTY	Tulare
CONTRACT FOR	New Source Well Completion and Distribution System Project
OWNER	Sequoia Union Elementary School District

To Travioli Construction, Inc.

(Contractor)

You are hereby requested to comply with the following changes from the contract plans and specifications:

Description of Changes (Supplemental Plans and Specifications Attached)	DECREASE in Contract Price	INCREASE in Contract Price
Increase to original Contract price due to additional work on the pump pedestal.	\$ 0.00	\$ 650.00
TOTALS	\$ 0.00	\$ 650.00
NET CHANGE IN CONTRACT PRICE	\$	\$ 650.00

### JUSTIFICATION:

Increase to original Contract price due to bolting down the pump to the pump pedestal to prevent groundwater from leaving the well casing.

The amount of the Contract will be ☐ Decreased ☒ Increased ☐ Unchanged

The Contract Total including this and previous Change Orders will be Three Hundred Fifty-Eight Thousand, Six Hundred Ninety-Nine Dollars and No Cents (\$ 358,699.00).

The Contract Period provided for completion will be ☒ Increased ☐ Decreased ☐ Unchanged: 70 Days

This document will become a supplement to the contract and all provisions will apply hereto.

Recommended

Dennis P. Keller

(Owner's Architect/Engineer)

06 May 2021

(Date)

Accepted

(Contractor)

(Date)

Approved by Owner

(Name and Title)

(Date)





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

- 8.2 Approve the School Innovations and Achievement Renewal Contract





## **GOOD GOVERNANCE AND PROGRAM ADVISORY SERVICES AGREEMENT**

**Between**  
**SCHOOL INNOVATIONS & ACHIEVEMENT**  
**And**  
**SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT**

THIS AGREEMENT, dated \_\_\_\_\_, 2021, (the “Agreement”) is made by and between Sequoia Union Elementary School District (“District”), and School Innovations & Achievement, a California corporation (“SI&A”), each being a “Party” and collectively the “Parties.”

### **RECITALS**

WHEREAS, District is authorized to retain consulting services to assist District in the preparation and filing of reimbursement claims for the costs of the Mandate Reimbursement Process Program, legislatively mandated by the State of California (“State”), as well as an assessment of compliance practices in place as it relates to the Mandated Block Grant Program, and SI&A is qualified to perform such services; and

WHEREAS, it is necessary and desirable that SI&A be retained by District for the purpose of performing consulting services;

### **AGREEMENT**

NOW, THEREFORE, the Parties agree as follows:

1. **Agreement Term.** This Agreement begins May 1, 2021 (the “Effective Date”). The first year of the Agreement will be May 1, 2021 through April 30, 2022. Each subsequent year will begin on May 1st and end on April 30th. The initial term of this Agreement (the “Initial Term”) shall be three (3) years and shall automatically renew for successive three (3) year terms (each a “Successive Term” and together with the Initial Term, the “Term”) unless either Party provides written notice at least 60 days prior to the end of such Initial or Successive Term or this Agreement is terminated sooner pursuant to Exhibit A, Section 3.

Notwithstanding the foregoing, the Term shall be automatically extended for three (3) years from the effective date of any Addendum to this Agreement and all terms and conditions of this Agreement shall remain in effect for the duration thereof.

2. **Base Services.** SI&A agrees to provide District the following consulting services (“Services”) during the Agreement Term:

(a) Prepare and file (based on the District’s Participation Status in the Mandate Block Grant Program, with information provided by the District):

(1) Any applicable prior year reimbursement claims based on program participation;



- (2) Late and amended reimbursement claims, based on program participation; and
  - (3) Newly claimable programs approved by the Commission on State Mandates (“Commission”) if the filing deadline is within the Agreement Term.
- (b) Hold training sessions for District’s staff during the Agreement Term, as necessary or appropriate (as reasonably determined by SI&A);
  - (c) Conduct interviews with District staff and document processes regarding mandate programs;
  - (d) Conduct a review of the District’s Comprehensive School Safety Plan to determine areas of deficiency and training needs;
  - (e) Provide interim and annual reports on:
    - (1) Program performance;
    - (2) Claim performance for all applicable claims; and
    - (3) Analysis comparing Mandated Program options in preparation for the Districts yearly program election decision.
  - (f) Monitor District’s mandated cost tracking systems;
  - (g) Research and assist District with data collection for test claims approved by the Commission during the Agreement Term;
  - (h) Serve as a liaison with the State Controller’s Office and Commission regarding
    - (i) statewide cost estimate request responses, and (ii) general questions from the State Controller’s Office;
  - (i) Provide representation of District with respect to any State audit of mandate reimbursement claims that were prepared and submitted with SI&A’s assistance pursuant to this Agreement, unless prior to claim submission SI&A advised District that SI&A would not provide audit assistance, due to potentially unresolved audit issues (such as documentation or data problems) or claim rejection concerns.

### 3. **District’s Obligations.**

- 3.1 **District Responsibilities and Obligations.** District shall be responsible for the following:
- (a) ensuring District has record retention policies sufficient to maintain original documentation used in support of claims (for audit or examination by any State or regulatory agency); and
  - (b) maintaining original supporting documents for a period of four (4) years after the State’s first payment of the claim; and (c) District shall provide SI&A all records and information relevant to any claim in a timely manner and contact information for District’s personnel to whom SI&A may direct inquiries. District understands and agrees that the results of SI&A’s inquiries, the documentation obtained from District and other corroborating information may be used by SI&A for filing and/or supporting the reimbursement claims, or responding to audits or investigations.



3.2 Claim Approval. Upon presentation of a claim for District’s approval, District agrees to review the claim and respond to SI&A by either: (a) certifying to SI&A, under penalties of perjury, that the time, costs and other data collected by District and furnished to SI&A in support of the claim are true and correct; or (b) provide SI&A with notice specifying why the foregoing certification may not be true. All notices and certifications must comply with the requirements of Section 4 of the Standard Terms and Conditions.

3.3 For Districts that Elect the Mandate Block Grant. The District acknowledges and agrees that the Good Governance and Program Advisory Services, provided by SI&A, in connection with potential audit matters, consists of providing recommendations and support with forms and back-up documentation collected. It is the District’s responsibility to ensure the District’s compliance with all mandate block grant requirements.

4. California False Claims Act. District acknowledges that reimbursement claims filed under this Agreement constitute “claims” under the California False Claims Act (California Government Code Section 12650, et seq.) (“False Claims Act”) and consequently, District, its employees, contractors and other persons acting on its behalf, may be subject to the provisions of the False Claims Act. Among other things, the False Claims Act imposes liability for treble damages, penalties and costs of civil recovery actions upon persons who “knowingly” present or cause to be presented false claims, or who “knowingly” make or cause to be made false records or statements in support of a claim. Under the False Claims Act, “knowingly” means that a person, with respect to information, has actual knowledge of the information or acts in deliberate ignorance or reckless disregard of the truth or falsity of the information.

5. Payment of Fees.

5.1 Fees. For Services provided pursuant to the terms of this Agreement, as outlined in Section 2, above, District agrees to pay SI&A:

- **\$2,000** annually (“Discounted Annual Fee”) if Agreement is received on or before April 30, 2021, or
- **\$2,100** annually (“Standard Annual Fee”) if Agreement is received after April 30, 2021.

5.2 Payment Plan. The Fee is payable as follows:

	Agreement Received By Date	<u>Year 1</u>  <u>05/01/2021-04/30/2022</u>  Due 05/01/2021	<u>Years 2 and beyond</u>  <u>May 1st to April 30th</u> <u>for fiscal years 2022/2023 and beyond</u>  Due May 1st of years 2022 and beyond
Discounted Annual Fee	On or Before April 30, 2021	\$2,000	\$2,000
Standard Annual Fee	After April 30, 2021	\$2,100	\$2,100

5.3 Travel; Lodging Expenses. If SI&A reasonably determines that travel to District’s site is necessary, SI&A and District shall schedule mutually convenient dates and times for such



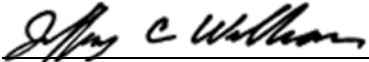
meetings. All travel and lodging expenses incurred by SI&A in connection with the Initial Scope of Services are included in the Fee.

6. **Entire Agreement.** This Agreement, including, without limitation, the Standard Terms and Conditions attached hereto as Exhibit A is the final expression of, and contains the entire agreement between the Parties with respect to the subject matter hereof and supersedes all prior understandings with respect thereto.
7. **Exhibits.** All exhibits referred to in this Agreement are attached and incorporated herein by this reference.
8. **Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed an original, including copies sent to a party by facsimile transmission or in portable document format (pdf), as against the party signing such counterpart, but which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the District and SI&A have made and executed this Agreement as set forth below.

**SI&A:**

**SCHOOL INNOVATIONS  
& ACHIEVEMENT**

Signature:   
Date Signed: 3/23/2021  
Print Name: Jeffrey C. Williams  
Title: Chief Executive Officer  
Company: School Innovations & Achievement  
Address: 5200 Golden Foothill Parkway  
El Dorado Hills, CA 95762  
Phone: (800) 487-9234  
Fax: (888) 487-6441

**DISTRICT:**

**SEQUOIA UNION ELEMENTARY  
SCHOOL DISTRICT**

Signature: \_\_\_\_\_  
Date Signed: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Phone: \_\_\_\_\_  
Fax: \_\_\_\_\_  
Email: \_\_\_\_\_



## **EXHIBIT A - STANDARD TERMS AND CONDITIONS**

1. **Scope of Services; Independent Contractor.** SI&A's services described in the Agreement (the "Services") detail the initial scope of services anticipated by SI&A as of the effective date of the Agreement ("Initial Scope of Services"). District acknowledges that the Fee is based on this Initial Scope of Services. If SI&A determines that the Initial Scope of Services may be or has been increased anytime during the Agreement Term, SI&A reserves the right to increase the Fee to compensate for the unanticipated or additional services as mutually agreed upon in writing by both Parties. This Agreement is not for lobbying services and SI&A is not being retained to provide lobbying services to District. The Parties agree that School Innovations & Achievement is an independent contractor and the Agreement shall not be construed to create a relationship of agent, servant, employee, partnership, joint venture, association or any other relationship.
2. **Termination.** Either Party may terminate the Agreement, with or without cause, by delivering written notice of termination to the other Party not later than sixty (60) days prior to expiration of the current Term (Initial or Successive) within the Agreement Term. The effective date of termination shall be the expiration of such current Term of the Agreement. Upon termination, SI&A will invoice District for any Fees owing and District shall pay the full invoice amount within thirty (30) days after receipt of SI&A's invoice. Except as set forth in this Section 2, neither Party shall have any liability to the other for damages resulting solely from a Party's termination of this Agreement in accordance with this Section 2.
3. **Termination Due to Changes in State Law.** If Legislation is enacted that eliminates or suspends K-12 education mandates, thereby making the filing of mandate reimbursement claims impossible or futile, District may immediately terminate this Agreement. Upon termination, SI&A will invoice District for any Fees owing and District shall pay the full invoice amount within thirty (30) days after receipt of SI&A's invoice. All other terminations shall be subject to the terms and conditions set forth in Section 2, above.
4. **Notice.** All Agreement notices must be in writing, directed to the Party's address set forth below such Party's signature in the Agreement and shall be deemed to be received in accordance with the following: (a) in the case of personal delivery, on the date of such delivery; (b) in the case of facsimile transmission, on the date upon which the sender receives confirmation by facsimile transmission that such notice was received by the addressee, provided that a copy of such transmission is additionally sent by mail as set forth in (d) below; (c) in the case of overnight courier, on the second business day following the day such notice was sent, with receipt confirmed by the courier; and (d) in the case of mailing by first class certified mail, postage prepaid, return receipt requested, on the fifth business day following such mailing. A Party may change the address stated in the Agreement by giving notice to the other Party.
5. **District's General Responsibilities; District Acknowledgment.** During the Agreement Term, in addition to the obligations set forth in the Agreement, District is responsible for the following: (a) ensuring that District, its employees and contractors properly identify and comply with laws and regulations applicable to District's activities; (b) completing any documents required by SI&A for any service obtained by District; (c) importing only data that reflects student performance to the grade level into the school site plan to ensure confidentiality and consistency with FERPA guidelines; and (d) monitoring assignments of login and passwords to assure FERPA compliance. District acknowledges that SI&A's full, accurate and timely performance under this Agreement is materially dependent upon District's reasonable cooperation and assistance. District further acknowledges that SI&A's Initial Scope of Services and Fee presume a reasonable amount of cooperation and assistance from District, such as District's timely provision of certain information, documentation and personnel. SI&A has explained its requirements in this regard to District and District agrees to meet these requirements.
6. **Further Assurances.** Upon request of the other Party, SI&A or District shall execute and deliver additional instruments and take additional actions as may be necessary or appropriate to perform the Agreement.
7. **Assignment Prohibited.** Neither Party may assign any rights or obligations under this Agreement without the prior written consent of the other Party. Any purported assignment in violation of the provisions of this Section 7 shall be null and void.
8. **Family Educational Rights and Privacy Act ("FERPA"); California Education Code; and Other Privacy Related Laws.**
  - a. FERPA and California Educational Code and California Education Code. SI&A may have limited access to student data or information only for purposes of providing the services specified in the Agreement. SI&A performs the Services as an independent contractor of District. SI&A, its officers and employees, shall comply at all times with the Family Educational Rights and Privacy Act and, for any California District, California Education Code sections 49073 et seq. and/or sections 76240 et seq., as applicable. Further to the requirements of California Education Code section 49073.1, as applicable, SI&A and District agree that (a) any and all "Pupil records" (as that term is defined in Education Code section 49073.1 and hereinafter referred to as "Pupil Records") disclosed or transmitted to SI&A remain the property of District and under the control of District; (b) SI&A shall not use any Pupil Records disclosed or transmitted to SI&A by District or any information in those pupil records for any purpose other than those required or specifically permitted by the Agreement; (c) SI&A shall not disclose any Pupil Records disclosed or transmitted to SI&A by District to any third party; (d) SI&A shall dispose of the Pupil Records according to Section 16 below; and (e) SI&A shall not use any Pupil Records disclosed or transmitted to SI&A by District to engage in targeted advertising. The procedures (a) created by District to comply with the requirements of Education Code section 49073.1 and (b) used by SI&A to ensure the security and confidentiality of Pupil records are listed or referenced in Exhibit D to the Agreement. Notwithstanding the foregoing, District grants to SI&A a perpetual, exclusive, royalty-free license to use de-identified District Data and "Deidentified information" (as defined in Education Code section 49703.1) for any purpose allowed by law. As set forth in the Standard Terms and Conditions, District and SI&A shall cooperate to preserve the confidentiality of District Data as mandated by applicable federal and state law.
  - b. Student Online Personal Information Protection Act ("SOPIPA"). SI&A does not knowingly use "Covered information" (as defined in Cal. Bus. & Prof. Code §§22584 to 22588 and hereinafter referred to as "Covered Information") or persistent unique identifiers for targeted advertising. SI&A does not knowingly develop student profiles with Covered Information or persistent unique identifiers, or sell or disclose Covered Information unless exceptions under SOPIPA apply.
  - c. California Consumer Privacy Act ("CCPA"). SI&A is a "service provider" (as defined under Cal. Civ. Code §1798.140(v) and hereinafter referred to as "Service Provider"). SI&A, as a Service Provider, does not further collect, sell, or use the "personal information" (as defined under Cal. Civ. Code §1798.140 (o)) except as necessary to perform obligations under the Agreement.
9. **Confidential and Proprietary Materials of SI&A.** During performance of the Agreement, SI&A may provide materials or disclose information to District that SI&A considers proprietary or confidential including, but not limited to SI&A's training handbooks, policy manuals, instructions, copyrighted checklists and forms ("SI&A's Materials"). District agrees that District acquires no interest of any kind in SI&A's Materials. At all times during and after the Agreement Term, District agrees (a) to keep SI&A's Materials in confidence and trust for SI&A; (b) not to disclose, duplicate or otherwise use SI&A's Materials, except in furtherance of SI&A's performance per the Agreement; (c) to limit access to SI&A's Materials to District's employees and/or contractors who have a "need to know;" and (d) to promptly return all copies of SI&A's Materials to SI&A after a request is made.
10. **Limitation of Liability; Indemnification.** In no event shall SI&A's liability to District, for any reason arising out of this Agreement, exceed the amount of the Fee actually received by SI&A under this Agreement. SI&A shall not be liable for any consequential damages. Each Party agrees to defend, hold harmless, and indemnify the other Party (and its officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including but not limited to personal injury, death at any time, and property damage) arising out of or made necessary by the indemnifying Party's breach of the terms of this Agreement. In the event that any action or proceeding is brought against a Party by reason of any claim or demand discussed in this Section 10, upon notice from the Party, the indemnifying Party shall defend the action or proceeding at the indemnifying Party's expense, through counsel reasonably satisfactory to the other Party. The obligations to indemnify set forth in this Section 10 shall include reasonable attorney's fees and investigation costs and all other reasonable costs, expenses, and liabilities from the time of giving the first notice of any claim or demand. The indemnifying Party's obligations under this Section 10 shall apply regardless of whether the other Party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage caused solely by the active negligence or by the willful misconduct of the other Party.
11. **Governing Law; Enforcement Costs.** The Agreement shall be governed by and construed in accordance with the substantive laws of California. If any legal action (including arbitration) is commenced to enforce the Agreement's terms or a Party's rights or obligations under this Agreement, then the prevailing Party shall be entitled to recover all fees and costs incurred by the action, including reasonable attorneys' fees and arbitrators' fees, in addition to any other relief to which the Party may be entitled.
12. **Judicial Reference.** In the event a dispute is not resolved through discussions and negotiations among the Parties, the dispute shall be decided by general reference procedures pursuant to Code of Civil Procedure Section 638 et seq., as modified by the provisions of this Section 12, and any subsequent provisions mutually agreed upon in writing by the Parties. The reference shall be conducted in accordance with California law, including, but not limited to, the Code of Civil Procedure and the Evidence Code. The Parties shall be allowed to conduct discovery in the manner provided by Code of Civil Procedure Section 2017 et seq. BOTH PARTIES HEREBY WAIVE A JURY TRIAL OR PROCEEDING IN CONNECTION WITH ANY DISPUTE ARISING OUT OF THIS AGREEMENT. All general reference proceedings hereunder shall, unless all Parties hereto otherwise agree, be conducted in a mutually agreeable location in the County of Sacramento, State of California.



13. **Modification; Interpretation; Severability; Construction.** No modification or supplement to any provision of the Agreement shall be valid, unless executed in writing by both Parties. No provision of the Agreement shall be construed to require the commission of any act contrary to law. If any term, provision, covenant or condition of the Agreement is held to be invalid or otherwise unenforceable, the rest of the Agreement shall remain in full force and effect and shall in no way be affected, impaired or invalidated. The headings preceding each Section and subsection of this Agreement are solely for convenience of reference only, are not part of the Agreement, and shall be disregarded in the interpretation of any portion of the Agreement. Whenever required by the context of the Agreement, the singular shall include the plural and the masculine shall include the feminine and vice versa. The Agreement shall not be construed as if it had been prepared by one of the Parties, but rather as if both Parties had prepared the same. Unless otherwise indicated, all references to paragraphs, Sections, subparagraphs and subsections are to the Agreement.
14. **Waiver.** Either Party's failure at any time to enforce any default or right reserved to it, or to require performance of any of the Agreement's terms, covenants, provisions by the other Party at the time designated, shall not be a waiver of any such default or right to which the Party is entitled, nor shall it in any way affect the right of the Party to enforce such provisions thereafter.
15. **Force Majeure.** A Party shall not be liable under the Agreement as a result of any delay, failure or interruption caused by the other Party or third parties, an act of God, acts or orders of governmental authorities, acts of civil or military authorities, catastrophes or other cause (other than financial) beyond the Party's reasonable control, and such nonperformance will not be a default hereunder or a ground for termination of the Agreement.





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

8.3 Approve District Technology Items to be deemed obsolete



<b>Department:</b>	Library Media Services
<b>Board Meeting:</b>	5/13/2021
<b>Board Approval:</b>	

Item	Serial Number	Brand	Color	Asset Tag #	Qty.	Reason:
HP Compaq 6005 Pro SFF	2UA22324DT	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA2332101	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA23403WK	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA22324CL	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA23403QY	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA2332106	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA23403TT	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA2332102	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA23320XK	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA233210S	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA23320XM	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA22324DW	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA23403Y0	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA23403RD	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA23320WZ	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA233210K	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA23403XK	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA23320TX	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA23320Z8	HP	Black	N/A	1	
HP Compaq 6005 Pro SFF	2UA23320Z5	HP	Black	N/A	1	
HP DC5750 Mini-Tower	MXL7450DJJ	HP	Gray	N/A	1	
Latitude E6420	4VZDYQ1	Dell	Gray	N/A	1	
Latitude E6420	965BPS1	Dell	Gray	N/A		
Latitude E6420	HNBGNS1	Dell	Gray	N/A		
Latitude E6420	HN9JNS1	Dell	Gray	N/A		
Latitude E6420	9GY22R1	Dell	Gray	N/A		
Latitude E6420	DNTYMS1	Dell	Gray	N/A		
Latitude E6420	HHSW1R1	Dell	Gray	N/A		
Latitude E6420	95FFPS1	Dell	Gray	N/A		
Latitude E6420	97CCPS1	Dell	Gray	N/A		
Latitude E6420	96JGPS1	Dell	Gray	N/A		



Latitude E6420	HNPLNS1	Dell	Gray	N/A		
Latitude E6420	HJV32R1	Dell	Gray	N/A		
Latitude E6420	H6NV1R1	Dell	Gray	N/A		
Latitude E6420	H7B32R1	Dell	Gray	N/A		
Latitude E6420	17YGJ02	Dell	Gray	N/A		
Latitude E6420	96HGPS1	Dell	Gray	N/A		
Latitude E6420	G4JKSR1	Dell	Gray	N/A		
Latitude E6420	96LGPS1	Dell	Gray	N/A		
Latitude E6420	HJ732R1	Dell	Gray	N/A		
Latitude E6420	63V3WV1	Dell	Gray	N/A		
Latitude E6420	DN8XMS1	Dell	Gray	N/A		
Latitude E6420	G51PSR1	Dell	Gray	N/A		
Latitude E6420	H6MX1R1	Dell	Gray	N/A		
N21 Chromebook		Lenovo	Black	0010		
N21 Chromebook		Lenovo	Black	0015		
N21 Chromebook		Lenovo	Black	0121		
N21 Chromebook		Lenovo	Black	0347		
N21 Chromebook		Lenovo	Black	0380		
N21 Chromebook		Lenovo	Black	0047		
N21 Chromebook		Lenovo	Black	0348		
N21 Chromebook		Lenovo	Black	0096		
N21 Chromebook	LR05FJJ3LRNXB6510002	Lenovo	Black	000254		
N21 Chromebook	LR03NNNMQSNXB542400M	Lenovo	Black	0070		
N21 Chromebook		Lenovo	Black	0034		
N21 Chromebook		Lenovo	Black	0162		
N21 Chromebook		Lenovo	Black	0147		
N21 Chromebook		Lenovo	Black	0140		
N21 Chromebook	LR03NNL6QSNXB542400M	Lenovo	Black	0021		
N21 Chromebook		Lenovo	Black	0001		
N21 Chromebook		Lenovo	Black	0345		
N21 Chromebook		Lenovo	Black	0007		
N21 Chromebook		Lenovo	Black	0173		
N21 Chromebook		Lenovo	Black	0031		
N21 Chromebook		Lenovo	Black	0099		
N21 Chromebook	LR03NNJJQSNXB542400L	Lenovo	Black	0176		
N21 Chromebook		Lenovo	Black	0154		
N21 Chromebook	LR03PVEZQSNXB550600F	Lenovo	Black	0035		
N21 Chromebook		Lenovo	Black	0277		



N21 Chromebook	LR03NNRUQSNXB542400N	Lenovo	Black	0036		
N21 Chromebook		Lenovo	Black	0083		
N21 Chromebook		Lenovo	Black	0187		
N21 Chromebook		Lenovo	Black	0357		
N21 Chromebook	LR03NNRKQSNXB542400M	Lenovo	Black	0079		
N21 Chromebook		Lenovo	Black	0043		
N21 Chromebook		Lenovo	Black	0082		
N21 Chromebook		Lenovo	Black	0355		
N21 Chromebook		Lenovo	Black	0142		
N21 Chromebook		Lenovo	Black	0073		
N21 Chromebook		Lenovo	Black	0189		
N21 Chromebook		Lenovo	Black	0054		
N21 Chromebook		Lenovo	Black	0264		
N21 Chromebook		Lenovo	Black	0130		
N21 Chromebook		Lenovo	Black	0145		
N21 Chromebook		Lenovo	Black	0181		
N21 Chromebook		Lenovo	Black	0009		
N21 Chromebook	LR05FJVALRNXB6510002	Lenovo	Black	000234		
N21 Chromebook	LR04A50J	Lenovo	Black	0167		
N21 Chromebook	LR03NNRWQSNXB542400N	Lenovo	Black	0005		
N21 Chromebook		Lenovo	Black	0354		
N21 Chromebook		Lenovo	Black	0137		
N21 Chromebook	LR03NNQ0QSNXB542400M	Lenovo	Black	0071		
N21 Chromebook		Lenovo	Black	0136		
N21 Chromebook	LR03NNMGQSNXB542400M	Lenovo	Black	0169		
N21 Chromebook	LR03QZ87QSNXB5513007	Lenovo	Black	0024		
N21 Chromebook	LR03NNMBQSNXB542400M	Lenovo	Black	0066		
N21 Chromebook		Lenovo	Black	0179		
N21 Chromebook		Lenovo	Black	0271		
N21 Chromebook		Lenovo	Black	0077		
N21 Chromebook		Lenovo	Black	0390		
N21 Chromebook		Lenovo	Black	0080		
N21 Chromebook	LR03NNS8QSNXB542400N	Lenovo	Black	0171		
N21 Chromebook	LR03R27KQSNXB551300C	Lenovo	Black	0386		
N21 Chromebook		Lenovo	Black	0172		
N21 Chromebook	LR03NKGEQSNXB5424001	Lenovo	Black	0188		
N21 Chromebook		Lenovo	Black	0090		
N21 Chromebook	LR03NNL2QSNXB542400M	Lenovo	Black	0093		



N21 Chromebook		Lenovo	Black	0006		
N21 Chromebook		Lenovo	Black	0041		
N21 Chromebook	LR03NNH1QSNXB542400L	Lenovo	Black	0061		
N21 Chromebook	LR05FJV0LRNXB6510002	Lenovo	Black	0106		
N21 Chromebook		Lenovo	Black	0045		
N21 Chromebook	LR03NNQXQSNXB542400M	Lenovo	Black	0331		
N21 Chromebook		Lenovo	Black	0049		
N21 Chromebook		Lenovo	Black	0349		
N21 Chromebook		Lenovo	Black	0185		
N21 Chromebook		Lenovo	Black	0177		
N21 Chromebook		Lenovo	Black	0057		
N21 Chromebook		Lenovo	Black	0138		
N21 Chromebook		Lenovo	Black	0267		
N21 Chromebook	LR03NNR6QSNXB542400M	Lenovo	Black	0030		
N21 Chromebook		Lenovo	Black	0075		
N21 Chromebook		Lenovo	Black	0088		
N21 Chromebook	LR03Q1DZQSNXB5507005	Lenovo	Black	0011		
N21 Chromebook	LR05FJUMLRNXB6510002	Lenovo	Black	000240		
N21 Chromebook	LR05FJUSLRNXB6510002	Lenovo	Black	000236		
N21 Chromebook	LR05FJUNLRNXB6510002	Lenovo	Black	000235		
Monitor	NB17HCHWA07539	Samsung	Black	N/A		
Monitor	CN0C53696418053C11HS	Dell	Black	N/A		
Monitor	CN0J1806716183CCBAUP	Dell	Black	N/A		
Monitor	NB17HCHW702246	Samsung	Black	N/A		
Monitor	CNN5200Y0M	HP	Black	N/A		
Monitor	CN0C53696418053C11ES	Dell	Black	N/A		
Monitor	CN02Y311476063BJA762	Dell	Black	N/A		
Monitor	CN0D54287287254K3K4L	Dell	Black	N/A		
Monitor	CNN5291Z5Z	HP	Black	N/A		
Monitor	MX07R4774832338R0313	Dell	Black	N/A		
Monitor	55-08515	IBM	Black	N/A		
Monitor	CN0W5HWR7444532S673M	Dell	Black	N/A		
Monitor	CN0D542872872576328S	Dell	Black	N/A		
Monitor	CN0D5428722014AP2TML	Dell	Black	N/A		
Monitor	NB17HCHX120484	Samsung	Black	N/A		
Monitor	CN02Y31571618418ANX6	Dell	Black	N/A		
Monitor	CN0F5035641804CM519L	Dell	Black	N/A		
Monitor	CN0F5035641804CM52GL	Dell	Black	N/A		



Monitor	kul2023b0000778	Gateway	Black	N/A		
Monitor	CN0F5035641804CM51GL	Dell	Black	N/A		
Monitor	CN0F50356418048R2QES	Dell	Black	N/A		
Monitor	CN0FJ181641806793AUL	Dell	Black	N/A		
Latitude	HJ542R1	Dell	Black	N/A		
Mini-Tower	MXL7450DKT	Hp	Black	N/A		
Monitor	MX02Y3114760541MAN9B	Dell	Black	N/A		
Monitor	CN0D5428728725763V1S	Dell	Black	N/A		
Monitor	GG15H9NW702648	Samsung	Black	N/A		
Monitor	CN0F5035641804CM525L	Dell	Black	N/A		
Monitor	MX07R4774832333J054J	Dell	Black	N/A		
Monitor	CNN5291Z84	HP	Black	N/A		
Monitor	NB17HCJWC01775	Samsung	Black	N/A		
Monitor	MX02Y3114760543TA6EN	Dell	Black	N/A		
Monitor	CN0F5035641804CM50WL	Dell	Black	N/A		
Monitor	CN0M16094663341A0MAS	Dell	Black	N/A		
Monitor	CN0F5035641804CD01SS	Dell	Black	N/A		
Monitor	CN0F5035641804CF5SZS	Dell	Black	N/A		
Monitor	CN0M16094663341A0MLS	Dell	Black	N/A		
All-in-one	MJ4YR0001484	Lenovo	Black	N/A		
All-in-one	MJ4YR0001489	Lenovo	Black	N/A		
All-in-one	MJ4YR0001486	Lenovo	Black	N/A		
Monitor	CN0F5035641804CF5T1S	Dell	Black	N/A		
Monitor	CN0M16094663341C2GPS	Dell	Black	N/A		
Monitor	FPD1730	Gateway	Black	N/A		
Monitor	MX02Y3114760541MAP4K	Dell	Black	N/A		
Printer	VND3C98009	HP		N/A		
Printer	VND3G04432	HP		N/A		
Printer	VND3H19087	HP		N/A		
Printer	CNB2769965			N/A		
Tablet		Nexus 7 II	Black	M0001000000023		
Tablet		Nexus 7 II	Black	M0001000000064		
Tablet		Nexus 7 II	Black	M0001000000065		
Tablet		Nexus 7 II	Black	M0001000000057		
Tablet		Nexus 7 II	Black	M0001000000053		
Tablet		Nexus 7 II	Black	M0001000000068		
Tablet		Nexus 7 II	Black	M0001000000025		
Tablet		Nexus 7 II	Black	M0001000000002		



Tablet		Nexus 7 II	Black	M0001000000051		
Tablet		Nexus 7 II	Black	M0001000000008		
Tablet		Nexus 7 II	Black	M0001000000043		
Tablet		Nexus 7 II	Black	M0001000000069		
Tablet		Nexus 7 II	Black	M0001000000084		
Tablet		Nexus 7 II	Black	M0001000000039		
Tablet		Nexus 7 II	Black	M0001000000030		
Tablet		Nexus 7 II	Black	M0001000000031		
Tablet		Nexus 7 II	Black	M0001000000052		
Tablet		Nexus 7 II	Black	M0001000000046		
Tablet		Nexus 7 II	Black	M0001000000024		
Tablet		Nexus 7 II	Black	M0001000000018		
Tablet		Nexus 7 II	Black	M0001000000026		
Tablet		Nexus 7 II	Black	M0001000000001		
Tablet		Nexus 7 II	Black	M0001000000016		
Tablet		Nexus 7 II	Black	M0001000000077		
Tablet		Nexus 7 II	Black	M0001000000076		
Tablet		Nexus 7 II	Black	M0001000000020		
Tablet		Nexus 7 II	Black	M0001000000079		
Tablet		Nexus 7 II	Black	M0001000000040		
Tablet		Nexus 7 II	Black	M0001000000081		
Tablet		Nexus 7 II	Black	M0001000000049		
Tablet		Nexus 7 II	Black	M0001000000027		
Tablet		Nexus 7 II	Black	M0001000000063		
Tablet		Nexus 7 II	Black	M0001000000060		
Tablet		Nexus 7 II	Black	M0001000000048		
Tablet		Nexus 7 II	Black	M0001000000050		
Tablet		Nexus 7 II	Black	M0001000000007		
Tablet		Nexus 7 II	Black	M0001000000083		

<b>Prepared By:</b>	Issac Celedon
<b>Date</b>	4/20/2021

\_\_\_\_\_  
Board President, Signature

\_\_\_\_\_  
Date





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

- 8.4 Approve the TCOE Library and Multi Media Center Agency Agreement



220023

ATTENTION: Ken Horn, Superintendent/Principal

AGENCY AGREEMENT BETWEEN  
**TULARE COUNTY SUPERINTENDENT OF SCHOOLS**  
 AND  
**SEQUOIA UNION SCHOOL DISTRICT**  
 FOR 2021-2022

TCOE OFFICE USE	
<input checked="" type="checkbox"/>	Supt. receiving funds
<input type="checkbox"/>	Supt. expending funds
Vendor #	
Req. #	
PO #	

**ERS LIBRARY MEDIA SERVICES**

This agreement is entered into between Tulare County Superintendent of Schools, referred to as SUPERINTENDENT, and **Sequoia Union School District**, referred to as DISTRICT/SCHOOL. SUPERINTENDENT supports disseminating successful practices to improve student achievement, including library instructional media resources and services. Therefore, DISTRICT/SCHOOL and SUPERINTENDENT mutually agree to the provisions described below.

- 1. TERM.** This agreement shall be effective **July 1, 2021 - June 30, 2022.**
- 2. FEE.** The fee shall be **\$3,062.50**
  - a. The fee is based on the Average Daily Attendance (ADA) **350** x \$8.75. The minimum agreement for a single school site with an ADA  $\leq$  86 is \$750.00.
  - b. The agreement fee is due upon receipt of invoice and no later than February 2022. Tulare County public DISTRICTS/SCHOOLS authorize transfer to the County School Service Fund from DISTRICT/SCHOOL Instructional Funds. DISTRICT/SCHOOL will be contacted annually to renew access to services.
  - c. The following sites are covered by this agreement: **Sequoia Union School (TK-8).**
- 3. SERVICES.**
  - a. SUPERINTENDENT agrees to:
    - i. Provide online access to the Educational Resource Services Multimedia Portal. Digital resources, with correlations to the California Standards, include licensed video streaming, research and reference sources for students, eBooks (many with audio and/or visual enhancement), curriculum builder and differentiation tools.
      - (1) SUPERINTENDENT will provide each teacher and administrator with a username and password to the ERS Portal for access to online subscription content and to reserve materials. Each school will be provided with a generic student login, allowing students access to resources at school and at home; parents have access to the ERS Portal via their student's login. Login credentials are site/program specific and should only be shared with staff and students at the sites listed in this contract.
      - (2) Annual on-site ERS Portal Presentations, digital citizenship, and information literacy training are available for DISTRICT/SCHOOL staff upon request.
    - ii. Provide circulating access to educational resource materials including print media, STEM kits, robotics, primary document reproductions, art prints, realia, and DVDs.
      - (1) Print media includes core and extended literature in English and Spanish, fiction, informational text, Big Books, and professional development titles.
      - (2) Small group and classroom book/multimedia kits are available, with the option of requesting a customized book/multimedia bundle.
      - (3) In-person access to media at the ERS Library and Multimedia Center is available year-round: Monday - Friday, 8:00am - 5:00pm (closed TCOE observed holidays).
      - (4) SUPERINTENDENT staff will deliver and pick up circulating materials when materials have been reserved or a pickup has been requested.
        - (a) DISTRICT/SCHOOL staff will reserve materials online, by phone, or in person prior to the scheduled delivery day.
        - (b) DISTRICT/SCHOOL staff will renew their checkouts or return circulating items to a centralized location and submit a pickup request by the due date.
    - iii. Provide the services of the ERS Library Media Supervisor, a credentialed librarian and holder of the Library Media Teacher Services Credential, as "Librarian of Record" for any DISTRICT/SCHOOL that does not



employ a credentialed librarian. Ed Code 44868 allows a DISTRICT/SCHOOL to employ non-credentialed personnel to assist in the provision of school library services, however these individuals do not supersede the Ed Code requirement that a credentialed librarian provide oversight of school library services. This agreement further fulfills the DISTRICT/SCHOOL's obligation under Education Code, sections 18100 and 18120. A DISTRICT/SCHOOL is in compliance with the law when it contracts for library services with SUPERINTENDENT for the services of a credentialed librarian.

- iv. Provide consultant services relative to the development of library programs, including library facility planning and training of library personnel in provision of library services. These include the use of digital resources, library management software training, and collection development.
    - (1) DISTRICT/SCHOOL will be invited to send library personnel from each contracting site to participate in the ERS Library & Multimedia Center's bi-monthly Library Multimedia Network meetings dedicated to developing Future Ready school library programs, exploring new technologies, and discovering how to promote and use the ERS Portal digital resources.
  - v. Provide technology consultation supporting DISTRICT/SCHOOL needs.
    - (1) A maximum of one, free, on-site technology support day per contracting site (see Section 2c) may be used for training DISTRICT/SCHOOL personnel, for technology-focused professional development on a variety of technology tools (e.g. G Suite, Microsoft Office Applications, Robotics/Coding Applications, etc.), and/or for consulting with DISTRICT/SCHOOL administration to assist with planning technology implementation by our Instructional Technology Specialists. As an alternative to the on-site technology day, the ERS Library is offering Tech Tools learning sessions via Zoom at no charge throughout the 2021-2022 school year. These sessions are led by our Educational Technology Specialists. Contracting site staff are welcome to attend as many sessions as their schedule allows.
  - vi. The Library and Multimedia Center's Teacher Resource Center (TRC) is open extended hours beyond the classroom day to accommodate teaching schedules. Contracting DISTRICT/SCHOOL staff may bring their own supplies and use TRC equipment. Equipment includes color and B&W photocopiers, a poster printer, 27" and 42" laminators, 1.25" and 3" button makers, as well as Ellison and AccuCut die-cut shapes. Contracting sites pay a reduced fee for copying, printing, laminating, and button making.
    - (1) The TRC sells pre-designed posters and ready-to-go packs of classroom support materials.
    - (2) The TRC can print posters designed by teachers or the TRC staff can design posters and other materials to teacher specifications (at an additional fee for SUPERINTENDENT staff time).
    - (3) TRC-made materials including posters, ready-to-go packs, and other classroom support materials can be delivered after completion on the next scheduled delivery day or by mail (postal shipping fee will apply).
- b. DISTRICT/SCHOOL agrees to:
- i. Respond to SUPERINTENDENT'S email request to update the previous year's DISTRICT/SCHOOL staff list within a month of the start of the school year, for ERS Portal username and password assignments. Initial email will be sent by Sara Torabi; return all changes and updates to [sara.torabi@tcoe.org](mailto:sara.torabi@tcoe.org). If you have additional questions about submission or format, please call 559-651-3031.
  - ii. Reimburse SUPERINTENDENT for the replacement value of any item lost, destroyed, or stolen; and pay for repair costs for items damaged while in its possession.
  - iii. Understand and acknowledge that copying of any materials owned or licensed by SUPERINTENDENT under this agreement is prohibited by federal copyright laws. This includes, but is not limited to, videotaping, audio taping, and photocopying.
  - iv. Contact Debra Lockwood, Library Media Supervisor, if there are any questions or concerns about the terms of this agreement at 559-651-3042 or [debra.lockwood@tcoe.org](mailto:debra.lockwood@tcoe.org).

**4. INDEMNIFICATION.** SUPERINTENDENT and DISTRICT/SCHOOL shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses



**ATTENTION: Ken Horn, Superintendent/Principal**

of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT/SCHOOL or their agents, officers and employees under this agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this agreement as to any acts or omissions occurring under this agreement or any extension of this agreement.

- 5. CANCELLATION OF AGREEMENT.** This agreement may be cancelled by SUPERINTENDENT and DISTRICT/SCHOOL if any of the conditions of this agreement are not completed.
- 6. SPECIAL PROVISIONS.** SUPERINTENDENT shall comply with all laws, rules, and regulations applicable to such work.
- a. SUPERINTENDENT acknowledges that the services provided by its employees may involve limited contact with students and, as such, each member of the team will have background checks pursuant to the Education Code.
  - b. The Agreement may be amended by the mutual written consent of the parties hereto.

**THE PARTIES,** having read and considered the above provisions, indicate their agreement by their authorized signatures below.

DISTRICT/SCHOOL

Ken Horn, Superintendent/Principal  
Sequoia Union School District  
23958 Avenue 324  
PO Box 44260  
Lemon Cove, CA 93244  
kenhorn@sequoiaunion.org

SUPERINTENDENT

Tim A. Hire, County Superintendent of Schools  
Tulare County Office of Education  
P.O. Box 5091  
Visalia, CA 93278-5091

By \_\_\_\_\_

Date \_\_\_\_\_

By  \_\_\_\_\_

Date 4/6/21 \_\_\_\_\_

**If this agreement meets with your approval, please sign above, and send one (1) copy via USPS to:**

Tulare County Office of Education  
P.O. Box 5091  
Visalia, CA 93278-5091

**The second copy is for your district's records.**

TCOE Contact: Debra Lockwood, 559-651-3042  
FORM REVISED 3/3/2021

Budget: 010-00242-0-0-242000-86890-0-0-0 100%



ATTENTION: Ken Horn, Superintendent/Principal

AGENCY AGREEMENT BETWEEN  
**TULARE COUNTY SUPERINTENDENT OF SCHOOLS**  
 AND  
**SEQUOIA UNION SCHOOL DISTRICT**  
 FOR 2021-2022

TCOE OFFICE USE	
<input checked="" type="checkbox"/>	Supt. receiving funds
<input type="checkbox"/>	Supt. expending funds
Vendor #	
Req. #	
PO #	

**ERS LIBRARY MEDIA SERVICES**

This agreement is entered into between Tulare County Superintendent of Schools, referred to as SUPERINTENDENT, and **Sequoia Union School District**, referred to as DISTRICT/SCHOOL. SUPERINTENDENT supports disseminating successful practices to improve student achievement, including library instructional media resources and services. Therefore, DISTRICT/SCHOOL and SUPERINTENDENT mutually agree to the provisions described below.

- 1. TERM.** This agreement shall be effective **July 1, 2021 - June 30, 2022.**
- 2. FEE.** The fee shall be **\$3,062.50**
  - a. The fee is based on the Average Daily Attendance (ADA) **350** x \$8.75. The minimum agreement for a single school site with an ADA  $\leq 86$  is \$750.00.
  - b. The agreement fee is due upon receipt of invoice and no later than February 2022. Tulare County public DISTRICTS/SCHOOLS authorize transfer to the County School Service Fund from DISTRICT/SCHOOL Instructional Funds. DISTRICT/SCHOOL will be contacted annually to renew access to services.
  - c. The following sites are covered by this agreement: **Sequoia Union School (TK-8).**
- 3. SERVICES.**
  - a. SUPERINTENDENT agrees to:
    - i. Provide online access to the Educational Resource Services Multimedia Portal. Digital resources, with correlations to the California Standards, include licensed video streaming, research and reference sources for students, eBooks (many with audio and/or visual enhancement), curriculum builder and differentiation tools.
      - (1) SUPERINTENDENT will provide each teacher and administrator with a username and password to the ERS Portal for access to online subscription content and to reserve materials. Each school will be provided with a generic student login, allowing students access to resources at school and at home; parents have access to the ERS Portal via their student's login. Login credentials are site/program specific and should only be shared with staff and students at the sites listed in this contract.
      - (2) Annual on-site ERS Portal Presentations, digital citizenship, and information literacy training are available for DISTRICT/SCHOOL staff upon request.
    - ii. Provide circulating access to educational resource materials including print media, STEM kits, robotics, primary document reproductions, art prints, realia, and DVDs.
      - (1) Print media includes core and extended literature in English and Spanish, fiction, informational text, Big Books, and professional development titles.
      - (2) Small group and classroom book/multimedia kits are available, with the option of requesting a customized book/multimedia bundle.
      - (3) In-person access to media at the ERS Library and Multimedia Center is available year-round: Monday - Friday, 8:00am - 5:00pm (closed TCOE observed holidays).
      - (4) SUPERINTENDENT staff will deliver and pick up circulating materials when materials have been reserved or a pickup has been requested.
        - (a) DISTRICT/SCHOOL staff will reserve materials online, by phone, or in person prior to the scheduled delivery day.
        - (b) DISTRICT/SCHOOL staff will renew their checkouts or return circulating items to a centralized location and submit a pickup request by the due date.
    - iii. Provide the services of the ERS Library Media Supervisor, a credentialed librarian and holder of the Library Media Teacher Services Credential, as "Librarian of Record" for any DISTRICT/SCHOOL that does not



employ a credentialed librarian. Ed Code 44868 allows a DISTRICT/SCHOOL to employ non-credentialed personnel to assist in the provision of school library services, however these individuals do not supersede the Ed Code requirement that a credentialed librarian provide oversight of school library services. This agreement further fulfills the DISTRICT/SCHOOL's obligation under Education Code, sections 18100 and 18120. A DISTRICT/SCHOOL is in compliance with the law when it contracts for library services with SUPERINTENDENT for the services of a credentialed librarian.

- iv. Provide consultant services relative to the development of library programs, including library facility planning and training of library personnel in provision of library services. These include the use of digital resources, library management software training, and collection development.
    - (1) DISTRICT/SCHOOL will be invited to send library personnel from each contracting site to participate in the ERS Library & Multimedia Center's bi-monthly Library Multimedia Network meetings dedicated to developing Future Ready school library programs, exploring new technologies, and discovering how to promote and use the ERS Portal digital resources.
  - v. Provide technology consultation supporting DISTRICT/SCHOOL needs.
    - (1) A maximum of one, ~~free~~, on-site technology support day per contracting site (see Section 2c) may be used for training DISTRICT/SCHOOL personnel, for technology-focused professional development on a variety of technology tools (e.g. G Suite, Microsoft Office Applications, Robotics/Coding Applications, etc.), and/or for consulting with DISTRICT/SCHOOL administration to assist with planning technology implementation by our Instructional Technology Specialists. As an alternative to the on-site technology day, the ERS Library is offering Tech Tools learning sessions via Zoom at no charge throughout the 2021-2022 school year. These sessions are led by our Educational Technology Specialists. Contracting site staff are welcome to attend as many sessions as their schedule allows.
  - vi. The Library and Multimedia Center's Teacher Resource Center (TRC) is open extended hours beyond the classroom day to accommodate teaching schedules. Contracting DISTRICT/SCHOOL staff may bring their own supplies and use TRC equipment. Equipment includes color and B&W photocopiers, a poster printer, 27" and 42" laminators, 1.25" and 3" button makers, as well as Ellison and AccuCut die-cut shapes. Contracting sites pay a reduced fee for copying, printing, laminating, and button making.
    - (1) The TRC sells pre-designed posters and ready-to-go packs of classroom support materials.
    - (2) The TRC can print posters designed by teachers or the TRC staff can design posters and other materials to teacher specifications (at an additional fee for SUPERINTENDENT staff time).
    - (3) TRC-made materials including posters, ready-to-go packs, and other classroom support materials can be delivered after completion on the next scheduled delivery day or by mail (postal shipping fee will apply).
- b. DISTRICT/SCHOOL agrees to:
- i. Respond to SUPERINTENDENT'S email request to update the previous year's DISTRICT/SCHOOL staff list within a month of the start of the school year, for ERS Portal username and password assignments. Initial email will be sent by Sara Torabi; return all changes and updates to [sara.torabi@tcoe.org](mailto:sara.torabi@tcoe.org). If you have additional questions about submission or format, please call 559-651-3031.
  - ii. Reimburse SUPERINTENDENT for the replacement value of any item lost, destroyed, or stolen; and pay for repair costs for items damaged while in its possession.
  - iii. Understand and acknowledge that copying of any materials owned or licensed by SUPERINTENDENT under this agreement is prohibited by federal copyright laws. This includes, but is not limited to, videotaping, audio taping, and photocopying.
  - iv. Contact Debra Lockwood, Library Media Supervisor, if there are any questions or concerns about the terms of this agreement at 559-651-3042 or [debra.lockwood@tcoe.org](mailto:debra.lockwood@tcoe.org).

**4. INDEMNIFICATION.** SUPERINTENDENT and DISTRICT/SCHOOL shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses



**ATTENTION: Ken Horn, Superintendent/Principal**

of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT/SCHOOL or their agents, officers and employees under this agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this agreement as to any acts or omissions occurring under this agreement or any extension of this agreement.

- 5. CANCELLATION OF AGREEMENT.** This agreement may be cancelled by SUPERINTENDENT and DISTRICT/SCHOOL if any of the conditions of this agreement are not completed.
- 6. SPECIAL PROVISIONS.** SUPERINTENDENT shall comply with all laws, rules, and regulations applicable to such work.
- a. SUPERINTENDENT acknowledges that the services provided by its employees may involve limited contact with students and, as such, each member of the team will have background checks pursuant to the Education Code.
  - b. The Agreement may be amended by the mutual written consent of the parties hereto.

**THE PARTIES,** having read and considered the above provisions, indicate their agreement by their authorized signatures below.

**DISTRICT/SCHOOL**

Ken Horn, Superintendent/Principal  
Sequoia Union School District  
23958 Avenue 324  
PO Box 44260  
Lemon Cove, CA 93244  
kenhorn@sequoiaunion.org

By \_\_\_\_\_

Date \_\_\_\_\_

**SUPERINTENDENT**

Tim A. Hire, County Superintendent of Schools  
Tulare County Office of Education  
P.O. Box 5091  
Visalia, CA 93278-5091

By  \_\_\_\_\_

Date 4/6/21 \_\_\_\_\_

**If this agreement meets with your approval, please sign above, and send one (1) copy via USPS to:**

Tulare County Office of Education  
P.O. Box 5091  
Visalia, CA 93278-5091

**The second copy is for your district's records.**

TCOE Contact: Debra Lockwood, 559-651-3042  
FORM REVISED 3/3/2021

Budget: 010-00242-0-0-242000-86890-0-0-0 100%





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

8.5 Approve the Curriculum and Associates iReady Renewal



# Curriculum Associates®

## Prepared For:

Ken Horn  
Sequoia Union Elem School Dist  
23958 Avenue 324,  
Lemon Cove, CA 93244

## i-Ready 1-Year Implementation with PD

3/2/2021

Dear Ken Horn,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and/or services included. If you have any questions or would like any changes, please contact us.

Quote ID: 237434.4      Valid through: 12/31/2021

Product	List Price	Net Price
i-Ready	\$14,000.00	\$11,875.00
Professional Development	\$2,000.00	\$2,000.00
List Total:		\$16,000.00
Savings:		\$2,125.00
Shipping/Tax/Other:		\$0.00
Total:		\$13,875.00

Thank you again for your interest in Curriculum Associates.

Sincerely

Juli Toles  
(559) 899-9300  
jtoles@cainc.com

**Please submit this quote with your purchase order**



# Curriculum Associates®

Quote ID: 237434.4 Date: 3/2/2021 Valid through: 12/31/2021

## Prepared For:

Ken Horn  
Sequoia Union Elem School Dist  
23958 Avenue 324,  
Lemon Cove, CA 93244  
kenhorn@sequoiaunion.org  
(559) 564-2106

## Your Representative:

Juli Toles  
(559) 899-9300  
jtoles@cainc.com

## i-Ready 1-Year Implementation with PD

Sequoia Union ES 23958 Avenue 324, Lemon Cove, CA 93244

Total Building Enrollment: 348

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Professional Development i-Ready Assessment and Personalized Instruction Practicing User Package - Leadership Best Practices II Webinar and Delivering Differentiated Instruction On Site (Year 2 Recommended)	Multiple	30061.0	1	\$2,000.00	\$2,000.00	\$2,000.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	Multiple	15002.0	1	\$12,500.00	\$11,875.00	\$11,875.00
i-Ready Partners Implementation Support- Provisioning, Tech Support, Hosting, Data Management, Implementation Planning, Data Reviews, and Check ins (1 Year)	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$13,875.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$13,875.00

## Total

List Total:	\$16,000.00
Savings:	\$2,125.00
Merchandise Total:	\$13,875.00
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
Total:	\$13,875.00

## Special Notes

All i-Ready purchases require professional development.

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

**Please submit this quote with your purchase order**

Y1



# Curriculum Associates®

## Information on Professional Development Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PD sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PD sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PD Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to [pdoperations@cainc.com](mailto:pdoperations@cainc.com).



# Curriculum Associates®

## Placing an Order

Please attach quote to all signed purchase orders.

- 1) **Email:** [orders@cainc.com](mailto:orders@cainc.com)
- 2) **Fax:** 1-800-366-1158
- 3) **Mail:**  
ATTN: CUSTOMER SERVICE DEPT.  
Curriculum Associates, LLC  
153 Rangeway Rd  
North Billerica, MA 01862-2013

Please visit [CurriculumAssociates.com](http://CurriculumAssociates.com) for more information about placing orders or contact CA's Customer Service department (1-800-225-0248) and reference quote number for questions.

## Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000.00 to \$4,999.99	10% of order
\$5,000.00 to \$99,999.99	8% of order
\$100,000.00 and more	6% of order

Please contact local CA Representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500 lbs.

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

## Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: Payment in full at time of order
- Accounts must be current before subsequent shipments are made

## i-Ready®

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at [i-ready.com/support](http://i-ready.com/support).

## Return Policy

Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased materials with pre-approval from CA's Customer Service within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248) for return authorization. When returning material, please include your return authorization number and the return form found on the CA website. i-Ready®, Toolbox®, and BRIGANCE® Online Management Systems may be returned for a pro-rated refund for the remaining time left on the contract. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, and Ready Classroom® student and teacher sets. For more information about the return policy, please visit [CurriculumAssociates.com/support/shipping-and-returns](http://CurriculumAssociates.com/support/shipping-and-returns).





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

8.6 Approve the Renaissance Subscription Renewal



PO Box 8036, Wisconsin Rapids, WI 54495-8036  
 Phone:(800) 338-4204 | Fax:(877) 280-7642  
 Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

### Sequoia Union Elementary School District - 275502

PO Box 44260  
 Lemon Cove, CA 93244-0260  
 Contact: Velinda McBride - (559) 564-2106  
 Email: velindam43@gmail.com

Subscription End: 6/30/2021

Notice Date: 03 2021

Reference ID: 482120

### Quote Summary

**School Count: 1**

Renaissance Products & Services Total	\$8,431.00
Sales Tax	\$0.00
<b>Grand Total</b>	<b>USD \$8,431.00</b>

Pricing and discounts are subject to change if alterations are made to this quote.  
 Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.

By signing below, you

- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy-policy/>.

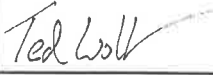
Unless you choose to check the box to opt out of Automatic Evergreen Renewals of this Quote, by signing this Quote, you also consent to the Automatic Evergreen Renewal of the Agreement, (as defined in the Terms of Service and License, which shall include any additional products or services added to this Quote by agreement of the parties) at the end of the stated Subscription Period, for additional successive one (1) year periods. If Renaissance does not want to renew the Agreement, we will provide you at least sixty (60) days written notice of non-renewal prior to the end of the then-current term. If you do not want to renew the Agreement, you must provide Renaissance at least thirty (30) days written notice of non-renewal prior to the end of the then-current term. The pricing for each renewal term will be at the then-current pricing used by Renaissance, and a new Quote will be put in place for such renewal term.

Please check here if you would like to opt out of Automatic Evergreen Renewal of the Agreement covered by this Quote: ☐

(Please note that you will still have the opportunity to renew your agreement with Renaissance, but you will need to do so with a new executed Quote.)

To accept this offer and place an order, please sign and return this Quote.

Please check here if your organization requires a purchase order prior to invoicing: ☐

Renaissance Learning, Inc.	Sequoia Union Elementary School District - 275502
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 11/26/2020	Date:
	Invoice Date:

**Mail:** PO Box 8036, Wisconsin Rapids, WI 54495-8036  
**Fax:** (877)280-7642



PO Box 8036, Wisconsin Rapids, WI 54495-8036  
Phone:(800) 338-4204 | Fax:(877) 280-7642  
Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

**Email:** [electronicorders@renaissance.com](mailto:electronicorders@renaissance.com)

**Phone:** (877)444-3172

\*This quote is valid for 30 days. It may have been previously sent with a different reference number, and may reflect changes made in the past 30 days. Alterations to this quote will not be honored without Renaissance Learning approval. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order. Standard payment terms are net 30 days from invoice date.



PO Box 8036, Wisconsin Rapids, WI 54495-8036  
 Phone:(800) 338-4204 | Fax:(877) 280-7642  
 Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

Renewal Details				
Applications				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Accelerated Reader Subscription Renewal	07/01/2021 - 06/30/2022	320	\$7.35	\$2,352.00
Star 360 Subscription Renewal	07/01/2021 - 06/30/2022	365	\$14.60	\$5,329.00
Applications Total			USD \$7,681.00	
Platform Services				
Products & Services	Subscription Period	Quantity	Unit Price	Total
Annual All Product Renaissance Platform Renewal	07/01/2021 - 06/30/2022	1	\$750.00	\$750.00
Platform Services Total			USD \$750.00	



PO Box 8036, Wisconsin Rapids, WI 54495-8036  
 Phone:(800) 338-4204 | Fax:(877) 280-7642  
 Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

Renewal Subscription Summary	
Accelerated Reader Subscription Renewal Total	Quantity
Sequoia Elementary School - 275497	320
<b>Accelerated Reader Subscription Renewal Total</b>	<b>320</b>
Star 360 Subscription Renewal Total	Quantity
Sequoia Elementary School - 275497	365
<b>Star 360 Subscription Renewal Total</b>	<b>365</b>
Annual All Product Renaissance Platform Renewal Total	Quantity
Sequoia Elementary School - 275497	1
<b>Annual All Product Renaissance Platform Renewal Total</b>	<b>1</b>

Lexile is a registered trademark of MetaMetrics, Inc.

©Copyright 2021 Renaissance Learning, Inc. All rights reserved.

All logos, designs, and brand names for Renaissance's products and services, including but not limited to Accelerated Reader, Freckle, myIGDIs, myON, myON News, Renaissance-U, Renaissance Place, Schoolzilla, Smart Start, Star Assessments, Star Custom, Star Early Literacy, Star Math, Star Reading, Star CBM, and Renaissance, are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States. All other product and company names should be considered the property of their respective companies and organizations.





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

8.7 Approve the Budget Revision Report



## Budget Revision Report

Bdg Revision Final

Control Number: 50633685

Account Classification		Approved / Revised	Change Amount	Proposed Budget
<b>Fund: 0100</b>	<b>General Fund</b>			
<b>Expenditures</b>				
<b>Books and Supplies</b>				
010-00000-0-00000-27000-44000-0		\$200.00	\$250.00	\$450.00
010-00000-0-00000-71500-43000-0		\$1,000.00	(\$436.00)	\$564.00
010-00000-0-00000-72000-43000-0		\$900.00	(\$100.00)	\$800.00
010-00000-0-00000-72000-44000-0		\$4,783.85	\$216.15	\$5,000.00
010-00000-0-00000-82000-43000-0		\$6,000.00	(\$2,000.00)	\$4,000.00
010-00000-0-11100-10000-43000-0		\$1,598.00	\$500.00	\$2,098.00
010-00000-0-11100-31400-43000-0		\$0.00	\$200.00	\$200.00
<b>Total:</b>		\$14,481.85	(\$1,369.85)	\$13,112.00
<b>Services, Other Operating Expenses</b>				
010-00000-0-00000-71500-52000-0		\$2,000.00	\$436.00	\$2,436.00
010-00000-0-00000-82000-55000-0		\$14,700.00	\$400.00	\$15,100.00
010-00000-0-00000-82000-56000-0		\$6,000.00	(\$400.00)	\$5,600.00
010-00000-0-00000-82000-59000-0		\$0.00	\$5,000.00	\$5,000.00
010-00000-0-11100-10000-52000-0		\$500.00	(\$100.00)	\$400.00
010-00000-0-11100-10000-58000-0		\$2,000.00	(\$400.00)	\$1,600.00
010-07200-0-11100-24200-58000-0		\$0.00	\$200.00	\$200.00
<b>Total:</b>		\$25,200.00	\$5,136.00	\$30,336.00
<b>Total Expenditures</b>		\$39,681.85	\$3,766.15	\$43,448.00

Budgeted Unappropriated Fund Balance before this adjustment:

**\$2,389,167.37**

Total Adjustment to Unappropriated Fund Balance:

**(\$3,766.15)**

Budgeted Unappropriated Fund Balance after this adjustment:

**\$2,385,401.22**



## Budget Revision Report

Bdg Revision Final

Control Number: 50633685

Account Classification		Approved / Revised	Change Amount	Proposed Budget
<b>Fund:</b>	<b>0110 General Fund - Charter School #1</b>			
<b>Expenditures</b>				
<b>Books and Supplies</b>				
	011-00000-0-00000-27000-44000-0	\$800.00	\$350.00	\$1,150.00
	011-00000-0-00000-72000-44000-0	\$2,400.00	\$200.00	\$2,600.00
	011-00000-0-00000-82000-43000-0	\$12,500.00	(\$6,500.00)	\$6,000.00
	011-00000-0-11100-31400-43000-0	\$0.00	\$500.00	\$500.00
	<b>Total:</b>	\$15,700.00	(\$5,450.00)	\$10,250.00
<b>Services, Other Operating Expenses</b>				
	011-00000-0-00000-71500-52000-0	\$8,800.00	(\$213.00)	\$8,587.00
	011-00000-0-00000-71500-53000-0	\$5,620.00	\$212.87	\$5,832.87
	011-00000-0-00000-72000-58000-0	\$5,300.00	(\$1,000.00)	\$4,300.00
	011-00000-0-00000-82000-55000-0	\$116,000.00	\$5,000.00	\$121,000.00
	011-07200-0-11100-24200-58000-0	\$0.00	\$600.00	\$600.00
	<b>Total:</b>	\$135,720.00	\$4,599.87	\$140,319.87
<b>Total</b>	<b>Expenditures</b>	\$151,420.00	(\$850.13)	\$150,569.87
<b>Budgeted Unappropriated Fund Balance before this adjustment:</b>			<b>\$62,315.69</b>	
<b>Total Adjustment to Unappropriated Fund Balance:</b>			<b>\$850.13</b>	
<b>Budgeted Unappropriated Fund Balance after this adjustment:</b>			<b>\$63,165.82</b>	



## Budget Revision Report

Bdg Revision Final

Control Number: 50633685

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund: 3500	County School Facilities Fund - New Construction			
Expenditures				
Capital Outlay				
350-77100-0-00000-85000-62000-0		\$40,000.00	\$160,000.00	\$200,000.00
Total:		\$40,000.00	\$160,000.00	\$200,000.00
Total	Expenditures	\$40,000.00	\$160,000.00	\$200,000.00
Budgeted Unappropriated Fund Balance before this adjustment:			\$778,901.33	
Total Adjustment to Unappropriated Fund Balance:			(\$160,000.00)	
Budgeted Unappropriated Fund Balance after this adjustment:			\$618,901.33	



## Budget Revision Report

Bdg Revision Final

Control Number: 50633685

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund: 3510	County School Facilities Fund - Modernization			
Expenditures				
Capital Outlay				
	351-77100-0-00000-85000-62000-0	\$40,000.00	\$60,000.00	\$100,000.00
	Total:	\$40,000.00	\$60,000.00	\$100,000.00
Total	Expenditures	\$40,000.00	\$60,000.00	\$100,000.00
	Budgeted Unappropriated Fund Balance before this adjustment:		\$261,210.88	
	Total Adjustment to Unappropriated Fund Balance:		(\$60,000.00)	
	Budgeted Unappropriated Fund Balance after this adjustment:		\$201,210.88	



## Budget Revision Report

Bdg Revision Final

Control Number: 50633685

Account Classification

Approved / Revised

Change Amount

Proposed Budget

At a meeting of the school board on \_\_\_\_\_, the  
board approved the above budget account lines change to those  
amounts indicated in the proposed budget column.

Authorized by: \_\_\_\_\_

(County Office Use Only)

Updated at County Office on \_\_\_\_/\_\_\_\_/\_\_\_\_ by \_\_\_\_\_





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

8.8 Approve the Expanded Learning Opportunities Grant Plan for Sequoia Charter School





## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary Charter School	Ken Horn Superintendent-Principal	kenhorn@sequoiaunion.org (559) 564-2106

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

### Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Sequoia Union Elementary Charter School met several times with staff, parents, and community members on how best to use the expanded learning opportunities (ELO) funds to meet the needs of our students. The Expanded Learning Opportunities Grant was discussed and feedback from stakeholders given at School Site Council Meetings in February, March, and April of 2021. The Expanded Learning Opportunities Grants was discussed and feedback from stakeholders given at Regular Board Meetings and Special Board Meetings in February, March, and April of 2021. The Expanded Learning Opportunities Grant was discussed and feedback from Stakeholders was given by Certificated and Classified Staff members at Monthly All-Staff Professional Learning Community Meetings in February, March, and April of 2021. The discussions with stakeholder groups centered around explaining the goal and parameters of the use of the ELO funds. Stakeholder



groups shared ideas to provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents ,and how to report results of the implemented plan. The last step was to get input on the completed plan before taking it to the Board. This plan has been written in conjunction with the LCAP/SPSA plans. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

A description of how students will be identified and the needs of students will be assessed.

Students will be identified through the data from the STAR Reading, STAR Math, iReady Reading, iReady Math, and through the CAASPP Reading and Math assessments. If students are below reading level, or below grade level in math they will receive intervention through supplemental instruction and support. An individual learning plan will be written by the Student Success Center Teacher in collaboration with the General Education Teacher on each student who is reading below grade level or who is below grade level in math. Ongoing formative assessments will be used by the Student Success Center Teacher and shared with the General Education Teacher on learning gaps and the closing of learning gaps after intensive interventions are provided through the Student Success Center.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Sequoia Union Elementary Charter School has successfully communicated with parents through the use of the Remind App, Social Media, Web site, Email, phone calls, as well as meetings with the Superintendent-Principal. Sequoia Union will use these same methods to get information out to all parents, as well as individual parents. Parents will receive information on student supplemental instruction and support through flyers, phone calls, meetings, emails, and through the District website portal. Feedback to parents will be provided by progress reports, end of trimester report cards, and ongoing reports generated through the iReady learning platform and the STAR Reading and Math assessment system.

A description of the LEA's plan to provide supplemental instruction and support.

The District will provide supplemental instruction and support through an extended year Expanded Learning Opportunities School during the month of June. K-7th grade Students who are below grade level in reading and below grade level in math will be invited to attend the Expanded Learning Opportunities School during the month of June. The Expanded Learning Opportunities School will provide intensive reading and math intervention and an enrichment period. Materials and Supplies will be purchased for the Expanded Learning Opportunities School. Supplemental curriculum will be purchased for the Expanded Learning Opportunities School. Transportation will be provided through District buses for students who need transportation during the Expanded Learning Opportunities School. During the 2021-2022 school year, Sequoia Union Elementary Charter School will provide supplemental instruction and support through the Student Success Center. The Student Success Center will have one full time Certificated Intervention Teacher and one full-time Classified Instructional Aide to provide push-in and pull-out supplemental instruction and support K-7 for students who are reading below grade level or for students who are below grade level in math. Ongoing formative assessments will be used by the Student Success Center Teacher and shared with the General Education Teacher on learning gaps and the closing of learning gaps after intensive interventions are provided through the Student Success Center. Materials and Supplies will be purchased for the Student Success Center. Supplemental curriculum will be purchased for the Student Success Center. These interventions were the main areas addressed for supplemental instruction and support, however all stakeholders understand that a need may arise that we had not thought of, so this list of interventions is by no means exhaustive. A Learning Hub will be offered by Certificated Teachers and Classified Staff after school for additional support and intervention for students who are below reading



level or below math level and also for student enrichment beginning in the 2021-2022 school year. Technology, high-speed internet and other academic supports will be provided. Materials and Supplies will be purchased for the Learning Hub. Supplemental Intervention Curriculum and Supplemental Enrichment Curriculum will be purchased for the Learning Hub. Transportation will be offered for students participating in the After School Learning Hub who need transportation. A Learning Director will be hired and will provide Professional Development to teachers on response to intervention strategies to help students close achievement gaps in reading and math. The Learning Director will also help counsel students and provide social and emotional supports for students and teachers through 504 intervention plans. The Learning Director will act as an Instructional Strategies Coach and help new teachers with demonstration lessons on instructional strategies to help expand learning opportunities for all students, but especially for English Language learners, foster youth, homeless students, and students with special needs.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time		
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$190,000.00	
Integrated student supports to address other barriers to learning		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	5,939.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		



<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies	\$195,939.00	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Expanded Learning Opportunities Grant funds will be used in conjunction with Elementary and Secondary School Emergency Relief (ESSER) Funds to have an Expanded Learning Opportunities School during June of 2021, and to create the Student Success Center, beginning in August of the 2021-2022 School Year. The Student Success Center will identify students who are reading below grade level or who are below grade level in math through the data from the STAR Reading, STAR Math, iReady Reading, iReady Math, and through the CAASPP Reading and Math assessments. If students are below reading level, or below grade level in math they will receive intervention through supplemental instruction and support. An individual learning plan will be written by the Student Success Center Teacher in collaboration with the General Education Teacher on each student who is reading below grade level or who is below grade level in math. Ongoing formative assessments will be used by the Student Success Center Teacher and shared with the General Education Teacher on learning gaps and the closing of learning gaps after intensive interventions are provided through the Student Success Center. The E.L.O. grant will go hand-in-hand with our ESSER funds that will help Sequoia Union target students for learning loss, especially students disproportionately affected by the coronavirus and school closures, including: low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The ESSER funds will be used to purchase materials and supplies, curriculum, and supplemental supports for the Student Success Center, in order to address learning loss and close achievement gaps for all students, especially low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.



# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact*  
[ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov) or <mailto:lcff@cde.ca.gov>

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the



supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.



- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).



# Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

## **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

8.9 Approve the Expanded Learning Opportunities Grant Plan for Sequoia E.S.D





# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary School District	Ken Horn Superintendent/Principal	kenhorn@sequoiaunion.org (559) 564-2106

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Sequoia Union Elementary School met several times with staff, parents, and community members on how best to use the expanded learning opportunities (ELO) funds to meet the needs of our students. The Expanded Learning Opportunities Grant was discussed and feedback from stakeholders given at School Site Council Meetings in February, March, and April of 2021. The Expanded Learning Opportunities Grants was discussed and feedback from stakeholders given at Regular Board Meetings and Special Board Meetings in February, March, and April of 2021. The Expanded Learning Opportunities Grant was discussed and feedback from Stakeholders was given by Certificated and Classified Staff members at Monthly All-Staff Professional Learning Community Meetings in February, March, and April of 2021. The discussions with stakeholder groups centered around explaining the goal and parameters of the use of the ELO funds. Stakeholder groups shared ideas to



provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents ,and how to report results of the implemented plan. The last step was to get input on the completed plan before taking it to the Board. This plan has been written in conjunction with the LCAP/SPSA plans. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

A description of how students will be identified and the needs of students will be assessed.

Students will be identified through the data from the STAR Reading, STAR Math, iReady Reading, iReady Math, and through the CAASPP Reading and Math assessments. If students are below reading level, or below grade level in math they will receive intervention through supplemental instruction and support. An individual learning plan will be written by the Student Success Center Teacher in collaboration with the General Education Teacher on each student who is reading below grade level or who is below grade level in math. Ongoing formative assessments will be used by the Student Success Center Teacher and shared with the General Education Teacher on learning gaps and the closing of learning gaps after intensive interventions are provided through the Student Success Center.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Sequoia Union Elementary School has successfully communicated with parents through the use of the Remind App, Social Media, Web site, Email, phone calls, as well as meetings with the Superintendent-Principal. Sequoia Union will use these same methods to get information out to all parents, as well as individual parents. Parents will receive information on student supplemental instruction and support through flyers, phone calls, meetings, emails, and through the District website portal. Feedback to parents will be provided by progress reports, end of trimester report cards, and ongoing reports generated through the iReady learning platform and the STAR Reading and Math assessment system.

A description of the LEA's plan to provide supplemental instruction and support.

During the 2021-2022 school year, Sequoia Union Elementary School will provide supplemental instruction and support through the Student Success Center. The Student Success Center will have one full time Certificated Intervention Teacher and one full-time Classified Instructional Aide to provide push-in and pull-out supplemental instruction and support for students who are reading below grade level or for students who are below grade level in math. Ongoing formative assessments will be used by the Student Success Center Teacher and shared with the General Education Teacher on learning gaps and the closing of learning gaps after intensive interventions are provided through the Student Success Center. Materials and Supplies will be purchased for the Student Success Center. Supplemental curriculum will be purchased for the Student Success Center. These interventions were the main areas addressed for supplemental instruction and support, however all stakeholders understand that a need may arise that we had not thought of, so this list of interventions is by no means exhaustive. A Learning Hub will be offered by Certificated Teachers and Classified Staff after school for additional support and intervention for students who are below reading level or below math level and also for student enrichment beginning in the 2021-2022 school year. Technology, high-speed internet and other academic supports will be provided. Materials and Supplies will be purchased for the Learning Hub. Supplemental Intervention Curriculum and Supplemental Enrichment Curriculum will be purchased for the Learning Hub. Transportation will be offered for students participating in the After School Learning Hub who need transportation. A Learning Director will be hired and will provide Professional Development to teachers on response to intervention strategies to help students close achievement gaps in reading and math. The Learning Director will also help counsel students and provide social and emotional supports for students and teachers through 504 intervention plans. The Learning Director will act as an Instructional Strategies Coach and help new teachers with demonstration lessons on



instructional strategies to help expand learning opportunities for all students, but especially for English Language learners, foster youth, homeless students, and students with special needs.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time		
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$20,000	
Integrated student supports to address other barriers to learning		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$5,602	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		



<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Total Funds to implement the Strategies	\$25,602	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Expanded Learning Opportunities Grant funds will be used in conjunction with Elementary and Secondary School Emergency Relief (ESSER) Funds to create the Student Success Center, beginning in August of the 2021-2022 School Year. The Student Success Center will identify students who are reading below grade level or who are below grade level in math through the data from the STAR Reading, STAR Math, iReady Reading, iReady Math, and through the CAASPP Reading and Math assessments. If students are below reading level, or below grade level in math they will receive intervention through supplemental instruction and support. An individual learning plan will be written by the Student Success Center Teacher in collaboration with the General Education Teacher on each student who is reading below grade level or who is below grade level in math. Ongoing formative assessments will be used by the Student Success Center Teacher and shared with the General Education Teacher on learning gaps and the closing of learning gaps after intensive interventions are provided through the Student Success Center. The E.L.O. grant will go hand-in-hand with our ESSER funds that will help Sequoia Union target students for learning loss, especially students disproportionately affected by the coronavirus and school closures, including: low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The ESSER funds will be used to purchase materials and supplies, curriculum, and supplemental supports for the Student Success Center, in order to address learning loss and close achievement gaps for all students, especially low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.



# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact*  
[ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov) or <mailto:lcff@cde.ca.gov>

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the



supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.



- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).



# Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

## **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

8.10 Approve District Instructional Calendar for 2021-2022





Pending Board Approval May 2021

### July 2021

Su	M	Tu	W	Th	F	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### August 2021

Su	M	Tu	W	Th	F	Sat
1	2	○	★	MD	MD	7
8	9	10	MD	SB	13	14
15	16	17	MD	19	20	21
22	23	24	MD	26	27	28
29	30	31				

### September 2021

Su	M	Tu	W	Th	F	Sat
			MD	2	3	4
5	6	7	MD	SB	10	11
12	13	14	MD	16	17	18
19	20	21	MD	23	24	25
26	27	28	MD	30		

### October 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	△	△	△	SB	△	9
10	11	12	13	14	15	16
17	18	19	MD	21	22	23
24	25	26	MD	28	29	30
31						

### November 2021

Su	M	Tu	W	Th	F	Sa
	1	2	MD	4	5	6
7	8	9	MD	11	12	13
14	15	16	MD	SB	19	20
21	22	23	24	25	26	27
28	29	30				

### December 2021

Su	M	Tu	W	Th	F	Sat
			MD	2	3	4
5	6	7	MD	SB	10	11
12	13	14	MD	SB	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### January 2022

Su	M	Tu	W	Th	F	Sat
						1
2	○	4	MD	6	7	8
9	10	11	MD	SB	14	15
16	17	18	MD	20	21	22
23	24	25	MD	27	28	29
30	31					

### February 2022

Su	M	Tu	W	Th	F	Sat
		1	MD	3	4	5
6	7	8	MD	SB	11	12
13	14	15	MD	17	18	19
20	21	22	MD	24	25	26
27	28					

### March 2022

Su	M	Tu	W	Th	F	Sat
		1	MD	3	4	5
6	7	8	MD	SB	11	12
13	14	15	MD	17	18	19
20	21	22	MD	24	25	26
27	28	29	MD	31		

### April 2022

Su	M	Tu	W	Th	F	Sat
					1	2
3	4	5	MD	SB	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	MD	28	29	30

### May 2022

Su	M	Tu	W	Th	F	Sa
1	2	3	MD	5	6	7
8	9	10	MD	SB	13	14
15	16	17	MD	19	20	21
22	23	24	MD	🏠	27	28
29	30	31				

### June 2022

Su	M	Tu	W	Th	F	Sat
			MD	🎓	MD	4
5	○	7	8	SB	10	11
12	13	14	15	16	17	18
19	20	21	22	SB	24	25
26	27	28	29	30		

#### Progress Report

Trimester 1 - September 17  
Trimester 2 - January 15  
Trimester 3 - April 22

#### Grading Periods

August 5 - November 12 (65 Days)  
November 15 - February 25 (56 Days)  
February 28 - June 3 (59 Days)

**Note:** In the event that we have a full day off for weather related issues during the 2021-2022 school year, June 6, 2022 would be the last day of school with an 12:45 dismissal.

#### School Begins

August 5 - First Day of School

#### School Ends

June 3 - Last Day of School

#### Regular Day

School Starts - 8:20am  
School Ends - 3:00pm

#### Minimum Day

School Starts - 8:20am  
School Ends - 12:45pm

#### District Holidays

July 2 (4th Independent Day)  
Sep 6 - Labor Day  
November 11 - Veteran's Day  
Thanksgiving - November 25-26  
December 24 (25th Christmas)  
December 31 - (Jan 1st New Years Day)  
January 17 - Martin Luther King Jr.  
February 14 - Lincoln's Birthday  
February 21 - President's day  
April 15 - Good Friday  
May 30 - Memorial Day

#### School Intercession Breaks

October 11-15 - Fall  
November 22-26 - Thanksgiving  
December 20-31 - Winter  
April 11-April 22 - Spring

- Staff Development Days - No School
- △ Parent/Teachers Conferences (Minimum Days)
- 🎓 Class of 2022 Graduation Ceremony, June 2, 2022
- ★ Back to School Night
- 🏠 Open House (Minimum Day)
- MD Minimum Days
- SB School Board Meeting

You can find this information and more  
on our website:  
[www.sequoiaunion.org](http://www.sequoiaunion.org)





**SEQUOIA UNION** | **ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

**ACTION ITEMS**

8.11 Approve New Administrative Assistant Job Description





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Ken Horn, Superintendent/Principal**

## **Administrative Assistant**

Confidential Salary Schedule: 12 month/ 260 days annually

*The Sequoia Union Elementary School District is committed to the development of students with high moral integrity, academic excellence, and self-worth in a safe and supportive environment. The goal of Sequoia Union School District, made up of educators, parents, and the local community, is to give our students the skills to become independent, lifelong learners who will make a positive contribution to society.*

### ***About the District:***

Sequoia Union Elementary School District is a public school serving 335 students in grades K-8 and is seeking a dynamic, collaborative, and student centered individual to join our amazing school community. We are looking for an exceptional person with a deep appreciation for students and the ability to support the needs of all learners. The new member of our staff must be able to work collaboratively with other professionals in a team environment.

### ***About the Position:***

Under general direction, coordinates and performs complex secretarial and administrative support duties, including but not limited to reception, transcription of documents in established formats, administrative support to projects and programs, maintenance of student document filing and retrieval systems, private student records, and basic record keeping. Provides administrative support to District Superintendent/Principal, Business Manager.

### ***Essential Duties and Responsibilities:***

- Plans, schedules, and performs a variety of secretarial and clerical duties in support of the District or school that integrates academic, student activity, or other assigned cluster/work teams.
- Receives walk-in guests and telephone inquiries from a variety of individuals including students, parents, and administrators. Initiates and receives telephone calls, provides information and resolves matters as appropriate, or routes calls as necessary.
- Process data, prepares and retrieves reports, maintains accurate record of attendance reports and produces reports in the Districts Student Information System.
- Provide support to the District Business Manager: Processing Payroll for both End of the Month and T Cycle (Mid-Month), Review and Accuracy of staff timesheets as needed.
- Responsible for CALPADS reporting and maintenance.
- Contact for Substitute teacher requests, organizes folders.
- Establishes and maintains filing systems on a variety of subject matters. Compiles information from various sources to produce or assist with internal and external reports.
- Accesses and enters information to student and administrative databases.
- Responsible for student enrollment into District and requests CUM folders from previous districts.
- Prepares and expedites requests for inter/intra District transfers

Board Approval:



- Prepares, assembles, maintains and updates calendars, schedules, lists, manuals, directories, and handbooks for distribution and use by others. Prepares informational packets for others to use in presentations and meetings.
- Prepares and types letters, memoranda, forms, reports, bulletins, handbooks, questionnaires, and documents with minimum direction.
- Responds to requests for information of a specialized or confidential nature requiring the use of discretion and judgment in explaining regulations and procedures.
- Orders, stores and issues office supplies.
- Performs other duties as assigned that support the overall objective of the position.

***Qualifications:***

- **Knowledge and Skills:**

The position requires in-depth knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing sufficient to train other staff members. Must be skilled in using and troubleshooting various standard office machines. Requires well-developed skill using the English language, grammar, spelling, punctuation, proofreading/editing, to prepare professional, esthetic correspondence. Requires sufficient human relations skills to present a positive image of the School, convey technical information to others, and use patience in dealing with a diverse population.

- **Abilities:**

Requires the ability to perform all of the duties of the position efficiently and in an open environment with interruptions and distractions. Must be able to perform clerical and secretarial work with speed and accuracy. Requires the ability to work cooperatively with staff, current and prospective students, external organizations, and the public using patience and courtesy. Requires the ability to maintain confidentiality of private and sensitive information.

- **Physical Abilities:**

The position incumbent must be able to function indoors in an office environment engaged in work of primarily a sedentary nature. Requires ambulatory ability to sit for extended periods of time, to use microcomputers and peripheral equipment, accomplish other desktop work, and to move to various campus locations. Requires the ability to use near vision to read printed materials. Requires auditory ability to carry on conversations in person and over the phone. Requires the ability to retrieve work materials from overhead, waist, and ground level files. Requires manual and finger dexterity to write, use a pointing device and keyboard at an advanced rate, operate microcomputer, and to operate other standardized office equipment, requiring repetitive motions. Reasonable accommodations may be made to enable a person with a disability to perform the essential function of the position.

- **Working Conditions:**

Work is performed indoors where minimal safety considerations exist.

- **Education and Experience:**

High school diploma or equivalent, and college-level coursework in a general business discipline; supplemented by four (4) years progressively responsible experience providing administrative support in a school setting. Additional higher education may substitute for some experience.

- **Licenses and Certificates:**

May require a valid driver's license.





**SEQUOIA UNION** | **ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

**ACTION ITEMS**

8.12 Approve New Administrative Assistant Salary Schedule



Step	Annual Salary	As of 01/14/21	As of 07/01/2021	Proposed
1	\$12.76	\$ 13.05	\$ 13.38	\$ 15.75
2	\$13.41	\$ 13.72	\$ 14.06	\$ 16.54
3	\$14.08	\$ 14.40	\$ 14.76	\$ 17.36
4	\$14.78	\$ 15.12	\$ 15.50	\$ 18.23
5	\$15.52	\$ 15.88	\$ 16.27	\$ 19.14
6	\$16.29	\$ 16.66	\$ 17.08	\$ 20.10
8	\$17.97	\$ 18.38	\$ 18.84	\$ 21.11
10	\$19.54	\$ 19.99	\$ 20.49	\$ 22.69
15	\$20.52	\$ 20.99	\$ 21.52	\$ 24.39

**Insurance Benefits:** Medical, Dental, Vision

**Structure of Schedule:** 5% between steps and 7.5% for Steps 10 and 15

**Amended:** 1/14/2021 2.3% 7/1/2021 2.5%

7/1/2016 5.1%

7/1/2015 2.5%

3/12/2015 2.5%

3/17/2014 4.5%





**SEQUOIA UNION** | **ELEMENTARY SCHOOL**

**Mr. Ken Horn**  
**Superintendent/Principal**

**ACTION ITEMS**

8.13 Approve LVN Job Description





Mr. Ken Horn  
Superintendent/Principal

## **Licensed Vocational Nurse (LVN)**

*Classified Confidential Salary Schedule*

---

### ***About the Position:***

The LVN (under the direction of an RN contracted through TCOE or another agency) provides specialized physical health care services in a classroom setting, on field trips and/or on a bus. Services may include: medication administration, seizure monitoring, catheterization, gastric tube feeding, assisted oral feeding, toileting/diaper changing, physical movement, tracheotomy care, ventilator monitoring, 1:1 supervision, etc., based on each individual student's need. Position is subject to potential exposure to communicable diseases and infectious bodily fluids and, therefore, recommended immunizations must be up-to-date.

### ***Essential Duties and Responsibilities:***

- Provides for emergency care of children and school personnel when illness or accidents occur at school in accordance with approved procedures established by the Tulare County Department of Public Health, Emergency First Aid Guidelines for California Schools, and the California School Nurse Organization.
- Collaborates with the School Nurse on medication/treatment orders as ordered by physician, provides required medication/treatment for multiple students and adheres to schedules while performing other health related duties as directed.
- Provides medically ordered specialized physical healthcare services as outlined in The Green Book: Guidelines for the Administration of Specialized Healthcare Services in California School (California School Nurses Organization –CSNO), Children and Youth Assisted by Medical Technology in Educational Settings Guidelines for Care, and within the scope of the California licensing board.
- Assists in initiating and maintaining health and other related records.
- Assists the School Nurse in Physical screening and other appraisal evaluations.
- Assists in the school classroom setting in meeting the needs of the students and supervising classroom staff to assure safety of the students at all times.
- Helps maintain a positive school health environment through open communication and teamwork.
- Adheres to schedules and performs other health related duties as directed.
- Performs other duties as assigned that support the overall objective of the position.

---

***Small School, Big Heart***





Mr. Ken Horn  
Superintendent/Principal

***Qualifications:***

- **Knowledge and Skills:** Competent nursing skills and ability to administer care for the medically fragile or severely disabled child; ability to recognize health emergencies; possessing written word and computer skills for health record documentation; ability to communicate effectively to the School Nurse. Considerable knowledge of the principles and practices of child development is recommended.
- **Abilities:** Must be able to demonstrate understanding, patience, and empathy of the special needs of their students, including the ability to recognize limitations of students.
- **Physical Abilities:** While performing the duties of this job, the employee is frequently required to stand, walk, sit, use hands to handle or feel; reach with hands and arms; climb or balance; stop, kneel or crouch. Must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 50 pounds. Physical stamina to sit and/or stand for extended periods of time and ability to drive a vehicle. Requires good hand-eye coordination, visual depth perception and visual acuity to read words, numbers and prescription labels to administer medications and procedure directions. Requires clear speech and hearing acuity level to communicate in person and/or over the phone. Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the position.
- **Education and Experience:** Experience in a hospital, long term care facility or out-patient setting; pediatric experience with children with disabilities is desirable.
- **Licenses and Certificates:** Possession of a valid California LVN license, valid CPR and First Aid Certification are required. A valid California Driver's license may be required.

**Board Approval:**

---

***Small School, Big Heart***





# SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn  
Superintendent/Principal

---

*Small School, Big Heart*

23958 AVE 324/P.O. Box 44260  
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

8.14 Approve LVN Salary Schedule



<b>Step 1</b>	\$ 25.01
<b>Step 2</b>	\$ 26.27
<b>Step 3</b>	\$ 27.53
<b>Step 4</b>	\$ 28.91
<b>Step 5</b>	\$ 30.39

Benefits:

Total Days	180
Vacation	6.92
Holidays	8
Total Day:	194.92

Proposed Pay at Step 5 \$ 35,541.71  
w/ Statutory \$ 49,633.00





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

8.15 Approve Interdistrict Transfer Requests (In)



**Interdistrict IN**  
**For Board Approval**  
**2021-2022 School Year**

**Month: May**

<b>Student Name</b>	<b>Grade</b>	<b>District Coming from</b>	<b>Continuing/New</b>
Avianna Cassaday	8 <sup>th</sup>	Visalia Unified SD	Continuing at Sequoia Union
Landen Gordon	8 <sup>th</sup>	Cutler-Orosi Joint USD	Continuing at Sequoia Union
Hank Neufeld	8 <sup>th</sup>	Exeter USD	Continuing at Sequoia Union
Vincent Marcovaccio	8 <sup>th</sup>	Exeter USD	Continuing at Sequoia Union
Julian Solorio	8 <sup>th</sup>	Exeter USD	Continuing at Sequoia Union





# SEQUOIA UNION | ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

## **ACTION ITEMS**

8.16 Approve Interdistrict Transfer Requests (Out)



**Interdistrict OUT**  
**For Board Approval**  
**2021-2022 School Year**

**Month: May**

**Home District Sequoia Union**

<b>Student Name</b>	<b>Grade</b>	<b>District of Choice</b>	<b>Continuing/New</b>
Dax Johnson	7 <sup>th</sup> grade	Sundale Union USD	New Moms employed there
Jett Johnson	5 <sup>th</sup> grade	Sundale Union USD	New Moms employed there