

**Meeting of  
Madera County Board of Education  
Tuesday, October 11, 2022  
3:30 p.m.**

This meeting will be held at  
1105 South Madera Avenue, Conference Room 5,  
Madera, CA 93637

**AGENDA**

*Reasonable Accommodation for any Individual with Disability – Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Madera County Board of Education, may request assistance by contacting the Office of the Madera County Superintendent of Schools. All documents pertaining to open session agenda items are available to anyone upon request from the office at 1105 South Madera Avenue, Madera, CA 93637; Telephone: (559) 662-6274; FAX (559) 673-5569.*

**1.0 Call to Order**

1.1 Flag Salute

**2.0 Consideration of Minutes**

2.1 Regular Meeting September 13, 2022 (Action) [Board]

**3.0 Adoption of Board Agenda**

(Action) [Board]

**4.0 Information**

4.1 Public Comment

[This time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to 3 minutes.]

4.2 Letters and Communications

4.3 Non-School Sources

4.4 Madera County School Boards Association (MCSBA)  
Executive Committee Meeting Report

[Vived]

4.5 Madera County Foundation Board Report

[Bustos]

4.6 Member Report(s)

[Member]

## 5.0 Information from the Superintendent and Staff

- 5.1 MCSOS Williams Quarterly Report  
[MCSOS programs] [Drake]
- 5.2 Countywide Revenue by District and Total  
[Review of countywide revenue] [Verduzco]
- 5.3 State Controller – Audit Review Process [Ramos]
- 5.4 Madera County Superintendent of Schools  
2022-2023 County Summary of Assistance  
and Support to Madera County Local  
Educational Agencies (LEA) [Protzman]

## 6.0 Old Business

## 7.0 Closed Session

## 8.0 New Business

- 8.1 Consideration Issuance of Temporary County Certificates  
[Ratification of Temporary County Certificates  
issued previous month] **(Action)** [Casarez]
- 8.2 Consideration Disposition of Surplus/Obsolete Equipment  
[Equipment to be declared obsolete and removed  
from inventory] **(Action)** [Verduzco]
- 8.3 Consideration Educational Resources and Services  
Instructional Materials Recommendations  
[Accept recommendations of the committee to add  
materials to the instructional media collection for use  
in Madera County Schools] **(Action)** [Pennell]
- 8.4 Consideration Comprehensive Safety Plan  
[The items are listed as two separate presentations.  
However, the Board is requested to take an action  
on the Comprehensive Safety Plan as a singular  
document.] **(Action)**
- 8.4.1 School Safety Plans [Drake/Cogan]
- 8.4.2 Disaster Response and Emergency  
Preparedness Plan [Linderholm]

- 8.5 Consideration Approval of 2021-2022 Unaudited Actuals  
[Final adjustment and transfers] **(Action)** [Verduzco]
- 8.6 Consideration Resolution No. 4, 2022-2023 Gann Limit  
[Annual calculation establishing limits on State and Local Government spending] **(Action)** [Verduzco]
- 8.7 Consideration of Single Plan for Student Achievement (SPSA) for Madera County Superintendent of Schools (Endeavor/Voyager Secondary)  
[Approval of annual plans] **(Action)** [Sanchez]

**Public Hearing Proposal to Submit General Waiver to the State Board of Education to Waive the Twenty (20) Days for Extended School Year**

- 8.8 Consideration of the Waiver to Change the Schedule for Extended School Year  
[Board approval of extended school year waiver as requested] **(Action)** [Drake]

**9.0 Other**

- 9.1 Madera Community College Event, October 21, 2022  
[Commitment to attend]

**10.0 Adjournment**

# UNADOPTED

## Minutes of Madera County Board of Education September 13, 2022

Present: Cathie Bustos, Shelley Deniz, Tammy Loveland, Zimri Padilla, Nancy Prospero, Alfred Soares, Jr., Joe Vived, Dr. Cecilia A. Massetti, Executive Secretary

Absent: None

Also Present: Joe Casarez, Fred Cogan, Julie DeWall, Jessica Drake, Jennifer Pascale, Tricia Protzman

### **1.0 Call to Order**

#### **1.1 Flag Salute**

President Soares, Jr., called the meeting to order at 3:33 p.m., followed by the flag salute.

### **2.0 Consideration of Minutes**

#### **2.1 Regular Meeting August 9, 2022**

Shelley Deniz moved to approve the minutes of August 9, 2022, seconded by Zimri Padilla and carried by majority vote.

Ayes: Deniz, Padilla, Prospero, Soares, Jr., Vived

Noes: None

Abstain: Bustos, Loveland

Absent: None

### **3.0 Adoption of Board Agenda**

Nancy Prospero moved to adopt the agenda as presented, seconded by Cathie Bustos and carried by unanimous vote.

### **4.0 Information**

#### **4.1 Public Comment**

President Soares, Jr., stated this time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to, but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to three minutes.

No one came forward to address the Board.

#### **4.2 Letters and Communications**

Julie DeWall responded to a question Mr. Vived had at the last meeting regarding the



grant anticipation notes in the tax collector's investment report. She contacted the treasurer's office and found that the investments in question are short term grant anticipation notes for various projects of the Madera County Public Works.

Dr. Massetti shared correspondence from the California Department of Education. MCSOS has received \$600,000 in an Early Education Teacher Development Grant. An additional \$540,000 was received in grant funds from CDE to provide 40 more preschool/childcare slots. MCSOS has partnered with MUSD to provide services to their students. A percentage of the slots are used for special education students.

The Madera Chamber of Commerce honored four individuals with a Lifetime Achievement Award. Rebecca Martinez was one of them.

Camarena Health opened the new campus on Almond on August 17<sup>th</sup>.

The Madera Chamber of Commerce held "The Salute to Education Event" at the Madera Fair on September 8, 2022. The 2021-2022 Distinguished Teachers of the Year were honored. Included were: Hanna Little for Countywide Programs, Sandra Gaytan for Early Education, Nanette Oswald for Itinerant Staff, and Anthony Iglar for Career Technical and Alternative Education Services.

The Patriot Day Assembly was held at Fuller School on September 9, 2022. Students presented verses of poetry and songs depicting American history. A black hawk helicopter dropped in and grandparents were honored at Grandparent's Day.

Agriland Farming was honored at the Crystal Tower Award Luncheon hosted by the Madera County Compact on August 30, 2022.

A new playground will soon open for student use at Gould Educational Center. The ribbon cutting ceremony will be held September 16 at 9:30 a.m. for board members, staff, and students. The playground was installed by Park Planet. Playgrounds for Coarsegold, Millview, and Howard will be revamped during the year.

#### **4.3 Non-School Sources**

None

#### **4.4 Madera County School Boards Association (MCSBA) Executive Committee Meeting Report**

Shelley Deniz reported a meeting was held at Stone Creek Elementary on August 24. Dr. Rod Keeler spoke on assessing student threats and school safety. He talked about the Bath school massacres. Dr. Keeler, Hugo Sanchez, and Officer Jesse Herring provided the training on September 9<sup>th</sup> and will train teams on October 14 on threat assessment. The next MCSBA meeting will be held March 1 at Rivergold Elementary.

#### **4.5 Madera County Foundation Board Report**

Cathie Bustos reported there has not been a meeting since the Board of Education last

met.

#### **4.6 Member Report(s)**

Zimri Padilla attended the California County Boards of Education (CCBE) conference. He stated mental health was a hot topic. CCBE is developing guidelines and a handbook. While there, he attended a seminar on conflict resolution for boards. Fresno presented on charter schools.

### **5.0 Information from the Superintendent and Staff**

#### **5.1 Annual Report**

The Annual Report was distributed at the meeting. Dr. Massetti highlighted topics of interest including: teacher, administrator, and employee of the year (p. 15), CAES graduates (p. 23), Special Education Programs and student events (page 28), Tricia Protzman honored as Woman of the Year nominee (p. 36), Chowchilla Prison's donation of backpacks (p. 38), photos of the Information Technology staff who kept everything up and running during COVID (p. 40), retirees (p. 46), student promotion at Gould (p. 47), total revenue managed by MCSOS (p. 63).

#### **5.2 Compact Luncheon Video Speeches and News Coverage on Agriland**

A news clip from Channel 30, the video on Agriland Farming, and the speeches given by two Pioneer Technical Center students were shown to the Board.

#### **5.3 Disclosure of Salary Adjustments Per Education Code 1302**

Legislation was passed in 2002, mandating that county superintendents notify the Board when an individual employee receives more than \$10,000. After step and column movement on the salary schedules plus the 6.5% COLA, there were several staff members that received \$10,000+. Dr. Massetti shared salary sheets from school districts and stated MCSOS is competitive. MCSOS has moved to a longer work day for teachers and added four additional days to their contracts. MCSOS is starting to close the salary gap in comparison to school districts. Nancy Prosperi commented she was happy to see there were some classified staff members whose wages increased. Dr. Massetti stated there was an instructional assistant who became a teacher, so that salary increased by about \$35,000.

The Board asked if there was a time frame within which the Board is supposed to be notified. There is no time frame. Each County Office meets this requirement differently.

### **6.0 Old Business**

None

### **7.0 Closed Session**

None

### **8.0 New Business**

#### **8.1 Consideration Issuance of Temporary County Certificates**

Mr. Casarez asked the Board to ratify the issuance of Temporary County Certificates

(TCCs) from August 1-31, 2022. TCCs are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews waiver requests, emergency permits, initial and/or renewal credential application packets.

Nancy Prosperi moved to ratify the TCCs, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr., Vived  
Noes: None  
Abstain: None  
Absent: None

### **8.2 Consideration Disposition of Surplus/Obsolete Equipment**

Mrs. DeWall provided the Board with a list of equipment declared obsolete. Items included Chrome devices, laptops, a printer, and cameras.

Tammy Loveland moved to approve the list of surplus/obsolete equipment submitted, seconded by Zimri Padilla and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr., Vived  
Noes: None  
Abstain: None  
Absent: None

### **8.3 Consideration Annual Update of Handbook for Emergency Care, Infectious Diseases and Specialized Care**

Ms. Drake explained the policies and procedures in the handbook did not change. Updates were made to contacts only. The California School Nurses Association (CSNO) is updating The Green Book a section at a time. Those section will be purchased and added to the MCSOS share point allowing the school nurses can access it remotely. Mr. Vived asked why County school sites do not have defibrillators. Ms. Drake explained defibrillators are only required at school sites that offer intermural sports. Automated External Defibrillator (AED) machines are located on integrated sites.

Nancy Prosperi moved to approve the updates to the Handbook for Emergency Care, Infectious Diseases and Specialized Care, seconded by Cathie Bustos and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr., Vived  
Noes: None  
Abstain: None  
Absent: None

### **8.4 Approval of 2021-2022 Budget Revisions**

Mrs. DeWall stated Business is finalizing the 2021-2022 budget. The revised budget shows savings mostly in the areas of supplies and services. This reflects a savings to

the general fund.

Mrs. Prosperi asked if the State revues are grants. Mrs. DeWall said they are and Dr. Massetti explained Trish, Jessica, and Fred have written a number of the grant proposals for the office.

MCIA shifted some costs to one-time funds. MCIA was deficit spending so this shift protects the budget.

Joe Vived moved to approve the 2021-2022 Budget Revisions, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr., Vived  
Noes: None  
Abstain: None  
Absent: None

Because the public hearing is time sensitive, President Soares moved to agenda item 8.6.

### **8.6 Consideration Adoption of Consolidated Application for Submission, Part II**

Mrs. DeWall explained the State did not have the application ready until August 1<sup>st</sup>. Normally, the Consolidated Application is brought to the Board in June. MCSOS programs received approximately \$858,836 in federal entitlement during the 2021-2022 school year for Title I Part A, Title I Part D, and Title II Part A. The Consolidated Application is a mass application for the grant funds.

Tammy Loveland moved to adopt the Consolidated Application for 2022-2023, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr., Vived  
Noes: None  
Abstain: None  
Absent: None

### **8.7 Consideration LCAP Update**

Per a California Department of Education Local Control Accountability Plan review, MCSOS was advised to evolve the current Local Control Funding Formula (LCFF) to include the Operations Grant as part of the Projected LCFF Base Grant. In doing so, the Projected Percentage to Increase or Improve Services, also referred as the Minimum Proportionality Percentage changed. This change is being made for all 58 county offices of education. While the percentages have changed, the funding amount remains the same. Mrs. DeWall believes the change was made to normalize county offices in comparison to districts. This adjustment only changes the report.

Shelley Deniz moved to approve the update to the LCAP, seconded by Cathie Bustos

and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr., Vived  
Noes: None  
Abstain: None  
Absent: None

### **8.8 Consideration Revision of MCOEP AR 2305 Conflict of Interest Code**

This policy is updated biennially and specifies the employees that must complete a 700 form.

Nancy Prosperi moved to approve the revisions to MCOEP AR 2305 Conflict of Interest Code, seconded by Zimri Padilla and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr., Vived  
Noes: None  
Abstain: None  
Absent: None

### **9.0 Other**

#### **9.1 Video Start of School Deaf/Hard of Hearing Program**

A short video of Dawn Morgan's students was played for the Board.

#### **9.2 Madera Community College, President's Breakfast**

Dr. Massetti stated Madera Community College is hosting a President's Breakfast on October 21, 2022, at 7:30 a.m. Board members who would like to attend should contact Jennifer Pascale.

President Soares, Jr. opened the public hearing for instructional materials and supplies for 2022-2023 at 5:16 p.m.

With no members of the public present, the public hearing closed at 5:17 p.m.

### **8.5 Consideration of Resolutions to Determine Sufficiency of Textbooks and Instructional Materials for Students Served in Madera County Superintendent of Schools Programs**

#### **8.5.1 Resolution No. 2, 2022-2023 Availability of Instructional Materials (Special Education)**

Ms. Drake explained the Special Education programs use the Unique curriculum, which modifies instruction to meet the needs of students yet meets state standards.

Cathie Bustos moved to adopt Resolution No. 2, 2022-2023 Availability of Instructional Materials (Special Education), seconded by Nancy Prosperi and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr., Vived

Noes: None  
Abstain: None  
Absent: None

### **8.5.2 Resolution No. 3, 2022-2023 Availability of Instructional Materials (Career Technical and Alternative Education)**

Mr. Cogan stated he is excited that the curriculum is being updated. The new math curriculum has not yet been adopted at the State level, but it should be soon.

Shelley Deniz moved to adopt Resolution No. 3, 2022-2023 Availability of Instructional Materials (Career Technical and Alternative Education), seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr., Vived  
Noes: None  
Abstain: None  
Absent: None

### **8.5.3 Adoption of Instructional Materials for Pupils in Grades 9-12**

Tammy Loveland moved to adopt the Instructional Materials for Pupils in Grades 9-12, seconded by Joe Vived and carried by unanimous vote.

### **10.0 Adjournment**

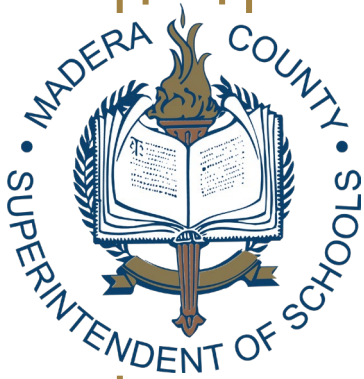
Zimri Padilla moved to adjourn the meeting, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Padilla, Prosperi, Soares, Jr., Vived  
Noes: None  
Abstain: None  
Absent: None

The meeting adjourned at 5:23 p.m.

Respectfully submitted,

Cecilia A. Massetti, Ed.D.  
Executive Secretary



Cecilia A. Massetti, Ed.D.  
*Superintendent of Schools*

## Agenda Item 5.2

### Board of Education Informational Item October 11, 2022

**Topic:**

County-Wide Revenues by District

**Background:**

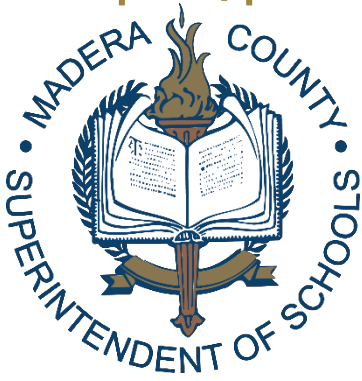
We have completed the first quarter of the Fiscal Year. The graphs that will be presented at the board meeting are a snapshot of each district's revenues through 9/30/22 compared to their overall budget.

**Financial Impact:**

None

**Resource:**

Julie DeWall  
Chief Officer  
Business and Administrative Services



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 5.3**

### **Board of Education Informational Item October 11, 2022**

**Topic:**

State Controller – Audit Review Process

**Background:**

California Education Code section 41020(n) requires the State Controllers Office (SCO) to annually select a sample of county superintendents of schools for which it will perform a follow-up review of the Audit Resolution Process. Madera County Superintendent of Schools (MCSOS) was selected this year in the sample. The review covered the period of fiscal years 2019-2020 and 2020-2021. The review concluded that MCSOS was in compliance with the Education Code and MCSOS followed its audits resolution process for both years reviewed.

**Financial Impact:**

None

**Resource:**

Julie DeWall  
Chief Officer  
Business & Administrative Services



# **MADERA COUNTY SUPERINTENDENT OF SCHOOLS**

Review Report

## **AUDIT RESOLUTION PROCESS**

*Fiscal Year 2019-20 and Fiscal Year 2020-21*



**BETTY T. YEE**  
California State Controller

September 2022



**BETTY T. YEE**  
**California State Controller**

September 23, 2022

Cecilia A. Massetti, Ed.D., Superintendent  
Madera County Superintendent of Schools  
1105 South Madera Avenue  
Madera, CA 93637

Dear Dr. Massetti:

The State Controller's Office reviewed the Madera County Superintendent of Schools' (SOS) audit resolution process for local education agency exceptions noted in the annual audit reports. The review covered fiscal year (FY) 2019-20 and FY 2020-21.

Our review found that the Madera County SOS followed its audit resolution process for FY 2019-20 and FY 2020-21. As a result, the Madera County SOS was in compliance with California Education Code section 41020.

If you have any questions, please contact Joel James, Chief, Financial Audits Bureau, by telephone at (916) 323-1573.

Sincerely,

*Original signed by*

**KIMBERLY TARVIN, CPA**  
Chief, Division of Audits

KT/as

cc: Julie DeWall, Chief Business Officer  
Madera County Superintendent of Schools  
Sonia Ramos, Fiscal Manager  
Madera County Superintendent of Schools  
Elizabeth Dearstynne, Director  
School Fiscal Services Division  
California Department of Education  
Keith Smith, Administrator  
School Fiscal Services Division  
California Department of Education  
Christopher Ferguson, Program Budget Manager  
Education Systems Unit  
California Department of Finance

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## Review Report

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# Review Report

## Summary

The State Controller's Office (SCO) reviewed the Madera County Superintendent of Schools' (SOS) audit resolution process for local education agency (LEA) exceptions noted in the annual audit reports for fiscal year (FY) 2019-20 and FY 2020-21. Our review found that the Madera County SOS followed its audit resolution process for FY 2019-20 and FY 2020-21.

## Background

California Education Code section 41020(n) requires the SCO to annually select a sample of county superintendents of schools for which it will perform a follow-up review of the audit resolution process. Results of these reviews will be reported to the State Superintendent of Public Instruction (SSPI) and the county superintendents of the schools that were reviewed.

In addition, California Education Code section 41020(n) states that the SCO shall require auditors to categorize audit exceptions in the audit report in such a manner that both the county superintendent of schools and the SSPI can discern the exceptions for which it is their responsibility to ensure that the LEAs take action to correct.

The Madera County SOS provides coordination of educational programs, and professional and financial supervision for nine LEAs under its jurisdiction. In addition, the county superintendent of schools maintains special schools and programs countywide, independent of the LEAs.

County superintendents of schools are required to do the following:

- Review, for each of their school districts, audit exceptions relating to attendance, inventory of equipment, internal control, and any miscellaneous items, and determine whether the findings have been corrected or an acceptable plan of correction has been developed (California Education Code section 41020(i)(1));
- Review audit exceptions related to the use of program funds for instructional materials, teacher misassignments, and school accountability report cards. The county superintendents must also determine whether the exceptions have been corrected or an acceptable plan of correction has been developed (California Education Code section 41020(i)(2));
- Review audit exceptions related to attendance, inventory of equipment, internal control, and other miscellaneous exceptions. Attendance exceptions or issues must include those related to local control funding formula allocations pursuant to California Education Code section 42238.02, as implemented by section 42238.03, and independent study (California Education Code section 41020(j)(1));
- Notify the LEA, and request that the governing board of the LEA provide to the county superintendent of schools a description of the correction or plan of correction by March 15, 2021 for the FY 2019-20. In audit reports for the FY 2020-21, the description of the

- corrections or plan of correction shall instead be filed no later than April 15, 2022. (California Education Code section 41020(j)(2));
- Review the description of the correction or plan of correction and determine its adequacy and, if the LEA's response was not adequate, require the LEA to resubmit that portion of its response that is inadequate (California Education Code section 41020(j)(3));
  - By July 15 of the subsequent year, certify to the SSPI and the SCO that the county has reviewed all applicable exceptions, and state that all exceptions have been corrected, or that an acceptable plan for correction has been submitted by the LEA to the county superintendent, except as noted in the certification. In addition, identify by LEA any attendance-related exceptions or exceptions involving state funds, and require the LEA to submit the appropriate reporting forms to the SSPI for processing (California Education Code section 41020(k));
  - Review LEAs' unresolved prior-year audit exceptions when the California Department of Education defers to the county (California Education Code section 41020(l)); and
  - Adjust subsequent local property tax requirements to correct audit exceptions relating to LEA tax rates and tax revenues (California Education Code section 41020(o)).

## **Objective, Scope, and Methodology**

The objective of our review was limited to determining whether the Madera County SOS followed its audit resolution process for resolving LEA audit exceptions in a manner consistent with California Education Code section 41020. Our review did not include an evaluation of the sufficiency of the action taken by the LEA and the Madera County SOS to address each exception, nor did it assess the degree to which each exception was addressed.

The review period was FY 2019-20 and FY 2020-21.

To achieve our objective, we performed the following procedures:

- We verified that the Madera County SOS addressed all attendance, inventory of equipment, internal control, and miscellaneous exceptions. In addition, we verified that the Madera County SOS addressed any findings on program funds for instructional materials, teacher misassignments, and school accountability report cards. However, with respect to exceptions based on sample items, our review did not include a determination of whether the exception results were properly quantified and addressed at a districtwide or countywide level.
- We verified that the Madera County SOS notified LEAs that they must submit completed corrective action forms to the Madera County SOS by April 15, 2020, and April 15, 2021, for FY 2019-20 and FY 2020-21, respectively. Our review did not include an assessment of the LEAs' progress in taking corrective action.

- We verified that the Madera County SOS required the LEAs to submit the appropriate reporting forms to the SSPI for any attendance-related exceptions that affect state funding.
- We reviewed the letters of certification due on July 15, 2020, and July 15, 2021, that the Madera County SOS sent to the SSPI and the SCO regarding any resolved and unresolved audit exceptions.
- We verified that the Madera County SOS followed up with unresolved prior-year audit exceptions that the SSPI required the Madera County SOS to conduct.
- We verified that the Madera County SOS adjusted subsequent local property tax requirements to correct audit exceptions related to LEA tax rates and tax revenues.

Our review was conducted under the authority of California Education Code section 41020(n).

## **Conclusion**

Our review found that the Madera County SOS followed its audit resolution process for FY 2019-20 and FY 2020-21. As a result, the Madera County SOS was in compliance with California Education Code section 41020 for FY 2019-20 and FY 2020-21. We made no additional determination regarding the Madera County SOS' audit resolution process beyond the scope of the review outlined above.

## **Views of Responsible Officials**

We discussed our review results with the Madera County SOS' representative during an exit conference conducted on August 10, 2022. At the exit conference the Madera County SOS' representative agreed with the review results.

## **Restricted Use**

This review report is intended solely for the information and use of the Madera County SOS, the California Department of Education, the California Department of Finance, and the SCO; it is not intended to be and should not be used by anyone other than these specified parties. This restriction is not meant to limit distribution of this review report, which is a matter of public record and is available on the SCO website at [www.sco.ca.gov](http://www.sco.ca.gov).

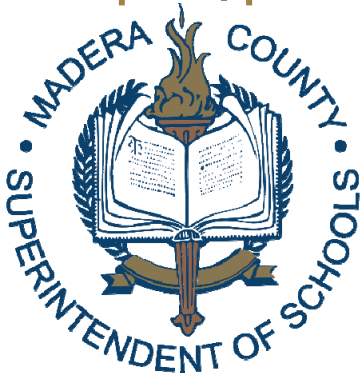
*Original signed by*

KIMBERLY TARVIN, CPA  
Chief, Division of Audits

September 23, 2022

**State Controller's Office  
Division of Audits  
Post Office Box 942850  
Sacramento, CA 94250**

**<http://www.sco.ca.gov>**



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 5.4**

### **Board of Education Informational Item October 11, 2022**

**Topic:**

Madera County Superintendent of Schools 2022-2023 County Summary of Assistance and Support to Madera County LEAs and School

**Background:**

Pursuant to California EC 52066 (i) (1), beginning with the 2018-19 fiscal year and in each fiscal year thereafter, a county superintendent of schools shall prepare a summary of how the county superintendent of schools plans to support school districts and schools within the county in the development and implementation of the LCAP and Differentiated Assistance processes and present the summary to the county board of education at the same public meeting where the LCAP is adopted.

**Financial Impact:**

None

**Resource:**

Tricia Protzman  
Assistant Superintendent  
Educational Services



Madera County Superintendent of Schools  
2022-2023  
County Summary of Assistance and Support  
to  
Madera County LEAs and Schools

Madera County Superintendent of Schools  
County Summary of Assistance and Support of County LEAs and Schools

Education Code 52071 (b) states that the county superintendent of schools shall provide one or more of the following forms of technical assistance to any school district that fails to improve pupil achievement across more than one state priority for one or more pupil subgroups listed on its Dashboard OR if the district fails to have their LCAP approved by the county superintendent of schools.

Those forms of technical assistance are:

1. Identification of the school district's strengths and weaknesses regarding the state priorities described in subdivision (d) of Section 52060, communicated in writing to the school district. This identification shall include a review of effective, evidenced-based programs that apply to the district's goals.
2. Assignment of an academic expert or team of academic experts to assist the school district in identifying and implementing effective programs that are designed to improve the outcomes for all pupil subgroups identified pursuant to Section 52052. The county superintendent of school may also solicit another school district within the county to act as a partner to the school district in need of technical assistance.
3. Request that the California Collaborative for Educational Excellence (CCEE) provide advice and assistance to the school district.

Education Code 52060 (i) (1) further states "beginning with the 2018-19 fiscal year and in each fiscal year thereafter, a county superintendent of schools shall prepare a summary of how the county superintendent of schools plans to support school districts and schools within the county in implementing the provisions of this article." Goals need to address each of the following areas:

**Approval of LCAPs**

The Madera County Superintendent of Schools (MCSOS) will complete the review of all LCAPs for LEAs within Madera County on an annual basis notifying the LEAs of the approval or non-approval of their respective LCAPs no later than October 8<sup>th</sup> of the year for which the LCAP is written. Feedback will be given to districts if there are clarifications that need to be made prior to August 15. If the county superintendent is unable to approve the LCAP, then one of the forms of technical assistance listed above shall be implemented.

### **Providing technical assistance to school districts pursuant to Section 52071(a-b).**

Subdivisions (a) and (b) state that if the LCAP is not approved or if by using an evaluation rubric adopted by the state board pursuant to Section 52064.5, the county superintendent shall provide the technical assistance described about to any school district that fails to improve pupil achievement across more than one state priority for one or more pupil subgroups identified. That technical assistance, including, among other things, any of the following:

1. Identification of the school district's strengths and weaknesses related to the state priorities, communicated, in writing to the school district. This identification includes a review of effective, evidence-based programs that apply to the district's goals.
2. Assignment of an academic expert or team of academic experts to assist the school district in identifying and implementing effective programs designed to improve the outcomes for all pupil subgroups identified. This will include a root cause analysis of the problem of practice the district has determined they will work on. The county superintendent of schools may also solicit another school district within the county to act as a partner to the school district in need of technical assistance.
3. Request the CCEE provide advice and assistance to the school district.

### **Narrative:**

**MCSOS provides Level 1 foundational support for ALL LEAs** to improve student outcomes and narrow performance gaps among student groups by providing any assistance requested to their continuous improvement needs. Specific Level 1 district support for continuous improvement includes:

1. District trainings and workshops relating to LCFF and LCAP development.
2. Providing professional learning in ELPAC and other assessments.
3. Providing coaching to support site administrators and/or district administrators through either the California Schools Leadership Academy (21CSLA) or the Clear Administrative Services Credential (CASC) program.
4. Providing LEAs assistance with FPM by attending district/school meetings with district and school staff who are responsible for FPM.
5. Providing LEAs assistance in the implementation of Multi-Tiered System of Support (MTSS) working with the Orange County Department of Education and the Butte County Office of Education.
6. Supporting Social Emotional Learning through the Statewide SEL Community of Practice facilitated by Sacramento County Office of Education, including participation in and support from the Mental Health Student Services Act (MHSSA) program and the Student Behavioral Health Incentive Program (SBHIP).

MCSOS is committed to partnering with other Region 7 COEs and those within the Mid-State Collaborative, with whom we meet and collaborate at least monthly to share best practices in all areas related to continuous improvement. CCEE is available with specialized leads when that support is not available from MCSOS, MSC or another COE.

MCSOS personnel continue to attend professional learning on improvement science and continuous improvement to increase our own capacity to assist our districts.

**MCSOS provides Level 2 support for districts identified for technical assistance and who meet the LEA Criteria for Differentiated Assistance.** This individually designed Differentiated Assistance is determined by performance on the Dashboard, to include facilitation of the identification of the LEA's strengths and challenges. This process will utilize a continuous improvement model to address specific performance issues and a proven model to address identified performance gaps among student groups. Funding for these services provided to Madera County LEAs is provided to MCSOS via the Local Control Funding Formula (LCFF) DA set aside for State Aid, pursuant to EC 2575.2 (Differentiated Assistance). The following information outlines the process used once LEAs are identified for Differentiated Assistance, following the CA Dashboard release:

**Convene all identified LEAs for an orientation to the Differentiated Assistance process.**

Key elements of this meeting include:

- Provide the methodology used to identify districts for DA.
- Review protocols contained within Improvement Science that will be used by MCSOS while providing the TA to our districts.
- Review a timeline of activities.
- Begin data review with districts. At the end of this meeting, to which we encourage the districts to bring their leadership teams, we allow districts to start looking over their data to begin to identify a problem of practice that might be leading to the results they have gotten on their California Dashboards.
- Identify high points and “challenges” with their data and begin to identify local data they may want to look at and share with the MCSOS team once they meet again.

The following information outlines the work the MCSOS point of contact and LEA DA teams conduct together:

Initial Site Meeting:

- LEA develops an inclusive DA leadership team prior to this meeting.
- Collaboratively review LEA Dashboard and local data to develop strengths & challenges consensus.
- LEA establishes areas of focus and assigns a formal point of contact.

Data Analysis Work (2-3 meetings):

- Introduce Improvement Science process to LEA.
- MCSOS Point of Contact (POC) and LEA team analyze data and establish initial *Problem of Practice* – AIM or Goal statement.
- Begin Root Cause Analysis phase using Brainstorm & Cluster processor Fishbone (cause and effect) diagrams.
- Ensure district capacity building for the data analysis work.

Root Cause Analysis (3-4 meetings):

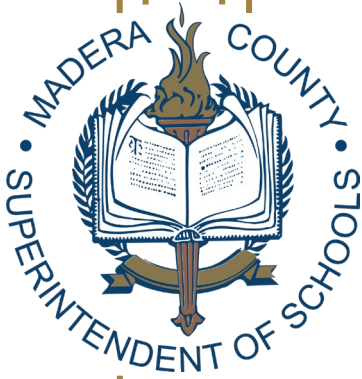
- Complete Brainstorm & Clusteror Fishbone diagram process.
- Conduct empathy interviews and engage 5-Whys protocols to establish actionable items.
- Use a Driver Diagram to modifyor develop plans specific to rootcause analysis process.
- Ensure district capacity building for the root cause analysis work.

Review Effectiveness (2-3 meetings):

- Execute elements of the LEA plan into new school year.
- Support LEA through PDSA cycle. Plan – Do – Study – Act.
- Evaluate and monitor goal progress.
- MCSOS and LEA teams to conduct assessment of DA process.
- Ensure district capacity building for the PDSA cycle.

In those instances when MCSOS is unable to provide specific support needed by the LEA, we partner with other Region 7 COEs and those within the Mid-State Collaborative. CCEE is also available with specialized leads in the areas of MTSS, Community Engagement, SELPA, etc. when that support is not available from MCSOS, MSC or another COE. Although we have not had to reach out to CCEE at this time, we have been a part of the work that OCDE and BCOE are doing with the implementation of MTSS.

All work provided to districts identified for Differentiated Assistance is provided at no cost. CDE funds all County Offices for this work via the Local Control Funding Formula (LCFF) DA set aside for State Aid, pursuant to EC 2575.2 (Differentiated Assistance). If a district wishes to do this work proactively or have other support not specified in the Education Code Sections herein, the district will be responsible for the cost of that work.



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 8.1**

### **Board of Education Action Item October 11, 2022**

**Topic:**

Consideration Issuance of Temporary County Certificates.

**Background:**

Attached is a listing of the Temporary County Certificates (TCC) issued from September 1, 2022. TCC's are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews his/her waiver request, emergency permit, initial and/or renewal credential application packet.

Dr. Cecilia A. Massetti, Madera County Superintendent of Schools or an assigned designee, approved and signed each certificate. The Board is now requested to ratify this action.

**Financial Impact:**

None

**Resource:**

Joe Casarez  
Chief Human Resources Officer  
Human Resources

**Recommendation:**

It is recommended the Board ratify the issuance of Temporary County Certificates from September 1-30, 2022.

# MADERA COUNTY SUPERINTENDENT of SCHOOLS

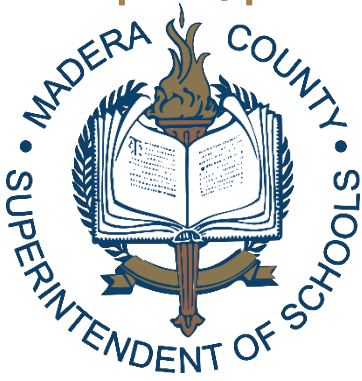
## TEMPORARY COUNTY CERTIFICATES Issued 09/01/2022-09/30/2022

<i>Last Name</i>	<i>First Name</i>	<i>Credential Applied For</i>	<i>Valid Dates of TCC</i>	<i>Employing District</i>	<i>Date Issued</i>	<i>Application Type</i>
Anaya	Nicole	School Nurse Services Credential	09/01/2022-10/01/2023	Madera USD	9/30/2022	New
Aquino	Arturo	Short Term Staff Permit	08/01/2022-09/01/2023	Madera USD	9/30/2022	New
Barrientos	Felipe	Single Subject Credential	09/01/2022-10/01/2023	Chawanakee USD	9/30/2022	Renewal
Castro	Rayko	Provisional Internship Permit	08/01/2022-09/01/2023	Madera USD	9/30/2022	New
Conklin	Laura	Short Term Staff Permit	08/01/2022-09/01/2023	Yosemite USD	9/30/2022	New
Cross	Emily	Short Term Staff Permit	08/01/2022-09/01/2023	Madera USD	9/30/2022	New
Cruz	Alexis	Short Term Staff Permit	08/01/2022-09/01/2023	Madera USD	9/30/2022	New
DeBernardi	Krisiti	Preliminary Administrative Credential	07/01/2022-08/01/2023	Chawanakee USD	9/30/2022	New
Deleon	Catherine	Preliminary Administrative Credential	09/01/2022-10/01/2023	Madera USD	9/30/2022	Extension
Douglas	Russell	Short Term Staff Permit	08/01/2022-09/01/2023	Madera USD	9/30/2022	New
Frausto Bedolla	Maria	Short Term Staff Permit	08/01/2022-09/01/2023	Madera USD	9/30/2022	New
Garcia	Marcelina	Single Subject Intern Credential	09/01/2022-10/01/2023	Sherman Thomas Charter School	9/30/2022	New
Garcia	Rossy	Prospective Sub Teaching Permit	09/15/2022-10/01/2023	County-Wide Substitute Teacher List	9/30/2022	New
Hanft	Neil	Provisional Internship Permit	08/01/2022-09/01/2023	Chawanakee USD	9/30/2022	New
Hernandez-Cardenas	Tahis	Prospective Sub Teaching Permit	05/11/2022-06/01/2023	County-Wide Substitute Teacher List	9/30/2022	New

<b>Last Name</b>	<b>First Name</b>	<b>Credential Applied For</b>	<b>Valid Dates of TCC</b>	<b>Employing District</b>	<b>Date Issued</b>	<b>Application Type</b>
King	Cortney	Preliminary Administrative Credential	07/01/2022-08/01/2023	Madera USD	9/30/2022	New
Lavell	Micha	School Nurse Services Credential	09/01/2022-10/01/2023	Madera USD	9/30/2022	New
McGuyer	Meaghan	Preliminary Multiple Subjects Credential	09/01/2022-10/01/2023	Yosemite USD	9/30/2022	New
Melgarejo	Jessica	Short Term Staff Permit w/ EMCLAD Authorization	08/01/2022-09/01/2023	Madera USD	9/30/2022	New
Morris	Alexander	Short Term Staff Permit	08/01/2022-09/01/2023	Chawanakee USD	9/30/2022	New
Ortega III	Manuel	Single Subject Intern Credential	08/01/2022-09/01/2023	Madera USD	9/30/2022	New
Pena	Cindy	Preliminary Administrative Credential	09/01/2022-10/01/2023	Madera USD	9/30/2022	Renewal
Perez	Miranda	Prospective Sub Teaching Permit	09/29/2022-10/01/2023	County-Wide Substitute Teacher List	9/30/2022	Renewal
Redwine	Kourni	EM 30-Day Substitute Permit	08/01/2022-09/01/2023	Bass Lake SD	9/30/2022	Renewal
Richelieu	Jennifer	Pupil Personnel School Services Credential	08/01/2022-09/01/2023	Madera USD	9/30/2022	Renewal
Salama	Carley	Provisional Internship Permit	08/15/2022-09/01/2023	Chowchilla Elementary SD	9/30/2022	New
Saldivar	Elizabeth	Preliminary Administrative Credential	08/01/2022-09/01/2023	Madera USD	9/30/2022	New
Sierra Torres	Veroncia	School Nurse Services Credential	09/01/2022-10/01/2023	MCSOS	9/30/2022	New
Singleton	Collin	Prospective Sub Teaching Permit	08/03/2022-09/01/2023	County-Wide Substitute Teacher List	9/30/2022	New
Smith	April	EM 30-Day Substitute Permit	09/01/2022-10/01/2023	County-Wide Substitute Teacher List	9/30/2022	Renewal
Suarez-Medina	Dana	CCSD Waiver- EL Authorization	09/01/2022-10/01/2023	MCSOS	9/30/2022	New



<i>Last Name</i>	<i>First Name</i>	<i>Credential Applied For</i>	<i>Valid Dates of TCC</i>	<i>Employing District</i>	<i>Date Issued</i>	<i>Application Type</i>
Waggoner	Francesca	EM 30-Day Substitute Permit	09/01/2022-10/01/2023	Golden Valley USD	9/30/2022	Renewal
Winston	Darin	EM 30-Day Substitute Permit	09/01/2022-10/01/2023	Madera USD	9/30/2022	New
Yerrick	Jackson	Single Subject Preliminary Credential	08/01/2022-09/01/2023	Madera USD	9/30/2022	New



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 8.2**

### **Board of Education Action Item October 11, 2022**

**Topic:**

Consideration Disposition of Surplus/Obsolete Equipment.

**Background:**

MCSOS staff members have completed a review of other equipment not in use and have determined that these items cannot be used in alternative placements. The equipment is shown on the attached list. Once declared obsolete, the items will be removed from our Fixed Asset Inventory and discarded.

**Financial Impact:**

None

**Resource:**

Julie DeWall  
Chief Officer  
Business & Administrative Services

**Recommendation:**

It is recommended the Board approve the attached list of equipment to be declared obsolete and removed from inventory.

<b>Obsolete Items List - For October 2022 Board</b>						
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<b>Computers</b>						
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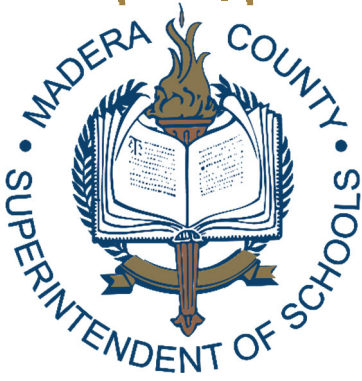
<u>Description</u>	<u>Make</u>	<u>Model</u>	<u>S/N</u>	<u>Asset Tag</u>	<u>Obsolete</u>	<u>Non-operational</u>
Laptop	Dell	Latitude E5520	DYMC3N1	24020		X
Tablet	Microsoft	Surface Pro 3	69639245153	24991		X
Computer	Dell	Optiplex 745	J0H7BD1	22538		X

<b>Printers</b>						
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<u>Description</u>	<u>Make</u>	<u>Model</u>	<u>S/N</u>	<u>Asset Tag</u>	<u>Obsolete</u>	<u>Non-operational</u>
Printer HP LaserJet 1320	HP	LaserJet 1320	CNRC67D7GW	21859		X

<b>Other Items</b>						
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<u>Description</u>	<u>Make</u>	<u>Model</u>	<u>S/N</u>	<u>Asset Tag</u>	<u>Obsolete</u>	<u>Non-operational</u>



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 8.3**

### **Board of Education Action Item October 11, 2022**

**Topic:**

Educational Resources and Services Instructional Materials  
Recommendation

**Background:**

The attached list of items includes materials that have been previewed by CCETC (California County Educational Technology Consortium) members and subject area specialists, meet or exceed state standards and have been purchased under agreement with CCETC. Also included are materials that have been previewed by Madera County teachers or administrators and have received ratings that meet or exceed state standards.

**Financial Impact:**

Budgeted as regular expenditures.

**Resource:**

Tricia Protzman  
Assistant Superintendent  
Educational Services

Susan Pennell  
Manager, Library Media Services  
Educational Services

**Recommendation:**

It is recommended that the Madera County Board of Education accepts the selections of Educational Resources and Services and approves the attached list of materials for inclusion in the County collection.

Title	Material Type	Summary Note	Subject
10 hungry rabbits : counting & color concepts /	Book	Ten rabbits are hungry for supper but Mama Rabbit has nothing to put in her soup pot, so Papa sends the little ones to the garden where they discover increasing numbers of foods in many different colors.	Rabbits--Fiction.; Gardens--Fiction.; Hunger--Fiction.; Counting.
The 57 bus	Book Club	Explores the fateful 2013 interaction between Sasha and Richard, two teens from Oakland, California, who never would have met if not for the 57 bus which they both were taking home from school one day. Richard, an African American boy, had a lighter; Sasha, a white agender teen, wore a skirt. A dare to use the lighter changed the teens' lives forever.	Fleischman, Sasha.; Thomas, Richard, 1997-; Offenses against the person--California.; Hate crimes--California.; Asexual people.; Victims of crimes--California.
Abdul's story	Book	Abdul loves telling stories but thinks his messy handwriting and spelling mistakes will keep him from becoming an author, until Mr. Muhammad visits and encourages him to persist.	Creative writing--Fiction.; Authorship--Fiction.; Penmanship--Fiction.; Muslims--Fiction.; Self-esteem--Fiction.; Self-confidence--Fiction.
Los Abrazos de Mama (Mommy Hugs).	Board Book	Cuenta del uno al diez mientras mamá y bebé se acurrucan durante el día. Desde un abrazo para despertar, hasta cuatro "¿Siempre te atraparé!" abrazos, hasta diez "¡Te amo!" abrazos de buenas noches, este libro de cartón captura momentos especiales entre mamás y bebés.	Hugging--Fiction.; Mother and child--Fiction.; Spanish language materials.
Los abrazos de Papa (Daddy hugs).	Board Book	A papá le encanta darle abrazos al bebé para decirle "¡te quiero!". Ahora bebé y papá pueden acurrucarse, abrazarse, leer y contar con este libro perfecto para las pequeñitas manos de un bebé.	Hugging--Fiction.; Father and child--Fiction.; Spanish language materials.
Acorn was a little wild	Book	Acorn is the first one off the tree, longing for adventure and new experiences (though maybe not being eaten), but when a squirrel buries Acorn he is forced to stay still in the dark until the exciting changes begin, and he grows into a mighty oak--though at heart he is still a little wild.	Adventure stories.; Acorns--Fiction.; Oak--Fiction.; Adventure and adventurers--Fiction.
Adventure awaits	Board Book	A cat and a dog set off on their own adventures, each intrigued by something they see. As the animals explore, examine, inspect, and investigate their surroundings, a surprise brings the two together.	Cats--Fiction.; Dogs--Fiction.; Animals--Fiction.; Adventure fiction.; Picture books.; Board books.
Alice Waters cooks up a food revolution	Book	The delicious story of pioneering chef Alice Waters who changed the way America eats and kickstarted the organic food movement. A pioneer of the slow and organic food movements, she is also known for creating Edible Schoolyard, a project that involves kids in the growing of their own food.	Waters, Alice.; Natural foods.; Restaurateurs--United States--Biography.; Women cooks--United States--Biography.; Biographies.
All about weather : a first weather book for kids /	Book	From the warm, balmy days of summer to the cold, crisp nights of winter, youngsters will learn all about the four seasons, as well as what the sun is, how clouds form, why it rains, what causes a rainbow, and . . . more.	Seasons.; Weather.; Climatology.; Illustrated works.

All American boys	Book Club	When sixteen-year-old Rashad is mistakenly accused of stealing, classmate Quinn witnesses his brutal beating at the hands of a police officer who happens to be the older brother of his best friend. Told through Rashad and Quinn's alternating viewpoints. Illustrations and simple, rhyming text introduce a school where diversity is celebrated and songs, stories, and talents are shared.	Race relations--Fiction.; Racism--Fiction.; Racial profiling in law enforcement--Fiction.; Police brutality--Fiction.; African Americans--Fiction.
All are welcome	Book	Leonard adores his human. "Stay! Let's play!" he says when it's time to leave for work. His human just hears "Meow." Sometimes Leonard gets lonely. So does Mariposa, who is new in town. Maybe they could keep each other company? "Hello," says Leonard. "Hola," says Mariposa. While the friends don't share a language, they do share adventures. And together they find a place where all cats—and their humans—are welcome.	School stories.; Multiculturalism--Fiction.; Stories in rhyme.; Picture books.
All cats welcome	Book	Thirteen-year-old Ari faces what it is to be a man while dealing with a cross-country move, his parents' separation, being bullied for his weight, and belatedly starting bar mitzvah preparations.	Cats--Fiction.; Pets--Fiction.; City and town life--Fiction.; Friendship--Fiction. Novels in verse.; Body image--Fiction.; Overweight persons--Fiction.; Jews--United States--Fiction.; Bar mitzvah--Fiction.; Bullies--Fiction.; Family problems--Fiction.; Moving--Fiction.; Domestic fiction.; Bildungsromans.
All of me	Book Club	Explores the true story of the ordeal that twelve members of the young Wild Boars soccer team, along with their assistant coach, went through from June 23 to July 2 in 2018, when they got stuck inside a flooded cavern in Thailand. A team of people from around the world mobilized to save them.	
All thirteen : the incredible cave rescue of the Thai boys' soccer team	Book Club	When Clementine spends an afternoon playing with someone new, Poppy fears she might be losing her best, best friend. With some help from her dad, Poppy finds the words to share what's in her heart with Clementine. But Poppy may not be the only one with hurt feelings. Together, Poppy and Clementine learn they don't need to be afraid to talk about big feelings. And now with their friendship mended and stronger than ever, perhaps their dynamic duo has room to grow into a trio of best, best friends.	Caving.; Caving accidents.; Caves--Chiang Rai (Thailand); Rescue work.; Soccer players.
Almost always best, best friends	Book	Graphic novel in which a South Korean girl named Chun and her single mother leave for America on vacation and end up staying after her mother announces she's getting married. Chun changes her name to Robin and tries to fit in at her local high school where she doesn't know the language. When her mother enrolls her in a comics drawing class, she begins to feel more at home in the United States.	Best friends--Fiction.; Friendship--Fiction.; Emotions--Fiction. Ha, Robin--Comic books, strips, etc.; Ha, Robin.; Mother-daughter relationship--Comic books, strips, etc.; Mother-daughter relationship.; Teenage girls--Biography--Comic books, strips, etc.; Teenage girls--Biography.; Single mothers--Comic books, strips, etc.; Single mothers.; Korean Americans--Biography--Comic books, strips, etc.; Korean Americans--Biography.; Immigrants--Biography--Comic books, strips, etc.; Immigrants--Biography.; Korea--Biography--Comic books, strips, etc.; Korea--Biography.; Alabama--
Almost American girl : an illustrated memoir /	Book Club		

			Biography--Comic books, strips, etc.; Alabama--Biography.
Amal unbound	Book Club	In Pakistan, Amal holds onto her dream of being a teacher even after becoming an indentured servant to pay off her family's debt to the wealthy and corrupt Khan family. Amari Peters has always believed that her missing brother, Quinton, is still alive somewhere. When she discovers a ticking briefcase in his closet, Amari learns about the existence of the Bureau of Supernatural Affairs, a secret organization that deals with magicians, fairies, aliens, and other supernatural creatures. Amari accepts an invitation to join the Bureau of Supernatural Affairs but finds herself out of her depth and competing against other kids who have known about magic their entire lives. But Amari is determined to succeed in order to find out the truth about what happened to her brother.	Contract labor--Fiction.; Family life--Pakistan--Fiction.; Courage--Fiction.; Conduct of life--Fiction.; Pakistan--Fiction.; Domestic fiction.
Amari and the night brothers	Book Club	A professional journal dedicated to quality in education and in related services for children and adults who are deaf and hard of hearing.	Supernatural--Fiction.; Magic--Fiction.; Missing persons--Fiction.; Siblings--Fiction.; African Americans--Fiction.; Paranormal fiction.; Large print books.; Fantasy fiction.
American annals of the deaf, fall 2021	Periodical	A professional journal dedicated to quality in education and in related services for children and adults who are deaf and hard of hearing.	Deaf--United States--Education--Directories.; Deaf children--Education.
American annals of the deaf, winter 2022	Periodical	Amy's class has a new student from China! Amy tries hard to make Lin feel included, but she can't draw him out of his shell. Then she sees Lin chattering happily in Chinese with his family. The gears in her head start to turn, and a plan blossoms. Step one: invite Lin to her dumpling party... ?With a little help from her grandma and a shiny new banner, can Amy give Lin the warmest welcome? With her fourth sibling on the way, Dominican American Ana Mari'a Reyes feels a need to get out of her family's small, Washington Heights apartment. She learns of an upcoming piano competition that offers a scholarship to a private school in New York City. To win, she needs to practice a lot, but a family trip to the Dominican Republic gets in the way. Then a near calamity and the advice of friends show her what really matters.	Deaf--United States--Education--Directories.; Deaf children--Education.
Amy Wu and the warm welcome	Book	Collects a series of interconnected stories from a collection of diverse Native American writers, all taking place at the Dance for Mother Earth Powwow in Ann Arbor, Michigan. In a decorated high school gym with color and song, the characters dance, sell their beadwork and books, and celebrate their shared heritage.	Immigrants--Fiction.; Friendship--Fiction.; Schools--Fiction.; Chinese Americans--Fiction.
Ana Mari'a Reyes does not live in a castle	Book Club	Angry about his parents divorce and his sister's irritating boyfriend, twelve-year-old Mickey gets his wish to be left alone when	Family life--New York (N.Y.)--Fiction.; Dominican Americans--Fiction.; Ability--Fiction.; Scholarships--Fiction.; Domestic fiction.; Bronx (New York, N.Y.)--Fiction.
Ancestor approved : intertribal stories for kids /	Book Club		Powwows--Fiction.; Community life--Fiction.; Native Americans--Fiction.; Short stories.
The anti-book	Book Club		Fantasy fiction.; Magic--Fiction.; Books--Fiction.

Apple : skin to the core : a memoir in words and pictures /	Book Club	<p>he orders an anti-book from an ad inside the packaging of his favorite gum. Following the book's instructions, he writes down all the things he wishes were gone and soon enters an alternate world where the things he wished for are not gone, but altered. He joins with a half-invisible boy to find the Bubble Gum King to set things right.</p> <p>Indian artist and author Eric Gansworth tells the story of his life, his family, and his search for identity. Gansworth discusses the legacy of government boarding schools, the ramifications of his family being Onondaga among the Tuscarora, and the issues he has faced while trying to become an artist.</p>	Gansworth, Eric L.; Off-reservation boarding schools--History.; Native Americans artists--Biography.; Onondaga Indians--Biography.; Tuscarora Nation--Biography.
As brave as you	Book Club	<p>Eleven-year-old Genie and his older brother Ernie reluctantly agree to leave Brooklyn and spend summer with their grandparents in Virginia. Genie quickly starts to discover his grandfather's many secrets, including one plan that scares even Ernie. His brother's fear makes Genie question his beliefs about courage and manhood, and together they discover what bravery really means.</p>	Brothers--Fiction.; Courage--Fiction.; Blind--Fiction.; People with disabilities--Fiction.; Grandparents--Fiction.; African Americans--Fiction.; Country life--Virginia--Fiction.; Virginia--Fiction.
Astronauts : women on the final frontier /	Book Club	<p>Presents a graphic novel history of women in space, exploring the struggles that both American and Russian women, including Mary Cleave, Valentina Tereshkova, and Sally Ride, faced in their quest to become astronauts.</p>	Women astronauts--Biography--Comic books, strips, etc.; Women in astronautics--History--Comic books, strips, etc.; Women astronauts--Biography.; Women in astronautics--History.
Awkward	Book Club	<p>Penelope "Peppi" Torres has two cardinal rules for surviving middle school--do not draw the attention of mean kids, and seek out friends with similar interests. She breaks the first one when she trips into nerdy Jaime Thompson, and the mean kids see it. Recoiling, Peppi shoves Jaime away, but feels guilty about it later. Complicating things is the fact that Jaime is part of the science club, Peppi's art club's rival club in the school.</p>	Friendship--Fiction.; School stories.; Graphic novels.; Comic books, strips, etc.
Baby bug	Board Book	<p>Join Baby Bug on a delightful adventure with some adorable springtime critters who teach Baby Bug how to wiggle like a worm, roll like a roly-poly, splash in puddles, and more.</p>	Board books.; Animals--Fiction.; Insects--Fiction.; Infants--Fiction.
Because of Mr. Terupt	Book Club	<p>Seven fifth-graders at Snow Hill School in Connecticut relate how their lives are changed for the better by "rookie teacher" Mr. Terupt.</p>	Teacher-student relationship--Fiction.; Interpersonal relations--Fiction.; Teachers--Fiction.; School stories.; Connecticut--Fiction.
Before the ever after	Book Club	<p>ZJ's friends Ollie, Darry and Daniel help him cope when his father, a beloved professional football player, suffers severe headaches and memory loss that spell the end of his career.</p>	Brain--Diseases--Fiction.; Friendship--Fiction.; Father-son relationship--Fiction.; Memory--Fiction.; Football--Fiction.; African Americans--Fiction.; Narrative poetry.; Bildungsromans.; Domestic fiction.; Novels in verse.
Between the lines	Book Club	<p>A group of high school students grow in understanding of each other's challenges and forge unexpected connections as they</p>	Poetry--Fiction.; Authorship--Fiction.; Interpersonal relations--Fiction.; High



Beyond courage : the untold story of Jewish resistance during the Holocaust /	Book Club	prepare for a boys vs. girls poetry slam. Includes author's note about foster home care. Examines the true stories of a variety of Jews and Noble Gentiles in World War II who helped the Jewish resistance in Nazi Europe through sabotage, rescue, and guerilla warfare operations done clandestinely.	schools--Fiction.; School stories.; Family life--Fiction.; Poetry--Competitions--Fiction.  World War, 1939-1945--Jews--Rescue.; World War, 1939-1945--Jewish resistance.; Righteous Gentiles in the Holocaust.; Holocaust, 1939-1945.
Black birds in the sky : the story and legacy of the 1921 Tulsa Race Massacre /	Book Club	Chronicles the history of the Tulsa Race Massacre, which took place in Tulsa, Oklahoma on June 1, 1921 when a white mob entered the predominantly black neighborhood of Greenwood and destroyed thirty-five blocks of houses and businesses with fire and explosives. Describes what led up to the event, the resurgence in white supremacy groups, the pervasive jealousy of black prosperity, and the devastating aftermath for the black community. Explains why so little is known about it, and how it fits into the larger struggle for civil rights and equality for black Americans.	Tulsa Race Massacre, Tulsa, Okla., 1921.; Offenses against the person--History.; Riots--History.; Racism--History.; African Americans--Tulsa (Okla.)--History.; Tulsa (Okla.)--Race relations--History.
Blended Bold words from black women : inspiration and truths from 50 extraordinary leaders who helped shape our world /	Book Club	Isabella is only eleven, but she is already so used to hearing about how "exotic" and unusual she is due to her black father and white mother that she is sick of her biracial identity. Now that her parents are divorced and fighting over her worse than ever, Isabella needs a way to define her identity so she can feel not like two halves, but a whole.  This beautifully illustrated book is a collection of quotes from 50 inspirational Black women who have shaped the world we live in, from Toni Morrison to Angela Davis, from Solange and Beyonce Knowles to Meghan, the Duchess of Sussex.	Racially mixed people--Fiction.; Race relations--Fiction.; Divorce--Fiction.; Family life--Ohio--Fiction.; Ohio--Fiction.; Domestic fiction.  African American women--Quotations.; Women--Quotations.
The book that did not want to be read	Book	A humorous interactive story about a book that does not want to be read and will do just about anything it can to make you give up and put it down.	Books and reading--Fiction.; Humorous stories.
Border lore : folktales and legends of South Texas /	Book Club	Contains a collection of twenty-five folktales and urban legends from the southern borderlands of Texas about ghosts, witches, monsters, and other mythological creatures. Includes color illustrations.	Legends--Texas.; Legends--Mexican-American Border Region.; Texas--Folklore.; Mexican-American Border Region--Folklore.
Borders	Book Club	A boy and his mother leave their reservation in Canada to visit the boy's sister in Salt Lake City. But when his mother refuses to identify themselves as American or Canadian at the border, and instead claims their citizenship as Blackfoot, they become caught between the two borders.	Citizenship--Fiction.; Identity--Fiction.; Graphic novels.; Comic books, strips, etc.
Born behind bars	Book Club	Because his mother was in jail for a crime she never committed when he was born, Kabir has known no life outside of prison.	Prisoners' families--Fiction.; Homeless persons--Fiction.; Street children--Fiction.; India--Fiction.

		<p>His only freedom comes from the prison classroom, where he hears stories of the outside world--until he becomes too old to stay in the prison for free any longer. The new warden releases him into the streets of Chennai, where another street kid, Rani befriends him and helps him learn to live on the streets and survive as a low-caste kid in India.</p>	
Bravo! : poems about amazing Hispanics /	Book Club	<p>Features a collection of poetry celebrating the accomplishments of notable Hispanics from religious leaders and scientists to activists and celebrities.</p>	<p>Latin Americans--Biography.; Latinos (U.S.)--Biography.; Latin Americans--Poetry.; Latinos (U.S.)--Poetry.; American poetry.; Children's poetry.</p>
Breaking through	Book Club	<p>Having come from Mexico to California ten years ago, fourteen-year-old Francisco is still working in the fields but fighting to improve his life and complete his education.</p>	<p>Mexican Americans--Fiction.; Agricultural laborers--Fiction.; California--Fiction.</p>
Brown girl dreaming	Book Club	<p>Free verse autobiography of Jacqueline Woodson about her childhood growing up in the sixties and seventies in both the North and the South, from South Carolina to Brooklyn, New York.</p>	<p>Woodson, Jacqueline--Poetry.; American authors--Biography.vPoetry.; African American women authors--Biography--Poetry.; African Americans--Biography--Poetry.; Women--Biography--Poetry.</p>
		<p>At the end of the Vietnam War, hundreds of children were airlifted out and taken to America as refugees. Hang and her three-year-old brother Linh were to be two of those children, but Hang was deemed too old and denied a spot on the helicopter. Linh, however, was torn away from her and taken to family in Texas. Now eighteen, Hang travels to Texas to find her brother but is devastated to learn that he does not remember her or Vietnam, and has no interest in either. Along with an aspiring cowboy named LeeRoy, Hang gets a job at a ranch and tries to reconnect with her brother with LeeRoy's help.</p>	
Butterfly yellow	Book Club	<p>Explores the work that people do at Camp Panda to help raise and foster wild panda bears, being careful to raise them as wild pandas so that they can one day return to the wild. Explores the history of panda population and habitat destruction, which has affected animals like the snow leopard and the golden snub-nosed monkey.</p>	<p>Refugees--Texas--Fiction.; Siblings--Fiction.; Historical fiction.; Vietnamese refugees--Fiction.; Texas--Fiction.</p>
Camp Panda : helping cubs return to the wild /	Book Club	<p>Includes a glossary of animal conservation terms.</p>	<p>Giant panda.; Wildlife conservation.</p>
Can Clam go?	Book	<p>When a clam meets a shark, the clam thinks it is about to become the shark's dinner ... until it goes for the ride of a lifetime thanks to an unexpected friend.</p>	<p>Friendship--Fiction.; Clams--Fiction.; Sharks--Fiction.; Marine animals--Fiction.</p>
Captain Cat goes to Mars	Book	<p>Captain Cat and Pilot Matt want to take a trip, so they hop on their spaceship and take off to Mars. Adventure and friendly aliens await them on the red planet.</p>	<p>Stories in rhyme.; Cats--Fiction.; Friendship--Fiction.; Mars (Planet)--Fiction.</p>
Castle in the stars.	Book Club	<p>Searching for the element known in the 1800s as aether, Claire Dulac decides to take her hot air balloon to the edge of Earth's stratosphere--and she never returns. Her husband, the genius engineer Archibald Dulac, fears she is out of reach</p>	<p>Air pilots--Fiction.; Space flight--Fiction.; Fantasy fiction.; Graphic novels.; Comic books, strips, etc.; Adventure fiction.; Outer space--Exploration--Fiction.</p>

Changing the equation : 50+ US Black women in STEM /	Book Club	<p>forever, but her son Seraphin still has hope. A year later, Seraphin finds a clue, a letter from someone claiming to have Claire's logbook, sending Seraphin and Archibald on a mission to a Bavarian castle; but when they get there they find that the castle has dangers, not the least of which is an ambitious king who wants to fly a ship powered by aether at any cost. Presents biographies of fifty African American women who have contributed to and are working in STEM fields. Features illustrations, photographs, source notes, and an index.</p>	Scientists--Biography.; African Americans--Biography.; Women--Biography.; Women in science.
Charlie Hernandez & the castle of bones	Book Club	<p>When Queen Joanna, the leader of La Liga, is kidnapped, Charlie and Violet set out on a journey across South America to track down her captors. As Charlie and Violet find themselves being drawn deeper and deeper into the magical world, they hear rumors of the dead walking and Charlie begins having visions of a necromancer who's been dead for more than five hundred years. Steeped in Hispanic folklore since childhood, middle schooler Charlie Hernandez learns the stories are true when, shortly after his parents' disappearance, he grows horns and feathers and finds himself at the heart of a battle to save the world.</p>	Shapeshifting--Fiction.; Folklore--Latin America--Fiction.; Secret societies--Fiction.; Good and evil--Fiction.; Kidnapping--Fiction.; Kings and rulers--Fiction.; Latinos (U.S.)--Fiction.; Fantasy fiction.
Charlie Hernandez & the league of shadows	Book Club	<p>Steeped in Hispanic folklore since childhood, middle schooler Charlie Hernandez learns the stories are true when, shortly after his parents' disappearance, he grows horns and feathers and finds himself at the heart of a battle to save the world.</p>	Shapeshifting--Fiction.; Folklore--Latin America--Fiction.; Secret societies--Fiction.; Good and evil--Fiction.; Missing persons--Fiction.; Latinos (U.S.)--Fiction.; Fantasy fiction.
The circuit : stories from the life of a migrant child /	Book Club	<p>Presents several intertwined stories of a family of Mexican American farm workers as they move from camp to camp, adding members to their family along the way. In India, in 1941, when her father becomes brain-damaged during the police response to a non-violent protest march, fifteen-year-old Vidya and her family are forced to move in with her father's extended family and become accustomed to a totally different way of life.</p>	Mexican Americans--California--Social life and customs--Fiction.; Migrant labor--California--Fiction.; Agricultural laborers--California--Fiction.; Mexican American families--Fiction.
Climbing the stairs	Book Club	<p>In India, in 1941, when her father becomes brain-damaged during the police response to a non-violent protest march, fifteen-year-old Vidya and her family are forced to move in with her father's extended family and become accustomed to a totally different way of life.</p>	Family life--India--Fiction.; Prejudices--Fiction.; Brain damage--Fiction.; India--History--Fiction.
Crossing the Farak River	Book Club	<p>Hasina is part of the Rohingyas people in Rakhine province of Myanmar. She, like all her fellow Rohingyas, know to run when the helicopters of the Sit Tat--the oppressive Myanmar Army--come thundering overhead. One night they do just that, and Hasina must flee with her brother, Araf, and her cousin Ghadiya. Days later, they return to find all their family and fellow Rohingyas gone, and the three must find a way to live in this new conflict.</p>	Rohingya (Burmese people)--Fiction.; Family--Fiction.; Siblings--Fiction.; Historical fiction.; Burma--Fiction.; Domestic fiction.
The crossover	Book Club	<p>Josh Bell has a talent for composing raps, and he and his twin brother Jordan are kings of the basketball court. But when the twins' close relationship begins to unravel under the strain of changes in their lives, the brothers start to realize life isn't always about winning.</p>	Novels in verse.; Basketball--Fiction.; Twins--Fiction.; Brothers--Fiction.; Father-son relationship--Fiction.; African Americans--Fiction.

The crossroads	Book Club	Jaime Rivera is an undocumented teen who came to the United States from Guatemala hoping for a better life. While his cousin, Angela, seems to fit in at school quickly, Jaime struggles and wishes to be with his family in his native country. But news of gang violence hitting close to home makes returning to his parents and Abuela impossible. Jaime sketches his observations in his sketchbook and finds hope in a few unexpected allies.	Undocumented immigrants--Fiction.; Immigrants--Fiction.; School stories.; Brothers--Fiction.; Cousins--Fiction.; Refugees--Fiction.; Guatemalan Americans--Fiction.; Bildungsromans.
Cuba in my pocket	Book Club	After the failure of the Bay of Pigs invasion of 1961, the dictator Castro solidifies power in Cuba, and twelve-year-old Cumba is sent to live in Florida to escape becoming a child soldier. Cumba struggles to feel at home in the United States, missing his family--who are only ninety miles away--and wonders if he will ever see them again.	Cuban Americans--Fiction.; Families--Fiction.; Domestic fiction.; Cuba--History--Fiction. Feder, Tyler--Comic books, strips, etc.; Feder, Tyler--Family--Comic books, strips, etc.; Feder, Tyler.; Feder, Tyler--Family.; Children of cancer patients--United States--Biography--Comic books, strips, etc.; Mother-daughter relationship--Comic books, strips, etc.; Terminally ill--United States--Comic books, strips, etc.; Mothers--Death--Comic books, strips, etc.; Bereavement--Comic books, strips, etc.; Children of cancer patients--United States--Biography.; Mother-daughter relationship.; Mothers--Death.; Bereavement.
Dancing at the pity party : a dead mom graphic memoir /	Book Club	A graphic novel depicting the author's experience with grief after the loss of her mother, who died of uterine cancer when the author was nineteen.	Dinosaurs--Fiction.; Manners and customs--Fiction.; Etiquette--Fiction.; Friendship--Fiction.; Readers (Publications)
Danny and the dinosaur mind their manners	Book	When the museum is expecting a royal visitor, Danny and the dinosaur decide to brush up on their manners.	Dinosaurs--Fiction.; Manners and customs--Fiction.; Etiquette--Fiction.; Friendship--Fiction.; Readers (Publications)
Dealing in dreams	Book Club	Nalah leads an all-girl gang in Mega City, a position which gives her access to hot boydega clubs but also frequently sends her into violent show downs, making Nalah weary of life. She dreams of making a home in the Mega Towers, but to make it there, Nalah will have to prove her loyalty to the city's founder by crossing the border and finding the Ashe' Ryders, a mysterious rival gang.	Science fiction.; Teenage girls--Fiction.; Female gangs--Fiction.; Street life--Fiction.; Gangs--Fiction.
Dear Evan Hansen : the novel /	Book Club	Evan goes from being a nobody to everyone's hero and a social media superstar after a chance encounter with Connor just before his suicide leads others to believe Evan was his only friend.	Popularity--Fiction.; High schools--Fiction.; School stories.; Social media--Fiction.; Suicide--Fiction.
Dear Justyce	Book Club	Incarcerated teen Quan Banks writes letters to Justyce McCallister, with whom he bonded years before over family issues, about his experiences in the American juvenile justice system.	Juvenile detention homes--Fiction.; Family problems--Fiction.; Friendship--Fiction.; African Americans--Fiction.; Letters--Fiction.; Bildungsromans. King, Martin Luther, Jr., 1929-1968--Fiction. sears; Race relations--Fiction.; Racism--Fiction.; Racial profiling in law enforcement--Fiction.; Police brutality--Fiction.; African Americans--Fiction.; Letters--Fiction.; Bildungsromans.
Dear Martin	Book Club	Writing letters to the late Dr. Martin Luther King Jr., seventeen-year-old college-bound Justyce McAllister struggles to face the reality of race relations today and how they are shaping him.	Writing letters to the late Dr. Martin Luther King Jr., seventeen-year-old college-bound Justyce McAllister struggles to face the reality of race relations today and how they are shaping him.

Defiant : growing up in the Jim Crow South /	Book Club	<p>Memoir of civil rights activist Wade Hudson, covering his birth in 1946 in Mansfield, Louisiana through his coming of age in the middle of the Civil Rights Movement. Discusses how Hudson found his voice and began to use his writing to fight for his African American family and community.</p>	<p>Hudson, Wade.; Activists--Biography.; Civil rights workers--Biography.; African Americans--Biography.; Maturation (Psychology); Mansfield (La.)--Biography.</p>
Determined to stay : Palestinian youth fight for their village /	Book Club	<p>In the Palestinian village of Silwan, near Jerusalem's Old City, a group of Palestinian youth tell their stories of trying to keep their heritage alive in the face of invasion and erasure by the Israeli government. Explains the youths' efforts to save their village and hold on to their rights and traditions. Draws parallels to colonialism, forced relocation, and resistance in the U.S. Includes maps and photographs.</p>	<p>Palestinian Arab youth.; Youth--Jerusalem.; Silwan (Jerusalem)--History.; Silwan (Jerusalem)--Social conditions.</p>
Dino trouble	Book	<p>Life in Normal used to be, well, pretty normal. Kids went to school. Kids did their homework and chores after school. And then kids met up at the local arcade, called Arcade World. Arcade World was the weirdest, coolest place. It had a collection of video games that no one had ever heard of, like Dino Trouble or Hot Dog Time. And no one held more high scores than Travis Better and Journey West. But one day, the video games in Arcade World came alive. Now, there's a whole new normal in town—as Normal becomes a dangerous Arcade World. Join Travis and Journey as they race dinosaurs to school, survive bottomless pit falls, and battle aliens to level up and solve mysteries like what's going on, who really owns Arcade World, and whether this video game takeover is a glitch or part of a larger, evil plan.</p>	<p>Science fiction.; Graphic novels.; Video games--Fiction.; Science fiction comics.</p>
The distance between us : a memoir /	Book Club	<p>The author describes the hardships of growing up in Mexico without her parents who have illegally immigrated to the United States. Discusses her own journey to America, and the joys and challenges that awaited her there as well.</p>	<p>Grande, Reyna.; Mexican Americans--Biography.; Immigrants--United States--Biography.; Child abuse--United States--Biography.; Mexican Americans--Los Angeles (Calif.)--Biography.; Mexican American women authors--Biography.; Mexico--Immigration and emigration--Social aspects.; United States--Immigration and emigration--Social aspects.; Los Angeles (Calif.)--Biography.</p>
Dragon hoops Drawing the vote : an illustrated guide to voting in America /	Book Club	<p>Gene Luen Yang, a graphic novelist and math teacher in Oakland, California, follows his Catholic high school's men's varsity basketball team, the Dragons, over the course of one season. Interviews Coach Lou and his players on their lives, the team's mysterious past, and its quest for the state championship.</p>	<p>Yang, Gene.; Yang, Gene--Comic books, strips, etc.; Chinese Americans--Biography.; High school teachers--Biography.; Basketball--Tournaments.; High schools.; Chinese Americans--Biography--Comic books, strips, etc.; High school teachers--Biography--Comic books, strips, etc.; Basketball--Tournaments--Comic books, strips, etc.; High schools--Comic books, strips, etc.</p>
	Book Club	<p>Explores in a comic book format the history of voting rights and elections in the United States including the early steps towards democracy during the American</p>	<p>Elections--United States--History--Comic books, strips, etc.; Elections--United States--History.</p>

Dreaming in Indian : contemporary Native American voices /	Book Club	<p>Revolution, the fight for women's rights, and the election of the first African American president.</p> <p>Presents a collection of artistic works, including essays, short stories, poetry, photographs, paintings, and drawings, by Native Americans from the United States and Canada.</p>	Native American artists--Canada--Biography.; Native American artists--United States--Biography.
Dreams from many rivers : a Hispanic history of the United States told in poems /	Book Club	<p>Presents a collection of poems from Hispanic American children about Hispanic American and indigenous history in the United States, from the days of colonialism and conquest up to the present.</p> <p>Particularly highlights the unique experiences of Hispanic Americans and Latinos in relation to the majority American culture.</p>	Latinos (U.S.)--History--Poetry.; Children's poetry.; United States--History--Poetry.
Dry	Book Club	<p>A lengthy California drought escalates to catastrophic proportions, turning Alyssa's quiet suburban street into a warzone, and she is forced to make impossible choices if she and her brother are to survive.</p>	Droughts--Fiction.; Survival skills--Fiction.; Siblings--Fiction.; Conduct of life--Fiction.; Bildungsromans.; California--Fiction.
Earth	Book	<p>Our home planet is a lucky one. It's unlike any other planet in space. Learn all about planet Earth in this title for beginning readers.</p>	Planets.; Earth (Planet).; Readers (Publications); Instructional and educational works.; Illustrated works.
Echo	Book Club	<p>Lost in the Black Forest, Otto meets three mysterious sisters and finds himself entwined in a prophecy, a promise, and a harmonica--and decades later three children, Friedrich in Germany, Mike in Pennsylvania, and Ivy in California find themselves caught up in the same thread of destiny in the darkest days of the twentieth century, struggling to keep their families intact, and tied together by the music of the same harmonica.</p>	Harmonica--Fiction.; Music--Fiction.; Fate and fatalism--Fiction.; Family life--Fiction.; Germany--History--1933-1945--Fiction.; Pennsylvania--History--20th century--Fiction.; California--History--20th century--Fiction.; Fantasy fiction.
Echo Mountain	Book Club	<p>When twelve-year-old Ellie and her family lose their livelihood and move to a mountain cabin in 1934, she quickly learns to be an outdoors woman and, when needed, a healer.</p>	Healers--Fiction.; Coma--Fiction.; Great Depression, 1929-1939--Fiction.; Accidents--Fiction.; Historical fiction.; Domestic fiction.; Bildungsromans.; Maine--History--Fiction.
Efrén divided	Book Club	<p>While his father works two jobs, seventh-grader Efrén Nava must take care of his twin siblings, kindergartners Max and Mia, after their mother is deported to Mexico. Includes glossary of Spanish words.</p>	Deportation--Fiction.; Unauthorized immigrants--Fiction.; School stories.; Siblings--Fiction.; Mexican Americans--Fiction.; Domestic fiction.
Eggasaurus	Book	<p>All Maximus wants is a pet dinosaur—is that really too much to ask? But when his dad tells him he must send the egg back to where it came from, a mysterious company called Eggasaurus, Inc, a hiccup in communication leads to Max getting more...and more...and MORE eggs. Can he and his dad find a compromise before the eggs hatch and the baby dinosaurs take over their home?</p>	Dinosaurs--Fiction.; Humorous stories.; Dinosaurs as pets--Fiction.; Eggs--Fiction.; Fathers and sons--Fiction.; Letters--Fiction.; Humorous fiction.; Epistolary fiction.
Enchanted air : two cultures, two wings : a memoir /	Book Club	<p>Margarita Engle grew up a child of two worlds--Los Angeles during the school year, Cuba, her mother's island home, in the summers. However, when the Bay of Pigs event happens, Margarita finds her</p>	Engle, Margarita.; Cuban Americans--Biography.; American authors--Biography.; Women--Biography.; Narrative poetry.

		<p>two worlds, the U.S. and Cuba, meeting in the worst way possible. In this memoir, Margarita Engle relates how she saw the events of these times and how they have shaped her as a poet.</p>	
<p>Everlasting Nora Everything you wanted to know about Indians but were afraid to ask</p>	<p>Book Club</p>	<p>When she loses both her father and her home in a family tragedy, Nora must move with her mother into Manila's North Cemetery shantytown. Then, her mother mysteriously disappears, and Nora is left alone to fend for herself together with her best friend, Jojo, and with help from Jojo's grandmother.</p>	<p>Survival skills--Fiction.; Mother-daughter relationship--Fiction.; Domestic fiction.; Philippines--Fiction.</p>
<p>Everything you wanted to know about Indians but were afraid to ask</p>	<p>Book Club</p>	<p>Answers commonly asked questions regarding Native Americans' history, religion, culture, language, and society. Includes black-and-white photographs.</p>	<p>Native Americans--History.; Native Americans--Social life and customs.; Native Americans--Miscellanea.</p>
<p>Everything you wanted to know about Indians but were afraid to ask</p>	<p>Book Club</p>	<p>Answers commonly asked questions regarding Native Americans' history, religion, culture, language, and society. Includes black-and-white photographs.</p>	<p>Native Americans--History.; Native Americans--Social life and customs.; Native Americans--Miscellanea.</p>
<p>Falling short</p>	<p>Book Club</p>	<p>Best friends and neighbors Isaac and Marco are opposite in looks--Isaac is tall and Marco is short--and in abilities--Isaac excels at basketball, while Marco excels at schoolwork. However, that doesn't stop the sixth graders from having each other's back and helping each other get better. Isaac wants to finally take his schoolwork seriously while Marco wants to make the basketball team to make his dad proud of him. As they each work through difficulties at home and at school, the pair learn important lessons in growing up.</p>	<p>Friendship--Fiction.; Mexican Americans--Fiction.; Children of alcoholics--Fiction.; Children of divorced parents--Fiction.; Basketball players--Fiction.; Anxiety--Fiction.</p>
<p>A family is... Feathered serpent, dark heart of sky :</p>	<p>Book</p>	<p>Whether big or small, a family is for reading, for laughing, for holding you tight. And, perhaps most importantly, loving you for who you are.</p>	<p>Family--Fiction.; Friendship--Fiction.; Feelings--Fiction.</p>
<p>myths of Mexico /</p>	<p>Book Club</p>	<p>Highlights the mythology of ancient Mexico and mesoamerican history. Includes a pronunciation guide and a glossary.</p>	<p>Native Americans--Folklore--Mexico.</p>
<p>Finding refuge : real-life immigration stories from young people /</p>	<p>Book Club</p>	<p>Contains a collection of essays about the real-life experiences of teenage refugees from around the world, and provides background information about countries where the refugees have come from and why they had to leave. Includes black-and-white photographs, maps, and additional resources.</p>	<p>Immigrants.; Refugees.</p>
<p>The fire keeper</p>	<p>Book Club</p>	<p>Zane Obispo is currently on a deserted tropical island with his family and friends trying to control his new fire skills. When he tries to leave to rescue his father, the Maya god Hurakan, from prison, he discovers he is trapped on the island. Then he learns that he has accidentally put other godborns like himself at risk to be killed by the gods. In a race against time, Zane must escape from the island and find the godborns first. But now Zane faces an</p>	<p>Maya mythology--Fiction.; People with disabilities--Fiction.; Father-son relationship--Fiction.; Maya gods--Fiction.; Fantasy fiction.</p>

First morning sun : a book of firsts /	Book	impossible choice: save the godborns or rescue his father. From the very first sunrise for a new baby, life is full of wonder and discovery. Every little one learns to laugh, learns to talk, takes first steps, and eventually goes to school and makes new friends. All these milestones are celebrated in this joyful, rhyming text that is perfect for read-aloud sharing.	Stories in rhyme.; Babies--Fiction.; Family life--Fiction.; Growth--Fiction.; Infants--Fiction.; Families--Fiction.; Picture books.
Fish in a tree	Book Club	Ally has dyslexia, and can no more read like everyone else than a fish can climb a tree. Tired of being called slow and a loser, Ally finds that in her latest new school her teacher understands her limitations and actually sees in her a creative, intelligent side. New friends with their own learning disabilities help Ally see that she can achieve success and find happiness.	Dyslexia--Fiction.; Reading--Fiction.; Human behavior--Fiction.; School stories.
Five little leprechauns	Board Book	Five little leprechauns hiding in the clover. One leaped up and then fell over. Mama called the doctor and the doctor said, No more leprechauns hiding in the clover. A magical twist on "Five Little Monkeys," little ones will love following five little leprechauns on a St. Patrick's Day adventure as they hide in clovers and rainbows.	Leprechauns--Fiction.; Saint Patrick's Day--Fiction.
Flamingo bingo	Book	Birds of different feathers play bingo together, and watch the balls spin as they all hope to win.	Stories in rhyme.; Flamingos--Fiction.; Birds--Fiction.; Bingo--Fiction.
Fluffy Bunny makes new friends	Book	Everyone needs to feel they belong no matter how different they are. Join Fluffy Bunny as he begins his journey through school, ignores the bullies, and makes life-long friends.	Friendship--Fiction.; Rabbits--Fiction.; Animals--Fiction.; School--Fiction.
Fly	Book	Africa's grandmother was a double Dutch legend, and Africa knows she can become the same. Her brother scoffs when she signs up for a double Dutch competition, though—how can she hope to compete when she's never done it before? But Africa has all the tools she needs: memories of her grandmother, her bestie Bianca's dance moves, her friend Omar's rhythm, and her classmates' Mary Mack timing and cartwheels. If Africa can pull everything together to jump some winning moves, she might just fly, but it's the birthmark in the shape of her name that tells her she's always been a winner.	Double dutch (Rope skipping)--Fiction.; Rope skipping--Fiction.; African Americans--Fiction.; Self-esteem--Fiction.; Self-reliance--Fiction.
Free lunch	Book Club	The author reveals the humiliation that came with the daily outing of his family's hunger and poverty in sixth grade when he had to announce that he participated in his school's free lunch program. While constantly hungry, Ogle also recounts how much he craved the love of family in the face of his parents' abuse and brutality.	Ogle, Rex.; Children--United States--Biography.; Poor--United States--Biography.; Hunger.; School children--Food.; Middle schools--United States.
From a whisper to a rallying cry : the killing of Vincent	Book Club	Chronicles the events leading up to and following the murder of Chinese American Vincent Chin in 1982 which sparked the	Chin, Vincent, -1982.; Asian Americans--Civil rights.; Victims of crimes.; Detroit (Mich.)--Race relations.



Chin and the trial that galvanized the Asian American movement /		Asian American movement and led to the United States' first federal civil rights trial in connection with an Asian American citizen. Examines the cultural context of the event, the act itself, the trials, and its legacy, and discusses how xenophobia and anti-Asian discrimination and violence have affected the lives of Asian Americans throughout history. Includes black-and-white photographs and a timeline.	
From the desk of Zoe Washington	Book Club	On her birthday, twelve-year-old aspiring baker Zoe Washington receives a letter from her biological father, who is in prison for murder, telling her he is actually innocent. Determined to discover the truth, Zoe tries to investigate herself, perform well in her baking internship, and achieve her dream of auditioning for the Food Network's Kids Bake Challenge.	Father-daughter relationship--Fiction.; Prisoners' families--Fiction.; Bakers--Fiction.; Family life--Fiction.; African Americans--Fiction.; Domestic fiction.
Genesis begins again	Book Club	Thirteen-year-old Genesis tries again and again to lighten her black skin, thinking it is the root of her family's troubles, before discovering reasons to love herself as is. Ten months ago Nami escaped Ophelia and the Courts of Infinity, and found a sort of refuge in the Borderlands; she has spent her days training her body and mind so that when the time comes she will be able to navigate Infinity and rescue her captured friends, and now she has made a breakthrough, gaining the ability to enter minds without permission--the answers she needs are in Prince Caelan's mind, but his betrayal has left her unsure about her ability to face him again.	Skin--Color.; Self-esteem--Fiction.; Family problems--Fiction.; African Americans--Fiction.; Prejudices--Fiction.; Moving--Fiction.; Domestic fiction.
The genesis wars	Book	When basketball player Castle Cranshaw--nicknamed Ghost--challenges an elite sprinter to a race and wins, he finds himself on the radar of an Olympic medalist track coach who wants to nurture his raw talent. But Ghost's anger and determination to outrun his past, could stand in the way of him making good use of his natural ability.	Psychic ability--Fiction.; Self confidence--Fiction.; Rescues--Fiction.; Future life--Fiction.; Princes--Fiction.; Racially mixed people--Fiction.; Young adult fiction. .; Action and adventure fiction.; Fantasy fiction.
Ghost	Book Club	Seventh-grader Jerome is mistakenly shot by a white police officer, and as a ghost, observes the turmoil in his community as a result of his death. He then meets the ghost of Emmett Till who helps Jerome understand how systemic racism led to his death, but also understand how far the effects of his death really go by introducing him to the grieving daughter of the police officer who struggles with her father's actions.	Running--Fiction.; Track athletics--Fiction.; Self-realization--Fiction.; Coaching (Athletics)--Fiction.
Ghost boys	Book Club	At the end of a winter-long journey into manhood, Little Hawk returns to find his village decimated by a white man's plague and soon, despite a fresh start, Little Hawk dies violently but his spirit remains trapped, seeing how his world changes.	Till, Emmett, 1941-1955--Fiction.; Police--Fiction.; Racism--Fiction.; Ghost stories.; African Americans--Fiction.; Family life--Chicago (Ill.)--Fiction.; Biographical fiction.; Chicago (Ill.)--Fiction.; Domestic fiction.
Ghost Hawk	Book Club		Wampanoag Indians--Fiction.; Native Americans--Massachusetts--Fiction.; Ghost stories.; Survival skills--Fiction.; Bildungsromans.; Massachusetts--History--Fiction.; Historical fiction.

Going buggy!	Book	Did you know there are more than one BILLION insects for every human on Earth? Learn more super gross insect facts with Dr. Ick and Sam the Dog if you dare. When The Great Zapfino climbs to the top of the circus platform, all eyes are on him, waiting for his incredible leap. But Zapfino is afraid of heights. He can't take the pressure and flees, boards a plane, and runs away to start a new life. In the city, Zapfino starts work as an elevator operator in a tall building but soon learns you can never really outrun your fears. When disaster strikes, can Zapfino find the strength to be great?	Insects.
The Great Zapfino	Book	When thirteen-year-old Tai Pham inherits his grandmother's jade ring, he soon finds out he has been inducted into a group of space cops known as the Green Lanterns. Today Juanito is accompanying his father who is in the landscaping business, and he takes his sketchbook along to draw anything that catches his eye, and gets to help his father plan an entire garden--and then help plant it. Includes an autobiographical note.	Fear--Fiction.; Circus--Fiction.; Fire--Fiction. Inheritance and succession--Fiction.; Superheroes--Fiction.; Ability--Fiction.; Graphic novels.; Comic books, strips, etc.
Green Lantern : legacy /	Book Club	Poodle coming, poodle going. Poodle's curly hair is growing. Poodle's eyes are hardly showing. Like the grass, that dog needs mowing. Come see Poodle's hair grow and grow and grow in this delightful rhyming book that beginning readers will love reading again and again.	Parra, John--Fiction.; Artists--Fiction.; Fathers and sons--Fiction.; Landscape gardening--Fiction.; Gardening--Fiction.; Mexican Americans--Fiction.; Autobiographical fiction.
Growing an artist : the story of a landscaper and his son /	Book	Take a sloth's-eye view of the world in this beautiful and informative photographic picture book. Young readers will see where sloths live, what they eat, how they hide from predators, and much more. They'll learn about the creatures that interact with and depend on sloths in the interconnected and fragile tropical forest ecosystem.	Stories in rhyme.; Poodles--Fiction.; Dogs--Fiction.; Stories in rhyme.; Picture books.
Hairy, hairy poodle	Book	Everything changes when six kids are sent to a room in school by themselves with no adults to listen in. Dubbing it the ARTT room, A Room To Talk, they find themselves discussing things they never thought they could with anyone else, finding outlets for fears about parents, racial profiling, deportation scares, and ultimately their shared longing for a place to belong.	Sloths.; Rain forest animals.
Happy sloth day!	Book	After learning about the millions of birds dying for their feathers, Harriet starts the Massachusetts Audubon Society, dedicated to the conservation and protection of birds. Includes instructions on birdwatching and how to make pretend binoculars.	Friendship--Fiction.; Family problems--Fiction.; School stories.; African Americans--Fiction.; Latinos (U.S.)--Fiction.
Harbor me	Book Club	Sixteen-year-old Starr Carter is trying to balance her suburban prep school life with the poor, black neighborhood where she lives when she witnesses her childhood	Hemenway Harriet--Fiction.; Massachusetts Audubon Society--Fiction.; Naturalists--Fiction.; Birds--Protection--Fiction.; Conservation of natural resources--Fiction.; Fashion--Fiction. Race relations--Fiction.; Racism--Fiction.; Racial profiling in law enforcement--Fiction.; Police brutality--Fiction.; African Americans--Fiction.
Harriet's ruffled feathers	Book		
The hate u give	Book Club		

		best friend Khalil get shot and killed by a police officer. As tensions mount and her city erupts in protests, the only person who knows the truth of that night is Starr, and what she does or doesn't say can change everyone's lives forever.	
Hawai'i sea turtle rescue	Book	Junior explorers Will and Jacklyn join Fabien Cousteau and local conservationists in Hawaii on their mission to rescue endangered sea turtles, while also encountering a variety of wildlife among the coral reefs of Molokini Bay.	Graphic novels.; Sea turtles--Fiction.; Turtles--Fiction.; Rare animals--Fiction.; Scientists--Fiction.; Hawaii--Fiction.
Hello and goodbye	Book	Harold learns that saying hello and goodbye is being polite, and uses the phrases throughout his day.	Etiquette--Fiction.; Farewells--Fiction.; Manners and customs--Fiction.; Readers (Publications)
Here we come!	Book	A boy sets off with his flute, his stuffed bear, and a rum-pum-pum, and making his way through the town and woods, he is joined by dancing and singing children and animals, one by one.	Stories in rhyme.; Music--Fiction.
Hey, kiddo	Book Club	A graphic novel memoir by author and illustrator Jarrett Krosoczka who describes growing up with an addict mother, a missing father, and two loving, opinionated grandparents who raised him into his teen years. Describes how Krosoczka relied on his art to express himself and to survive the ups and downs of life.	Krosoczka, Jarrett.; Krosoczka, Jarrett--Comic books, strips, etc.; Children of drug addicts--Biography.; Family problems.; Absentee fathers.; Grandparents as parents.; Children of drug addicts--Biography--Comic books, strips, etc.; Family problems--Comic books, strips, etc.; Absentee fathers--Comic books, strips, etc.; Grandparents as parents--Comic books, strips, etc.
The hidden city	Book Club	Carol and Johnny learn of an ancient stone in the forests of Oaxaca that channels a dark magic. They convince their parents to go but learn the stone has been stolen. To find it, they travel through a mystical emerald mirror and land in Tlalocan, the home of a rain god. There, they rely on old allies and new friends to face the dangers of Tlalocan, and learn that their greatest enemy might be a member of their own family.	Aztec--Antiquities--Fiction.; Twins--Fiction.; Metamorphosis--Fiction.; Fantasy fiction.; Adventure fiction.; Mexico--Fiction.
Hidden figures : the true story of four black women and the space race /	Book Club	Presents a picture book profiling four African-American women mathematicians--Katherine, Dorothy, Mary, and Christine--who were hired by NASA to do the math work that would help the U.S. send the first astronauts into space.	United States. National Aeronautics and Space Administration--Biography.; Women mathematicians--Biography.; African American women--Biography.; African American mathematicians--Biography.; Space race.; Women--Biography.; African Americans--Biography.
Home is where the birds sing	Book	There are so many things, both big and small, that make a place feel like home. Home is where you might have a special nickname or a special toy. It's where you might have a snack or a nap or a bath—or all three! Whether home is a city apartment or a country cottage, it's a place you want to return to again and again. Celebrate all kinds of homes—and all kinds of families—in this cozy, lushly illustrated ode to the universal feeling of being at home.	Home--Fiction.; Belonging (Social psychology)--Fiction.; Family--Fiction.; Picture books.
Hooray for sunny days!	Board Book	Hooray for splashing in the lake, And for picnics in the shade. Hooray for swings and hammocks, And for ice-cold lemonade. From swimming in a lake to	Summer--Fiction.; Stories in rhyme.; Sunshine--Fiction.

		<p>enjoying a summer picnic in the shade, join a cast of adorable woodland friends as they enjoy the best things about summer. With adorable, inviting illustrations, and sweet, rhyming text, this board book is the perfect summer read-aloud for parents and little ones to share.</p>	
Hope in the holler	Book Club	<p>Upon her mother's death, Wavie Conley, eleven, must go live with a scheming aunt in the Kentucky town her mother left behind.</p>	<p>Orphans--Fiction.; Bereavement--Fiction.; Friendship--Fiction.; Aunts--Fiction.; Family life--Kentucky--Fiction.; Kentucky--Fiction.</p>
I have an idea!	Book	<p>The author meditates on the search for an idea, and the wonderful feeling when the right idea comes along, unleashing the creative process.</p>	<p>Creative thinking--Fiction.; Creative ability--Fiction.; Thought and thinking--Fiction.; Picture books.</p>
I love my body because	Book	<p>Everybody has a body and every body is good. Your body takes you where you want to go. Your body is your first home. And your body is different from everyone else's body. "I Love My Body Because" is a gentle and poetic picture book for the youngest readers about celebrating your own body and all the different, wonderful bodies that make up our world.</p>	<p>Self-esteem in children.; Children's stories.; Self-esteem--Fiction.; Self-acceptance--Fiction.; Self-confidence--Fiction.; picture books.</p>
I want to be a vase	Book	<p>Shapes. You've heard of them. You might have even interacted with a few. But do you really know them? From plucky Plunger, who wishes to defy his shape and become a beautiful vase, to other household objects with dreams of a life beyond their predestined roles, I Want to Be a Vase takes readers on an essential and visually stunning journey through the lives and intimate dramas of often-overlooked household appliances.</p>	<p>Vases--Fiction.; Choice--Fiction.; Identity--Fiction.; Tools--Fiction.; House furnishings--Fiction.; Picture books.</p>
I was their American dream : a graphic memoir /	Book Club	<p>A graphic novel memoir of Malaka Gharib and her upbringing as an Egyptian-Filipino, coming of age in an America without internet and two different cultures in her mother and father.</p>	<p>Gharib, Malaka.; Gharib, Malaka--Comic books, strips, etc.; Racially mixed people--United States--Biography.; Racially mixed people--United States--Biography--Comic books, strips, etc.; Immigrants--United States--Biography.; Immigrants--United States--Biography--Comic books, strips, etc.; Identity (Psychology); Identity (Psychology)--Comic books, strips, etc.</p>
Illegal	Book Club	<p>After his big Sisi goes to Europe for a better life, Ebo and his older brother Kwame decide to follow after her, trekking from Ghana across the Sahara Desert and into Tripoli, then out over the merciless Mediterranean.</p>	<p>Immigrants--Fiction.; Refugees--Fiction.; Survival skills--Fiction.; Immigrant children--Fiction.; Comic books, strips, etc.; Graphic novels.</p>
I'm a little pumpkin	Board Book	<p>The classic children's song "I'm a Little Teapot" gets a delightful autumn twist in this charming board book. 'I'm a little pumpkin, yes I am. Here are my green leaves. Here is my stem!' Meet adorable pumpkins and animal friends in this sweet story that celebrates fall.</p>	<p>Autumn--Fiction.; Animals--Fiction.; Pumpkin--Fiction.; Stories in rhyme.; Board books.</p>
Impossible moon	Book	<p>Grana used to tell the best stories, and Mabel used to long to soar through the heavens. Nowadays, Grana mostly lies in bed and Mabel stays close to home. But one day, Grana asks, "If we can touch the</p>	<p>Voyages, Imaginary--Fiction.; Constellations--Fiction.; Folklore--Africa--Fiction.; African Americans--Fiction.; Sick--Fiction.; Grandmothers--Fiction.</p>

moon, then what is impossible?" So Mabel decides to do just that, embarking on a journey through the stars where The Seven Sistahs, The Big Dipper, and other constellations help her on her quest and teach her about African mythology and African American history. With the support of her new companions, Mabel reaches for her biggest dream yet: to make her sick grandma well again.

Chronicles the centuries of persecution faced by indigenous peoples of the United States at the hands of the American government through settler colonialism, genocidal programs, corrupt policy-making, and land seizure. Discusses how this persecution formed the national identity of the United States. Includes archival images, recommendations for further reading, original maps, and discussion topics.

When thirteen-year-old Aven and her family take over a Western theme park in Arizona, she is forced into a new school. Being born with no arms, life is difficult enough, but with so many changes, Aven is desperate to connect. She then meets Connor, a boy with his own disability, and after finding a mysterious storage shed, Aven and Conner learn about the importance of friendship.

Iranian American Zomorod "Cindy" Yousefzadeh hopes that California's Newport Beach can be her last time being the new kid, at least for awhile. Unfortunately it is the 1970s, and with Iran bad in the headlines of American newspapers, being the new kid is the least of her worries.

Ohio sixth-grader Isaac "Itch" Fitch strives to fit in, but everything seems to be going wrong, even before a school lunch trade sends his best friend, Sydney, to the hospital.

Presents arguments in favor of the theory of manmade global warming, discussing data that climatologists use to determine how the planet's climate has changed throughout history compared with how it has been changing since the advent of fossil fuels. Offers warnings that if humankind as a whole does not stop polluting the atmosphere, the future of the planet will be very different from what it is now.

The author, comedian Trevor Noah, shares his personal journey from his birth in South Africa to his job behind a desk at "The Daily Show."

Meet John Lewis. When John Lewis was a teenager, he asked Dr. Martin Luther King

Native Americans--Historiography.; Native Americans--History.; United States--Race relations.; United States--Politics and government.

People with disabilities--Fiction.; Amusement parks--Fiction.; Friendship--Fiction.; Adoption--Fiction.; Tourette syndrome--Fiction.; Overweight persons--Fiction.; Moving--Fiction.; Mystery fiction.

Iranian Americans--Fiction.; Iran Hostage Crisis, 1979-1981--Fiction.; Southern California--Fiction.; United States--History--20th century--Fiction.

Friendship--Fiction.; Middle schools--Fiction.; School stories.; Food allergy--Fiction.; Itching--Fiction.; Family life--Ohio--Fiction.; Ohio--Fiction.; Domestic fiction.

Global warming.

Noah, Trevor, 1984-; Comedians--United States--Biography.; Comedians--South Africa--Biography.; Television personalities--United States--Biography.

Lewis, John, 1940-2020--Literature; United States. Congress. House--Literature; Civil

An indigenous peoples' history of the United States for young people Book Club

Insignificant events in the life of a cactus Book Club

It ain't so awful, falafel Book Club

Itch Book Club

It's getting hot in here : the past, the present, and the future of climate change / It's Trevor Noah : Book Club

born a crime : stories from a South African childhood / Book Club

John Lewis Book

		<p>Jr. to help integrate a segregated school in his hometown. From then on, John Lewis never stopped organizing, from Freedom Rides, to the marches in Selma and Washington, and more. He believed in getting into "good trouble" for good causes, and became a Civil Rights activist and United States Representative.</p> <p>While Shaheen is investigating her father's disappearance, a mysterious jukebox magically transports her and her cousin Tannaz to different decades based on the music it's playing, from political marches to landmark concerts. The two girls must find Shaheen's dad before the music stops. Traumatized by the death of a close friend before the start of eighth grade, Meryl Lee's parents decide to send her to an elite Maine boarding school. Meryl knows nothing of the strict social norms of the school and struggles making friends and pleasing her teachers. She finds an unlikely ally in headmistress Dr. MackKnockater and in a runaway boy named Matt that the headmistress is fostering. Matt has suffered much at the hands of abusers and will need Meryl and Dr. MacKnockater's help if he is to survive their relentless pursuit of him.</p> <p>Asiya loves to visit Nanu's house where she can rummage through Nanu's katha chest filled with quilts. There are stories in each of the quilts that her Nanu has collected through the years, all about the bold and brave women in Asiya's family. Among all of the games and exciting things at Nanu's house, Asiya thinks these hidden histories are the grandest treasure.</p> <p>Whenever Kiki Kallira, a grade-A worrier, finds her anxiety going off the charts, she retreats into her sketchbook of fanciful doodles based on Indian myths and legends. One day, she falls into her sketchbook into a world of vivid life, and must join a band of rebel kids sworn to protect their kingdom from an evil god.</p> <p>Thirteen-year-old Robbie never knows if he will have enough food to eat or if his dad will leave and not come back. He worries that he will be put into foster care, so he does all he can to not let others see what is going on at home with his dad. When Harmony enters his life, he begins to think that maybe, just maybe, she is someone he can trust.</p> <p>Pingo, the elfish tzapame, appears at the Garza family's Christmas vacation in Mexico, with grim news--a rogue undersea prince is looking for the Shadow Stone, which he could use to flood the whole world and destroy humanity. Carol and Johnny must team up with a band of</p>	<p>rights workers--United States.; Civil rights movements--Southern States--History--20th century.; African Americans--Southern States--Civil rights--History--20th century--Literature.; Legislators--United States.; African American legislators.; Biographies.; Readers (Publications)</p> <p>Jukeboxes--Fiction.; Music--History and criticism--Fiction.; Father-daughter relationship--Fiction.; Missing persons--Fiction.; Time travel--Fiction.; Comic books, strips, etc.; Fantasy fiction.; Graphic novels.</p> <p>Private schools--Fiction.; Death--Fiction.; Bereavement--Fiction.; Loneliness--Fiction.; Social classes--Fiction.; Gangs--Fiction.; Theft--Fiction.; Bildungsromans.; Large print books.; Maine--Fiction.</p> <p>Quilts--Fiction.; Grandmothers--Fiction.; Mothers--Fiction.; Aunts--Fiction.; Bangladeshi Americans--Fiction.; Picture books.</p> <p>Anxiety--Fiction.; Indians--Fiction.; Imaginary wars and battles--Fiction.; Imaginary places--Fiction.; Adventure fiction.; Fantasy fiction.; Action and adventure fiction.</p> <p>Father-son relationship--Fiction.; Friendship--Fiction.; Teenage boys--Fiction.; Bildungsromans.</p> <p>Aztec--Antiquities--Fiction.; Twins--Fiction.; Metamorphosis--Fiction.; Fantasy fiction.; Adventure fiction.; Mexico--Fiction.; Texas--Fiction.</p>
Jukebox	Book Club		
Just like that	Book Club		
The katha chest	Book		
Kiki Kallira breaks a kingdom	Book Club		
The king of jam sandwiches	Book Club		
A kingdom beneath the waves	Book Club		

		<p>merfolk to go into the depths of the Pacific Ocean and stop the prince's monstrous army.</p> <p>Thirteen-year-old Riley Oh, an ungifted member of the Gom clan of healers, one of six gifted witch clans, embarks on a quest to save her sister Hattie's life when a spell to share Hattie's powers goes wrong. Riley and her best friend Emmett travel to an exiled clan to recover a fallen star and learn truths about the clans that have been withheld from them.</p>	<p>Witches--Fiction.; Sisters--Fiction.; Quests (Expeditions)--Fiction.; Gods and goddesses--Fiction.; Korean Americans--Fiction.; Adoption--Fiction.; Magic--Fiction.; Fantasy fiction.; Adventure fiction.; Action and adventure fiction.</p>
The last fallen star	Book Club	<p>Gamer Yared Heywat lives a lonely existence in the city of Addis Prime with his uncle Moti and his bionic lioness Besa. When his favorite online game forces him to play using his real identity, high-tech monsters swarm the city looking for him and kidnap his uncle. Yared teams up with fellow video gamer Ibis to avoid capture, and learns that the stories about the lost space empire of Axum are true and he is at the heart of the stories.</p>	<p>Imaginary wars and battles--Fiction.; Monsters--Fiction.; Augmented reality--Fiction.; Games--Fiction.; Science fiction.; Adventure fiction.; Ethiopia--Fiction.; Action and adventure fiction.</p>
Last gate of the emperor	Book Club	<p>Contains biographies of forty influential Latinas from Latin America and across the United States, and highlights their impact on science, art, culture, politics, and history. Includes color illustrations.</p>	<p>Women--Latin America--Biography.; Latin Americans--Biography.; Latinos (U.S.)--Biography.; Women--United States--Biography.</p>
Latinitas : celebrating 40 big dreamers /	Book Club	<p>An illustrated collection of poetry celebrating female African American poets active during the Harlem Renaissance--including Effie lee Newsome, Mae V. Cowdery, and Georgia Douglas Johnson.</p>	<p>American poetry.; African Americans--Poetry.; Harlem Renaissance--Influence.</p>
Legacy : women poets of the Harlem Renaissance /	Book Club	<p>LEGO® MINDSTORMS® Education EV3 Core Set is a hands-on, cross-curricular STEM solution that engages students by providing the resources to design, build and program their creations while helping them develop essential skills such as creativity, critical thinking, collaboration, and communication. A Core Set supports two students and comes with a getting-started guide, video tutorials, and standards-aligned lesson plans. An eLearning program is included for educators.</p>	<p>Robotics.; Building.; Computer programming.; Computer science.</p>
LEGO MINDSTORMS Education EV3	Kit	<p>In 1938, eleven-year-old Esther joins her father in tropical, multicultural Cuba, where they toil together to rescue the rest of their Jewish family from persecution in Poland. Includes notes about the author's grandmother, on whom the story is based.</p>	<p>Refugees--Fiction.; Immigrants--Fiction.; Jews--Cuba--Fiction.; Dressmaking--Fiction.; Letters--Fiction.; Historical fiction.; Epistolary fiction.; Cuba--History--Fiction.</p>
Letters from Cuba	Book Club	<p>When Mr. Hughes finds a fish all alone in the library and names her Library Fish, she knows she's found her true home. Library Fish makes friends in the library and on the bookmobile, checks that books are returned, and absolutely loves story time, when she can listen to all kinds of stories and poems, meet unforgettable characters, and travel around the world and even to other planets. But one day, everything</p>	<p>Fishes--Fiction.; Libraries--Fiction.; Books and reading--Fiction.; Bookmobiles--Fiction.</p>
The library fish	Book		

		<p>outside is covered in snow and no one comes to the library. Will Library Fish be brave enough to venture outside her fishbowl for the very first time and explore the library she calls home?</p> <p>Discover the myriad contributions that all immigrants have made as they come to join family or start their own lives together in a new country they call home. Coming with their hopes, dreams, and determination, generations of immigrants have made the fabric of this country diverse, vivid, and welcoming. This vibrant and timely celebration demonstrates the thousands of immigrants who built America and the importance of having acceptance and light for everyone.</p>	<p>Immigrants--Fiction.; Statue of Liberty (New York, N.Y.)--Fiction.</p>
Light for all	Book	<p>Eighth-grader Lily Jo McGrother, who identifies as a girl even though born in a boy's body, makes friends with Norbert "Dunkin" Dorfman, a boy with bipolar disorder--which is bad enough for his social life, but he is also hiding a terrible secret that makes things much worse. Only Lily Jo and Dunkin's friendship has the power to change their lives.</p>	<p>Friendship--Fiction.; Transgender people--Fiction.; Manic-depressive illness--Fiction.; Mental illness--Fiction.; Middle schools--Fiction.; School stories.; Florida--Fiction.</p>
Lily and Dunkin Listening to others	Book Club	<p>Jill learns that listening to others is polite and practices doing it throughout her day.</p>	<p>Listening--Fiction.; Etiquette--Fiction.; Readers (Publications)</p>
	Book	<p>Little Seed has a very big wish: figure out how to hug the whole world. So with a loving nudge from Mama Earth, Little Seed sets out on an adventure to meet and learn different ways to hug and love each new friend. But how do you hug a panda who's as soft as a cloud? And how do you hug a whale who's as big as a mountain? This adorable board book is perfect for teaching little ones how and why it's important to find different ways to show our love. A sweet reminder that we all have the power to bring more love and light into the world, this loving story proves that all we need to do is take it one hug at time, just like Little Seed.</p>	
Little seed	Board Book	<p>Contains a collection of short stories, essays, poetry, and comics by Mexican American authors about the experiences of Mexican Americans in the United States. Examines what it means to embrace and reject two cultures simultaneously in the United States.</p>	<p>Seeds--Fiction.; Hugging--Fiction.; Board books.; Kindness--Fiction.; Picture books.</p>
Living beyond borders : growing up Mexican in America /	Book Club	<p>As the daughter of Chinese immigrants who left Hong Kong for Canada, Olivia Tong faces high expectations to be the perfect daughter and excel in school. When her anxiety overtakes her, filling her with negative thoughts and images, it takes on a personality of its own that Olivia begins calling Viola. When she starts at a new school, Viola rears her ugly head, but in spite of that, Olivia makes friends and learns to enjoy school. It's not until family</p>	<p>Mexican Americans--Literary collections.</p>
Living with Viola	Book Club		<p>Anxiety--Fiction.; Imaginary playmates--Fiction.; Immigrant children--Fiction.; Graphic novels.; Comic books, strips, etc.</p>



Lizzy and the cloud	Book	<p>strife and school microaggressions amp up that Viola reappears, but this time, Olivia might be brave enough to ask for help. It's a little out of fashion to buy a pet cloud, but Lizzy doesn't mind. She's not looking for a big one or a fancy one, just one that's right for her. And she finds it in Milo. Soon, she's taking Milo out on walks with her family, watering Milo right on schedule, and seeing Milo grow and grow. But what happens when her pet cloud gets too big for Lizzy to handle?</p>	<p>Clouds--Fiction.; Pets--Fiction.; Picture books.</p>
Long way down	Book Club	<p>As Will, fifteen, sets out to avenge his brother Shawn's fatal shooting, seven ghosts who knew Shawn board the elevator and reveal truths Will needs to know.</p>	<p>Revenge--Fiction.; Homicide--Fiction.; Ghost stories.; Brothers--Fiction.; Narrative poetry.; Conduct of life--Fiction.; Novels in verse.</p>
Loteri'a	Book Club	<p>In Oaxaca City, Mexico, ancient friends Life and Death discuss free will while engaged in a game of chance, with eleven-year-old Clara as the protagonist of their theories and a pawn in their game, moving inevitably towards her ultimate fate. Includes author's notes and reader's guide.</p>	<p>Fate and fatalism--Fiction.; Free will and determinism--Fiction.; Loteri'a (Game)--Fiction.; Adventure fiction.; Magic--Fiction.; Fantasy fiction.; Oaxaca de Juarez (Mexico)--Fiction.; Mexico--Fiction.; Action and adventure fiction.</p>
Louisiana's way home	Book Club	<p>One day, Louisiana Elefante's granny wakes her up in the middle of the night, saying they have to leave home immediately, for the day of reckoning has come. This time, granny seems serious, and intends that she and Louisiana never return. Now separated from best friends Raymie and Beverly, Louisiana must find a way to return home, but as she does her life becomes tangled with a cast of characters that have a lot to teach her about finding herself and learning to say good-bye.</p>	<p>Grandmothers--Fiction.; Grandparent-grandchild relationship--Fiction.; Moving--Fiction.; City and town life--Fiction.; Domestic fiction.</p>
Lowriders blast from the past	Book Club	<p>Friends Flapjack Octopus, Lupe Impala, and the mosquito Elirio Malaria like lowrider cars and want to be in the car club but the bullies Los Matamoscas won't let them. The three outcasts vow to find a way into Los Matamoscas' car show.</p>	<p>Lowriders--Fiction.; Bullies--Fiction.; Gods and goddesses--Fiction.; Mexican Americans--Fiction.; Graphic novels.; Comic books, strips, etc.</p>
Lowriders in space.	Book Club	<p>Friends Lupe Impala, El Chavo Flapjack, and Elirio Malaria share a love of fixing up cars, and enter a contest to fix up a lowrider with the hopes of winning a cash prize that will enable them to open their own shop. Includes Spanish words and phrases with translations throughout the text.</p>	<p>Lowriders--Fiction.; Competition (Psychology)--Fiction.; Friendship--Fiction.; Mexican Americans--Fiction.; Graphic novels.; Comic books, strips, etc.</p>
Lowriders to the center of the earth	Book Club	<p>When the Aztec god of the Underworld steals the Lowriders' beloved cat, they embark on a wild road trip into the center of the earth in order to rescue their pet.</p>	<p>Lowriders--Fiction.; Imaginary voyages--Fiction.; Gods and goddesses--Fiction.; Mexican Americans--Fiction.; Graphic novels.; Comic books, strips, etc.</p>
Lu	Book Club	<p>Lu, an albino track star, is confident he can lead Ghost, Patina, Sunny, and the team to victory at the track championships, but it might not be as easy as it seems. Lu suddenly has challenges to overcome and overcoming them means figuring out what</p>	<p>Track and field--Fiction.; Conduct of life--Fiction.; Family life--Fiction.; Pregnancy--Fiction.; Albinos and albinism--Fiction.; African Americans--Fiction.; Domestic fiction.</p>

Lucky broken girl	Book Club	<p>winning the gold really means to him and to the team.</p> <p>Author Behar has crafted a story based on her own experience of adjusting to life in New York City as a young Cuban Jewish girl in 1966. Just as fifth-grader Ruthie feels like she's settling into her new world, she's terribly injured in a car accident. Confined to her bed in a body cast for nearly a year, Ruthie struggles with her loneliness, but finds strength within herself as she heals.</p>	<p>Fractures--Fiction.; Family life--Fiction.; Immigrants--Fiction.; Cuban Americans--Fiction.; Neighbors--Fiction.; Historical fiction.; Queens (New York, N.Y.)--History--Fiction.; Domestic fiction.</p>
Lupe Wong no baila	Book Club	<p>Baseball is everything to seventh-grader Lupe Wong. So is championing causes, like expanding the options for race on school tests. Lupe has an agreement with her uncle that if she gets straight As in all her classes, she can meet pitcher Fu Li Hernandez, who is half-Mexican, half-Chinese like Lupe. But when the dreaded square dancing unit begins in gym class, Lupe's afraid that she'll never meet Fu Li. As Lupe starts a campaign to get rid of square dancing, her changing friendships force her to reexamine her priorities and relationships.</p>	<p>Middle schools--Fiction.; Sqaure dancing--Fiction.; Racially mixed people--Fiction.; Family life--Fiction.; Friendship--Fiction.; Spanish language.</p>
Man~analand	Book Club	<p>After his father leaves on a trip to secure a new birth certificate for him, eleven-year-old Maximiliano Co ´rdoba meets a refugee named Isadora from the war-torn country of Abismo and learns that the stories his grandfather has been telling him are true: his family are part of a secret society of guardians who lead refugees to safety through an abandoned stone tower named La Reina Gigante. Abandoning his dreams of becoming a soccer star, Max sets out on a journey to help Isadora reach safety and hopefully learn the truth behind the disappearance of his mother.</p>	<p>Folklore--Fiction.; Magic--Fiction.; Grandfathers--Fiction.; Voyages and travels--Fiction.; Fantasy fiction.</p>
March : Book one.	Book Club	<p>Presents a graphic novel featuring the true story of Congressman John Lewis, who was a founder of the Nashville Student Movement and participated in the 1960s with the march on Washington in the civil rights movement.</p>	<p>Lewis, John, 1940-2020--Comic books, strips, etc.; Lewis, John, 1940-2020.; Civil rights--United States--Comic books, strips, etc.; Civil rights--United States.; Civil rights movements--Comic books, strips, etc.; Civil rights movements.</p>
March : Book three.	Book Club	<p>Presents a graphic novel featuring the true story and experiences of U.S. Congressman John Lewis during the Civil Rights Movement and his participation in the 1963 March on Washington. After the sit-ins in Nashville, John Lewis and his fellow Freedom Riders face beatings, imprisonment, arson, and murder. However, their efforts attract allies such as Martin Luther King, Jr. and Attorney General Robert F. Kennedy. Lewis and King speak at the 1963 March on Washington for Jobs and Freedom, while danger brews in Birmingham, Alabama.</p>	<p>Lewis, John, 1940-2020--Comic books, strips, etc.; Lewis, John, 1940-2020.; Civil rights--United States--Comic books, strips, etc.; Civil rights--United States.; Civil rights movements--Comic books, strips, etc.; Civil rights movements.</p>
March : Book two.	Book Club		<p>Lewis, John, 1940-2020--Comic books, strips, etc.; Lewis, John, 1940-2020.; Civil rights--United States--Comic books, strips, etc.; Civil rights--United States.; Civil rights movements--Comic books, strips, etc.; Civil rights movements.</p>

Mardi Gras almost didn't come this year	Book	Lala, Babyboy, and their parents struggle to cope with the loss of their home to Hurricane Katrina, but find joy again in the celebration of Mardi Gras. Includes facts about Hurricane Katrina and glossary.	Families--Louisiana--Fiction.; Loss (Psychology)--Fiction.; Family life--Louisiana--Fiction.; Hurricane Katrina, 2005--Fiction.; Mardi Gras--Fiction.; Carnival--New Orleans (La.); Louisiana--Fiction.; Picture books.
The Mars challenge	Book Club	A graphic novel in which a teen girl named Nadia is determined to be the first woman on Mars. She knows she needs to learn all she can about the science of spaceflight, so she meets her friend, Eleanor, who pilots the International Space Station, to get information. Ellie takes Nadia through each step of a human mission to Mars and back to Earth, exploring all the challenges it would face, and the science and machinery it would need. Includes resources and an extensive glossary of terms.	Space flight to Mars.; Space flight to Mars--Comic books, strips, etc.; Manned space flight.; Manned space flight--Comic books, strips, etc.; Mars (Planet)--Exploration.; Mars (Planet)--Exploration--Comic books, strips, etc.
Maybe he just likes you	Book Club	When boys in her class start touching seventh-grader Mila and making her feel uncomfortable, she does not want to tell her friends or mother until she reaches her breaking point.	Sexual harassment--Fiction.; Middle schools--Fiction.; School stories.; Friendship--Fiction.; Domestic fiction.
Meet and greet	Book	We see people every day. It is nice to greet them. How do we say hello? Mike offers to help his friend pick up trash around the neighborhood. But when a rubber duck gets stuck in the garbage truck and trash starts to fall out and litter the town, will Mike and his friends be able to get the duck unstuck?	Etiquette.; Manners and customs.; Readers (Publications)
Mike delivers : the duck is stuck! /	Book	Teen Miles Morales, the current Spider-Man, worries that his spidey-sense is broken. A misunderstanding gets him suspended from school and makes him doubt himself and his abilities. After all, his father and uncle were once criminals. He begins having nightmares and his spidey-sense continues to buzz in history class where he listens to his teacher talk about the benefits of slavery. Then his scholarship at his private school is threatened, and Miles's investigations uncover a plot that puts all he loves at risk.	Hedgehogs--Fiction.; Delivery of goods--Fiction.
Miles Morales, Spider-Man	Book Club	Mina the mouse is very upset when her father brings home a pet "squirrel" that she is certain is a cat.	Spider-Man, (Fictitious character)--Fiction.; Spider-Man (Fictional character)--Fiction.; Teenagers--Fiction.; Racially mixed youth--Fiction.; Superheroes--Fiction.; Action and adventure fiction.
Mina	Book	In an Iranian bathhouse on the eve of Nowruz, three boys suspect a Div--a monster--is wreaking havoc on their New Year preparations.	Mice--Fiction.; Cats--Fiction.; Pets--Fiction.; Fathers and daughters--Fiction.; Humorous stories.
The monster in the bathhouse	Book	Mother Goose takes a trip to India in this unique collection of nursery rhymes with a distinctly Indian flair. This little soar (pig) goes to the bazaar. Little Miss Muffet eats dahi (yogurt) until a makadee (spider) scares her away. Little Jack Horner eats Diwali sweets. Rhymes and characters that are familiar to young readers bring to life the beauty, wonder, and diversity of a vast	Nawráuz (Festival)--Fiction.; New Year--Fiction.; Monsters--Fiction.; Bathhouses--Fiction.
Mother Goose goes to India	Book		Mother Goose Adaptations.; Nursery rhymes.; Children's poetry.; India--Poetry.

and vibrant country in a way that is accessible and fun.

Moving forward : from space-age rides to Civil Rights sit-ins with Airman Alton Yates /	Book	A picture book biography on Alton Yates, a Black man who served in the Air Force in the 1950s and contributed to key research on flight safety for pilots and passengers. After returning home, Alton dedicated his life to standing against Jim Crow and fighting for racial equality. When Topher, Brand, and Steve's favorite teacher Ms. Bixby announces unexpectedly that she's become sick and won't finish the school year, the three friends go to great lengths to show Ms. Bixby what she means to their class. Guerrero was the daughter of undocumented immigrants living in Boston. When she was fourteen, she came home to find that her parents had been arrested and would be deported. Alone (neither ICE nor Child Protective Services ever checked on her), she had to rely on friends to survive. Guerrero details the financial and emotional troubles that resulted from this childhood trauma, as well as how she ended up on the show "Orange Is the New Black."	Yates, Alton, 1936-; Airmen--United States--Biography.; African Americans--Florida--Jacksonville--Biography.; African Americans--Florida--Jacksonville--Civil rights--History--Juvenile literature.; African American civil rights workers--Florida--Jacksonville--Biography.; Civil rights workers--Florida--Jacksonville--Biography.; Jacksonville (Fla.)--Biography.; Jacksonville (Fla.)--Race relations.
Ms. Bixby's last day	Book Club	Guerrero was the daughter of undocumented immigrants living in Boston. When she was fourteen, she came home to find that her parents had been arrested and would be deported. Alone (neither ICE nor Child Protective Services ever checked on her), she had to rely on friends to survive. Guerrero details the financial and emotional troubles that resulted from this childhood trauma, as well as how she ended up on the show "Orange Is the New Black."	Teachers--Fiction.; Teacher-student relationship--Fiction.; School stories.
My family divided : one girl's journey of home, loss, and hope /	Book Club	In an effort to escape the pain and embarrassment she feels after her father murders the most talented athlete in her hometown, sixteen-year-old Turkish-American Aysel forms a suicide pact with a handsome young teen named Roman who she meets online. But as Aysel grows increasingly close to Roman, she begins to question if death is really the answer. Illustrated nursery rhymes highlight words for parts of speech, actions, colors, numbers, opposites, greetings, and more. Includes a note from the author.	Guerrero, Diane, 1986-; Guerrero, Diane, 1986---Family.; Actors--Biography.; Children of illegal aliens--Biography.; Law enforcement.
My heart and other black holes	Book Club	Lu Olivera is in sixth grade, and all she wants is to do is keep her head down and get along with everyone--but her friends are starting to act boy-crazy, and some have even started making fun of her for being able to run track really fast. Lu hopes she can make a new friend in fellow runner Belinda Gresham, but she is black and Belinda is white, and in 1970 Red Grove, Alabama, that just won't work. Racial tensions rise in the state, and Lu is forced to take a stand for what is right.	Suicide--Fiction.; Friendship--Fiction.; Family problems--Fiction.; High school students--Fiction.; School stories.
My very first 100 words	Book	Lu Olivera is in sixth grade, and all she wants is to do is keep her head down and get along with everyone--but her friends are starting to act boy-crazy, and some have even started making fun of her for being able to run track really fast. Lu hopes she can make a new friend in fellow runner Belinda Gresham, but she is black and Belinda is white, and in 1970 Red Grove, Alabama, that just won't work. Racial tensions rise in the state, and Lu is forced to take a stand for what is right.	Nursery rhymes.; Children's poetry.; Vocabulary.; Poetry.
My year in the middle	Book Club	Seventh grade African American boy Jordan Banks dutifully travels from his Washington Heights apartment to the upscale private Riverdale Academy Day School. As one of the few kids of color in his new school, Jordan feels out of place. He doesn't really fit in with his new classmates, and it begins to feel like his	Segregation in education--Fiction.; Immigrants--Fiction.; Racism--Fiction.; Argentines--United States--Fiction.; Track athletics--Fiction.; Domestic fiction.; Friendship--Fiction.; African Americans--Civil rights--History--Fiction.; Nineteen seventies--Fiction.; Historical fiction.; Alabama--Fiction.
New kid	Book Club	He doesn't really fit in with his new classmates, and it begins to feel like his	Private schools--Fiction.; School stories.; Humorous fiction.; Graphic novels.; Comic books, strips, etc.

New shark in town	Book	neighborhood friends live in a different world. Jordan finds comfort in his art as he tries to navigate both worlds. It's Harvey Hammer's first day at Kelpmentary School. Harvey dreams of being just like King Krusher, his comic book hero, but as the new shark in town, he worries he'll sink before he swims with the rest of the kids.	Hammerhead sharks--Fiction.; First day of school--Fiction.; Schools--Fiction.; Marine animals--Fiction.
The night diary	Book Club	Shy twelve-year-old Nisha, forced to flee her home with her Hindu family during the 1947 partition of India, tries to find her voice and make sense of the world falling apart around her by writing to her deceased Muslim mother in the pages of her diary.	Refugees--Fiction.; Diaries--Fiction.; Family life--India--Fiction.; Hindus--Fiction.; Muslims--Fiction.; Historical fiction.; India--History--1947---Fiction.; Diary fiction.
Noodle and the No Bones Day #NotYourPrincess : voices of Native American women /	Book Club	Noodle is a sweet, silly old pug who enjoys doing all his favorite activities with his favorite human, Jonathan. But one day when Jonathan goes to take Noodle on his morning walk, he finds Noodle still comfortable in bed. When Jonathan lifts Noodle up, Noodle just flops over. It's almost like Noodle woke up without any bones. Noodle isn't sick or sad—but he also isn't interested in going for walks or sitting outside (he will accept snacks, though). Today, all he needs are extra snuggles and belly rubs. Jonathan soon learns that not every day can be a Bones Day, and sometimes a No Bones Day is exactly what you need to get through the week.	Pug--Fiction.; Dogs--Fiction.; Self-care, Health--Fiction.; Human-animal relationships--Fiction.; Picture books.
	Book Club	Contains a collection of nearly forty poems written by Native American Women from tribes across the nation. Includes colorful artwork.	Native American women--North America--Ethnic identity.; Native American women--North America--Biography.
Once upon another time	Book	Lena has a problem: she is a twelve-year-old giant child, but she is still only the size of a human: rejected by the giant king, she and her enormous talking cat, Rufus, go down to the human world seeking some magic that will restore her to her rightful status; Jin is a twelve-year-old genie, not yet allowed his full powers, and at the moment tied, for two more wishes, to the Golden King, an annoying, nasty tyrant who has sent him on a quest--and when these two children meet all the kingdoms may be changed forever.	Jinn--Fiction.; Fairy tales.; Quests (Expeditions)--Fiction.; Adventure stories.; Giants--Fiction.; Genies--Fiction.; Magic--Fiction.; Cats--Fiction.; Adventure and adventurers--Fiction.; Action and adventure fiction.
The only road	Book Club	When Jaime hears his cousin Miguel murdered outside his house in Guatemala, Jaime knows he either needs to get out or get hurt next. With his cousin ̄ngela, Jaime leaves for the United States, risking everything for a chance at a new, safe life.	Immigration and emigration--Fiction.; Guatamalan refugees--Fiction.; Guatemalan Americans--Fiction.; Bildungsromans.
Ordinary hazards : a memoir /	Book Club	Memoir of African American poet and writer Nikki Grimes, covering her early life and how at the age of six she learned the power of writing to help her sort out her feelings and faith, and working up through	Grimes, Nikki.; American poets--Biography.; African Americans--Biography.; Women--Biography.

Osmo Unknown and the Eightpenny Woods	Book	<p>her life and career and how she turned her words into her life.</p> <p>When his mother accidentally kills a Quidnunk in the woods, Osmo Unknown must embark on a quest to find the Eightpenny Woods--the mysterious kingdom where all wild forest creatures go when they die--and make amends. Sent with her mother to the safety of a relative's home in Cincinnati when her Syrian hometown is overshadowed by violence, Jude worries about the family members who were left behind as she adjusts to a new life with unexpected surprises.</p>	<p>Fantasy.; Magic--Fiction.; Forests and forestry--Fiction.; Mothers and sons--Fiction.; Fantasy fiction.; Novels.</p>
Other words for home	Book Club	<p>Because she loves horses but is scared of them, Melody wants to conquer her fears, so she hopes a summer camp will be the place to welcome someone with cerebral palsy who wants to learn to ride.</p>	<p>Immigration and emigration--Fiction.; Syrians--United States--Fiction.; Novels in verse.</p>
Out of my heart	Book Club	<p>Considered by many to have intellectual disabilities, a brilliant, impatient fifth-grader with cerebral palsy discovers a technological device that will allow her to speak for the first time.</p>	<p>People with disabilities--Fiction.; Cerebral palsy--Fiction.; Self-confidence--Fiction.; Horsemanship--Fiction.; Camps--Fiction.; Novels.</p>
Out of my mind	Book Club	<p>In Silver Springs, Arizona, her mother's stories of the monstrous La Llorona are thrilling but unbelievable to science-loving Paola until she and her best friends Dante and Emma take a walk through a cactus field near the Gila River.</p>	<p>Genius--Fiction.; Communication--Fiction.; Interpersonal relations--Fiction.; Cerebral palsy--Fiction.; People with disabilities--Fiction.; School stories.</p>
Paola Santiago and the river of tears	Book Club	<p>Parker is playing dress up with her younger siblings, Ava and Cash. With each costume, Parker imagines what her life would be like if she were a doctor, a princess, or even a princess doctor. Because Parker knows that she doesn't need to limit herself to being one thing. The sky's the limit.</p>	<p>Llorona (Legendary character)--Fiction.; Paranormal fiction.; Mexican Americans--Fiction.; Horror fiction.; Fantasy fiction.</p>
Parker dresses up	Book	<p>Priyanka Das, an Indian girl living in America, has always wondered why her mother abandoned her home in India years ago, taking Priyanka with her, and still refuses to tell Pri anything about India or her father. One day, Pri finds one of her mother's pashminas in a forgotten suitcase, and, putting it on, finds herself transported to a place that very much resembles India--however, it may be another world altogether, and there is danger.</p>	<p>Curry, Parker--Childhood and youth--Fiction.; Curry, Parker--Fiction.; Costume--Fiction.; Occupations--Fiction.; Brothers and sisters--Fiction.; African Americans--Fiction.; Readers (primary); Readers.; Autobiographical fiction.</p>
Pashmina	Book Club	<p>Four kids are chosen for an elite middle school track team--Ghost, Lu, Patina, and Sunny--a team that might even make it to the Junior Olympics if they can learn to work together. But they come from very different backgrounds and have wildly different personalities that often clash.</p>	<p>Indians--Fiction.; Single-parent families--Fiction.; Cashmere shawls--Fiction.; Indian Americans--Fiction.; Magic--Fiction.; Self-realization--Fiction.; Graphic novels.; Comic books, strips, etc.; India--Fiction.</p>
Patina	Book Club	<p>Patina runs to get away from her problems at home, but now she must learn to control her anger enough to work as a team.</p>	<p>Running--Fiction.; Track athletics--Fiction.; Stress (Physiology)--Fiction.; Family problems--Fiction.; Diabetes--Fiction.; African Americans--Fiction.; Domestic fiction.</p>

Patron saints of nothing	Book Club	When seventeen-year-old Jay Reguero learns his Filipino cousin and former best friend, Jun, was murdered as part of President Duterte's war on drugs, he flies to the Philippines to learn more. Nimbus, a lonely pegasus, searches for a fallen star to wish for a friend. Along the way she meets a Unicorn named Kelp, and a host of other creatures...who might just open her eyes to something other than what's up in the sky.	Homicide--Fiction.; Cousins--Fiction.; Family life--Philippines--Fiction.; Drug traffic--Fiction.; Philippines--Fiction.
Perfectly pegasus	Book	Pig is painting, but Cat is not impressed; while Cat naps, Pig paints spots on him, which could mean the end of their friendship.	Friendship--Fiction.; Pegasus (Greek mythology)--Fiction.; Unicorns--Fiction.; Wishes--Fiction.; Signs and symbols--Fiction.; Meteors--Fiction.
Pig makes art Piglet comes home : how a deaf blind pink puppy found his family /	Book	Inspired by the real-life Instagram sensation Piglet the Pink Puppy, this cute and compassionate picture book tells the story of how a deaf and blind puppy found his fur-ever home.	Artists--Fiction.; Readers (Primary); Pigs--Fiction.; Cats--Fiction.; Friendship--Fiction.; Animal fiction.; Readers (Publications)
Pill Bug does not need anybody	Book	Pill Bug rolls alone. Pill Bug does not need anybody. And Pill Bug likes it that way, until he finds himself in a tight spot. Can he get out of this on his own, or does Pill Bug need a helping hand?	Dog adoption--Fiction.; Dogs with disabilities--Fiction.; Human-animal relationships--Fiction.; Picture books.
A place at the table	Book Club	Sara and Elizabeth are very different people--Sara knows no one in her new middle school, unlike where she went before, the small Islamic academy she spent most of her life in; whereas Elizabeth has always been here, but recently her best friend has been ditching her to spend time with the popular girl, and her British mother seems to be falling into a depression. Thrown together in an after-school cooking class, Sara and Elizabeth at first clash, but soon find themselves unexpectedly bonding.	Self-reliance--Fiction.; Friendship--Fiction.; Wood lice (Crustaceans)--Fiction.
Plasticus maritimus : an invasive species /	Book Club	Exhibits an illustrated guide that examines plastic pollution in oceans and other waterways based on the the author's research in the field. Explores how plastics are made, why they are so indestructible, how they get into the water, and why they are a threat to the planet's health. Presents a field guide for different types of plastics found in waterways, relates unusual stories of plastic pollution, and discusses what must be done to combat it. Features full-color photographs and illustrations and end matter that offers a brief author biography and resources for further information.	Cooking--Fiction.; Muslims--United States--Fiction.; Jews--United States--Fiction.; Pakistani Americans--Fiction.; British Americans--Fiction.; Family life--Fiction.; Middle schools--Fiction.; Schools--Fiction.; Domestic fiction.
Please and thank you	Book	Lucas learns that saying please and thank you is being polite, and uses the phrases throughout his day.	Plastics--Environmental aspects.; Refuse and refuse disposal.; Marine pollution.
Please and thank you!	Book	Text and illustrations teach the importance of the good manners of please and thank you.	Courtesy--Fiction.; Etiquette--Fiction.; Readers (Publications)
The poet slave of Cuba : a biography of Juan	Book Club	Presents the life of eighteenth-century Cuban poet Juan Francisco Manzano in the children's poems of Margareta Engle.	Etiquette.; Manners. Manzano, Juan Francisco, 1797-1854--Poetry.; Slaves--Biography--Poetry.; Poets--Biography--Poetry.; Cuba--Biography--Poetry.

Francisco Manzano /		Accompanied by black-and-white drawings.	
The problem with pajamas	Book	Cody has had enough of wrinkly socks, itchy sweaters, and too-tight pants, so she's definitely not going to wear PJs to bed. But Dad has a soft, snuggly plan that just might help Cody realize some pajamas aren't so awful after all.	Pajamas--Fiction.; Bedtime--Fiction.; Fathers and daughters--Fiction.; Toys--Fiction.
Proud : living my American dream /	Book Club	Memoir of Ibtihaj Muhammad, a professional fencer and the first female Muslim American to compete in the Olympic Games wearing the hijab.	Muhammad, Ibtihaj, 1985-; Fencers--Biography.; Olympic athletes--Biography.; Muslims--Biography.; Hijab (Islamic clothing); Women--Biography.
The red bandanna	Book Club	Examines the life of Welles Crowther, a boy who grew up in Upper Nyack, New York and always had in his back pocket a red handkerchief his father had given him one Sunday before church. Crowther grew up and got a job on the 104th floor of the South Tower of the World Trade Center, and, according to witnesses, he died there saving others' lives while wearing that handkerchief.	Crowther, Welles.; September 11 Terrorist Attacks, 2001--Biography.; Victims of terrorism--Biography.; Heroes and heroines--New York (N.Y.)--Biography.
Red, white, and whole	Book Club	Reha feels like she's living in two worlds. One at school where she is the only Indian-American kid, and one at home with her family's Indian traditions. But her worlds are shattered when she learns her mother has leukemia. Reha hopes that being a dutiful daughter will make her mother well again, but she soon learns that she must bridge the gap between her two lives in order to face the uncertainty of the future.	Mother-daughter relationship--Fiction.; Indian Americans--Fiction.; Sick--Fiction.; Children of immigrants--Fiction.; Friendship--Fiction.; Novels in verse.; Domestic fiction.
Reindeer games	Book	Andy Snowden and the other Elf Academy elves go on a winter wonderland field trip. When one of the younger reindeer is having trouble learning to fly, it's up to Andy to use his imagination to help save the day.	Elves--Fiction.; Reindeer--Fiction.; Imagination--Fiction.; Friendship--Fiction.; Christmas stories.
The remarkable journey of Coyote Sunrise	Book Club	Twelve-year-old Coyote and her father rush to Poplin Springs, Washington, in their old school bus to save a memory box buried in a park that will soon be demolished.	Automobile travel--Fiction.; Father-daughter relationship--Fiction.; Single-parent families--Fiction.; Grief--Fiction.; Domestic fiction.
Rez dogs	Book Club	A novel in verse following the COVID-19 adventures of a young Wabanaki Native American girl named Malian as she is forced to quarantine on her grandparents' reservation. While there, Malian learns how she is supposed to protect herself and her community from the virus, but as she gets lonely, she makes friends with Malsum, one of "the rez" dogs, and works to protect Malsum along with her grandparents.	Novels in verse.; Abenaki Indians--Fiction.; COVID-19 (Disease)--Fiction.; Quarantine--Fiction.; Grandparents--Fiction.; Native Americans--Northeastern States--Fiction.; Novels in verse.; Domestic fiction.
The river of sand	Book Club	Pretia, Princess of Epoca, and her best friend, the orphaned outcast Rovi, start their second year at Ecrof, the elite magical sports academy looking forward to the Junior Epic Games. However, nasty rumors begin swirling, and soon the fate of Epoca's most important event is put into	Athletes--Fiction.; Magic--Fiction.; Private schools--Fiction.; Sports--Competitions--Fiction.; Princesses--Fiction.; Good and evil--Fiction.; Fantasy fiction.; Sports fiction.



Roxy	Book Club	doubt. Pretia and Rovi, both star athletes, must make difficult choices that will affect the future of Epoca. Siblings Issac and Ivy are normal teenagers. But when Issac is prescribed OxyContin following a soccer injury and Ivy is given Adderall for her ADHD, everything changes. The siblings soon find themselves getting addicted to drugs, and their lives begin to spiral out of control.	Drug abuse--Fiction.; Siblings--Fiction.
Ruby on the outside	Book Club	Eleven-year-old Ruby Danes has a real best friend for the first time ever, but agonizes over whether or not to tell her a secret she has never shared with anyone--that her mother has been in prison since Ruby was five--and over whether to express her anger to her mother.	Mother-daughter relationship--Fiction.; Prisoners' families--Fiction.; Best friends--Fiction.; Friendship--Fiction.; Aunts--Fiction.
Run	Book Club	Graphic novel memoir describes Civil Rights activist and former congressman John Lewis' experiences dealing with the negative consequences of being involved in the 1960s protests, such as the ensuing violence that continued to take place against blacks, the push-back from fearmongers, and the rebellion among allies who thought change didn't come quickly enough and didn't reach far enough.	Lewis, John, 1940-2020--Comic books, strips, etc.; Lewis, John, 1940-2020.; African American legislators--Biography--Comic books, strips, etc.; African American legislators--Biography.; Legislators--United States--Biography--Comic books, strips, etc.; Legislators--United States--Biography.
The runaway pea : washed away /	Book	The Runaway Pea is off the plate again...and this time he's bounced right down the drain. It's cold and dark, but he's not the type who gets grum-pea. Instead, the Runaway Pea is having an amazing time splashing and sliding toward the sewer and making new acquaintances along the way. But are Duck, Fish, and Frog looking for a new friend? Or for a little green snack?	Adventure stories.; Peas--Fiction.; Vegetables--Fiction.; Adventure and adventurers--Fiction.; Friendship--Fiction.; Picture books.
Runs with Courage	Book Club	In the Dakota Territory in 1880, Four Winds, a ten-year-old Lakota girl, is taken from her family to a boarding school, where she is taught English and expected to assimilate into white culture.	Lakota Indians--Fiction.; Native Americans--Great Plains--Fiction.; Private schools--Fiction.; School stories.; Identity (Psychology)--Fiction.; Race relations--Fiction.; Dakota Territory--Fiction.; Historical fiction.
Sabrina Sue loves the city	Book	Little chicken Sabrina Sue sets off on an adventure to the big city where she hopes to see tall buildings, taxi cabs, museums, and more.	Chickens--Fiction.; Cities and towns--Fiction.
Save me a seat	Book Club	Young Joe and Ravi think they have nothing in common. Joe has lived in the same little town his whole life, but recently his best friends moved away, leaving him alone. Ravi and his family just moved there from India, and he just wants to fit in. When the two boys run afoul of the same bully, they discover they do have something in common after all, and scheme together to take control of their lives.	Indians--Fiction.; Learning disabilities--Fiction.; Bullies--Fiction.; Friendship--Fiction.; School stories.
The Sea of Always	Book	After twelve-year-old Rosie Oaks's triumph over a powerful evil witch, a whole new world opened up to her—one full of witches who control many of the	Witches--Fiction.; Magic--Fiction.; Space and time--Fiction.; Brothers and sisters--Fiction.; Twins--Fiction.; Novels.

experiences that make life worth living and use their dominion to torment people. As the latest in a line of powerful witch hunters, it's up to Rosie to defeat them. With her loyal friend Germ by her side and her newly created witch-weapon at the ready, Rosie leaves home on a quest to find and vanquish the remaining of the original Thirteen Witches. With the help of an enchanted time-traveling whale, Rosie travels through the depths of the sea and across vast distances as she seeks to fulfill her destiny. The lives of those she loves hang in the balance and her skills are put to the ultimate test as Rosie digs deep for the strength to complete her quest. But can one girl truly hope to eliminate forces that have been at work for centuries?

Contains a collection of short stories of Native American myths and legends from tribes and cultures throughout all of North America. Includes a transcription of Indigenous terms, a pronunciation guide, a map, and a glossary.

In a quiet harbor in New England, a sea captain named Ellis is visited by a seagull. By the end of the week the seagull had returned and was eating crackers out of the captain's hand. They continued their friendship the entire season and the next year in the spring the gull returned. After four years of friendship, the wild seagull named Polly still visits. This unlikely story of a wild bird and a friendly sea captain reminds us how we are all connected.

Zane Obispo can't wait to get back to the Shaman Institute of Higher-Order Magic, but when his last mission to find a godborn turns out to be a set of twins, Zane's world is turned upside down. Things get even more complicated when Zane receives the news that the Maya gods have gone missing, and the ones responsible are now after the newly discovered twins. Zane must embark on a dangerous journey through time and space to find a magical calendar that may be their only hope for saving the gods.

Heather learns that sharing is polite and practices doing it throughout her day. Three children from a blended Creek-British family follow Peter Pan to an island filled with animals, merfolk, and fairies, but when they discover the dark side of Peter and Neverland they plan their escape.

An honors student at Jefferson Academy and one of the only black kids there, seventeen-year-old Keira enjoys playing "Slay," a secret, multiplayer online role-playing game celebrating black culture that she secretly developed, until the two worlds collide after a Kansas City teen is

The sea-ringed world : sacred stories of the Americas /

Book Club

Native Americans--Folklore.; Native Americans--Religion.

The seagull and the sea captain

Book

Polly Five Toes.; Ellis, Heath.; Gulls--Massachusetts--Gloucester Harbor--Biography.; Ship captains--Massachusetts--Gloucester Harbor--Biography.; Human-animal relationships--Massachusetts--Gloucester Harbor.; Gloucester Harbor (Mass.)--Biography.

The shadow crosser  
Sharing with others

Book Club

Book

Maya mythology--Fiction.; People with disabilities--Fiction.; Friendship--Fiction.; Maya gods--Fiction.; Fantasy fiction.

Sharing--Fiction.; Etiquette--Fiction.; Readers (Publications)

Sisters of the Neversea

Book Club

Stepfamilies--Fiction.; Creek Indians--Fiction.; Native Americans--Fiction.; Magic--Fiction.; Fantasy fiction.; Domestic fiction.

Slay

Book Club

Video games--Fiction.; Fantasy games--Fiction.; Role playing--Fiction.; African Americans--Fiction.; Dating (Social customs)--Fiction.; High schools--Fiction.; School stories.

murdered over a dispute in the game. Keira's previously safe space is now labeled racist, exclusionist, and violent. Now she sets out to defend her game while keeping her identity hidden.

Smart vs. strong	Book	When Thunder gets stuck in quicksand, Cluck uses his smarts to free his friend. Twelve-year-old twins Carol and Johnny Garza are still upset over the disappearance of their mother when their grieving father sends them to their aunt's house in Mexico. There they learn their mother is a shapeshifter and they have her same powers. Now sure that their mother was kidnapped by evil forces, Carol and Johnny enter the dangerous Aztec underworld to find and rescue her.	Cooperativeness--Comic books, strips, etc.; Friendship--Comic books, strips, etc.; Dinosaurs--Comic books, strips, etc.; Cooperativeness--Fiction.; Friendship--Fiction.; Cartoons and comics.; Graphic novels.; Superhero comics.; Action and adventure comics.; Humorous comics.
The smoking mirror	Book Club	Twelve-year old Joy dreams of writing music for the movies, but first she has to survive her family's move into a small apartment when her father loses his job. Do tiny trees dream of being big? Do the tallest trees get lonely? What part is the heart of a tree? Follow along as a lively little girl explores the natural world, asking questions big and small. Filled with wonder and joy, Some Questions About Trees is a celebration of how children see the world. Mouse, Elephant, and Giraffe have so much in common. They like the same games. They eat the same snacks. They need no one else! Or do they? When the group takes a chance on opening up, they discover that meeting someone new and seeing things from a new perspective can be truly wonderful.	Aztec mythology--Fiction.; Twins--Fiction.; Metamorphosis--Fiction.; Fantasy fiction.; Adventure fiction.; Mexico--Fiction. Family problems--Fiction.; Friendship--Fiction.; Moving--Fiction.; African Americans--Fiction.; Apartment houses--Fiction.; Loss (Psychology)--Fiction.; Domestic fiction.; Psychological fiction.
A soft place to land	Book Club	Eleven-year-old Wyatt Flynn had something amazing happen to him: he got superpowers! Good ones too, like super-flight, super-strength, and super-speed. The only problem? Wyatt got his superpowers totally by mistake, and his dad--who's been overprotective since Wyatt's mom disappeared--thinks he's too young for them and worries what would happen if everyone found out. So he makes Wyatt hide his powers. Keeping such a huge secret from his best friends Beto and Nara is bad enough, but not being able to use his new abilities to defend them from the biggest bully at school makes Wyatt feel useless and frustrated. But his little sister thinks the good his powers could do is more important than following Dad's rules. Slowly, the two of them become a dynamic	Trees--Fiction.; Questions and answers--Fiction.; Seasons--Fiction.
Some questions about trees	Book	Eleven-year-old Wyatt Flynn had something amazing happen to him: he got superpowers! Good ones too, like super-flight, super-strength, and super-speed. The only problem? Wyatt got his superpowers totally by mistake, and his dad--who's been overprotective since Wyatt's mom disappeared--thinks he's too young for them and worries what would happen if everyone found out. So he makes Wyatt hide his powers. Keeping such a huge secret from his best friends Beto and Nara is bad enough, but not being able to use his new abilities to defend them from the biggest bully at school makes Wyatt feel useless and frustrated. But his little sister thinks the good his powers could do is more important than following Dad's rules. Slowly, the two of them become a dynamic	Friendship--Fiction.; Individuality--Fiction.; Jungle animals--Fiction.
Something beautiful	Book	Superheroes--Comic books, strips, etc.; Ability--Comic books, strips, etc.; Brothers and sisters--Comic books, strips, etc.; Families--Comic books, strips, etc.; Superheroes--Fiction.; Ability--Fiction.; Brothers and sisters--Fiction.; Superhero fiction.; Superhero comics.; Comics (Graphic works); Graphic novels.	
Sort of super .	Book		

Stamped : racism, antiracism, and you /	Book Club	<p>crime-fighting duo right under their dad's nose. Lying to his dad isn't much easier than lying to his friends. But Wyatt might be able to make a real difference in the community... and maybe even find Mom. That makes it all worth it--right?</p> <p>This adaptation of Ibram X. Kendi's "Stamped From the Beginning" explores the history of racist ideas in America by examining the lives of notable historical figures, from Cotton Mather and Thomas Jefferson to W.E.B. Du Bois and Angela Davis. Discusses how racist ideas spread and how they are also discredited.</p>	<p>Racism--History.; United States--Race relations--History. Overweight persons--Fiction.; Bullies--Fiction.; Mother-daughter relationship--Fiction.; Self-confidence--Fiction.; Friendship--Fiction.; Family life--Texas--Fiction.; Domestic fiction.; Obesity--Fiction.; Texas--Fiction.; Bildungsromans.</p>
Starfish	Book Club	<p>Bullied and shamed her whole life for being fat, twelve-year-old Ellie finally gains the confidence to stand up for herself, with the help of some wonderful new allies.</p> <p>Stef Soto just wants a normal life, without her dad's taco truck getting in the way of everything. But when new city regulations threaten the family business, everyone will have to dig deep and discover what really matters.</p>	<p>Family life--Fiction.; Food trucks--Fiction.; Friendship--Fiction.; Mexican Americans--Fiction.</p>
Stef Soto, taco queen	Book Club	<p>When Stella does not want to go to bed, she tries all sorts of ways to keep the sun up.</p>	<p>Sleep--Fiction.; Sun--Fiction.</p>
Stella keeps the sun up	Book	<p>Stella loves the wonders of Outer Space, but it is only when she meets a fellow space traveler looking for a planet that her eyes are opened to the wonders of Earth.</p>	<p>Extraterrestrial beings--Fiction.; Earth (Planet)--Fiction.; Solar system--Fiction.; Outer space--Fiction.</p>
Stella, star explorer	Book	<p>Traces the history of LGBTQ life since the 1800s, focusing specifically on the events of the Stonewall Riots and how that sparked a focused gay rights movement. Discusses activism before Stonewall, the Stonewall Inn, the night of the riot and the following days, and the legacy of Stonewall.</p>	<p>Stonewall Riots, New York, N.Y., 1969.; Gay liberation movement--United States--History.; Gay men.; Lesbians.; Sexual minorities--History.</p>
The Stonewall riots : coming out in the streets /	Book Club	<p>To prevent the Mayan gods from battling each other and destroying the world, thirteen-year-old Zane must unravel an ancient prophecy, stop an evil god, and discover how the physical disability that makes him reliant on a cane also connects him to his father and his ancestry.</p>	<p>Maya mythology--Fiction.; Maya gods--Fiction.; People with disabilities--Fiction.; Father-son relationship--Fiction.; Fantasy fiction.</p>
The storm runner	Book Club	<p>The twenty-five-year-old author, blogger, and entrepreneur, who has spinal muscular atrophy (SMA), offers a collection of twenty-three personal essays about his day-to-day life in a wheelchair with a disabled body. Discusses the awkward situations, questions, and assumptions he handles on a daily basis with humor and grace.</p>	<p>Burcaw, Shane,--Health.; Spinal muscular atrophy--Patients--Biography.; People with disabilities--United States.</p>
Strangers assume my girlfriend is my nurse	Book Club	<p>When a construction project tears up their Los Angeles neighborhood streets in the summer of 1984, tomboy Alex and her friend Wolf use the trenches to forge a battle against other neighborhood kids with</p>	<p>Streets--Fiction.; Imagination--Fiction.; Friendship--Fiction.; Mexican Americans--Fiction.; Secrecy--Fiction.; Nineteen eighties--Fiction.; Historical fiction.; Los Angeles (Calif.)--History--Fiction.</p>
The street belongs to us	Book Club		

mud and water bombs as ammunition. In the same trenches though, the pair find much more than hours of satisfying adventure. Wolf, who has been wearing a camouflage uniform since his mother died, finds a way to deal with pent up grief, and Alex discovers a long-buried document about a place called Aztlán, which leads to a tutorial from her grandmother about the history of Mexican Americans in the United States.

shimmy baby scoot baby crawl baby wobble. stand, baby stand, and lead toward tomorrow. From baby to toddler to big girl to teen to young lady, and finally, a confident woman, this lyrical, rhyming story teaches little girls to reach high, be bold, and love big at any and every stage of their life. Full of inspiring life lessons every parent strives to teach their child from day one, this story, written for little girls everywhere, is about growing up, loving yourself, and embracing your womanhood. Sunny always has a goofy smile and is the happiest person on the Defenders team. But Sunny's mom died giving birth to him and it seems like his dad blames him since he ignores Sunny and makes him call him "Darryl" and never "Dad." The only thing Sunny can do right in his dad's eyes is to win first place ribbons in running the mile, just like his mother. Sunny hates running and loves to dance and when he discovers a track event that allows him to incorporate elements of dance that he loves, he learns to let go of everything that's eating him up inside.

My mom is extra ordinary just like me and you, but she's got a super-secret and special powers, too! Celebrate super moms everywhere with this exciting board book that highlights all the ways in which moms are real-life everyday superheroes who always make sure the world keeps turning! Featuring a bold, graphic art style that uses fun comic panels throughout, this imaginative novelty book celebrates just how awesome moms are.

Jim the crocodile is scared of swimming—or rather, of sinking. His family's swamp is just too deep, too dark, and too big. But maybe he could swim, if only there were a smaller swamp where he could try it on his own terms. Jim wiggle-waggles far and wide until he finds the perfect place. With the help of some floaties and his sisters, Jim just might find the courage to face his fear and show everyone—including himself—that Jim can swim. Includes information about crocodiles.

Strut, baby, strut Board Book

Sunny Book Club

Super Mom. Board Book

Swim, Jim! Book

Girls--Fiction.; Self-esteem--Fiction.; Growth--Fiction.; Board books.

Track athletics--Fiction.; Father-son relationship--Fiction.; Family life--Fiction.; Home schooling--Fiction.; Self-esteem--Fiction.; Domestic fiction.

Mother and child--Fiction.; Mothers--Fiction.

Crocodiles--Fiction.; Swimming--Fiction.; Fear--Fiction.; Brothers and sisters--Fiction.

Sylvie	Book	<p>A picture book about a surreptitious spider who gathers the courage to help the neighbors she has watched over from afar--a promising painter, a proper little lady, a mindful young man, a brave girl and her exceptionally brave tortoise.</p> <p>Every morning, the birds are flapping with excitement for their first flight of the day...except for Bob. Bob doesn't get the whole flying thing; when the other baby birds go up, up, up, he goes down, down, down. Bob can't help worrying...what if he never learns how to fly? His friend Crow tells him, "All you need to do is breathe, Bob." Of course, Bob breathes all the time, but there's breathing and then there's B-R-E-A-T-H-I-N-G. And it might just be the thing to calm Bob's ruffled feathers.</p>	<p>Spiders--Fiction.; Neighbors--Fiction.; Friendship--Fiction.; Apartment houses--Fiction.</p>
Take a breath	Book	<p>A whale takes a child on adventure across the ocean, and together they explore the wonders of the ocean world, but also the sad state of plastic pollution--and the child returns home to try and help the whale to save his marine home.</p>	<p>Birds--Fiction.; Flight--Fiction.; Breathing exercises--Fiction.; Relaxation--Fiction.; Self-confidence--Fiction.</p>
The tale of the whale	Book	<p>A memoir of a Palestinian childhood disrupted by war. Ibtisam Barakat describes becoming separated from her family as a three-and-a-half-year-old child when they fled their home at the start of the Six-Day War. Relates the harshness of life as a refugee and how learning to read and write helped her to survive.</p>	<p>Plastic marine debris--Fiction.; Marine pollution--Fiction.; Stories in rhyme.; Whales--Fiction.; Ocean--Fiction.; Plastics--Fiction.; Water--Pollution--Fiction.; Environmental protection--Fiction.</p>
Tasting the sky	Book Club	<p>A collection of poems for children by a diverse group of poets who express gratitude for a wide variety of things such as hot cocoa, the sky, falling leaves, and friends. Each poem features a different poetic form including a concrete poem, a didactic poem, a sonnet, a pantoum, and a sijo among other forms.</p>	<p>Barakat, Ibtisam.; Palestinian Arab children--Biography.; Israel-Arab conflicts.</p>
Thanku : poems of gratitude /	Book Club	<p>Japanese American actor and gay activist George Takei offers a graphic memoir describing his years as a child in Japanese internment camps during World War II and how they impacted him, his parents, and the country.</p>	<p>Gratitude--Poetry.; Poetry.</p>
They called us enemy	Book Club	<p>Twelve-year-old Suzy Swanson wades through her intense grief over the loss of her best friend by investigating the rare jellyfish she is convinced was responsible for her friend's death.</p>	<p>Takei, George, 1937-; Takei, George, 1937---Comic books, strips, etc.; Japanese Americans--Evacuation and relocation, 1942-1945.; Japanese Americans--Evacuation and relocation, 1942-1945--Comic books, strips, etc.; Japanese Americans--Biography.; Japanese Americans--Biography--Comic books, strips, etc.; World War, 1939-1945--United States.--Prisoners and prisons; World War, 1939-1945--United States--Prisoners and prisons--Comic books, strips, etc.; Concentration camps--United States.; Concentration camps--United States--Comic books, strips, etc.; California--History.; California--History--Comic books, strips, etc.</p>
The thing about jellyfish	Book Club		<p>Bereavement--Fiction.; Friendship--Fiction.; Jellyfishes--Fiction.; Bildungsromans.</p>

Things that float and things that don't	Book	Explains to children why some objects float and some sink. As she heads into sixth grade, Mia Tang thinks it's going to be the best year ever. She and her parents now own the Calivista Motel, Mia gets to run the front desk with her best friend, Lupe, and Mia is finally getting acknowledged for her writing. But when school starts, Mia's new teacher doesn't think her writing is all that great and her whole class finds out that she lives and works in a motel. In addition, the motel is struggling and a new immigration law is on the ballot in the upcoming elections and if it passes, it will threaten everyone in Mia's life. As she deals with school trouble and difficult questions of immigration and racism, Mia will have to rely on all her determination and her friends in order to make it through.	Hydrostatics.; Hydrodynamics.; Picture books for children.
Three keys	Book Club	Nestor Lopez isn't your typical kid. He has a psychic ability to talk to animals. When Nestor and his mother move in with his grandmother, he's pulled into a mystery involving a shapeshifting witch whose power grows during a solar eclipse. With the next eclipse fast approaching, Nestor must hurry to save the new town he calls home.	Immigrants--Fiction.; Chinese Americans--Fiction.; Hotels and motels--Fiction.; Self-confidence--Fiction.; Friendship--Fiction.; California--Fiction.; Domestic fiction.
The total eclipse of Nestor Lopez	Book Club	When lowly Rovi and crown princess Pretia arrive at an elite sports academy, they begin to suspect that something evil is wrecking havoc at the school. They must learn to master a magical power called grana in order to save the school and the world.	Human-animal relationship--Fiction.; Psychics--Fiction.; Metamorphosis--Fiction.; Cuban Americans--Fiction.; Solar eclipses--Fiction.; Witches--Fiction.; Fantasy fiction.
The tree of Ecrof	Book Club	Seventh-grader Tristan Strong is barely recovered from his last adventure in the land of Alke when a vengeful creature called the Shamble Man abducts his grandmother Nana from the family farm in Alabama. Tristan must head back to Alke, and get help from African gods and black folktale heroes to save her--because his powers seem to have disappeared with Nana.	Athletes--Fiction.; Private schools--Fiction.; Magic--Fiction.; Good and evil--Fiction.; Fantasy fiction.
Tristan Strong destroys the world	Book Club	The Strong family is having a reunion in New Orleans, and twelve-year-old Tristan is supposed to be keeping an eye on his younger cousin Terrance when several things happen at once: he sees his archenemy, King Cotton, and a mysterious girl grabs his magic cellphone--her name is Seraphine, and she seems to know everything about Tristan and the god Anansi (currently inhabiting the cellphone), and she has a mission for Tristan, one that is going lead to a final confrontation with haint King Cotton.	Adventure fiction.; Kidnapping--Fiction.; Supernatural--Fiction.; Characters and characteristics in literature--Fiction.; African Americans--Fiction.; Science fiction.; Action and adventure fiction.
Tristan Strong keeps punching	Book Club		Anansi, (Legendary character)--Fiction.; Anansi (Legendary character)--Fiction.; African Americans--Fiction.; Magic--Fiction.; Monsters--Fiction.; Characters and characteristics in literature--Fiction.; Cousins--Fiction.; Adventure fiction.; New Orleans (La.)--Fiction.

Tristan Strong punches a hole in the sky	Book Club	Reading his dead best friend's journal allows seventh-grader Tristan Strong to see folk heroes John Henry and Brer Rabbit. Then, a character from the Anansi story steals the journal, and in his effort to retrieve it, Tristan accidentally rips open a hole into Alke, where African American folk characters are gods. Tristan learns that the people of Alke are suffering partly due to Tristan's actions, and in order to get back home and save his friends, Tristan, John Henry, and Brer Rabbit must seek out the god Anansi the Weaver and convince him to fix the chasm.	Henry, John, (Legendary character)--Fiction.; Brer Rabbit, (Trickster)--Fiction.; Henry, John (Legendary character)--Fiction.; Brer Rabbit (Legendary character)--Fiction.; Adventure fiction.; Paranormal fiction.; Characters and characteristics in literature--Fiction.; Self-confidence--Fiction.; African Americans--Fiction.; Fantasy fiction.
Turtle in paradise	Book Club	In 1935, when her mother gets a job housekeeping for a woman who does not like children, eleven-year-old Turtle is sent to stay with relatives she has never met in far away Key West, Florida.	Family life--Florida--Fiction.; Cousins--Fiction.; Adventure fiction.; Great Depression, 1929-1939--Fiction.; Key West (Fla.)--History--Fiction.
Twinkle makes a wish	Book	Twinkle's plans for an extra-special birthday party seemed ruined when a storm blows through the night before, tearing down decorations and raining on her cake.	Fairies--Fiction.; Birthdays--Fiction.; Parties--Fiction.; Picture books.
Unbound	Book Club	After Grace gets called from the slave cabins to work in the Big House, she sees how truly heartless and hateful Master and Missus are, and for the first time, she can't hold in her pain and anger about the way she lives. Fleeing for their own safety, Grace's family find themselves deep in the wilderness in a hidden community called the Great Dismal Swamp, unsure if they'll ever reach freedom.	Novels in verse.; Slavery--Fiction.; Fugitive slaves--Fiction.; African Americans--Fiction.; Family life--Fiction.; Historical fiction.; Dismal Swamp (N.C. and Va.)--Fiction.; Southern States--History--Fiction.
The unexplainable disappearance of Mars Patel	Book Club	Inexplicably, eleven-year-old Mars Patel's friend Aurora goes missing, and the only ones who seem overly concerned about it are Mars and his friends. Soon the group discovers other kids have gone missing around the world, and clues seem to point to eccentric tech billionaire, Oliver Pruitt, who also happens to be the founder of an exclusive prep school they are trying to enter. Mars and his friends Toothpick, JP, and Caddie set out on a quest to find their friend and understand the enigmatic Pruitt.	Missing persons--Fiction.; School stories.; Middle schools--Fiction.; Podcasting--Fiction.; Billionaires--Fiction.; Mystery fiction.; Science fiction.; Detective and mystery fiction.
A universe of wishes : a We Need Diverse Books anthology /	Book Club	Contains a collection of fifteen fantasy and science fiction short stories by award-winning diverse authors.	Fantasy fiction.; Short stories.
The unteachables	Book Club	Told in alternating voices, the teacher and students in room 117 find their lives changed over the course of a school year. Blow the train whistle, shovel more coal. Here we go, freight train. Get ready to roll. Toot-toot goes the horn, Blink-blink go the lights, Clang-clang goes the bell, all through the night. Featuring all the cars of a freight train, this board book is perfect for young readers who love trains. And since freight trains ride at night, there are	Teacher-student relationship--Fiction.; Middle schools--Fiction.; School stories.
Wake Up, Freight Train!	Board Book		Railroad trains--Fiction.; Transportation--Fiction.



Wakers	Book	adorable sleepy animals throughout for little ones to find. Seventeen-year-old Laz Hayerian wakes up on an abandoned Earth to discover that he and his companion Ivy Downey are clones, and they must work together--combining their talents to sense and step into and out of timestreams--to save humanity from imminent extinction. The ordinary interactions and everyday routines of the Watsons, an African American family living in Flint, Michigan, are drastically changed after they go to visit Grandma in Alabama in the summer of 1963.	Space and time--Fiction.; Cloning--Fiction.; Science fiction.
The Watsons go to Birmingham--1963	Book Club	Presents profiles of artists whom the author calls Black and Brown visionaries in the art world, highlighting and championing the artwork of BIPOC, trans, queer, nonbinary, and BIWOC creators. Showcases pictures of these artists, their creations, their creative workspaces, and the materials they use. Illustrations and simple, rhyming text reveal how a newborn baby is welcomed to the world by parents, siblings, grandparents, other relatives, and neighbors.	African Americans--Fiction.; Family life--Fiction.; Prejudices--Fiction.; Siblings--Fiction.; Flint (Mich.)--Fiction.
We are here : visionaries of color transforming the art world /	Book Club	Meet a whale named Whale. She spends most of her time exploring the area near Tiny Island, dreaming of a day when she'll have real friends, not just rock friends. One day, Whale decides to throw a tea party...and it changes everything, especially when Quail and Snail show up.	African American artists--Interviews.; Latino artists--Interviews.; Asian American artists--Interviews.; Gay artists--Interviews.; Transgender people--Interviews.
Welcome home	Book	In the threatened jungle of the Borderlands between Nepal and India during the 1970s, an orphaned boy discovers his fate as a great elephant driver. In her final year of foster care, seventeen-year-old Muir tries to survive her senior year before aging out of the system. As she becomes closer to her latest foster mother, meets a new friend, and even finds love, she worries that she's getting too involved and fights the urge to flee the closest thing she's ever had to a home.	Stories in rhyme.; Babies--Fiction.; Family life--Fiction.; Neighbors--Fiction.
A whale of a tea party	Book	Introduces young readers to the world of science and all it encompasses. With a happy wagging tail, this one loves to bark. He chases squirrels down the trail and runs around the park. Could it be the Easter Bunny? Young readers can lift the sturdy flaps to discover different springtime animals until the Easter bunny finally appears in this irresistible Easter egg--shaped board book.	Whales--Fiction.; Rocks--Fiction.; Quails--Fiction.; Snails--Fiction.; Tea parties--Fiction.; Friendship--Fiction.; Readers.; Picture books.; Readers (Primary) Elephants--Fiction.; Jungle animals--Fiction.; Jungles--Fiction.; Orphans--Fiction.; Adventure fiction.; Human-animal relationship--Fiction.; Nepal--History--Fiction.; India--History--20th century--Fiction.
What elephants know	Book Club	Introduces young readers to the world of science and all it encompasses. With a happy wagging tail, this one loves to bark. He chases squirrels down the trail and runs around the park. Could it be the Easter Bunny? Young readers can lift the sturdy flaps to discover different springtime animals until the Easter bunny finally appears in this irresistible Easter egg--shaped board book.	Foster children--Fiction.; Interpersonal relations--Fiction.
What I carry	Book Club	Introduces young readers to the world of science and all it encompasses. With a happy wagging tail, this one loves to bark. He chases squirrels down the trail and runs around the park. Could it be the Easter Bunny? Young readers can lift the sturdy flaps to discover different springtime animals until the Easter bunny finally appears in this irresistible Easter egg--shaped board book.	Science.
What is science?	Book	Presents a narrative history of Japanese Americans before, during, and after their World War II incarceration. Features the voices of over 130 Japanese Americans	Easter--Fiction.; Easter Bunny--Fiction.; Animals--Fiction.; Hugging--Fiction.; Picture books.
What's inside the Easter egg? : A lift-the-flap book / When can we go back to America? : voices of Japanese	Board Book Book Club		World War, 1939-1945--Personal narratives.; Japanese Americans--Evacuation and internment, 1942-1945.; World War, 1939-

American incarceration during World War II /		describing their experiences and the long-term impact of their unconstitutional incarceration.	1945--Children--Biography.; World War, 1939-1945--Japanese Americans.
When stars are scattered	Book Club	When Omar has the opportunity to get an education while living in a refugee camp, he must decide what is more important: education or taking care of his nonverbal brother Hassan. Snail likes to surf. Quail likes to explore. And Whale just wants to fly! With a little help from her friends, Whale just might find a way to try.	Mohamed, Omar, (Social worker).; Mohamed, Omar, (Social worker)--Comic books, strips, etc.; Refugees--Biography.; Refugees--Biography--Comic books, strips, etc.; Refugee camps.; Refugee camps--Comic books, strips, etc.; Brothers.; Brothers--Comic books, strips, etc.
When whales fly	Book	Twelve-year-old Waka is a straight-A student, but her parents don't believe she understands basic Japanese, so they send her to stay with her grandmother in Japan over the summer. There, Waka experiences extreme culture shock and feels like a fish out of water. Soon, she begins to make friends and learn more about Japanese culture and her family, and Waka grows in ways she never could have expected.	Whales--Fiction.; Snails--Fiction.; Quails--Fiction.; Friendship--Fiction.; Picture books.
While I was away : Watashi ga inakatta ma /	Book Club	Celebrate the many different caregivers in a child's life with this tender and inclusive board book. No matter who takes care of you, you are loved by those who care. Mommy, daddy, aunt, or granny, for you, they will always be there. Childcare looks different from family to family. Whether there's one caregiver, or two, or four—whether it's a mommy, a grandpa, or a sitter—the most important thing for a child to know is that they are loved. This sweet board book highlights different kinds of caregivers, as well as the diversity among them.	Brown, Waka Takahashi.; Japanese Americans--Biography.; Japanese American children.; Grandmothers.; Culture conflict.; Tokyo (Japan)
Who takes care of you?	Board Book	Thirteen-year-old Sam Castine is at summer camp while his mother is in rehab, but when the camp is evacuated ahead of a fast moving wildfire, he makes the mistake of going back for his phone, and finds himself left behind, disoriented, and running for his life, together with a girl, Delphy, from a different camp--finding an old jeep keeps them going, but in the wilds of Maine, there are only logging roads and the deadly crown fire is everywhere.	Caregivers--Fiction.; Love--Fiction.; Board books.; Family--Fiction.
Wildfire : a novel /	Book Club	Charlie feels lost after she's sent to live with family she hardly knows. But after she meets Wishbone, a skinny stray dog who captures her heart, and Howard, a neighbor boy who's not as bad as she expects, Charlie may have finally found a home for good.	Forest fires--Fiction.; Survival skills--Fiction.; Friendship--Fiction.; Adventure fiction.; Maine--Fiction.
Wish	Book Club	All of the light in Chattana is made by one man, the Governor. The magical lights represent freedom for Pong, who was born in Namwon Prison and he dreams of	Human-animal relationship--Fiction.; Dogs--Fiction.; Family life--Fiction.; Conduct of life--Fiction.
A wish in the dark	Book Club		Prisoners--Fiction.; Magic--Fiction.; Friendship--Fiction.; Fantasy fiction.

walking among them. But when Pong escapes from Namwon, he discovers that the outside world is just as unfair as life in the prison. Nok, the prison warden's daughter, searches for Pong in order to restore her family's good name, but she uncovers secrets that make her question everything she's believed. When Nok and Pong find each other, they set out to make things right.

A collection of poems relay historical and biographical information about Nicaraguan poet Rube'n Dario, including his abandonment by his mother when he was young, finding his purpose in writing poetry, and his various travels across Central and South America, where he developed his unique voice and ushered in a literary movement known as Modernismo in the early twentieth century.

A graphic novel-style survey of real-world women who the authors and illustrators believe really exemplify the spirit of Wonder Woman and showcases how they have changed the world for the better. Women profiled include Beyonce', Brene' Brown, Ruth Bader Ginsburg, and Malala Yousafzai.

From mysterious footprints on a forest path to mystifying reflections of water on sand, nature has a way of making us curious. Wondering Around is a deliciously woven celebration of how wondering about one small thing in nature can lead to infinite discovery.

Can you imagine what it's like to be a rock, a nest, a bird, or even a bubbling creek? A group of curious children is headed outside to find out... Would you come, too? Join in on an outdoor adventure to discover the magic and mystery of the living, breathing natural world all around us.

Parker writes letters to her friend Gia while she travels across the U.S. and visits states such as Georgia and New Mexico. You're my little dragon. Let me show you why. Dragon babies roar for attention (and breathe fire). Dragon babies explore the world (by flying). Dragon babies love to snuggle (just like you, baby). Each spread in this charming board book shows a human baby and a dragon baby doing the same thing in their own way.

You're my little unicorn. Let me show you why. Unicorn babies wake up hungry (and eat cupcakes). Unicorn babies have fun outside (by sliding down rainbows). Unicorn babies give magical hugs (just like you, baby). Each spread in this charming board book shows a human baby and a

With a star in my hand : Rube'n Dario, poetry hero /

Book Club

Wonderful women of the world

Book Club

Wondering around

Book

Would you come too?

Book

Your friend, Parker

Book

You're my little dragon

Board Book

You're my little unicorn

Board Book

Dario, Rube'n, 1867-1916--Fiction. sears; Novels in verse.; Poets--Fiction.; Biographical fiction.; Nicaragua--History--Fiction.

Women--Biography--Comic books, strips, etc.; Women--Biography.; Women--History.; Women--History--Comic books, strips, etc.

Curiosity--Fiction.; Nature--Fiction.; Picture books.; Stories in rhyme.

Nature stories.; Play--Fiction.; Children's stories.; Stories in rhyme.

Curry, Parker--Childhood and youth--Fiction.; Friendship--Fiction.; Travel--Fiction.; Letters--Fiction.; African Americans--Juvenile fiction.

Dragons--Fiction.; Mother and child--Fiction.; Board books.

Unicorns--Fiction.; Mother and child--Fiction.; Board books.

unicorn baby doing the same thing in their own way.

Yusuf Azeem can't wait to join the middle school robotics club in his small town of Frey, Texas, and finally have the opportunity to compete in the regional robotics competition, but he soon discovers more than a few obstacles stand in his way. This year is the twentieth anniversary of the 9/11 terrorist attacks, and he realizes the feelings of Islamophobia and hatred in his town haven't gone away. When hatred towards Muslims escalates to threats on the mosque being built in town, Yusuf must find a way to stand up for his beliefs.

Journey West is a high-score legend and an absolute gaming champion. Not only is she unbeatable, but she always sets out to finish what she starts. And it's all thanks to her handy survival guide, a secret notebook where she keeps all her game notes and cheat codes. But when a second Arcade World video game comes to life Journey and Travis are really put to the test as the notebook gets destroyed during an epic level of Zombie Invaders. Can Journey and Travis combine their brains and dead-ication to finish the game? Or will the zombies stand victorious in this grave new world?

A collection of poems celebrating animals, from weasels to hammerhead sharks.

Middle schools--Fiction.; School stories.; Discrimination--Fiction.; Muslims--United States--Fiction.; September 11 terrorist attacks, 2001--Fiction.; Family life--Texas--Fiction.; Texas--Fiction.

Video games--Fiction.; Friendship--Fiction.; Video arcades--Fiction.; Zombies--Fiction.; Graphic novels.

Animals--Poetry.; Children's poetry, American.; American poetry.; Poetry.

Yusuf Azeem is not a hero

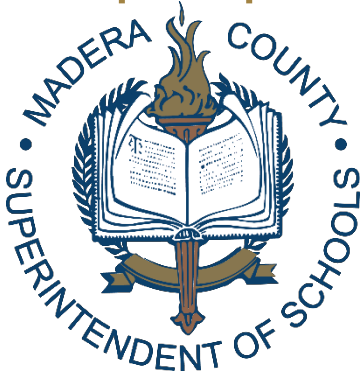
Book Club

Zombie invaders

Book

Zoobilations

Book



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 8.4.1**

### **Board of Education Action Item October 11, 2022**

**Topic:**

Consideration/Annual Review of the Safe Schools Plans for Madera County Superintendent of Schools.

**Background:**

California Education Code Sections 32280-32289 requires all school districts and county offices of education to develop comprehensive school safety plans for their schools operating kindergarten or any of grades 1 to 12, in order to ensure a safe and orderly environment for students. These code sections also describe the components of the safety plans and processes to be used in their development.

The components include safe ingress and egress, suspension & expulsion, child abuse reporting, notifying teachers of dangerous pupils, sexual harassment, dress code, hate crime policies & procedures, student discipline, uniform complaint policies & procedures, and emergency disaster response.

For our organization, the documentation, policies, and procedures, historically known as the Emergency Preparedness Plan, addresses the disaster response component of the Safe Schools Plan. Together, the Safe Schools Plan, and the Emergency Preparedness Plan form a Comprehensive Safety Plan

**Financial Impact:**

None

**Resource:**

Jessica Drake  
Assistant Executive Director  
Student Program & Services

Fred Cogan  
Director  
Career Technical &  
Alternative Education Services

**Recommendation:**

It is recommended the Board approve the changes made to the 2022/23 Safe Schools Plan for the Madera County Superintendent of Schools

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- MCOE AR 5310: Sexual Harassment in Schools (Revised: 11/12/2008)

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**2022-2023**  
**Comprehensive Safety Plan**  
(Education Code Section 32280-32288)

**Mission**

The Madera County Superintendent of Schools staff seeks opportunities to deliver services responsive to the needs of students, parents, school districts, agencies, and the community.

**Vision**

We believe our students and staff are entitled to a safe, positive, and consistent learning environment that will encourage participation and lead to success. This program will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability level. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

**Madera County Superintendent of Schools  
Comprehensive School Safety Plan Committee Members  
2022- 2023**

The successful development and implementation of a comprehensive Safe Schools Plan begins with the vision and priorities established by the Safe Schools Planning Committee. This committee should have broad based representation that includes staff, students, parents, and community members as necessary and appropriate. Ongoing communication and review of the plan is essential to ensure its implementation and achievement of identified goals resulting in school environments that are safe and accepting.

The Madera County Superintendent of School (MCSOS) offers a variety of instructional programs for students in alternative education, special education, and charter schools. Based upon the diverse needs of the student population, a Core Planning Committee will ensure that all components of the Safe Schools Plan are included and that there is coordination within the various instructional programs. School sites will convene separate Safe Schools Committees to address the individual, specific identified needs at each site. School site Safe Schools Committees will report to the Core Planning Committee on a quarterly basis.

**Core Planning Committee members include:**

Jason Peterson  
Kellie Stiles  
Lisa Moreno  
Fred Cogan  
Hugo Sanchez  
Jacklyn Jones  
Jessica Drake  
Joseph Casarez  
Kim Linderholm  
Opie Riar  
Tanya Hill  
Yolanda Lua

**Special Education/Gould Educational Safe School Committee members include:**

Alex Manriquez  
Blanca Castillo  
Gabriela Garibay  
Jason Peterson  
Jessica Drake



Joseph Casarez  
Kim Linderholm  
Darryl Burton  
Emelia Gonzalez  
Opie Riar  
Tanya Hill  
Yolanda Lua

**Career and Alternative Education Services Safe School Committee members  
include:**

Hugo Sanchez  
Jose Espinoza  
Fred Cogan  
Diane Romero  
Rita Navarro  
Ruby Horta  
Opie Riar  
Maygualida Falcon  
Myrtha Torres  
Marisol Mendez

**Safe Schools Plan  
Apollo Campus  
2022 - 2023**

**Introduction**

Mental Health Services is a Madera County Superintendent of Schools (MCSOS) program located at the Apollo Campus in the city of Madera in the Central San Joaquin Valley. The program was developed to provide Educationally Related Mental Health Services to students with disabilities.

The Apollo Campus consists of three portable classrooms, which also have a counseling office and kitchen; a Counseling Center that houses the Support Services Program; a Multi-Purpose Room with a 60-person capacity; and an Administration Building with two drop-in clinics to accommodate community agencies involved with our students in Day Treatment program. The campus features a large shade structure for lunch and other activities, a small well-maintained yard, two garden areas, a large field grass field for activities and a secure chain-link fence around the perimeter of the campus to ensure student safety.

The Apollo Campus houses all of the programs under Mental Health Services which include Behavior Support Services, Individual Counseling Services, Mental Health Support Services, and the Genesis Day Treatment Program.

**Individual Counseling Services** support Special Education Students throughout Madera County. The program has two Licensed Marriage and Family Therapists and two clinical interns. All clinicians are trained in several evidenced-based therapy modalities. They use Trauma-Focused Therapies to address the mental health needs of students impacted by trauma. Students are seen at their school of attendance during their school day or may be seen on-site at the Apollo Campus. Current caseloads reflect that 70 students are being provided services.

**Behavior Support Services Program:** Services are provided by a Board-Certified Behavior Analyst (BCBA) and a School Psychologist who are supported by three Registered Behavior Technicians (RBT). Services provided are Consultation, Environmental Analysis, Student and Classroom Observations, Data Collection, Classroom Strategies, and Mental Health Staff Trainings to the school districts within Madera County. Behavior Technicians also provide social skills groups to the MCSOS Emotional Disturbance Program. Topics include positive social interactions, anger management, and conflict resolution. This program currently providing services for 40+ students.

**Genesis Day Treatment Program** consists of two classrooms providing services for students grades 5 through 8, and grades 9 through 12. Each classroom is co-facilitated by one Special Education Teacher and one Mental Health Clinician with the added support of two Instructional Aides. Each classroom is at capacity with 8 students. Special Education Students are eligible under a primary disability of Emotional Disturbance and are referred to this program by the IEP team and District Administrator. The Day Treatment operates as a therapeutic milieu which is a structured group setting in which the group is a key force in the outcome of treatment. Using the combined elements of positive peer pressure, trust, safety and repetition, the therapeutic milieu provides an idealized setting for group members to work through their psychological issues. The Apollo Campus also houses one Adult Transition Program (ATP) ages 18 through 22 that consists of one Teacher and two Instructional Aides.

## **Section I Safe Schools Planning Team**

The Safe Schools Planning Team is comprised of the following individuals:

- Dani Little, Program Coordinator
- Jessica Drake, Executive Director, Student Programs and Services
- Rita Sepulveda, School Psychologist
- Kelly Hukill, Senior Secretary
- Kesha Harbin, Health Aide
- Yesenia Cazares, Special Education Teacher
- Kassandra Boehm, Parent
- Obed Reyes, Classified Staff
- Jason Peterson, Program Director

## **Section II Mission/Vision**

### **Mission**

The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

### **Vision**

We believe our students and staff are entitled to a safe, positive and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability levels. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

### **Mental Health Services Programs Mission**

The mission of the Madera County Superintendent of Schools Mental Health Services is dedicated to improving access to Mental Health Services, as well as providing high-quality, empirical-based Mental Health Treatment for our Special Education Students in Madera County.

The Mental Health Services Program will improve access to Mental Health Services for the purposes of early intervention, crisis intervention, and for teaching coping and social skills to help students deal with emotional instability, which can impair a student's ability to learn and to be academically successful.

### **Section III Data**

To determine areas of strength and to identify areas of needed improvement to ensure school safety, the committee reviewed various sources of data including, but not limited to, results of a survey distributed to all staff members at the Apollo Campus, analysis of suspension rates, analysis of Incident and Accident Reports, information from the school accountability system, maintenance/operations personnel, support staff, and the Madera County Superintendent of Schools Safety Committee was discussed and reviewed. Data from the Safe School Survey indicates that 87% of staff members feel that the school is well protected from potential crime; 100% feel there are clear procedures to deal with emergencies; 100% of staff feel that school rules and expectations are realistic, practical, fair and relevant to staff and students; 87% feel that administration and staff show respect, consideration, and sensitivity to students and parents; 100% feel that every effort is made to encourage cooperation among students in the classroom; and that everyone at the school can be successful. This data also identified that more outreach to law enforcement is needed to involve officers in non-enforcement roles.

Suspension rates at the Day Treatment have steadily decreased with 8 suspensions in the first year of service to 1 in 2021-22. This can be attributed to better screening for appropriate students for the program, and the use of in-school suspension as an alternative to out-of-school suspension.

**Section IV**  
**Component 1**  
**People and Programs/ School Climate**

**1. Areas of pride and strength:**

All staff members are committed to seeing the Mental Health Services programs grow in positive ways. All staff works together to ensure that Madera County Special Education Students have access to Mental Health Services.

Mental Health Services has shown steady growth since its inception in the 2010-2011 school year. In year of inception, the programs served 22 students county-wide. At the end of the 2021-22 school year, the Mental Health Services Program has served more than 1,000 students county-wide.

Mental Health Services staff has increased to meet the needs of the Madera County's students. The first year at the Apollo Campus, Mental Health Services had 12 staff members. In 2021-22 the Apollo Campus has decreased from 26 to 23 staff members. All staff is committed to our students, work well as a team, and support each other daily.

The Apollo Campus houses twenty-three (23) employees consisting of:

- 2      Certificated Day Treatment Teachers
- 1      Certificated Adult Transition Program (ATP) Teacher
- 4      Day Treatment Classroom Aides
- 2      ATP Classroom Aides
- 2      Day Treatment Classroom Clinicians (1 LCSW and 1 LMFT)
- 1      Health Aide
- 1      School Psychologist
- 1      Board Certified Behavior Analyst
- 3      Registered Behavior Technicians
- 2      Itinerant Licensed Marriage and Family Therapist
- 2      Itinerant Marriage and Family Interns
- 1      Administrative Assistant
- 1      Mental Health Coordinator

Day Treatment students are provided Group Therapy three times a day, Individual Therapy one time a week, and Behavior Intervention daily. Groups and Individual Therapy is provided by a Board of Behavioral Sciences Licensed Mental Health Clinician. Students have access to the clinician full-time in the classroom and who provides support during academics and community activities. Students also have access to their primary therapists who visit the school for weekly sessions. Day

Treatment Clinicians collaborate with Primary Therapists to ensure students are being supported according to developed treatment plans.

Students have an established daily schedule that identifies when and where the service components of the program will be provided. An established daily schedule reduces stress and helps students to accomplish academic and personal goals. Student schedules are not modified. A modified schedule for any student disrupts the structured environment, as well as the group process. Full-day attendance increases the likelihood of positive outcomes.

Students' parents/guardians receive weekly contact from the Special Education teacher with the student's academic progress and weekly contact from the Mental Health Clinician on their social-emotional accomplishments. Parents are encouraged to participate in student activities such as the yearly Science Fair, holiday gatherings, and promotions.

All Day Treatment students are transported by their District of Residence. Day Treatment Program has a 7-person mini-van that provides student access to the community. Students volunteer their time at Gould Educational Center for students with moderate and/or severe disabilities and a local retirement home.

Monthly drills are now calendared for once a month. Drills alternate between Fire/Disaster and Shelter-in-Place. Monthly drills ensure that all students, as well as staff know and can implement safety protocols. Each class has an emergency supply of food and water in case of an emergency.

The Apollo Campus and classrooms have clear guidelines developed to assist students who are experiencing an emotional crisis. When a student has been hospitalized due to being a danger to themselves or others, a Wellness Plan is developed with input from the IEP team to provide additional supports so the student can return to their previous level of functioning.

Students participate in a wide variety of community-based outings that allow them to practice coping and self-regulation skills across multiple environments. These skills are explicitly taught in a controlled setting, practiced in a small group setting and then transferred to alternative locations.

## **2. Areas needing Improvement:**

Due to increased need in the Districts, the Day Treatment Program needs to expand to provide support to younger students.

**Goal 1:**

Identify students in the districts that are in grades 3 through 5 that, based on suspension rates, threat assessments, and hospitalizations, would have increased access to education with the supports that the Day Treatment Program provides.

**3. Related Activities:**

Correlate data that reflects the areas of need and present proposal to Administration.

## **Component 2 Physical Environment**

**1. Areas of pride and strength:**

An area of strength for the Apollo Campus is that it is a small, segregated campus, environment to work on coping skills to manage their psychological traumas without the pressures that a larger, comprehensive campus would present. The campus also houses all of our Mental Health Programs, providing easy access for all Day Treatment students.

At the inception of Mental Health Services, the campus had two portables in ill-repair, a counseling office, and two new classroom portables. The two portables in ill-repair were replaced giving students access to a new multi-Purpose Room and new Administration Building. The Multi-Purpose Room has a capacity of 60 and is used for workshops and trainings, as well as provides a quiet environment for Day Treatment Group Therapy for students away from the classroom. The Administration Building houses two drop-in clinics for itinerants and outside agencies to meet the needs of our students and a Nurse's office. In addition to the building upgrades, a large shade structure was also built to shade six lunch tables for the students and is used as a half basketball court.

A new portable was installed in 2017 with the intention to lower the age of students who would qualify for Day Treatment services. It is the goal of Day Treatment to add a class for 3<sup>rd</sup> through fifth-grade students while continuing to operate the 6<sup>th</sup> through 8<sup>th</sup>-grade class and the 9<sup>th</sup> through 12<sup>th</sup>-grade class. The portable currently is housing an Adult Transition Program Class.

The Apollo Campus is equipped with 5 security cameras that stream a live feed of the campus to the Administration building. The cameras increase the safety of staff, students, and property. The live feed capability also eliminates the need for staff to accompany students when they elope from a classroom. Physical proximity can be a source of positive reinforcement to an eloping student. Students who do not get the physical attention of staff usually return to the classroom on their own.

The campus also has a large garden area, where students are taught about the life cycle of plants, how to care for them from seedlings and how to harvest them at the appropriate time. These plants and vegetables are often turned into cooking activities for the students to practice additional life skills.

**2. Areas needing Improvement:**

The Campus is located on a busy street where traffic and construction are currently safety concerns. Students are provided transportation by district buses, vans, and cars, which at times have to park across the street from the campus. Handheld Stop Signs and safety vests were purchased to ensure the safety of students and staff while escorting students to different modes of transportation.

**Goal 1:** Place a security window in the main office door so that staff can see who is attempting to enter before opening the door.

**Goal 2:** Work with MCIA administration to have the area between MCIA and Apollo Zoned to have a cross walk installed as well as appropriate signage.

**3. Areas needing improvement:**

Ensure all gates are secure around the campus.



**Safe Schools Plan  
Career and Alternative Education Services (CAES)  
2022-2023**

**Introduction**

**Endeavor and Voyager Schools**

The Madera County Superintendent of Schools operates two educational programs inside Juvenile Hall in partnership with the Madera County Department of Probation. These programs-Endeavor Secondary and Voyager Secondary Schools are designed for students under court supervision, and serve students grades 7-12.

Both the Endeavor and Voyager Programs are fully accredited by the Western Association of Schools and Colleges (WASC). The curriculum used for instruction is aligned to the State Frameworks and Content Standards. High school students earn credit toward graduation and develop employment skills. Students completing academic requirements can graduate within the program, transition back to their district of residence, attend college, or begin finding success in the world of work after their release from incarceration.

**Madera County Independent Academy (MCIA)**

The mission of MCIA is to broaden educational choices and opportunities for students and families living in Madera County and surrounding areas. The instructional method emphasizes the whole child and frames its academic components within an artistic, creative, and imaginative context allowing each child's full potential to unfold.

MCIA accepts applications for enrollment from any student qualified by the State Charter School Law. The targeted student population consists of educationally disadvantaged students' grades K-8. Students attending MCIA come in search of an alternative educational model that provides opportunities for greater flexibility specific to time and instructional delivery methods.

**Pioneer Technical Center (PTC)**

PTC is a public high school under the Charter Section of the California Education Code. Currently, PTC has two campuses: one in Madera, serving students grades 9–12, and one in Chowchilla, serving students grades 5-12.

PTC (Madera campus) offers academic courses and Career Technical Education through Independent Study. All students take core academic subjects, as well as a vocational course of their choice in one of the following areas: Building Trades (Interior or Exterior Construction), Welding Processes and Fabrication, or Child Development/Careers in Education.

Students have opportunities to participate in numerous school activities including sports, field trips and community involvement. Students attending PTC come in search of an

alternative educational model that provides opportunities for greater flexibility specific to time and instructional delivery methods.

## **Section I Safe Schools Planning Team**

The 2022-2023 Safe Schools Planning Team includes the following:

Fred Cogan, Executive Director  
Hugo Sanchez, Program Director  
Opie Riar, Manager, Maintenance and Facilities  
Maygualida Falcon, School Counselor  
Myrtha Torres, School Counselor  
Elizabeth Rodriguez, School Counselor  
Jose Espinoza, Administrative Assistant II  
Ruby Horta, School Administrative Assistant  
Diane Romero, Senior Secretary  
Marisol Mendez, Instructional Assistant

## **Section II Mission/Vision**

### **Career Alternative Education Services (CAES) Programs**

#### **Mission**

The mission of the Madera County Superintendent of Schools CAES Programs is to provide a safe, positive learning environment that encourages inclusion, promotes life skills, provides Career Technical Education, increases positive self-esteem, and prepares students for current and future educational and career successes.

#### **Vision**

The vision of the Madera County Superintendent of Schools CAES Programs is to provide engaging educational opportunities in supportive environments that promote life-long learning and positive contributions to students' communities.

### **Madera County Independent Academy**

#### **Mission**

The mission of MCIA is to broaden the educational choices and opportunities for students and families who live in Madera County and surrounding areas. The instructional method emphasizes the whole child and frames its academic components within an artistic, creative, and imaginative context allowing each child's full potential to unfold.

### **Vision**

The vision of the MCIA is to provide engaging educational opportunities in a supportive environment that will promote life-long learning and positive contributions to students' communities.

### **Pioneer Technical Center**

#### **Mission**

PTC provides all students of Madera County opportunities, experiences, and academic preparation so all students can successfully contribute to the global community. Students will achieve and demonstrate mastery of core academic subjects in addition to Career Technical Education. PTC combines the support of parents, educators, and community resources to develop students with integrity and ambition.

#### **Vision**

PTC Staff is committed to producing highly academic, social, moralistic, and productive individuals who contribute to their community.

### **Section III School Survey Data**

To determine both the areas of strength and areas of needed improvement necessary to ensure school safety, the committee reviewed various sources of data including, but not limited to, a site-specific student and parent survey, and analysis of suspension reports. Additionally, information from the school accountability system was reviewed. Input from the School Site Council, which includes parents, teachers, support staff, and community members added input. Also, information from Maintenance/ Operations personnel and the Madera County Superintendent of Schools School Safety Committee was discussed and reviewed.

A spring 2022 LCAP Parent and Student Survey our three school sites yielded feedback including the following:

1. 90.7% of parents and students “Agree” or “Strongly Agree” that CAES classrooms are well maintained and inviting places to learn.
2. 87.6% of parents “Agree” or “Strongly Agree” that CAES schools are well-protected from potential crime or vandalism.
3. 100.0% of parents and students surveyed “Agreed” or “Strongly Agreed” that the principal and staff show respect, consideration, and sensitivity to students and parents.
4. 90.6% of parents and students surveyed “Agree” or “Strongly Agree” parents, teachers, and community members are encouraged to participate in school activities.
5. 96.9% of parents and students surveyed “Agree” or “Strongly Agree” that everyone at CAES schools can be successful.

6. 71.9% of parents and students surveyed “Agree” or “Strongly Agree” that CAES school buildings are in good condition.

As the CAES Safe Schools Plan is currently implemented, administration and the committee will work closely with the Madera County Superintendent of Schools School Safety Committee to ensure the site plan is aligned to the office-wide Emergency Preparedness Plan and resources are available and allocated appropriately. The CAES administration and staff will work closely with Maintenance/Operations staff to make certain that schools remain in excellent physical condition, repairs are completed in a timely manner, and supplies for an emergency are well stocked.

**Section IV**  
**Component 1**  
**People and Programs/School Climate**

**1. Areas of pride and strength:**

- a. All staff members are committed to ensuring our schools grow in positive ways. The expectations for student achievement are high, and well known.
- b. All staff members genuinely care for the students they serve and demonstrate positive attitudes. Working as a team, staff members are motivated and creative in planning instruction and activities that meet students’ needs.
- c. Staff members support one another when immediate attention is needed in response to a crisis with a student such as a medical concern or a behavioral outburst occurs.

**2. Areas needing improvement:**

- a. While interpersonal relationships amongst staff members continue to improve, this is still an area of need; especially between school site personnel where we can continue to improve trust amongst all staff members.
- b. The Career and Alternative Education Services Safe School Committee recognizes the need to improve the public recognition of staff accomplishments.
- c. Lack of crosswalks and sidewalks in Alternative Education Programs continues to create an unsafe situation for students walking to the CTE building or home after school.

**3. Outcomes of 2021-2022:**

- Provided ongoing training to staff on school safety and Suicide Prevention
- Made Dial-A-Ride tickets available to students in danger of being victimized while walking to and from school (Dial-A-Ride suspended door to door services during COVID-19 Pandemic)
- Continued training staff members on Social-Emotional Learning protocols and strategies for use in assisting students with academic and social/emotional needs and success

- Utilized MCSOS van to transport students in times of direct safety concerns and to conduct student attendance welfare checks during COVID-19 Pandemic
- Staff participated in MCBH Mental Health First Aid Training (Fall 2021)
- Developed and employed Social-Emotional Check-in Protocols for use with students on a weekly basis
- Developed and employed IT Hotline for use by students and parents for issues regarding 1:1 laptop and hotspot devices
- Provided COVID-19 Return to School Safety Training for all staff
- Offered Personal Protective Equipment (PPE) Program for all employees and students during 2021-22
- Employed COVID-19 safety protocols for cleaning, sanitizing, and disinfecting by MCSOS maintenance team
- Provided for Teen parenting needs through partnership with Educational Services Division
- Continued to use staff affidavits and student health screenings including temperature checks for all students
- Partnered with Madera County Public Health Department who offered staff vaccinations for all MCSOS employees
- Utilized safe drop off boxes for student work packets and appropriate quarantine practices for all packets at all CAES sites
- Continued work toward LCAP goals by using LCAP Surveys with staff members, students, and parents
- Continued to use effective safety protocols for all students and staff members specific to COVID-19 Pandemic
- Employed more consistent communication with students on absences and behavior expectations and use of attendance protocols including Tiered Reengagement Protocols
- Continued executing practice safety drills including fire, lock down, and earthquake preparedness
- Continued implementation of Common-Core Standards curriculum to develop critical thinking skills for all students in making better choices.

#### **4. Goals for school year 2022-2023:**

- To strengthen campus security by all student and staff members wearing lanyards with MCSOS identification cards. Parents and guests will have guest badges provided.
- To continue to provide Social Emotional Learning professional development opportunities for all staff
- To host Teen Parenting Conference for Fall 2022
- To generate Parent/Student awareness of street crossing/walking to/from CTE Building/PTC
- To provide, CPR/First Aid training for staff and provide training in use of First Aid Kits for classrooms
- To provide Automated External Defibrillators (AED) in CAES buildings

- To continue to employ all COVID-19 safety protocols
- To provide parent/student communication for active shooter protocol
- To utilize the California Healthy Kids survey during school year 2022-23
- Address sidewalks/crosswalks for students with proper agency
- To continue to train staff to be more aware of weapons on campus and to work on early detection and identification of students who might be carrying a weapon.
- To continue group counseling for students to help understand the danger or carrying a weapon, using a weapon, and the legal ramifications of carrying weapons on campus.
- To continue Teen Parenting Conference at the Madera County Superintendent of Schools Conference Center. (The “Trio Babies” will be used in addition to approximately five other breakout areas including nutrition, child abuse, how to parent, brain development, and drug and alcohol use during pregnancy)
- To continue to focus on Positive Growth Mindsets structures for decreasing student discipline
- To continue to work on establishing a Peer Counseling program and training of a new set of students to help counsel other students
- To train all students and parents in identification of bullying, its harmful effects, and how to negative situations

**5. Successful achievement of these goals will be measured by:**

- The results of the Career and Alternative Education Services Safe School Survey to be administered once per year
- The results of the California Healthy Kids Survey every two years (not used during COVID-19 school closure but will be used during 2021-2022)
- Observation of school disciplinary issues and reports
- Staff, parent, and student concerns raised with Administration and staff members
- Peer Counseling reports
- Use of STOPit School Reporting Tool
- Develop Parent Action Committee (PAC) as an information conduit for improving school programs
- School Site Council (SSC)
- District English Learner Advisory Committee (DELAC)
- WASC Accreditation surveys to students, parents, and staff
- Madera County Probation Department updates
- Continue to use CAES Climate Surveys
- Informal and Formal Parent meetings

## **Component 2 Physical Environment**

### **Areas of pride and strength:**

Career and Alternative Education Services are centrally located within the City of Madera. Public transportation is available for parents, if needed, to participate in their child's education.

The interior and exterior environments of the Career and Alternative Education Services sites are strategically planned to meet the needs of our diverse student population. Career and Alternative Education Services facilities are well-maintained by an efficient custodial/maintenance crew.

CAES campuses are attractively landscaped and well maintained. Campuses have areas for student recreation and sports activities. Chain-link fences surround most of our campuses to ensure student safety. Cameras are installed on all campuses to ensure safety for students and staff. While cameras are not actively monitored, video feed is available if the need arises to review. CAES parking lots have adequate lighting and parking spaces.

### **Section V Disaster Response See Tab**

#### **Policies/Procedures**

See tabs: Safe & Orderly Environment, Safe Ingress & Egress, Suspension & Expulsion, Child Abuse Reporting, Notifying Teachers, Sexual Harassment, Dress Code, Hate Crime Policies/Procedures, Student Discipline, and Uniform Complaint Procedures

### **Section VI Dissemination Process**

The Career and Alternative Education Services Safe Schools Committee will ensure that the Safe School Plan is made available to all staff members. Regularly scheduled staff meetings will be used to review and educate staff as to the contents of the plan. Parents and guardians are notified annually in the Mandatory Annual Notifications that a copy of the Safe Schools Plan is in the main office of their child's school, available for their review.

In accordance with California Education Code, section 35294.2 [e] an updated file of all safety related plans and materials shall be readily available for inspection by the public.

### **Section VII Progress and Revision**

In accordance with the California Education Code, section 35294.6 [a], the Career and Alternative Education Services Safe School Committee will review and update its' safety

plan by March first of every year. The updated plan will be submitted to the Madera County Superintendent of Schools School Board for approval as per California Education Code section 35294.8 [a].

Administration and the Career and Alternative Education Services Safe School's Committee will seek input from individuals such as staff, parents, law enforcement, and fire safety officials on future changes.



**Safe Schools Plan  
Early Education Center (EEC)  
2022-2023**

**Introduction**

Preschool and Child Care Services is a Madera County Superintendent of Schools program funded by the Department of Education located at 1105 S Madera Ave in Madera CA 93637. The Early Education Center started another school year on July 12, 2022, for the FY 2022-23 and began serving families to meet their toddler, preschool, and childcare needs. The program provides School Readiness/Preschool services to income eligible families. EEC Full Day provides childcare services to children 18 months to five years old. The Early Education Center-Part Day program opened its doors on August 8, 2022, for the FY 2022-23 and began serving families with preschool services.

The Early Education Center (EEC) - part day site houses four classrooms (Room 10, 11, 12, and 13). There are two preschool restrooms with a total of five preschool size toilets and sinks approved by Community Care Licensing. Each classroom is equipped with a sink and drinking fountain and room 13 has an office and kitchen space in the classrooms. This campus has a large outdoor play area that includes grass and cement and is equipped with preschool appropriate outdoor toys. The campus has a secure chain link fence around the perimeter of the school to ensure student safety. The Early Education Center - full day program houses six preschool classrooms, two shared kitchen spaces, a parent/teacher resource room, and an EEC main office. Each classroom has preschool restrooms equipped with toilets and sinks that exceeds the ratio requirement for Community Care Licensing. The campus features two large Licensing approved play structure designed for preschool children and each area is separated by chain-link fencing. Both playgrounds have their own shade structure and a secure chain link fence around the perimeter of the campus to ensure student safety.

The Early Education Center program provides preschool and childcare services to eligible families based on their income and need for care. Families are enrolled based on lowest household income first and priority to CPS/At risk children, homeless children and four-year-old children. Individual childcare contracts for families are created based on the parent's need for service and documentation is collected to create a child's schedule.

The Early Education Center strives to meet the individual needs of the whole child and their family. Our philosophy is to build a positive and solid foundation for success in school. This is accomplished through an active learning curriculum which includes parents, children, and teachers. Children will receive a high-quality educational

experience including challenging activities, problem solving opportunities, and social emotional development.

Support Services are provided to families through our Early Childhood Education Technician who connects families with community resources and assists with developmental referrals to implement early interventions. Additional services provided are parenting strategies, on site parent and child together (PACT) activities, Desired Results Developmental Profile (DRDP) Assessments, Ages and Stages Questionnaires (ASQ, ASQ-SE) and Quality Rating Improvement System (QRIS) interventions.

### **Goals for Child Growth:**

- **Social/Emotional Development**
  - Becoming aware of themselves and their uniqueness.
  - Learning more about each other as individuals and gaining respect for others.
  - Developing confidence and a healthy self-concept.
  - Developing positive social skills and responsible behavior.
  
- **Cognitive Development**
  - Developing the use of two-way communication skills by speaking, listening and expressing ideas.
  - Participating successfully in math and science activities.
  - Acquiring thinking and problem-solving skills.
  
- **Physical Development**
  - Developing age-appropriate body control (improving large and small muscle development), movement, coordination and balance.
  - Improving hand/eye coordination
  
- **Creative Development**
  - Becoming self-confident and secure in exploring and experimenting with a wide variety of materials.
  - Expressing creativity and gaining the ability to make choices.
  
- **Health and Safety**
  - Practicing good health and safety habits. Becoming knowledgeable about good nutrition

## **Section I Safe Schools Planning Team**

The Safe Schools Planning Team is comprised of the following individuals:

- Jacklyn Jones, Director Early Learning Programs

- Juliet Okonkwo, Program Director
- Lorena Rivera, Early Childhood Education Technician
- Liliana Batista, Program Administrative Assistant
- Sandra Alvarez, Early Childhood Education Teacher
- Mee Yang, Parent

## **Section II Mission/Vision**

### **Mission**

The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

### **Vision**

We believe our students and staff are entitled to a safe, positive and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability levels. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

## **Section IV Component 1 People and Programs/ School Climate**

### **1. Areas of pride and strength:**

The MCSOS Early Education Center is driven by the belief that the key to self-sufficiency is helping others help themselves. Our clients and their families are our top priority, we create and contribute to the formation of partnerships in order to bridge resource gaps and remove barriers to economic and social independence.

We value the diversity of our staff and volunteers as our greatest strength. We promote an anti-bias atmosphere by respecting the diversity and individuality of each staff and volunteer.

QRIS – Madera County’s Quality Rating Improvement System (QRIS) is known as Quality Counts Early Stars. QRIS is a framework for a rating and improvement system that utilizes tools and resources to assess and improve the quality of early learning programs. Programs that participate in Madera County Early Stars Quality Counts have shown an interest in implementing early education best practice, school readiness activities and overall program improvement. Site ratings

are conducted to assess the level of program quality, are based on five levels of quality and communicated as:

- Highest Quality
- Quality Plus
- Quality
- Progressing Star
- Rising Star

All MCSOS Early Education Center preschool sites participate in the Quality Rating Improvement Systems and have rated a score of high quality and high-quality PLUS at all sites.

Partnership with First 5 Madera County –

The Madera County Superintendent of Schools partnered with First 5 Madera County and the Tzu Chi Vision Mobile Vision Clinic again in the FY 2022-23 to offer pre-vision screenings on September 2, 2022, for all preschool children attending the MCSOS Early Education Center Full Day Preschool Program, the MCSOS Early Education Center Part Day Program, Wilson Preschool (Chowchilla) and Reagan Preschool (Chowchilla). Once children were screened, those who were identified as having possible vision problems or at risk of vision problems were scheduled for a full eye exam on September 29, 2022, and fitted for glasses if needed. 109 children participated in the pre-vision screening where twenty-five preschoolers were identified as needing a full eye exam. Once completing the full eye exam, glasses were made on site for children who needed them. Our team is eager to see the vision improvement for these 25 children after they receive their glasses.

## **2. Areas needing Improvement:**

### **Goal 1:**

Ensuring that all classrooms are equipped with adequate materials and curriculum access via the new Frog Street Portal. New curriculum was purchased and delivered in September 2022 and now we are working on obtaining access to all of our teachers to begin utilizing the curriculum with children.

### **Goal 2:**

Continue to strengthen communication with parents and provide each family with a Brightwheel account which is a web-based portfolio where parents can access information about their child's education and developmental progress. Two-way messaging communication is available so parents can interact with our staff during the school day. Our goal is to have all families on BW by October 2022

## **Component 2 Physical Environment**

### **1. Areas of pride and strength:**

The Madera County Superintendent of Schools saw a need to increase full day preschool and childcare services for the parents in our community. At the inception of our program MCSOS provided childcare and high-quality school readiness education to approximately 100 children and family support services to their parents/guardians. To continue this worthwhile investment, MCSOS is dedicated to expanding services to more members in our community by building The Early Education Center Full Day CSPP campus which is licensed to serve 136 toddler and preschool children and their families. This campus consists of six classrooms and one office building that includes a parent/teacher resource room. The campus also includes a meeting room for speech and other individualized services for students housed on this campus. Additionally, this campus has two age-appropriate playground structures and outdoor play space for all children to access. Accommodations have been made to these structures to ensure students with disabilities are able to use the equipment with the goal of full inclusion. We are excited to expand using CSPP expansion funds through the California Department of Education to increase our service by 40 full day preschool slots. These classrooms are scheduled to open in the fall of 2022.

### **2. Areas needing improvement:**

Parking lot safety. Ensure that all parents and staff are following the speed limit and that no child is ever left unattended in a vehicle. Continue to provide families with information about parking lot and child safety.

Opening classrooms 2 and 4 for the expansion slots. Ensuring that qualified teachers and classroom support staff are hired, classroom materials are purchased, and qualifying families are enrolled to receive services.

**Safe Schools Plan  
Gould Education Center  
2022-2023**

**Introduction**

Gould Educational Center is a Madera County Superintendent of Schools school located in the City of Madera in the Central San Joaquin Valley. It is designed to meet the needs of students with the most significant disabilities including those identified as medically fragile.

Originally built in 1965, extensive expansion and remodeling projects began in June of 2006 and were completed during the summer of 2008. The site currently has eleven (11) classrooms, two administration buildings containing small offices, a transportation office, a multipurpose room designated for services provided by the California Children's Services (CCS), a kitchen, and two conference rooms.

The campus is attractively landscaped and well maintained and features one large covered play structure adapted for children with special needs located in the back of the school, a large grass area, and an amphitheater. A chain-link fence surrounds the perimeter of the school to ensure student safety.

Gould Educational Center serves approximately 100 students with severe disabilities in the eleven classroom settings. Students range in age from three to twenty-two years. Instruction focuses on functional life and pre-academic skills based upon the alternate curriculum standards adopted by the California Department of Education.

Transportation for special education students, in all classrooms operated by the Madera County Superintendent of Schools, is coordinated from the Gould Educational Center. The Transportation Manager and Dispatcher are located in a front office area that provides easy observation of the arrival and departure of all buses. A two-way radio system allows for efficient and immediate communication between the dispatcher and the drivers. Room 14 on the Gould campus serves as the transportation work area for all drivers to complete daily paperwork.

California Children's Services (CCS) is also located at Gould Educational Center. With a staff of five, CCS provides physical and occupational therapy to the students at Gould, as well as to students throughout Madera County, who meet the CCS eligibility requirements. The Medical Therapy Unit (MTU) clinic is held on the first Wednesday of every month at Gould to assess the needs of students by physicians.

Although Gould Educational Center may serve students with the most significant disabilities, the entire staff strives to incorporate all facets of education including non-instructional opportunities such as school-wide events, seasonal parties, and parent participation. Such events that promote parent participation and celebrate student achievement include Autism Family Fun Time, Winter Event, Chowchilla Fair, Life

Games, Prom, and promotions. Parents are encouraged to take an active role in the education of their children by volunteering in the classroom, being part of the Gould Parent Club, or participating in special events.

Gould Education Center currently houses ninety (90) employees. The certificated teaching staff consists of:

- 10 Classroom Teachers
- 1 School Nurse
- 1 LVN
- 3 School Psychologists
- 1 Specialist, Behavior Intervention
- 3 Adapted Physical Education Teachers
- 2 Teacher, Visually Impaired
- 1 Occupational Therapists
- Orientation & Mobility Specialist

Classified personnel include:

- 22-37 classroom instructional assistants (fluctuates with one-on-one IA's for special circumstances, including students with significant medical needs or behaviors)
- 6 Health Aides
- 1 COTA
- 1 SLPA
- 23 bus drivers
- 1 bus dispatcher (open position)
- 2 custodians
- 1 Senior Secretary
- 1 School Administrative Assistant

Administration personnel includes:

- 1 Program Director
- 1 Transportation Manager

## **Section I Safe Schools Planning Team**

The Safe Schools Planning Team was comprised of the following individuals:

- Tanya Hill, Program Director
- Jessica Drake, Executive Director, Student Programs & Services
- Veronica Torres, School Nurse
- Alex Manriquez, Transportation Manager
- Gabriella Garibay, School Administrative Assistant
- Opie Riar, Operations Supervisor
- Emilia Gonzalez, Parent/Guardian
- Darryl Burton, Special Education Teacher

- Blanca Castillo, Paraprofessional
- Kim Linderholm, Senior Administrative Assistant
- Yolanda Lua, Senior Administrative Assistant
- Jason Peterson, MCSOS Program Director
- Joseph Casarez, Administrator, Human Resources

## **Section II Mission/Vision**

### **Mission**

The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

### **Vision**

We believe our students and staff are entitled to a safe, positive, and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability levels. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

### **Gould Mission**

Gould is a safe and caring environment that maximizes development, communication, and independence in students through diverse teaching strategies and active learning. Our professional staff value the students we serve and the positive impact they have on the community.

## **Section III Data**

To determine areas of strength and to identify areas of needed improvement to ensure school safety, the committee reviewed various sources of data including, but not limited to, results of a survey distributed to all staff members at Gould, analysis of Incident and Accident Reports, analysis of suspension reports. Additionally, input from parents, maintenance/operations personnel, support staff, and the Madera County Office of Education School Safety Committee was discussed and reviewed. However, members of the committee will be researching different surveys that may better fit the needs of Gould as a unique instructional site. Analysis of these surveys indicates continued improvement in School Climate and Physical Environment. As Gould's Safe School Plan continues to be implemented, the administration and the committee will work closely with the Madera County Superintendent of Schools Safety Committee to ensure



that the site plan is aligned to the office-wide Emergency Preparedness Plan and that resources are available and allocated appropriately. Gould administration and staff will work closely with Maintenance/Operations staff to make certain that the school remains in excellent physical condition, any repairs are completed in a timely manner, and that supplies for an emergency are well stocked.

**Section IV**  
**Component 1**  
**People and Programs/School Climate**

**1. Areas of pride and strength:**

All staff is committed to seeing the school grow in positive ways. Teachers meet in both small cohorts to address specific learning strategies as well as all teachers to promote a professional learning community to build their teaching skills and support student learning. All staff meet on a monthly basis where they build on professional development, work on increasing communication opportunities for all students, and collaborate with peers to improve teaching strategies within the classroom. Communication is a priority at Gould. Activities such as Gould dollars to earn extra items for the classroom, Gould specialty items (pens, lanyards, tote bags, and school shirts) as a way to acknowledge and support a positive work and school environments for all are promoted at the school site. All staff members genuinely care for the students that are served and demonstrate positive attitudes. Working as a team, the staff is motivated and creative in planning instruction and activities that meet the needs of students. The staff will support one other when immediate attention is needed in response to a crisis situation with a student such as a medical emergency or behavioral outburst. The Gould Educational Team indicates a great improvement in the area of interpersonal relationships amongst the staff at all levels. Increased feelings of trust and feelings of a safe physical and psychological environment have continued to improve. Gould staff expresses gratitude and appreciation for the commitment from their peers and administration in continuing to provide opportunities for all staff trainings, staff collaboration and school activities that promote camaraderie.

**2. Areas needing improvement:**

**Knowledge of Procedures and Decision Making:** As of August 2022, approximately 60% of the classroom staff are within their first three years of teaching or are new to MCSOS. Three new teachers were added in August of 2022 and one additional teacher opening still exists.

**Goal 1:**

- The Gould Educational Staff will participate in staff development activities that focus on school site and student procedures. The entire school will benefit from these activities by increasing their knowledge and providing consistency for students.
- Procedures regarding safety will be provided to teachers in writing and are to be reviewed by all classroom staff within five workdays of receipt.

- Training for all staff on Second Step for Adults to build trust, manage stress, explore equity and belonging, and cultivate resilience and efficacy.

**3. Related Activities:**

- Teachers will review procedures that are county-wide, school-based, and specific to students during teacher meetings.
- Information provided during teacher meetings, will then be distributed to classroom support staff through classroom meetings.
- Written documentation of Procedures and Decisions is to be placed in teacher binder for future reference if needed.
- Monthly all-staff meetings will provide information for review and discussion.
- Activities will be presented during monthly all-staff meetings to review prior information to ensure retention by staff.
- Purchase and roll out of Second Step Adults training be provided to all staff at Gould during early out and staff training days.
- Perform monthly drills (Fire and lock-down) so all staff is familiar with the procedures in an emergency.
- Solicit input from all staff for area that would benefit students.

**4. Evaluation:**

Successful achievement of these goals will be measured by:

- Monthly staff trainings for all staff
- Individual, in-classroom feedback and support.
- Program Director and Nurse classroom visits and observations
- Safe School Survey (administered annually)

## **Component 2 Physical Environment**

**1. Areas of pride and strength:**

The Gould Educational Center is centrally located in the City of Madera. Public transportation is available for parents to utilize, if needed, to participate in their child's education.

The interior and exterior environments of Gould Educational Center are strategically planned to meet the needs of the diverse student population. The facility is constructed in such a way that the student's safety has been considered in accommodating their needs and disabilities. The Gould facility is well maintained by an efficient custodial and maintenance crew.

The interior campus is attractively landscaped and a new large play structure, swings, and spinning cup have been added to the campus. The ground cover has been modified for all students to have full access to the playground. The new play structure has multiple interactive panels that feature cause/effect as well as musical instruments. The campus has a large grass area, and an amphitheater that is used for outdoor events where parents can attend. A double chain-link fence surrounds

the perimeter of the school to ensure student safety with privacy slats for reduced visibility into the school yard. In July 2021, the walkway area up by the main building had cement added to widen the path and create a shaded area for tables to be placed. Both students and staff access this additional area daily.

The parking lot has adequate lighting and the surface is regularly maintained and kept free of trash and debris. There are currently 13 cameras on the school site to monitor both the interior and exterior of the school campus. While cameras are not actively monitored, a video feed is available if the need arises to review. For the location of the cameras see appendix A. "Panic buttons" were also installed in two locations for immediate law enforcement response to a serious violent intruder.

The street in the front of the school is an identified School Zone. School Zone signs and yellow lines have been painted to ensure safe travel where students are being transported to and from the site.

## 2. **Areas needing improvement:**

- The entry ramp into the main campus door is shallow for students in wheelchairs and is difficult to navigate for turns. The ramp entry is flanked by steps that are a safety issue for wheelchairs.
- Continued school improvement in the areas of maintenance and safety to ensure students and staff have a safe educational environment.
- Develop the small-gated area immediately outside of the double door entry to the school yard. This is currently under construction. Approximately half of the area has been covered by cement to allow access for all students to the area. Sensory items have been added to the wall and hung from the ceiling area.

### **Goal 1:**

- Entry areas to Gould will be evaluated for a more appropriate opening for students in wheelchairs where stairs are present.

### **Goal 2:**

- Create a staff rotation to monitor interior playground for debris and other inappropriate materials.

### **Goal 3:**

- Madera Rotary Club will continue to develop the dirt area in the sensory playground.

## 3. **Related Activities:**

- Perform ongoing maintenance and upkeep at Gould Educational Center site to meet William's compliance expectations.
- Perform monthly drills (Fire and lock-down) so all staff is familiar with the procedures in an emergency as well as identify any areas of safety.
- Solicit input from all staff for area that would benefit students.
- Installation and completion of materials to develop student sensory area.

#### **4. Evaluation:**

Successful achievement of these goals will be measured by:

- Successful William's visit evaluation
- Monthly drills for fire and lock down procedures
- Completion and utilization of student area.
- Safe School Survey (administered annually)

### **Section VI Dissemination Process**

The Gould Educational Safe Schools Committee will ensure that the Safe School Plan is made available to all staff members. Regularly scheduled staff meetings will be used to review and educate staff as to the contents of the plan. A letter will be sent to the families of all Gould students, informing them that the Safe School Plan is available for viewing within the main office area of Gould as well as on the Madera County Superintendent of Schools website.

In accordance with California Education Code, section 35294.2 [e] an updated file of all safety- related plans and materials shall be readily available for inspection by the public.

### **Section VII Progress and Revision**

In accordance with the California Education Code, section 35294.6 [a] the Gould Educational Center Safe School Committee will review and update its' safety plan by October first of every year. The updated plan will be submitted to the Madera County Superintendent of Schools - School Board for approval as per California Education Code section 35294.8 [a].

Administration and the Gould Safe School's Committee will seek input from individuals such as staff, parents, law enforcement, and fire safety officials.

## **Ingress and Egress 2022-2023**

### **General Procedures**

#### **Visitor**

Staff and visitors are required to check in at the school office upon arrival and check out upon departure. All Madera County Superintendent of Schools (MCSOS) staff have an official photo ID badge with a barcode, in which they will “scan” their badge at the EasyLobby scan station located at the front desk. Once the badge is scanned it will mark the employee “checked in”. Guests that do not have a badge, will walk up to the EasyLobby scan station, and manually type in their first, and last name, then hit “print”. They will then receive a printed badge with their name, and barcode at the bottom, once printed they are “checked in”. All guests should have their printed badge visible on the outside of their clothing, while all staff should always have their MCSOS ID badge visible as well. Upon departure, staff will return to the EasyLobby scan station and scan their ID badge with the scanner, and the screen will indicate they are “checked out”. Guests will remove their paper badge and proceed to scan it with the scanner, and the screen will indicate they are “checked out”.

#### **Students**

All students leaving school with permission from a parent/guardian must be signed out by school personnel/parent/guardian on the “student sign-out sheet.” School personnel/parent/ guardian are to note the date, student’s name, the time the student is leaving the campus, the destination/ reason for the student leaving school, and list name of school personnel/parent/ guardian accompanying the student. The time returning will be noted by office staff if the student returns that day.

Parents with custodial issues must file copies of the current orders with the MCSOS/school office. The child’s emergency cards are then marked accordingly. However, parents are advised to instruct their child to warn the school if the adult picking them up is unauthorized to do so.

#### **Peace Officer:**

Any student released to a Peace Officer will only be released upon completion of the “Release of Minor to a Peace Officer” form.

#### **Substitutes**

Substitutes are to check-in with site administrators. Information on substitutes is available through the Frontline Absence Management System. A report can be obtained from the Human Resources office.

### **Procedures Specific to School Sites and Programs**

#### **Pioneer Technical Center – Chowchilla**

PTC – Chowchilla is located adjacent to Gateway Alternative High School. When arriving to classrooms (3 single classrooms), all visitors and students are met by a staff

person at classroom doors. All students leaving school must have permission from parent/guardian and are signed out by proper school personnel or parent/guardian.

**Pioneer Technical Center – Madera** expects all students to enter through the main office located on the north side of the administration building and exit through the front gate located between room 9 and the main office. Students may park in any of the designated parking lots in the north or west parking lots of the school.

Before school, the principal and/or other staff monitors the front gate and quad areas from 8:00 a.m. until 8:30 a.m. All offices, teachers on duty, and principal have walkie-talkies to communicate effectively, and students are supervised by the principal and staff during break and lunch as well. Students are not allowed to loiter in the front office before school starts or afterschool. All students must enter the school immediately after arriving at school. Once a student has been dropped off and signs in, they may not leave the school grounds without permission or sign out or until a parent or guardian picks them up to go home.

At the end of the school day (3:00 p.m.) the campus is monitored by administrators and/or teachers. Madera Unified School District bus drivers contact the school or police department via phone or radio if they witness any suspicious activities on their route. The principal/staff maintains a safe perimeter and checks the school and surrounding area before, during and after school and he is accessible by cell phone/radio at all times of the day.

**Madera County Independent Academy-(MCIA)** expects students to enter through the front office located on the south side of the building and exit through the same area. Parents may park in any of the designated parking lots in the east or west parking lots of the school. Students are not allowed to loiter in the front office before school starts or afterschool as other students are waiting for their respective appointments. All students must enter the school immediately after arrival. Once a student has been dropped off and signs in, they may not leave the school grounds without permission or sign-out or until a parent or guardian picks them up to go home.

**Gould Educational Center** has one entrance for visitors. Visitors are required to check in at the school office upon arrival and check out upon departure by using the EasyLobby scan station. Visitors will receive a printed badge with their name. This badge must be always worn and visible. All Gould students will be escorted/assisted by school staff to and from the bus drop off area at the east entrance.

All MCSOS staff have an official photo ID Badge with a barcode, in which they will “scan” their badge at the EasyLobby scan stations located on the west entrance (personnel only) and east office. Staff identification badges are to be always worn.

**Other School Sites** - Some MCSOS Special Education programs are provided on school district general education campuses. Students attending school on a district campus follow local school procedures. Students will be escorted and assisted by

classroom staff to and from the bus drop off area. Those students who are not in need of assistance may walk unescorted to and from their classrooms. All visitors are to sign-in at the front office and will follow local school procedures.

**Chowchilla Union High School District**

Chowchilla Union High School

**Golden Valley Unified School District**

Liberty High School

**Madera Unified School District**

Berenda

Desmond

Howard

Madera High School

Madera South High

Millview

Nishimoto

Parkwood

**Yosemite Unified School District**

Coarsegold

Yosemite High School

Forms:

- Student Sign-out Sheet
- Release of Minor to a Peace Officer

**Madera County Superintendent of Schools**  
Cecilia A. Massetti, Ed.D., Superintendent of Schools

**2022-2023**  
**Student Conduct and Discipline**

A District Statement on Rights, Responsibilities, and Rules  
(Code Sections refer to the California Education Code unless otherwise indicated.)

**I. Rights and Responsibilities of Students, Parents/Guardians, and Teachers**

The education of public schools' students is a shared responsibility. Students, parents/guardians, and teachers each have important roles and responsibilities in providing and maintaining the intellectual, physical, emotional and social development and well-being of students. These shared rights and responsibilities include the following:

**1. Rights and Responsibilities of Students**

- To attend school in a secure academic and social climate.
- To be informed of school rules and regulations.
- To attend school and classes regularly and on time.
- To be prepared for class with appropriate materials and work.
- To know and obey school rules and regulations.
- To respect the rights of school personnel and fellow students.
- To demonstrate pride in the appearance of school buildings and grounds.

**2. Rights and Responsibilities of Parents/Guardians**

- To expect their children will spend time at school in a safe, stimulating atmosphere, engaged in productive activities under the direction of dedicated staff.
- To become familiar with district policies and school rules and regulations.
- To provide the school with current information regarding legal address, phone, medical data, and other facts which may help the school serve the child.
- To provide supportive action by making sure that their children have enough sleep, adequate nutrition and appropriate clothing before coming to school.
- To maintain consistent and adequate control over their children and to support reasonable discipline measures used by the school.

**3. Rights and Responsibilities of Teachers**

- To expect and receive the attention, effort, and participation of students.
- To consider the personal worth of each individual student as a single, unique and important human being.
- To strive to equip each student with the knowledge, skills, and attitudes required for successful living.
- To hold students accountable for their actions at all times.
- To initiate and enforce classroom and disciplinary rules consistent with school and district policies, including policies regarding suspension and expulsion.

**II. Expected Student Behavior**

The Governing Board of a school district shall prescribe disciplinary rules consistent with the applicable laws and rules of the State Board of Education. (E.C. 35291). Such rules are established in an effort to maintain an atmosphere conducive to learning. In most instances, high expectations for student behavior, effective classroom management, preventative measures, positive conflict resolution techniques, and parent involvement can minimize the need for formal discipline and can help foster within students a sense of self-discipline and personal responsibility. Students who do not comply with such rules may be disciplined (e.g. counseled, reprimanded, suspended, etc.) or, in extreme cases, expelled and/or arrested as circumstances warrant in the application of the law.



**4000 PERSONNEL**

**4100 – PROVISIONS RELATING TO ALL EMPLOYEES**

Employee Security – Notice Regarding Student Offenses

SP 4158

Purpose

The Madera County Superintendent of Schools (MCSOS) desires to provide a safe, orderly working environment for all employees. As part of comprehensive school safety plans, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

LEGAL REFERENCES
Education Code: 48201(b) Pupil Transfer; Records (1), (2) & (3) 48900 Suspension or Expulsion 49079 Privacy of Pupil Records Welfare and Institutions Code (WIC) 827 Juvenile Court Proceedings; Reports; Confidentiality 828.1 Disclosure of Juvenile Criminal Records

Adopted: September 19, 2008

Revised: September 22, 2021

## 4000 PERSONNEL

### 4100 – PROVISIONS RELATING TO ALL EMPLOYEES

Employee Security – Notice Regarding Student Offenses

SP AR 4158

The Madera County Superintendent of Schools (MCSOS) or designee shall inform the teacher(s) of any student in their class who has engaged in, or is reasonably suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products. This information shall be based upon written district records, MCSOS records or records received from a law enforcement agency. Teachers shall keep the information confidential. (Education Code 49079)

When information by the court that a minor student has been found to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal/program director or designee.

The principal/program director or designee shall keep this information in a separate confidential file and give it to the counselors who directly supervise or report on the student's behavior or progress. The principal/program director or designee shall also inform any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of the student's offense, the Superintendent or designee shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent or designee shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code 827).

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever

occurs first; it shall then be destroyed. (Welfare and Institutions Code 827)

#### Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal/program director or designee shall send the staff member a written notification that an assigned student has committed an offense that requires the counselor or teacher's review of the student file in the school office. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal/program director or designee. The staff member shall also initial the student's file when reviewing it in the school office.

Once the office of the Madera County Superintendent of Schools has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file may be construed as a waiver of Madera County Superintendent of Schools liability.

**MADERA COUNTY SUPERINTENDENT OF SCHOOLS**

**Notification to Review Student File**

Date: \_\_\_\_\_

Notification Number: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

In order to provide you with certain information required by Education Code 49079 or Welfare and Institutions Code 827, you are requested to review a student's confidential file in the office. Please contact the principal/program director for specific information.

\* \* \* \* \*

**To acknowledge receipt of this notification, please initial and return this form to the principal/program director.**

My initial, or signature, below is to acknowledge that I have received notification to review a student's confidential file. I understand that I am to contact the principal/program director for specific information regarding this review.

Teacher's Initial/Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal/Program Director Sent Copy to Program Executive Director

Date: \_\_\_\_\_

## 1000 COMMUNITY RELATIONS

### 1200 – RELATIONS WITH PUBLIC

#### Uniform Complaint Policy and Procedures

MCBE P 1210

#### Types of Complaints

The Madera County Superintendent of Schools (MCSOS) and the Madera County Board of Education (MCBE) are primarily responsible to ensure compliance with applicable state and federal laws and regulations. The County Superintendent/designee shall investigate and seek to resolve, in accordance with our Uniform Complaint Procedures (UCP), any complaints alleging failure to comply with applicable state and federal laws or regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities MCSOS implements that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations which may include an allegation of unlawful discrimination, harassment, intimidation, or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the county superintendent/designee shall assist the complainant in the filing of the complaint.

The MCSOS developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the Madera County Board of Education. The MCSOS UCP shall be used according to state to investigate and resolve the following complaints:

1. Any complaint alleging violation of applicable state or federal codes and regulations governing any program and activities subject to the UCP are:
  - Accommodations for Pregnant and Parenting Pupils
  - Adult Education
  - After School Education and Safety
  - Agricultural Career Technical Education

- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program in the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Although complaints of sexual harassment may be addressed through the UCP, any complaint that meets the more stringent definition of sexual harassment pursuant to 34 CFR 106.30 shall be investigated and resolved in accordance with 34 CFR 106.44-106.45.

At its discretion, the MCSOS may use the UCP for any other type of complaint as specified in a MCSOS policy or regulation. (5 CCR 4610)

### Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred. Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Assistant Superintendent, Human Resources  
1105 South Madera Avenue  
Madera, CA 93637  
Telephone: (559) 673-6051  
Fax: (559) 673-7318

All complainants shall be protected from retaliation, and the confidentiality of the parties shall be protected as required by law.

Records of all UCP complaints and the investigations of those complaints are to be maintained in accordance with applicable law and County Superintendent policies and procedures.

### Non-UCP Complaints

The following complaints shall not be subject to the MCSOS UCP but shall be referred to the specified agencies for appropriate resolution: (5 CCR 4611) Any complaint alleging:

- Child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency;
- Health and safety complaints regarding a Child Development Program shall, for licensed facilities, be referred to the Department of Social Services and may, for license-exempt facilities, be referred to the appropriate Child Development regional administrator;
- Employment discrimination or harassment complaints shall be sent to the California Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

LEGAL REFERENCE
Education Code: 200-262.4 Prohibition of discrimination, especially: 222 Reasonable accommodations; lactating students 8200-8498 Child care and development programs 8500-8538 Adult basic education 18100-18203 School libraries 32289 School safety plan, uniform complaint procedures 35186 Williams uniform complaint procedures

46015 Parental leave for students  
 48853-48853.5 Foster youth  
 48985 Notices in language other than English  
 49010-49013 Student fees  
 49060-49079 Student records, especially:  
 49069.5 Rights of parents  
 49490-49590 Child nutrition programs  
 49701 Interstate Compact on Educational Opportunity for Military Children  
 51210 Courses of study grades 1-6  
 51222 Physical education, secondary schools  
 51223 Physical education, elementary schools  
 51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students; course credits; graduation requirements  
 51226-51226.1 Career technical education  
 51228.1-51228.3 Course periods without educational content  
 52060-52077 Local control and accountability plan, especially:  
 52075 Complaint for lack of compliance with local control and accountability plan requirements  
 52300-52462 Career technical education  
 52500-52616.24 Adult schools  
 52800-52870 School-based program coordination  
 54400-54425 Compensatory education programs  
 54440-54445 Migrant education  
 54460-54529 Compensatory education programs  
 59000-59300 Special schools and centers  
 64000-64001 Consolidated application process  
 65000-65001 School site councils  
 Government Code:  
 11135 Nondiscrimination in programs or activities funded by state  
 12900-12996 Fair Employment and Housing Act  
 Health and Safety Code:  
 1596.7925 California Child Day Care Act; health and safety regulations  
 Penal Code:  
 422.55 Hate crime; definition  
 422.6 Interference with constitutional right or privilege  
 Code of Regulations, Title 2  
 11023 Harassment and discrimination prevention and correction  
 Code of Regulations, Title 5  
 3080 Application of section  
 4600-4670 Uniform complaint procedures  
 4680-4687 Williams uniform complaint procedures  
 4900-4965 Nondiscrimination in elementary and secondary education programs  
 United States Code, Title 20  
 1221 Application of laws  
 1232g Family Educational Rights and Privacy Act



1681-1688 Title IX of the Education Amendments of 1972  
6301-6577 Title I basic programs  
6801-7014 Title III language instruction for limited English proficient and immigrant students  
United States Code, Title 29  
794 Section 504 of Rehabilitation Act of 1973  
United States Code, Title 42  
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age Discrimination Act of 1975  
11431-11435 McKinney-Vento Homeless Assistance Act  
Code of Federal Regulations, Title 28 28  
35.107 Nondiscrimination on basis of disability; complaints  
Code of Federal Regulations, Title 34  
99.1-99.67 Family Educational Rights and Privacy Act  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
110.25 Notification of nondiscrimination on the basis of age  
Management Resources:  
California Department of Education Publications:  
Uniform Complaint Procedure 2020-21 Program Instrument  
Sample UCP Board Policies and Procedures  
U.S. Department of Education, Office for Civil Rights Publications:  
Dear Colleague Letter, September 22, 2017  
Dear Colleague Letter: Title IX Coordinators, April 2015  
Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014  
Dear Colleague Letter: Harassment and Bullying, October 2010  
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001  
U.S. Department of Justice Publications:  
Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002  
Websites:  
CSBA: <http://www.csba.org>  
California Department of Education: <http://www.cde.ca.gov>  
Student Privacy Policy Office: <http://familypolicy.ed.gov>  
U.S. Department of Education, Office for Civil Rights:  
<http://www.ed.gov/about/offices/list/ocr>  
U.S. Department of Justice: <http://www.justice.gov>

Adopted: November 12, 2019

Revised: October 12, 2021

## 1000 COMMUNITY RELATIONS

### 1200 – RELATIONS WITH PUBLIC

Uniform Complaint Policy and Procedures

MCBE P 1210 Exhibit (1)

#### Uniform Complaint Procedures (UCP) Annual Notice

The Madera County Superintendent of Schools (MCSOS) annually notifies our students, employees, parents or guardians of its students, the MCSOS advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process. The UCP Annual Notice is available on the MCSOS website.

The Madera County Superintendent of Schools (MCSOS) and the Madera County Board of Education (MCBE) are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)

- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

### Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

### Responsibilities of the Madera County Superintendent of Schools

A standardized notice shall be posted, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district. Complainants are advised of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

Complainants are advised of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination,

harassment, intimidation or bullying laws, if applicable.

Copies of UCP procedures shall be available free of charge.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Assistant Superintendent, Human Resources  
1105 South Madera Avenue  
Madera, CA 93637  
Telephone: (559) 673-6051  
Fax: (559) 673-7318

The County Superintendent/designee shall ensure that the employee(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are assigned to investigate in Madera County Superintendent of Schools.

## 1000 COMMUNITY RELATIONS

### 1200 – RELATIONS WITH PUBLIC

Uniform Complaint Policy and Procedures

MCBE P AR 1210

#### UCP Complaint Investigation

The Madera County Superintendent of Schools (MCSOS) designates the following compliance officer(s) in accordance with our Uniform Complaint Procedures (UCP), to receive and investigate any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of unlawful discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the Madera County Superintendent of Schools that are subject to the UCP, including charging pupil fees for participation in an educational activity or non-compliance with the requirements of the MCSOS Local Control Accountability Plan and ensure compliance.

#### Compliance Officer

Assistant Superintendent, Human Resources  
1105 South Madera Avenue  
Madera, CA 93637  
Telephone: (559) 673-6051  
Fax: (559) 673-7318

The County Superintendent/designee shall ensure that the employee(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are assigned to investigate.

The County Superintendent/designee will investigate all allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Education Code Section 200 and 220 and Government Code Section 11135, including any actual or perceived characteristics as set forth in Penal Code Section 442.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation, or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.

MCSOS will ensure that complainants are protected from retaliation. The County

Superintendent/designee will advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation, or bullying laws, including but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

### Notifications

The County Superintendent/designee shall ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of its students, school and advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

This notice may be made available on our website and shall include the following:

- Information regarding allegations about discrimination, harassment, intimidation, or bullying
- The list of all federal and state programs within the scope of the UCP
- The title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known
- A statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate

### Filing UCP Complaints

#### When Filing Pupil Fees UCP Complaints

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or the county superintendent/designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or the adopted annual update. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

### Investigating UCP Complaints

The UCP complaint investigation is MCSOS' administrative process for the purpose of gathering data regarding the complaint. MCSOS provides an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the MCSOS to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

All complainants shall be protected from retaliation, and the confidentiality of the parties shall be protected as required by law.

### UCP Complaint Resolution

MCSOS will thoroughly investigate the UCP complaint and issue a written Investigation Report to the within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This Investigation Report will include the following elements:

1. The findings of fact based on the evidence gathered;
2. A conclusion that provides a clear determination for each allegation as to whether MCSOS is in compliance with the relevant law;
3. Corrective actions, if MCSOS finds merit in a complaint;
4. For complaints regarding Pupil Fees; LCAP, Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians;
5. For all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil;
6. With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
7. A notice of the complainant's right to appeal the MCSOS Investigation Report to the California Department of Education (CDE); and
8. Procedures to be followed for initiating an appeal to the CDE.

### UCP Complaint Appeal Process

An appeal is a written and signed request by the complainant to the CDE seeking review of a MCSOS Investigation Report that was issued in response to a properly filed complaint. A signature may be handwritten, typed (including in an email), or electronically generated.

A complainant may appeal the MCSOS Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date of the report. In order to request an appeal, the complainant must specify and explain the basis for the appeal including at least one of the following:

- The MCSOS failed to follow its complaint procedures, and/or
- The Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- The material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- The legal conclusion in the Investigation Report is inconsistent with the law, and/or
- In a case in which MCSOS was found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with:

1. A copy of the original locally filed complaint; and
2. A copy of the MCSOS Investigation Report

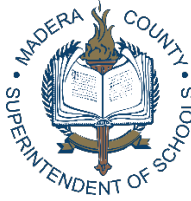
LEGAL REFERENCE
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20 United States Code (U.S.C.) Section 6301 et seq. 34 Code of Federal Regulations (CFR) Section 299.11 Education Code: 200, 222, 234.1-234.5, 262.3, 8235.5, 8200-8493, 8500-8538, 32280-32289; 33315;, 46015, 47606-47606.5, 47607.3, 48645.5, 48645.7, 48853.5, 48985,49010- 49013,49069.5, 51210, 51223, 51225.1, 51228.1-51228.3, 52060-52075, 52300- 52462, 52500-52616.4, 54440-54445, 64001, 65000. California Government Code (GC) Sections 11135, 17581.6(f). California Penal Code (PC) Section 422.55. California Welfare and Institutions Code (WIC) Sections 300
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Adopted: November 12, 2019

Revised: October 12, 2021





**MADERA COUNTY SUPERINTENDENT OF SCHOOLS  
UNIFORM COMPLAINT PROCEDURES**

**COMPLAINT FORM**

**To be filed with:** Madera County Superintendent of Schools (MCSOS)  
Attention: Assistant Superintendent, Human Resources  
1105 South Madera Avenue, Madera, CA 93637

I have read the school district policy on Uniform Complaint Procedures (UCP) and wish to file a complaint regarding an alleged violation of federal or state law or regulations governing the following educational program which is covered under this procedure.

**NAME OF PROGRAM:**

State the name of the federally-funded educational program in which the alleged violation occurred or other violation covered under the Uniform Complaint Procedure. If this complaint is not subject to the Uniform Complaint Procedure, the MCSOS representative should list below the agency to which the complainant has been referred.

**NAME OF AGENCY:**

State the agency to which complainant has been referred if this complaint is not covered by the Uniform Complaint Procedures

**NATURE OF COMPLAINT:**

Describe here the nature of the alleged violation. If this complaint involves the educational service provided to a specific child, please give the name, grade, and school of enrollment. Attach additional pages if necessary.

**DATE OF VIOLATION:**

Must be within one year from the date the alleged violation occurred or six months from the date alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. If not, you will be given information regarding an appeal to the State Superintendent of Public Instruction for an extension of time in which to file the complaint.

**MEDIATION**

I have been offered and \_\_\_\_\_ an opportunity for mediation of this complaint.  
(Accept / Reject)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Complainant's address: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Complaint Received by: \_\_\_\_\_  
(Name and Title) (Date)

*Distribution: Original – Parent  
Copy - Madera County Superintendent of Schools*

## 1000 RELACIONES COMUNITARIAS

### 1200 – RELACIONES CON EL PÚBLICO

Política y Procedimientos Uniformes de Quejas

MCBE P 1210

#### Tipos de Quejas

El Superintendente de Escuelas del Condado de Madera (MCSOS) y la Junta de Educación del Condado de Madera (MCBE) son los principales responsables de garantizar el cumplimiento de las leyes y reglamentos estatales y federales aplicables. El Superintendente del Condado/designado investigará y buscará resolver, de acuerdo con nuestros Procedimientos Uniformes de Quejas (UCP) cualquier queja que alegue el incumplimiento de las leyes o regulaciones estatales y federales aplicables, incluidas, entre otras, las acusaciones de discriminación, acoso, intimidación, o incumplimiento de las leyes relacionadas con todos los programas y actividades que MCSOS implementa y que están sujetos al UCP.

Una queja de UCP es una declaración escrita y firmada que alega una violación de las leyes o regulaciones federales o estatales que pueden incluir una acusación de discriminación ilegal, intimidación o acoso. Una firma puede ser manuscrita, mecanografiada (incluso en un correo electrónico) o generada electrónicamente. Las quejas se pueden presentar de forma anónima. Una queja de UCP presentada en nombre de un estudiante individual solo puede ser presentada por ese estudiante o el representante debidamente autorizado de ese estudiante.

Un denunciante es cualquier individuo, incluido el representante debidamente autorizado de una persona o un tercero interesado, agencia pública u organización, que presenta una queja por escrito alegando la violación de las leyes o regulaciones federales o estatales, incluidas las acusaciones de discriminación ilegal, acoso, intimidación o acoso en programas y actividades financiados directamente por el estado o recibiendo asistencia financiera del estado. Si el denunciante no puede presentar la denuncia por escrito, debido a una discapacidad o analfabetismo, el superintendente del condado o su designado asistirá al denunciante en la presentación de la denuncia.

El MCSOS desarrolló el proceso de Procedimientos Uniformes de Quejas (UCP) con políticas y procedimientos adoptados por la Junta de Educación del Condado de Madera. El MCSOS UCP se utilizará según el estado para investigar y resolver las siguientes quejas:

1. Cualquier queja que alegue la violación de los códigos y regulaciones estatales o federales aplicables que rigen cualquier programa y actividades sujetos al UCP son:
  - Adaptaciones para Alumnas Embarazadas y con Hijos

- Educación para Adultos
- Educación y Seguridad Extracurricular
- Educación Técnica de Carreras Agrícolas
- Técnica Profesional y Educación Técnica y Técnica Profesional y Programas de Formación Técnica
- Cuidado y Desarrollo Infantil
- Educación Compensatoria
- Programas de Ayuda Categórica Consolidados
- Períodos de Curso sin Contenido Educativo
- Discriminación, acoso, intimidación o acoso contra cualquier grupo protegido según se identifica en las secciones 200 y 220 y la Sección 11135 del Código de Gobierno, incluida cualquier característica real o percibida como se establece en la Sección 422.55 del Código Penal, o sobre la base de una asociación de una persona con una persona o grupo con una o más de estas características reales o percibidas, en cualquier programa o actividad conducida por una institución educativa, como se define en la Sección 210.3, que es financiado directamente por, o que recibe o se beneficia de, cualquier ayuda financiera estatal.
- Requisitos educativos de graduación para alumnos en cuidado de crianza, alumnos sin hogar, alumnos de familias militares y alumnos que anteriormente estaban en el Tribunal de Menores ahora inscritos en un distrito escolar.
- Ley de Cada Estudiante Tiene Éxito
- Planes de Responsabilidad y Control Local (LCAP)
- Educación Migrante
- Minutos de Instrucción de Educación Física
- Tarifas de Alumnos
- Adaptaciones Razonables para una Alumna Lactante
- Centros y Programas Ocupacionales Regionales
- Planes Escolares para el Rendimiento Estudiantil
- Planes de Seguridad Escolar
- Consejos de Sitios Escolares
- Preescolar Estatal
- Asuntos de Salud y Seguridad Preescolares en los Exentos de Licencias de LEA

Y cualquier otro programa educativo estatal o federal en el Superintendente Estatal de Instrucción Pública (SSPI) del Departamento de Educación de California (CDE) o su designado considere apropiado.

Aunque las quejas de acoso sexual pueden tratarse a través de UCP, cualquier queja que cumpla con la definición más estricta de acoso sexual de conformidad con 34 CFR 106.30 deberá ser investigada y resuelta de acuerdo con 34 CFR 106.44-106.45.

A su discreción, el MCSOS puede usar el UCP para cualquier otro tipo de queja según se especifica en una política o regulación de MCSOS. (5 CCR 4610)

## Presentación de Quejas de UCP

Todas las quejas de UCP deberán presentarse a más tardar un año a partir de la fecha en que ocurrió la presunta infracción. Las quejas en el ámbito del UCP deben presentarse ante la persona responsable de procesar las quejas:

Superintendente Asistente, Recursos Humanos  
1105 South Madera Avenue  
Madera, CA 93637  
Teléfono: (559) 673-6051  
Fax: (559) 673-7318

Se protegerá a todos los denunciantes de represalias y se protegerá la confidencialidad de las partes según lo exige la ley.

Los registros de todas las quejas de UCP y las investigaciones de esas quejas deben mantenerse de acuerdo con la ley aplicable y las políticas y procedimientos del Superintendente del Condado.

## Quejas Que No Son UCP

Las siguientes quejas no estarán sujetas al MCSOS UCP pero se remitirán a las agencias especificadas para una resolución apropiada: (5 CCR 4611) Cualquier queja que alegue:

- El abuso o negligencia infantil se remitirá a la División de Servicios de Protección del Departamento de Servicios Sociales del Condado o a la agencia policial correspondiente;
- Quejas de Salud y Seguridad con respecto a un Programa de Desarrollo Infantil deberá, para las instalaciones con licencia, ser referido al Departamento de Servicios Sociales y pueden, por instalaciones exentos de licencia, ser referido al administrador regional de Desarrollo Infantil apropiado;
- Las quejas de discriminación o acoso laboral se enviarán al departamento de Vivienda y Empleo Justo de California (DFEH). El denunciante será notificado por escrito de manera oportuna de cualquier transferencia de DFEH.

REFERENCIA LEGAL
Código de Educación: 200-262.4 Prohibición de la discriminación, especialmente: 222 Adaptaciones razonables; estudiantes lactantes 8200-8498 Programas de desarrollo y cuidado infantil 8500-8538 Educación básica para adultos 18100-18203 Bibliotecas escolares 32289 Plan de seguridad escolar, procedimientos uniformes de quejas 35186 Procedimientos uniformes de quejas de Williams

46015 Licencia parental para estudiantes  
48853-48853.5 Juventud de crianza  
48985 Avisos en otro idioma que no sea inglés  
49010-49013 Tarifas de Estudiantes  
49060-49079 Expedientes de estudiantes, especialmente:  
49069.5 Derechos de los padres  
49490-49590 Programas de nutrición infantil  
49701 Compacto Interestatal sobre Oportunidades Educativas para Niños Militares  
51210 Cursos de estudio grados 1-6  
51222 Educación física, escuelas secundarias  
51223 Educación física, escuelas primarias  
51225.1-51225.2 Jóvenes de crianza, niños sin hogar, ex alumnos de escuelas de tribunales de menores, estudiantes relacionados con el ejército, estudiantes migrantes y estudiantes inmigrantes recién llegados; créditos del curso; requisitos de graduación  
51226-51226.1 Educación vocacional técnica  
51228.1-51228.3 Periodos de curso sin contenido  
52060-52077 Plan de responsabilidad y control local, especialmente:  
52075 Queja por incumplimiento de los requisitos del plan de responsabilidad y control local  
52300-52462 Educación técnica profesional  
52500-52616.24 Escuelas de adultos  
52800-52870 Coordinación del programa basado en la escuela  
54400-54425 Programas de educación compensatoria  
54440-54445 Educación migrante  
54460-54529 Programas de educación compensatoria  
59000-59300 Escuelas y centros especiales  
64000-64001 Proceso de solicitud consolidado  
65000-65001 Consejos de sitio escolar  
Código de Gobierno:  
11135 No discriminación en programas o actividades financiados por el estado  
12900-12996 Ley de Vivienda y Empleo Justo  
Código de Salud y Seguridad:  
1596.7925 Ley de Guardería Infantil de California; regulaciones de salud y seguridad  
Código Penal:  
422.55 Crimen de odio; definición  
422.6 Interferencia con derecho o privilegio constitucional  
Código de Regulaciones, Título 2  
11023 Prevención y corrección del acoso y discriminación  
Código de Regulaciones, Título 5  
3080 Aplicación de la sección  
4600-4670 Procedimientos uniformes de quejas  
4680-4687 Procedimientos uniformes de quejas de Williams  
4900-4965 No discriminación en programas de educación primaria y secundaria  
Código de los Estados Unidos, Título 20  
1221 Aplicación de leyes  
1232g Ley de Privacidad y Derechos Educativos de la Familia

1681-1688 Título IX de las Enmiendas de Educación de 1972  
6301-6577 Programas básicos de Título I  
6801-7014 Instrucción del idioma Título III para estudiantes inmigrantes y con dominio limitado del inglés  
Código de los Estados Unidos, Título 29  
794 Sección 504 de la Ley de Rehabilitación de 1973  
Código de los Estados Unidos, Título 42  
2000d-2000e-17 Título VI y Título VII Ley de Derechos Civiles de 1964, según enmendada  
2000h-2-2000h-6 Título IX de la Ley de Derechos Civiles de 1964  
6101-6107 Ley de Discriminación por Edad 1975  
11431-11435 McKinney-Vento Ley de Asistencia para Personas Sin Hogar  
Código de Regulaciones Federales, Título 28 28  
35.107 No discriminación por motivos de discapacidad; quejas  
Código de Regulaciones Federales, Título 34  
99.1-99.67 Ley de Derechos y Privacidad de la Familia  
100.3 Prohibición de la discriminación por motivos de raza, color u origen nacional  
104.7 Designación de empleado responsable de la Sección 504  
106.8 Designación de empleado responsable del Título IX  
106.9 Notificación de no discriminación por motivos de sexo  
110.25 Notificación de no discriminación por motivos de edad  
Recursos de Gestión:  
Publicaciones del Departamento de Educación de California:  
Procedimiento Uniforme de Quejas 2020-21 Instrumento de Programa  
Ejemplos de Políticas y Procedimientos de la Junta de UCP  
Departamento de Educación de EE.UU., Oficina de Publicaciones de Derechos Civiles:  
Carta a un Estimado Colega, 22 de septiembre de 2017  
Carta a un Estimado Colega: Coordinadores del Título IX, abril de 2015  
Carta a un Estimado Colega: Respondiendo al Acoso de Estudiantes con Discapacidades, octubre de 2014  
Carta a un Estimado Colega: Acoso e Intimidación, octubre de 2010  
Orientación Revisada sobre Acoso Sexual: Acoso de Esudiantes por parte de Empleados Escolares, Otros Estudiantes o Terceros, enero de 2001  
Publicaciones del Departamento de Justicia de EE.UU.:  
Orientación para los Beneficiarios de Asistencia Financiera Federal Sobre la Prohibición del Título VI Contra la Discriminación por Origen Nacional que Afecta a Personas con Dominio Limitado de Inglés, 2002  
Sitios Web:  
CSBA: <http://www.csba.org>  
Departamento de Educación de California: <http://www.cde.ca.gov>  
Oficina de Política de Privacidad del Estudiante: <http://familypolicy.ed.gov>  
Departamento de Educación de EE.UU., de Educación, Oficina de Derechos Civiles: <http://www.ed.gov/about/offices/list/ocr>  
Departamento de Justicia de EE.UU.: <http://www.justice.gov>

Adoptado: 12 de noviembre de 2019

Revisado: 12 de octubre de 2021

## 1000 RELACIONES COMUNITARIAS

### 1200 – RELACIONES CON EL PÚBLICO

Política y Procedimientos Uniformes de Quejas

MCBE P 1210 Anexo (1)

#### Notificación Anual de Procedimientos Uniformes de Quejas (UCP)

El Superintendente de Escuelas del Condado (MCSOS) notifica anualmente a nuestros estudiantes, empleados, padres o tutores de sus estudiantes, el comité asesor de MCSOS, los comités asesores escolares, los funcionarios escolares privados y otras partes interesadas del proceso de Procedimientos Uniformes de Quejas (UCP). El Aviso Anual de UCP está disponible en el sitio web de MCSOS.

El Superintendente de Escuelas del Condado de Madera (MCSOS) y la Junta de Educación del Condado de Madera (MCBE) son los principales responsables del cumplimiento de las leyes y reglamentos federales y estatales, incluidos los relacionados con la discriminación ilegal, el acoso, la intimidación o el acoso contra cualquier grupo protegido, y todos los programas y actividades sujetos a UCP son:

De acuerdo con los códigos y regulaciones estatales y federales, los programas y actividades sujetos al UCP son:

- Adaptaciones para Alumnas Embarazadas y con Hijos
- Educación para Adultos
- Educación y Seguridad Extracurricular
- Educación Técnica de Carreras Agrícolas
- Programas de Educación Técnica y Técnica Profesional y de Formación Técnica y Profesional
- Educación Compensatoria
- Programas de Ayuda Categórica Consolidados
- Períodos del Curso sin Contenido Educativo
- Discriminación, acoso, intimidación o acoso contra cualquier grupo protegido, según se identifica en las secciones 200 y 220 y la Sección 11135 del Código de Gobierno, incluida cualquier característica real o percibida como se establece en la Sección 422.55 del Código Penal, o sobre la base de la asociación de una persona con una persona o grupo con una o más de estas características reales o percibidas, en cualquier programa o actividad conducida por una institución educativa, como se define en la Sección 210.3, que esté financiada directamente por, o que reciba o se beneficie de, cualquier ayuda financiera estatal.
- Requisitos educativos y de graduación para alumnos en cuidado de crianza, alumnos sin hogar, alumnos de familias militares y alumnos que anteriormente estaban en el Tribunal de Menores ahora inscritos en un distrito escolar.

- Ley de Cada Estudiante Tiene Éxito
- Planes de Responsabilidad y Control Local (LCAP)
- Educación Migrante
- Minutos de Instrucción de Educación Física
- Tarifas de Alumnos
- Adaptaciones Razonables para una Alumna Lactante
- Centros y Programas Ocupacionales Regionales
- Planes Escolares para el Rendimiento Estudiantil
- Planes de Seguridad Escolar
- Consejos de Sitios Escolares
- Preescolar Estatal
- Asuntos de Seguridad y Salud Preescolares Estatales en los Exentos de Licencias de LEA

Y cualquier otro programa educativo estatal o federal que el Superintendente Estatal de Instrucción Pública (SSPI) del Departamento de Educación de California (CDE) o su designado considere apropiado.

#### Presentar una Queja de UCP

Una queja de UCP deberá presentarse a más tardar un año a partir de la fecha en que ocurrió la presunta violación.

Para las quejas relacionadas con los Planes de Responsabilidad y Control Local (LCAP), la fecha de la supuesta infracción es la fecha en que la autoridad de revisión aprueba el LCAP o la actualización anual que fue adoptada por nuestra agencia.

Un alumno matriculado en cualquiera de nuestras escuelas públicas no deberá pagar una tarifa de alumno por participar en una actividad educativa.

Se puede presentar una queja sobre las tarifas de los alumnos ante el director de una escuela o nuestro superintendente o su designado.

Se puede presentar una tarifa de alumno o una queja LCAP de forma anónima, es decir, sin una firma de identificación, si el denunciante proporciona evidencia o información que conduzca evidencia para respaldar una alegación de incumplimiento.

#### Responsabilidades del Superintendente de Escuelas del Condado de Madera

Se publicará un aviso estandarizado, además de este aviso, con los requisitos educativos y de graduación para los alumnos en cuidado de crianza, los alumnos sin hogar, los alumnos de familias militares y los alumnos que anteriormente estaban en el Tribunal de Menores y ahora están inscritos en un distrito escolar.

Se informa a los denunciantes de la oportunidad de apelar un Informe de investigación de quejas con respecto a programas dentro del alcance del UCP ante el Departamento de Educación (CDE).



Se informa a los denunciantes sobre los remedios de la ley civil, que incluyen mandatos judiciales, órdenes de restricción u otros remedios u órdenes que pueden estar disponibles bajo discriminación estatal o federal, leyes sobre acoso, intimidación o acoso escolar, si corresponde.

Las copias de los procedimientos UCP estarán disponibles de forma gratuita.

### Información de Contacto

Las quejas en el ámbito del UCP deben presentarse ante la persona responsable de procesar las quejas:

Asistente Superintendente, Recursos Humanos  
1105 South Madera Avenue  
Madera, CA 93637  
Teléfono: (559) 673-6051  
Fax: (559) 673-7318

El Superintendente del Condado o la persona designada se asegurará de que los empleados designados para investigar las quejas conozcan las leyes y los programas para los que están asignados a investigar en el Superintendente de Escuelas del Condado de Madera.

## 1000 RELACIONES COMUNITARIAS

### 1200 – RELACIONES CON EL PÚBLICO

Política y Procedimientos Uniformes de Quejas

MCBE P AR 1210

#### Investigación de Quejas de UCP

El Superintendente de Escuelas del Condado de Madera (MCSOS) designa a los siguientes oficiales de cumplimiento de acuerdo con nuestros Procedimientos Uniformes de Quejas (UCP), para recibir e investigar cualquier queja que alegue incumplimiento de las leyes y regulaciones estatales y federales aplicables, incluidas, entre otras, limitado a, alegaciones de discriminación ilegal, intimidación o acoso o incumplimiento de las leyes relacionadas con todos los programas y actividades implementados por el Superintendente de Escuelas del Condado de Madera que están sujetos al UCP, incluido el cobro de tarifas a los alumnos por participar en una actividad educativo o incumplimiento de los requisitos del Plan de Responsabilidad de Control Local de MCSOS y garantizar su cumplimiento.

#### Oficial de Cumplimiento

Asistente Superintendente, Recursos Humanos  
1105 South Madera Avenue  
Madera, CA 93637  
Teléfono: (559) 673-6051  
Fax: (559) 673-7318

El Superintendente del Condado/designado debe asegurar que el empleado(s) designado para investigar quejas tengan conocimiento de las leyes y los programas para los que están asignados a investigar.

El Superintendente del Condado/designado investigará todas las denuncias de discriminación ilegal, acoso, intimidación o acoso en contra de cualquier grupo protegido como se identifica en el Código de Educación Sección 200 y 220 y Código de Gobierno Sección 11135, incluidas las características reales o percibidas como se establece en Sección 442.55 del Código Penal o sobre la base de la asociación de una persona con una persona o grupo con una o más de estas características reales o percibidas en cualquier programa o actividad realizada, que esté financiada directamente por, o que reciba o se beneficie de cualquier asistencia financiera estatal.

Las quejas de discriminación ilegal, acoso, intimidación o acoso escolar deberán presentarse a más tardar seis meses a partir de la fecha en que ocurrió la supuesta discriminación, acoso, intimidación o acoso escolar, o seis meses a partir de la fecha en que el denunciante obtuvo por primera vez conocimiento de los hechos del presunto discriminación, intimidación o acoso.

MCSOS se asegurará de que los denunciantes estén protegidos de represalias.

El Superintendente del Condado/designado informará a los denunciantes sobre el derecho de buscar remedios de la ley civil bajo las leyes estatales o federales de discriminación, acoso, o intimidación, incluyendo pero no limitado a, mandatos judiciales, órdenes de restricción u otros remedios u órdenes que también pueden ser disponible para los denunciantes.

### Notificaciones

El Superintendente del Condado/designado deberá garantizar la difusión anual de un aviso por escrito de nuestros procedimientos de quejas a todos los estudiantes, empleados, padres o tutores de los estudiantes, la escuela y miembros del comité asesor, oficiales apropiados de escuelas privadas o representantes, y otras partes interesadas que incluye información sobre acusaciones de discriminación, intimidación o acoso.

Este aviso puede estar disponible en nuestro sitio web e incluirá lo siguiente:

- Información sobre acusaciones de discriminación, intimidación o acoso
- La lista de todos los programas federales y estatales dentro del alcance de UCP
- El título de la posición cuya ocupante es responsable de procesar las quejas, así como la identidad(es) de la persona(s) que actualmente ocupan esa posición si se conoce
- Una declaración de que el ocupante responsable de procesar las quejas conoce las leyes y los programas que se le asignan para investigar.

### Presentación de Quejas de UCP

#### Al Presentar las Quejas de UCP Sobre las Tarifas de los Alumnos

Una tarifa de alumno incluye una compra que un alumno debe realizar para obtener materiales, suministros, equipo o ropa asociados con una actividad educativa.

Se puede presentar una queja sobre las tarifas de los alumnos ante el director de una escuela o el superintendente del condado/designado. Una queja sobre tarifas de alumnos puede presentarse de forma anónima, es decir, sin una firma que lo identifique, si la queja proporciona evidencia o información que conduzca a evidencia para respaldar una alegación de incumplimiento.

Para las quejas relacionadas con los Planes de Responsabilidad y Control Local (LCAP), la fecha de la supuesta violación es la fecha en que la autoridad de revisión aprueba el LCAP o la actualización anual adoptada. Una queja LCAP puede presentarse de forma anónima, es decir, sin una firma de identificación, si el demandante proporciona evidencia o información que conduzca a evidencia para respaldar una alegación de incumplimiento.

## Investigación de Quejas de UCP

La investigación de la queja de UCP es el proceso administrativo de MCSOS con el fin de recopilar datos sobre la queja. MCSOS brinda una oportunidad para que los denunciantes y/o representantes presenten evidencia o información.

La negativa del denunciante a proporcionar al investigador documentos u otras pruebas relacionadas con las acusaciones en la denuncia, o de otra manera no cooperar o negarse a cooperar en la investigación o participar en cualquier otra obstrucción de la investigación puede resultar en la desestimación de la denuncia debido a la falta de pruebas que respalden las acusaciones.

La negativa de MCSOS a proporcionar al investigador acceso a los registros y/u otra información relacionada con la acusación en la queja, o de otra manera no cooperar o negarse a cooperar en la investigación o participar en cualquier otra obstrucción de la investigación, puede resultar en un hallazgo basado en la evidencia recopilada de que ha ocurrido una violación y puede resultar en la imposición de un remedio a favor del denunciante.

Se protegerá a todos los denunciantes de represalias y se protegerá la confidencialidad de las partes según lo exige la ley.

## Resolución de Quejas de UCP

MCSOS investigará a fondo la queja de UCP y emitirá un Informe de Investigación por escrito dentro de los 60 días calendario a partir de la fecha de recepción de la queja, a menos que el demandante esté de acuerdo por escrito con una extensión de tiempo.

Este Informe de Investigación incluirá a los siguientes elementos:

1. Los hallazgos de hecho basados en la evidencia recopilada;
2. Una conclusión que proporcione una determinación clara para cada alegación sobre si MCSOS cumple con la ley pertinente;
3. Acciones correctivas, si MCSOS encuentra mérito en una queja;
4. Para quejas con respecto a las Tarifas de los Alumnos; LCAP, Minutos de Instrucción de Educación Física o Períodos de Curso sin Contenido Educativo, el remedio irá a todos los alumnos, padres y tutores afectados;
5. Para todas las demás quejas dentro del alcance de los Procedimientos Uniformes de Quejas, el remedio debe ir al alumno afectado;
6. Con respecto a una queja de Tarifas de Alumnos, las acciones correctivas incluirán esfuerzos razonables para garantizar el reembolso total a todos los alumnos, padres y tutores que pagaron una tarifa de alumno dentro del año anterior a la presentación de la queja;
7. Una notificación del derecho del demandante a apelar el Informe de

Investigación de MCSOS ante el Departamento de Educación de California (CDE); y

8. Procedimientos a seguir para iniciar un recurso ante el CDE.

### Proceso de Apelación de Quejas de UCP

Una apelación es una solicitud escrita y firmada por el demandante al CDE en busca de la revisión de un Informe de Investigación de MCSOS que se emitió en respuesta a una queja debidamente presentada. Una firma puede estar escrita a mano, meconografiada (incluso en un correo electrónico) o generada electrónicamente.

Un denunciante puede apelar el Informe de Investigación de MCSOS de una denuncia de UCP ante el CDE presentando una apelación por escrito dentro de los 30 días calendario posteriores a la fecha del informe. Para solicitar una apelación, el demandante debe especificar y explicar los fundamentos de la apelación que incluye al menos uno de los siguientes:

- El MCSOS no siguió sus procedimientos de quejas y/o
- El Informe de Investigación carece de los hallazgos materiales de los hechos necesarios para llegar a una conclusión de derecho, y/o
- Los hallazgos materiales de hecho en el Informe de Investigación no están respaldados por evidencia sustancial, y/o
- La conclusión legal en el Informe de Investigación es incompatible con la ley, y/o
- En un caso en el que MCSOS se encontró en incumplimiento, las acciones correctivas no proporcionarán una solución adecuada.

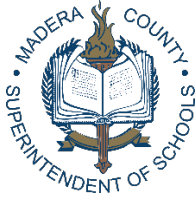
La apelación se enviará con:

1. Una copia de la queja original presentada localmente; y
2. Una copia del Informe de Investigación de MCSOS

REFERENCIA LEGAL
20 Código de los Estados Unidos (U.S.C.) Sección 6301 et seq. 34 Código de Regulaciones Federales (CFR) Sección 299.11 Código de Educación: 200, 222, 234.1-234.5, 262.3, 8235.5, 8200-8493, 8500-8538, 32280-32289; 33315; 46015, 47606-47606.5, 47607.3, 48645.5, 48645.7, 48853.5, 48985, 49010- 49013, 49069.5, 51210, 51223, 51225.1, 51228.1-51228.3, 52060-52075, 52300- 52462, 52500-52616.4, 54440-54445, 64001, 65000. Código de Gobierno de California (GC) Secciones 11135, 17581.6(f). Código Penal de California (PC) Sección 422.55. Código de Instituciones y Bienestar de California (WIC) Secciones 300

Adoptado: 12 de noviembre de 2019

Revisado: 12 de octubre de 2021



**SUPERINTENDENTE DE ESCUELAS  
DEL CONDADO DE MADERA  
PROCEDIMIENTOS UNIFORMES DE QUEJAS**

**FORMULARIO DE QUEJA**

**Presentar ante:** Madera County Superintendent of Schools (MCSOS)  
Atención: Asistente Superintendente, Recursos Humanos  
1105 South Madera Avenue, Madera, CA 93637

He leído la política del distrito escolar sobre los Procedimientos Uniformes de Quejas (UCP) y deseo presentar una queja con respecto a una supuesta violación de las leyes o reglamentos federales o estatales que rigen el siguiente programa educativo que está cubierto por este procedimiento.

**NOMBRE DEL PROGRAMA:**

Indique el nombre del programa educativo financiado por el gobierno federal en el que ocurrió la supuesta violación u otra violación cubierta por el Procedimiento Uniforme de Quejas. Si esta queja no está al Procedimiento Uniforme de Quejas, el representante de MCSOS debe enumerar a continuación la agencia a la que se ha referido al demandante.

**NOMBRE DE LA AGENCIA:**

Indique la agencia a la que se ha referido al demandante si esta queja no está cubierta por los Procedimientos Uniformes de Quejas.

**NATURA DE LA QUEJA:**

Describa aquí la naturaleza de la supuesta violación. Si esta queja involucra el servicio educativo brindando a un niño específico, por favor proporcione el nombre, el grado y la escuela de inscripción. Adjunta páginas adicionales si es necesario.

**FECHA DE LA VIOLACIÓN:**

Debe ser dentro de un año desde la fecha en que ocurrió la supuesta violación o seis meses desde la fecha en que ocurrió la supuesta discriminación, acoso, intimidación o acoso escolar, o seis meses desde la fecha en que el denunciante tuvo conocimiento por primera vez de los hechos de la supuesta discriminación, acoso o intimidación. De lo contrario, se le dará información sobre una apelación ante el Superintendente de Instrucción Pública del Estado para una extensión de tiempo para presentar la queja.

**MEDIACIÓN**

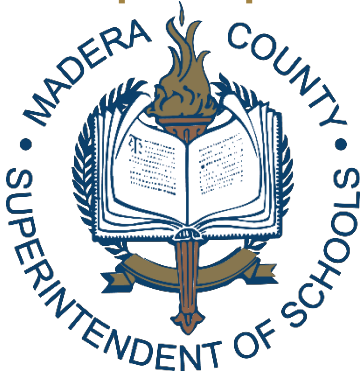
Se me ha ofrecido y \_\_\_\_\_ una oportunidad de mediación de esta queja.  
(Acepto / Rechazo)

Firmado: \_\_\_\_\_ Fecha: \_\_\_\_\_

Dirección del demandante: \_\_\_\_\_ Número de Teléfono: \_\_\_\_\_

Queja Recibida por: \_\_\_\_\_  
(Nombre y Título) (Fecha)

Distribución: Original – Padre  
Copia – Superintendente de Escuelas del Condado de Madera



**Cecilia A. Massetti, Ed.D.**  
*Superintendent of Schools*

## **Agenda Item 8.4.2**

### **Board of Education Action Item October 11, 2022**

**Topic:**

Consideration/Annual Review of the Emergency Preparedness Plan for Madera County Superintendent of Schools.

**Background:**

Updates have been made to the 22/23 Madera County Superintendent of Schools Emergency Preparedness Plan. The Incident Command System staffing information for the administration building, countywide response, and other MCSOS program sites, have been updated to current staff. Additionally, revisions were made to several evacuation maps of MCSOS programs.

Our programs continue to update their site plans to be in alignment with the plan for the Superintendent of Schools as a whole. These updated pages are attached.

A complete Emergency Preparedness Plan binder will be available to review at the meeting.

**Financial Impact:**

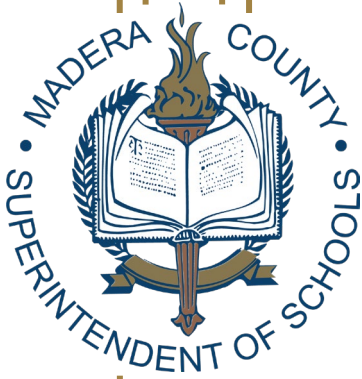
None

**Resource:**

Kim Linderholm  
Senior Business & Administrative Services Assistant  
Business & Administrative Services

**Recommendation:**

It is recommended the Board approve the changes made to the 2022/23 Emergency Preparedness Plan for the Madera County Superintendent of Schools.



Cecilia A. Massetti, Ed.D.  
Superintendent of Schools

## Agenda Item 8.5

### Board of Education Action Item October 11, 2022

**Topic:**

2021-22 Unaudited Actuals

**Background:**

Summary of the Unaudited Actuals for 2021-2022:

The General Fund for 2021-2022 Unaudited Actuals shows a Net Increase to the General Fund of \$8,295,012 which includes a \$1,563,326 increase to the Unrestricted side and a \$6,731,686 increase on the Restricted side.

Included in the Unrestricted Ending Fund balance are Special Funding Assignments totaling \$2,002,836 consisting of amounts reserved for the for Differentiated Assistance and LCAP Oversight.

The net increase to the Charter School Fund Balance was \$390,137. PTC had an increase of \$354,240 and MCIA of \$35,897.

**Fiscal Impact:**

Please see attached reports.

**Resource:**

Julie DeWall  
Chief Officer  
Business & Administrative Services

**Recommendation:**

It is recommended the Board approve the Unaudited Actuals as reported.



UNAUDITED ACTUAL FINANCIAL REPORT:

To the Superintendent of Public Instruction:

2021-22 UNAUDITED ACTUAL FINANCIAL REPORT. This report is hereby prepared and filed by the County Superintendent of Schools pursuant to Education Code sections 41010 and 1628.

Signed: \_\_\_\_\_

County Superintendent/Designee  
(Original signature required)

Date: \_\_\_\_\_

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

Marisol Verduzco

Name

Senior Director, Business Services

Title

559.662.6229

Telephone

mverduzco@mcsos.org

E-mail Address

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination	MOE Met
	If MOE Not Met, the 2023-24 apportionment may be reduced by the lesser of the following two percentages: MOE Deficiency Percentage - Based on Total Expenditures MOE Deficiency Percentage - Based on Expenditures Per ADA	
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1	\$1,615,772.70
	If this amount is not zero, it represents an increase to your Appropriations Limit. The Department of Finance must be notified of increases within 45 days of budget adoption.	
	Adjusted Appropriations Limit	\$10,474,170.47
	Appropriations Subject to Limit	\$10,474,170.47
	These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7907 and EC 1629.	
ICR	Preliminary Proposed Indirect Cost Rate	9.29%
	Fixed-with-carry-forward indirect cost rate for use in 2023-24, subject to CDE approval.	

11/13/2021

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2021-22 Unaudited Actuals	2022-23 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund		
09	Charter Schools Special Revenue Fund	G	G
10	Special Education Pass-Through Fund	G	G
11	Adult Education Fund		
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund		
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
16	Forest Reserve Fund	G	
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits	G	G
21	Building Fund		
25	Capital Facilities Fund		
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund	G	
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CA	Unaudited Actuals Certification	S	
CAT	Schedule for Categoricals		
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
GANN	Appropriations Limit Calculations	GS	GS
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	
PCR	Program Cost Report	GS	
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	6,123,926.77	6,808,300.00	12,932,226.77	8,346,255.00	6,493,752.00	14,840,007.00	14.8%
2) Federal Revenue		8100-8299	0.00	8,853,940.08	8,853,940.08	0.00	10,123,690.00	10,123,690.00	14.3%
3) Other State Revenue		8300-8599	124,886.20	15,541,812.93	15,666,699.13	110,400.00	16,742,523.00	16,852,923.00	7.6%
4) Other Local Revenue		8600-8799	4,029,814.51	9,673,266.60	13,703,081.11	3,738,175.00	10,111,228.00	13,849,403.00	1.1%
5) TOTAL, REVENUES			10,278,627.48	40,877,319.61	51,155,947.09	12,194,830.00	43,471,193.00	55,666,023.00	8.8%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	1,969,232.94	8,954,025.78	10,923,258.72	2,432,186.00	9,709,998.00	12,142,184.00	11.2%
2) Classified Salaries		2000-2999	4,171,326.07	7,722,708.16	11,894,034.23	4,783,931.00	7,703,800.00	12,487,731.00	5.0%
3) Employee Benefits		3000-3999	2,654,988.84	7,554,363.57	10,209,352.41	3,233,720.00	8,980,798.00	12,214,518.00	19.6%
4) Books and Supplies		4000-4999	205,563.15	865,485.78	1,071,048.93	381,927.00	1,299,565.00	1,681,492.00	57.0%
5) Services and Other Operating Expenditures		5000-5999	785,042.83	6,118,314.20	6,903,357.03	971,937.00	10,181,997.00	11,153,934.00	61.6%
6) Capital Outlay		6000-6999	77,204.87	407,462.91	484,667.78	213,040.00	667,281.00	880,321.00	81.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,137,526.97	122,156.00	1,259,682.97	1,304,297.00	0.00	1,304,297.00	3.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(2,930,418.98)	2,676,230.52	(254,188.46)	(3,766,731.00)	3,456,112.00	(310,619.00)	22.2%
9) TOTAL, EXPENDITURES			8,070,466.69	34,420,746.92	42,491,213.61	9,554,307.00	41,999,551.00	51,553,858.00	21.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>									
			2,208,160.79	6,456,572.69	8,664,733.48	2,640,523.00	1,471,642.00	4,112,165.00	-52.5%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	30,278.87	0.00	30,278.87	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	400,000.00	0.00	400,000.00	400,000.00	16,076.00	416,076.00	4.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(275,113.46)	275,113.46	0.00	(270,924.00)	270,924.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(644,834.59)	275,113.46	(369,721.13)	(670,924.00)	254,848.00	(416,076.00)	12.5%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,563,326.20	6,731,686.15	8,295,012.35	1,969,599.00	1,726,490.00	3,696,089.00	-55.4%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited									
		9791	8,504,911.44	8,996,104.74	17,501,016.18	10,068,237.64	15,727,790.89	25,796,028.53	47.4%
b) Audit Adjustments									
		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)									
			8,504,911.44	8,996,104.74	17,501,016.18	10,068,237.64	15,727,790.89	25,796,028.53	47.4%
d) Other Restatements									
		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)									
			8,504,911.44	8,996,104.74	17,501,016.18	10,068,237.64	15,727,790.89	25,796,028.53	47.4%
2) Ending Balance, June 30 (E + F1e)									
			10,068,237.64	15,727,790.89	25,796,028.53	12,037,836.64	17,454,280.89	29,492,117.53	14.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash									
		9711	2,130.00	0.00	2,130.00	0.00	0.00	0.00	-100.0%
Stores									
		9712	2,589.23	0.00	2,589.23	0.00	0.00	0.00	-100.0%
Prepaid Items									
		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others									
		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted									
		9740	0.00	15,727,790.89	15,727,790.89	0.00	17,454,280.89	17,454,280.89	11.0%
c) Committed									
Stabilization Arrangements									
		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments									
		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments									
		9780	2,002,835.95	0.00	2,002,835.95	2,073,695.00	0.00	2,073,695.00	3.5%
LCAP Oversight									
	0000	9780	64,475.41		64,475.41				
Differentiated Assistance									
	0000	9780	1,938,360.54		1,938,360.54				
LCAP Oversight									
	0000	9780				17,464.00		17,464.00	
Differentiated Assistance									
	0000	9780				2,056,231.00		2,056,231.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties									
		9789	1,274,736.41	0.00	1,274,736.41	1,546,615.74	0.00	1,546,615.74	21.3%
Unassigned/Unappropriated Amount									
		9790	6,785,946.05	0.00	6,785,946.05	8,417,525.90	0.00	8,417,525.90	24.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	12,662,924.30	9,357,197.36	22,020,121.66				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	2,130.00	0.00	2,130.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	938,248.50	8,682,898.31	9,621,146.81				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	1,545.08	15,596.00	17,141.08				
6) Stores		9320	2,589.23	0.00	2,589.23				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			13,607,437.11	18,055,691.67	31,663,128.78				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	2,324,147.47	1,596,576.90	3,920,724.37				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	1,215,052.00	883.50	1,215,935.50				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	730,440.38	730,440.38				
6) TOTAL, LIABILITIES			3,539,199.47	2,327,900.78	5,867,100.25				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			10,068,237.64	15,727,790.89	25,796,028.53				

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>LCFF SOURCES</b>									
Principal Apportionment State Aid - Current Year		8011	2,268,765.00	0.00	2,268,765.00	4,666,601.00	0.00	4,666,601.00	105.7%
Education Protection Account State Aid - Current Year		8012	8,258.00	0.00	8,258.00	8,462.00	0.00	8,462.00	2.5%
State Aid - Prior Years		8019	(2,117.00)	0.00	(2,117.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions Homeowners' Exemptions		8021	73,591.05	0.00	73,591.05	73,467.00	0.00	73,467.00	-0.2%
Timber Yield Tax		8022	6,140.04	0.00	6,140.04	272.00	0.00	272.00	-95.6%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	9,441,453.51	0.00	9,441,453.51	9,618,060.00	0.00	9,618,060.00	1.9%
Unsecured Roll Taxes		8042	366,388.76	0.00	366,388.76	350,038.00	0.00	350,038.00	-4.5%
Prior Years' Taxes		8043	21,875.49	0.00	21,875.49	(244,696.00)	0.00	(244,696.00)	-1218.6%
Supplemental Taxes		8044	355,082.45	0.00	355,082.45	50,000.00	0.00	50,000.00	-85.9%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	392,789.47	0.00	392,789.47	317,803.00	0.00	317,803.00	-19.1%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>12,932,226.77</b>	<b>0.00</b>	<b>12,932,226.77</b>	<b>14,840,007.00</b>	<b>0.00</b>	<b>14,840,007.00</b>	<b>14.8%</b>
<b>LCFF Transfers</b>									
Unrestricted LCFF Transfers - Current Year	0000	8091	8,258.00		8,258.00	8,462.00		8,462.00	2.5%
All Other LCFF Transfers - Current Year	All Other	8091	(8,258.00)	0.00	(8,258.00)	(8,462.00)	0.00	(8,462.00)	2.5%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(6,808,300.00)	6,808,300.00	0.00	(6,493,752.00)	6,493,752.00	0.00	0.0%



Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			6,123,926.77	6,808,300.00	12,932,226.77	8,346,255.00	6,493,752.00	14,840,007.00	14.8%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	3,953,404.00	3,953,404.00	0.00	3,953,404.00	3,953,404.00	0.0%
Special Education Discretionary Grants		8182	0.00	1,159,729.14	1,159,729.14	0.00	977,532.00	977,532.00	-15.7%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		610,692.00	610,692.00		357,814.00	357,814.00	-41.4%
Title I, Part D, Local Delinquent Programs	3025	8290		193,732.00	193,732.00		170,573.00	170,573.00	-12.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		47,802.00	47,802.00		15,893.00	15,893.00	-66.8%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		1,524,722.07	1,524,722.07		2,332,220.00	2,332,220.00	53.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	1,363,858.87	1,363,858.87	0.00	2,316,254.00	2,316,254.00	69.8%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	8,853,940.08	8,853,940.08	0.00	10,123,690.00	10,123,690.00	14.3%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		8,151,576.00	8,151,576.00		10,192,043.00	10,192,043.00	25.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	1,114,060.00	1,114,060.00	0.00	1,187,142.00	1,187,142.00	6.6%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	49,137.00	0.00	49,137.00	46,180.00	0.00	46,180.00	-6.0%
Lottery - Unrestricted and Instructional Materials		8560	66,406.20	29,507.76	95,913.96	50,835.00	20,035.00	70,870.00	-26.1%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	9,343.00	6,246,669.17	6,256,012.17	13,385.00	5,343,303.00	5,356,688.00	-14.4%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>124,886.20</b>	<b>15,541,812.93</b>	<b>15,666,699.13</b>	<b>110,400.00</b>	<b>16,742,523.00</b>	<b>16,852,923.00</b>	<b>7.6%</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	201,664.06	201,664.06	0.00	0.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	624.00	624.00	New
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	1,169,847.02	0.00	1,169,847.02	1,162,682.00	0.00	1,162,682.00	-0.6%
Interest		8660	64,710.38	0.00	64,710.38	100,000.00	0.00	100,000.00	54.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	2,075,949.34	2,857,763.47	4,933,712.81	1,844,208.00	3,247,735.00	5,091,943.00	3.2%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	719,307.77	2,764,113.47	3,483,421.24	631,285.00	3,101,829.00	3,733,114.00	7.2%
Tuition		8710	0.00	3,797,097.60	3,797,097.60	0.00	3,708,412.00	3,708,412.00	-2.3%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	52,628.00	52,628.00	0.00	52,628.00	52,628.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>4,029,814.51</b>	<b>9,673,266.60</b>	<b>13,703,081.11</b>	<b>3,738,175.00</b>	<b>10,111,228.00</b>	<b>13,849,403.00</b>	<b>1.1%</b>
<b>TOTAL, REVENUES</b>			<b>10,278,627.48</b>	<b>40,877,319.61</b>	<b>51,155,947.09</b>	<b>12,194,830.00</b>	<b>43,471,193.00</b>	<b>55,666,023.00</b>	<b>8.8%</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	250,064.92	6,395,779.00	6,645,843.92	298,439.00	6,717,802.00	7,016,241.00	5.6%
Certificated Pupil Support Salaries		1200	572,257.95	237,497.22	809,755.17	818,376.00	221,544.00	1,039,920.00	28.4%
Certificated Supervisors' and Administrators' Salaries		1300	1,120,862.63	2,207,766.15	3,328,628.78	1,315,371.00	2,639,910.00	3,955,281.00	18.8%
Other Certificated Salaries		1900	26,047.44	112,983.41	139,030.85	0.00	130,742.00	130,742.00	-6.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>1,969,232.94</b>	<b>8,954,025.78</b>	<b>10,923,258.72</b>	<b>2,432,186.00</b>	<b>9,709,998.00</b>	<b>12,142,184.00</b>	<b>11.2%</b>
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	0.00	3,953,208.66	3,953,208.66	18,260.00	4,017,488.00	4,035,748.00	2.1%
Classified Support Salaries		2200	318,611.13	1,999,362.20	2,317,973.33	339,776.00	1,981,515.00	2,321,291.00	0.1%
Classified Supervisors' and Administrators' Salaries		2300	1,537,716.45	248,714.56	1,786,431.01	1,867,377.00	219,079.00	2,086,456.00	16.8%
Clerical, Technical and Office Salaries		2400	2,308,526.09	1,321,231.33	3,629,757.42	2,558,518.00	1,256,772.00	3,815,290.00	5.1%
Other Classified Salaries		2900	6,472.40	200,191.41	206,663.81	0.00	228,946.00	228,946.00	10.8%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>4,171,326.07</b>	<b>7,722,708.16</b>	<b>11,894,034.23</b>	<b>4,783,931.00</b>	<b>7,703,800.00</b>	<b>12,487,731.00</b>	<b>5.0%</b>
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	322,909.14	2,348,066.19	2,670,975.33	460,096.00	2,893,332.00	3,353,428.00	25.6%
PERS		3201-3202	920,761.01	1,684,367.68	2,605,128.69	1,205,020.00	2,086,629.00	3,291,649.00	26.4%
OASDI/Medicare/Alternative		3301-3302	83,335.46	252,250.83	335,586.29	96,075.00	239,358.00	335,433.00	0.0%
Health and Welfare Benefits		3401-3402	953,956.71	2,351,416.66	3,305,373.37	1,032,491.00	2,730,825.00	3,763,316.00	13.9%
Unemployment Insurance		3501-3502	28,140.64	77,061.73	105,202.37	33,101.00	82,896.00	115,997.00	10.3%
Workers' Compensation		3601-3602	97,343.12	264,036.68	361,379.80	115,141.00	271,688.00	386,829.00	7.0%
OPEB, Allocated		3701-3702	244,619.06	574,334.82	818,953.88	288,646.00	673,995.00	962,641.00	17.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	3,923.70	2,828.98	6,752.68	3,150.00	2,075.00	5,225.00	-22.6%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>2,654,988.84</b>	<b>7,554,363.57</b>	<b>10,209,352.41</b>	<b>3,233,720.00</b>	<b>8,980,798.00</b>	<b>12,214,518.00</b>	<b>19.6%</b>
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	82.07	39,601.68	39,683.75	0.00	61,519.00	61,519.00	55.0%
Books and Other Reference Materials		4200	450.47	23,860.07	24,310.54	3,820.00	54,158.00	57,978.00	138.5%
Materials and Supplies		4300	176,702.28	449,590.78	626,293.06	278,712.00	848,366.00	1,127,078.00	80.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	28,328.33	352,433.25	380,761.58	99,395.00	335,522.00	434,917.00	14.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			205,563.15	865,485.78	1,071,048.93	381,927.00	1,299,565.00	1,681,492.00	57.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	85,387.69	1,266,248.20	1,351,635.89	0.00	1,504,940.00	1,504,940.00	11.3%
Travel and Conferences		5200	54,204.68	153,026.02	207,230.70	113,586.00	374,952.00	488,538.00	135.7%
Dues and Memberships		5300	35,906.93	3,317.00	39,223.93	44,624.00	4,412.00	49,036.00	25.0%
Insurance		5400 - 5450	114,486.68	36,200.88	150,687.56	134,356.00	40,387.00	174,743.00	16.0%
Operations and Housekeeping Services		5500	199,513.67	259,198.53	458,712.20	196,730.00	293,917.00	490,647.00	7.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	364,059.77	700,498.88	1,064,558.65	371,175.00	694,939.00	1,066,114.00	0.1%
Transfers of Direct Costs		5710	(1,236,024.10)	1,236,029.25	5.15	(1,426,902.00)	1,426,902.00	0.00	-100.0%
Transfers of Direct Costs - Interfund		5750	(200,137.04)	826,988.30	626,851.26	(234,020.00)	8,142.00	(225,878.00)	-136.0%
Professional/Consulting Services and Operating Expenditures		5800	1,296,871.01	1,584,295.19	2,881,166.20	1,577,552.00	5,757,460.00	7,335,012.00	154.6%
Communications		5900	70,773.54	52,511.95	123,285.49	194,836.00	75,946.00	270,782.00	119.6%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			785,042.83	6,118,314.20	6,903,357.03	971,937.00	10,181,997.00	11,153,934.00	61.6%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	353,878.90	353,878.90	23,700.00	562,251.00	585,951.00	65.6%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	53,584.01	53,584.01	89,340.00	105,030.00	194,370.00	262.7%
Equipment Replacement		6500	77,204.87	0.00	77,204.87	100,000.00	0.00	100,000.00	29.5%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>77,204.87</b>	<b>407,462.91</b>	<b>484,667.78</b>	<b>213,040.00</b>	<b>667,281.00</b>	<b>880,321.00</b>	<b>81.6%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	688,911.97	3,126.40	692,038.37	689,068.00	0.00	689,068.00	-0.4%
Other Debt Service - Principal		7439	448,615.00	119,029.60	567,644.60	615,229.00	0.00	615,229.00	8.4%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,137,526.97	122,156.00	1,259,682.97	1,304,297.00	0.00	1,304,297.00	3.5%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(2,676,230.52)	2,676,230.52	0.00	(3,456,112.00)	3,456,112.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(254,188.46)	0.00	(254,188.46)	(310,619.00)	0.00	(310,619.00)	22.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(2,930,418.98)	2,676,230.52	(254,188.46)	(3,766,731.00)	3,456,112.00	(310,619.00)	22.2%
TOTAL, EXPENDITURES			8,070,466.69	34,420,746.92	42,491,213.61	9,554,307.00	41,999,551.00	51,553,858.00	21.3%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	30,278.87	0.00	30,278.87	0.00	0.00	0.00	-100.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>30,278.87</b>	<b>0.00</b>	<b>30,278.87</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-100.0%</b>
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	400,000.00	0.00	400,000.00	400,000.00	0.00	400,000.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	16,076.00	16,076.00	New
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>400,000.00</b>	<b>0.00</b>	<b>400,000.00</b>	<b>400,000.00</b>	<b>16,076.00</b>	<b>416,076.00</b>	<b>4.0%</b>
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Proceeds</b>									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Long-Term Debt Proceeds</b>									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(275,113.46)	275,113.46	0.00	(270,924.00)	270,924.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(275,113.46)	275,113.46	0.00	(270,924.00)	270,924.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			(644,834.59)	275,113.46	(369,721.13)	(670,924.00)	254,848.00	(416,076.00)	12.5%

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	6,123,926.77	6,808,300.00	12,932,226.77	8,346,255.00	6,493,752.00	14,840,007.00	14.8%
2) Federal Revenue		8100-8299	0.00	8,853,940.08	8,853,940.08	0.00	10,123,690.00	10,123,690.00	14.3%
3) Other State Revenue		8300-8599	124,886.20	15,541,812.93	15,666,699.13	110,400.00	16,742,523.00	16,852,923.00	7.6%
4) Other Local Revenue		8600-8799	4,029,814.51	9,673,266.60	13,703,081.11	3,738,175.00	10,111,228.00	13,849,403.00	1.1%
5) TOTAL, REVENUES			10,278,627.48	40,877,319.61	51,155,947.09	12,194,830.00	43,471,193.00	55,666,023.00	8.8%
<b>B. EXPENDITURES (Objects 1000-7999)</b>									
1) Instruction	1000-1999		411,442.03	16,530,078.68	16,941,520.71	489,032.00	19,302,641.00	19,791,673.00	16.8%
2) Instruction - Related Services	2000-2999		1,312,000.73	5,727,240.49	7,039,241.22	1,566,974.00	9,373,163.00	10,940,137.00	55.4%
3) Pupil Services	3000-3999		32,165.31	6,050,490.99	6,082,656.30	277,241.00	6,483,108.00	6,760,349.00	11.1%
4) Ancillary Services	4000-4999		0.00	8,156.39	8,156.39	0.00	9,937.00	9,937.00	21.8%
5) Community Services	5000-5999		0.00	801,986.28	801,986.28	0.00	783,961.00	783,961.00	-2.2%
6) Enterprise	6000-6999		(6,410.07)	0.00	(6,410.07)	32,953.00	0.00	32,953.00	-614.1%
7) General Administration	7000-7999		4,137,115.33	3,040,430.64	7,177,545.97	4,723,276.00	3,704,043.00	8,427,319.00	17.4%
8) Plant Services	8000-8999		1,045,376.39	2,140,207.45	3,185,583.84	1,159,284.00	2,342,698.00	3,501,982.00	9.9%
9) Other Outgo	9000-9999	Except 7600-7699	1,138,776.97	122,156.00	1,260,932.97	1,305,547.00	0.00	1,305,547.00	3.5%
10) TOTAL, EXPENDITURES			8,070,466.69	34,420,746.92	42,491,213.61	9,554,307.00	41,999,551.00	51,553,858.00	21.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			2,208,160.79	6,456,572.69	8,664,733.48	2,640,523.00	1,471,642.00	4,112,165.00	-52.5%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	30,278.87	0.00	30,278.87	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	400,000.00	0.00	400,000.00	400,000.00	16,076.00	416,076.00	4.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(275,113.46)	275,113.46	0.00	(270,924.00)	270,924.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(644,834.59)	275,113.46	(369,721.13)	(670,924.00)	254,848.00	(416,076.00)	12.5%

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,563,326.20	6,731,686.15	8,295,012.35	1,969,599.00	1,726,490.00	3,696,089.00	-55.4%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	8,504,911.44	8,996,104.74	17,501,016.18	10,068,237.64	15,727,790.89	25,796,028.53	47.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,504,911.44	8,996,104.74	17,501,016.18	10,068,237.64	15,727,790.89	25,796,028.53	47.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,504,911.44	8,996,104.74	17,501,016.18	10,068,237.64	15,727,790.89	25,796,028.53	47.4%
2) Ending Balance, June 30 (E + F1e)			10,068,237.64	15,727,790.89	25,796,028.53	12,037,836.64	17,454,280.89	29,492,117.53	14.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,130.00	0.00	2,130.00	0.00	0.00	0.00	-100.0%
Stores		9712	2,589.23	0.00	2,589.23	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	15,727,790.89	15,727,790.89	0.00	17,454,280.89	17,454,280.89	11.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	2,002,835.95	0.00	2,002,835.95	2,073,695.00	0.00	2,073,695.00	3.5%
LCAP Oversight	0000	9780	64,475.41		64,475.41				
Differentiated Assistance	0000	9780	1,938,360.54		1,938,360.54				
LCAP Oversight	0000	9780				17,464.00		17,464.00	
Differentiated Assistance	0000	9780				2,056,231.00		2,056,231.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,274,736.41	0.00	1,274,736.41	1,546,615.74	0.00	1,546,615.74	21.3%
Unassigned/Unappropriated Amount			6,785,946.05	0.00	6,785,946.05	8,417,525.90	0.00	8,417,525.90	24.0%

<b>Resource</b>	<b>Description</b>	<b>2021-22 Unaudited Actuals</b>	<b>2022-23 Budget</b>
6266	Educator Effectiveness, FY 2021-22	672,751.00	672,751.00
6300	Lottery: Instructional Materials	49,367.62	50,145.62
6371	CalWORKs for ROCP or Adult Education	12,729.00	12,729.00
6500	Special Education	9,443,320.84	12,206,493.84
6510	Special Ed: Early Ed Individuals with Exceptional Needs (Infant Progr	42,477.33	28,884.33
6536	Special Ed: Dispute Prevention and Dispute Resolution	105,178.27	3,720.27
6537	Special Ed: Learning Recovery Support	453,035.30	3,004.30
6546	Mental Health-Related Services	1,071,521.87	1,059,374.87
7311	Classified School Employee Professional Development Block Grant	39,476.20	0.20
7412	A-G Access/Success Grant	56,250.00	56,250.00
7413	A-G Learning Loss Mitigation Grant	56,250.00	56,250.00
7425	Expanded Learning Opportunities (ELO) Grant	149,004.04	149,004.04
7430	COVID Mitigation for Counties	243,699.00	243,699.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Sectir	0.22	0.22
9010	Other Restricted Local	3,332,730.20	2,911,974.20
Total, Restricted Balance		15,727,790.89	17,454,280.89

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	3,732,492.00	4,333,117.00	16.1%
2) Federal Revenue		8100-8299	67,110.00	27,813.00	-58.6%
3) Other State Revenue		8300-8599	606,501.12	727,630.00	20.0%
4) Other Local Revenue		8600-8799	126,233.42	141,887.00	12.4%
5) TOTAL, REVENUES			4,532,336.54	5,230,447.00	15.4%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	2,238,041.66	1,968,171.00	-12.1%
2) Classified Salaries		2000-2999	498,536.08	524,365.00	5.2%
3) Employee Benefits		3000-3999	1,304,751.68	1,252,342.00	-4.0%
4) Books and Supplies		4000-4999	132,058.74	247,451.00	87.4%
5) Services and Other Operating Expenditures		5000-5999	(41,809.63)	1,360,166.00	-3353.2%
6) Capital Outlay		6000-6999	0.00	38,500.00	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	10,620.55	14,422.00	35.8%
9) TOTAL, EXPENDITURES			4,142,199.08	5,405,417.00	30.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			390,137.46	(174,970.00)	-144.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			390,137.46	(174,970.00)	-144.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,831,989.15	4,222,126.61	10.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,831,989.15	4,222,126.61	10.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,831,989.15	4,222,126.61	10.2%
2) Ending Balance, June 30 (E + F1e)			4,222,126.61	4,047,156.61	-4.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			470,693.44	477,899.44	1.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,751,433.17	3,569,257.17	-4.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	3,762,468.83		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	302,133.03		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	815,933.50		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			4,880,535.36		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	616,446.44		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	16,163.31		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	25,799.00		
6) TOTAL, LIABILITIES			658,408.75		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I7 + J2)			4,222,126.61		

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	1,843,817.00	2,940,542.00	59.5%
Education Protection Account State Aid - Current Year		8012	1,380,205.00	812,632.00	-41.1%
State Aid - Prior Years		8019	(28,916.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	537,386.00	579,943.00	7.9%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>3,732,492.00</b>	<b>4,333,117.00</b>	<b>16.1%</b>
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	6,610.00	14,348.00	117.1%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	60,500.00	13,465.00	-77.7%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>67,110.00</b>	<b>27,813.00</b>	<b>-58.6%</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	14,631.00	11,661.00	-20.3%
Lottery - Unrestricted and Instructional Materials		8560	88,171.12	63,554.00	-27.9%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	56,494.00	56,309.00	-0.3%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	447,205.00	596,106.00	33.3%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>606,501.12</b>	<b>727,630.00</b>	<b>20.0%</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	10,004.42	25,000.00	149.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	350.00	New
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	587.00	1,850.00	215.2%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	115,642.00	114,687.00	-0.8%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>126,233.42</b>	<b>141,887.00</b>	<b>12.4%</b>
<b>TOTAL, REVENUES</b>			<b>4,532,336.54</b>	<b>5,230,447.00</b>	<b>15.4%</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	1,685,247.29	1,626,050.00	-3.5%
Certificated Pupil Support Salaries		1200	64,591.14	54,236.00	-16.0%
Certificated Supervisors' and Administrators' Salaries		1300	458,379.51	287,885.00	-37.2%
Other Certificated Salaries		1900	29,823.72	0.00	-100.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>2,238,041.66</b>	<b>1,968,171.00</b>	<b>-12.1%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	22,658.20	52,910.00	133.5%
Classified Support Salaries		2200	61,225.81	61,704.00	0.8%
Classified Supervisors' and Administrators' Salaries		2300	69,031.44	36,993.00	-46.4%
Clerical, Technical and Office Salaries		2400	345,620.63	372,758.00	7.9%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>498,536.08</b>	<b>524,365.00</b>	<b>5.2%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	595,146.94	589,606.00	-0.9%
PERS		3201-3202	128,500.40	133,032.00	3.5%
OASDI/Medicare/Alternative		3301-3302	37,652.95	34,701.00	-7.8%
Health and Welfare Benefits		3401-3402	377,031.39	343,332.00	-8.9%
Unemployment Insurance		3501-3502	12,884.70	11,966.00	-7.1%
Workers' Compensation		3601-3602	42,642.18	39,378.00	-7.7%
OPEB, Allocated		3701-3702	109,238.44	99,702.00	-8.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,654.68	625.00	-62.2%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>1,304,751.68</b>	<b>1,252,342.00</b>	<b>-4.0%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	14,841.48	12,744.00	-14.1%
Books and Other Reference Materials		4200	0.00	3,077.00	New
Materials and Supplies		4300	108,401.64	183,524.00	69.3%
Noncapitalized Equipment		4400	8,815.62	48,106.00	445.7%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>132,058.74</b>	<b>247,451.00</b>	<b>87.4%</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	7,343.64	20,960.00	185.4%
Dues and Memberships		5300	4,328.00	6,877.00	58.9%
Insurance		5400-5450	0.00	20,445.00	New
Operations and Housekeeping Services		5500	137,580.24	130,485.00	-5.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	267,987.02	282,692.00	5.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(649,647.52)	213,810.00	-132.9%
Professional/Consulting Services and Operating Expenditures		5800	166,544.36	648,502.00	289.4%
Communications		5900	24,054.63	36,395.00	51.3%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>(41,809.63)</b>	<b>1,360,166.00</b>	<b>-3353.2%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	14,500.00	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	2,000.00	New
Equipment Replacement		6500	0.00	22,000.00	New
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>38,500.00</b>	<b>New</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	10,620.55	14,422.00	35.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			10,620.55	14,422.00	35.8%
<b>TOTAL, EXPENDITURES</b>			<b>4,142,199.08</b>	<b>5,405,417.00</b>	<b>30.5%</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	3,732,492.00	4,333,117.00	16.1%
2) Federal Revenue		8100-8299	67,110.00	27,813.00	-58.6%
3) Other State Revenue		8300-8599	606,501.12	727,630.00	20.0%
4) Other Local Revenue		8600-8799	126,233.42	141,887.00	12.4%
5) TOTAL, REVENUES			4,532,336.54	5,230,447.00	15.4%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		2,041,488.11	3,370,424.00	65.1%
2) Instruction - Related Services	2000-2999		1,085,210.37	870,187.00	-19.8%
3) Pupil Services	3000-3999		352,498.43	345,514.00	-2.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		107,713.43	158,830.00	47.5%
8) Plant Services	8000-8999		555,288.74	660,462.00	18.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,142,199.08	5,405,417.00	30.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			390,137.46	(174,970.00)	-144.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			390,137.46	(174,970.00)	-144.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,831,989.15	4,222,126.61	10.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,831,989.15	4,222,126.61	10.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,831,989.15	4,222,126.61	10.2%
2) Ending Balance, June 30 (E + F1e)			4,222,126.61	4,047,156.61	-4.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			470,693.44	477,899.44	1.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,751,433.17	3,569,257.17	-4.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2021-22 Unaudited Actuals</b>	<b>2022-23 Budget</b>
6266	Educator Effectiveness, FY 2021-22	82,911.00	82,911.00
6300	Lottery: Instructional Materials	80,200.28	83,663.28
6500	Special Education	61,960.76	66,603.76
7311	Classified School Employee Professional Development Block	3,189.00	3,189.00
7412	A-G Access/Success Grant	58,169.00	58,169.00
7413	A-G Learning Loss Mitigation Grant	56,250.00	56,250.00
7425	Expanded Learning Opportunities (ELO) Grant	106,818.76	106,818.76
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessio	13,410.32	13,410.32
9010	Other Restricted Local	7,784.32	6,884.32
<b>Total, Restricted Balance</b>		<b>470,693.44</b>	<b>477,899.44</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,190,580.48	8,062,766.00	12.1%
3) Other State Revenue		8300-8599	13,289,651.20	11,959,958.00	-10.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			20,480,231.68	20,022,724.00	-2.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	19,503,883.53	20,972,678.00	7.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			19,503,883.53	20,972,678.00	7.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			976,348.15	(949,954.00)	-197.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			976,348.15	(949,954.00)	-197.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	133,307.09	1,109,655.24	732.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			133,307.09	1,109,655.24	732.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			133,307.09	1,109,655.24	732.4%
2) Ending Balance, June 30 (E + F1e)			1,109,655.24	159,701.24	-85.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			1,109,655.24	159,701.49	-85.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	(0.25)	New

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1,570,265.57		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	6,108,924.90		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			7,679,190.47		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	6,569,535.23		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			6,569,535.23		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			1,109,655.24		

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>LCFF SOURCES</b>					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>					
Pass-Through Revenues from Federal Sources					
		8287	7,190,580.48	8,062,766.00	12.1%
TOTAL, FEDERAL REVENUE			7,190,580.48	8,062,766.00	12.1%
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	10,564,153.00	11,584,730.00	9.7%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	2,725,498.20	375,228.00	-86.2%
TOTAL, OTHER STATE REVENUE			13,289,651.20	11,959,958.00	-10.0%
<b>OTHER LOCAL REVENUE</b>					
Interest					
		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			20,480,231.68	20,022,724.00	-2.2%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	3,217,006.43	3,747,076.00	16.5%
To County Offices		7212	5,749,118.25	5,640,872.00	-1.9%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	9,024,813.85	9,888,829.00	9.6%
To County Offices	6500	7222	1,512,945.00	1,695,901.00	12.1%
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			19,503,883.53	20,972,678.00	7.5%
TOTAL, EXPENDITURES			19,503,883.53	20,972,678.00	7.5%



Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,190,580.48	8,062,766.00	12.1%
3) Other State Revenue		8300-8599	13,289,651.20	11,959,958.00	-10.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			20,480,231.68	20,022,724.00	-2.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	19,503,883.53	20,972,678.00	7.5%
10) TOTAL, EXPENDITURES			19,503,883.53	20,972,678.00	7.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			976,348.15	(949,954.00)	-197.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			976,348.15	(949,954.00)	-197.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	133,307.09	1,109,655.24	732.4%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			133,307.09	1,109,655.24	732.4%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			133,307.09	1,109,655.24	732.4%
2) Ending Balance, June 30 (E + F1e)			1,109,655.24	159,701.24	-85.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	1,109,655.24	159,701.49	-85.6%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	(0.25)	New

<b>Resource</b>	<b>Description</b>	<b>2021-22 Unaudited Actuals</b>	<b>2022-23 Budget</b>
6500	Special Education	159,701.24	159,701.24
6536	Special Ed: Dispute Prevention and Dispute Resolution	167,310.25	0.25
6537	Special Ed: Learning Recovery Support	782,643.75	0.00
Total, Restricted Balance		<u>1,109,655.24</u>	<u>159,701.49</u>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	267,953.90	321,802.00	20.1%
3) Other State Revenue		8300-8599	2,756,591.00	3,012,103.00	9.3%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			3,024,544.90	3,333,905.00	10.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	458,132.33	557,955.00	21.8%
2) Classified Salaries		2000-2999	977,342.88	891,398.00	-8.8%
3) Employee Benefits		3000-3999	634,932.94	714,942.00	12.6%
4) Books and Supplies		4000-4999	125,549.70	145,515.00	15.9%
5) Services and Other Operating Expenditures		5000-5999	457,453.20	743,974.00	62.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	243,567.91	296,197.00	21.6%
9) TOTAL, EXPENDITURES			2,896,978.96	3,349,981.00	15.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			127,565.94	(16,076.00)	-112.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	16,076.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	16,076.00	New

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			127,565.94	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	43,548.75	171,114.69	292.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			43,548.75	171,114.69	292.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			43,548.75	171,114.69	292.9%
2) Ending Balance, June 30 (E + F1e)			171,114.69	171,114.69	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			171,114.69	171,114.69	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	40,714.14		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	283,602.86		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			324,317.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	152,253.16		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	949.15		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			153,202.31		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			171,114.69		

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	267,953.90	321,802.00	20.1%
<b>TOTAL, FEDERAL REVENUE</b>			<b>267,953.90</b>	<b>321,802.00</b>	<b>20.1%</b>
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	2,261,400.00	2,289,542.00	1.2%
All Other State Revenue	All Other	8590	495,191.00	722,561.00	45.9%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>2,756,591.00</b>	<b>3,012,103.00</b>	<b>9.3%</b>
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>3,024,544.90</b>	<b>3,333,905.00</b>	<b>10.2%</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	366,160.01	396,177.00	8.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	92,545.00	New
Other Certificated Salaries		1900	91,972.32	69,233.00	-24.7%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>458,132.33</b>	<b>557,955.00</b>	<b>21.8%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	449,597.06	389,771.00	-13.3%
Classified Support Salaries		2200	43,901.09	13,468.00	-69.3%
Classified Supervisors' and Administrators' Salaries		2300	66,438.00	74,981.00	12.9%
Clerical, Technical and Office Salaries		2400	142,640.14	153,708.00	7.8%
Other Classified Salaries		2900	274,766.59	259,470.00	-5.6%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>977,342.88</b>	<b>891,398.00</b>	<b>-8.8%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	109,490.20	145,708.00	33.1%
PERS		3201-3202	197,297.85	239,747.00	21.5%
OASDI/Medicare/Alternative		3301-3302	26,163.77	21,792.00	-16.7%
Health and Welfare Benefits		3401-3402	217,809.10	221,208.00	1.6%
Unemployment Insurance		3501-3502	6,910.75	7,273.00	5.2%
Workers' Compensation		3601-3602	23,003.02	23,195.00	0.8%
OPEB, Allocated		3701-3702	53,893.55	55,776.00	3.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	364.70	243.00	-33.4%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>634,932.94</b>	<b>714,942.00</b>	<b>12.6%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	118,799.39	133,932.00	12.7%
Noncapitalized Equipment		4400	6,750.31	11,583.00	71.6%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>125,549.70</b>	<b>145,515.00</b>	<b>15.9%</b>



Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	9,813.15	12,268.00	25.0%
Dues and Memberships		5300	705.00	835.00	18.4%
Insurance		5400-5450	7,511.00	6,502.00	-13.4%
Operations and Housekeeping Services		5500	47,367.98	38,797.00	-18.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	127,961.48	154,448.00	20.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	22,791.11	12,068.00	-47.0%
Professional/Consulting Services and Operating Expenditures		5800	238,723.11	515,867.00	116.1%
Communications		5900	2,580.37	3,189.00	23.6%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>457,453.20</b>	<b>743,974.00</b>	<b>62.6%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	243,567.91	296,197.00	21.6%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>243,567.91</b>	<b>296,197.00</b>	<b>21.6%</b>
<b>TOTAL, EXPENDITURES</b>			<b>2,896,978.96</b>	<b>3,349,981.00</b>	<b>15.6%</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	16,076.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	16,076.00	New
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	16,076.00	New

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	267,953.90	321,802.00	20.1%
3) Other State Revenue		8300-8599	2,756,591.00	3,012,103.00	9.3%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			3,024,544.90	3,333,905.00	10.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		1,573,021.27	1,686,803.00	7.2%
2) Instruction - Related Services	2000-2999		270,669.12	384,311.00	42.0%
3) Pupil Services	3000-3999		73,099.46	69,274.00	-5.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		461,918.59	664,019.00	43.8%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		243,567.91	296,197.00	21.6%
8) Plant Services	8000-8999		274,702.61	249,377.00	-9.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,896,978.96	3,349,981.00	15.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			127,565.94	(16,076.00)	-112.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	16,076.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	16,076.00	New

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			127,565.94	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	43,548.75	171,114.69	292.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			43,548.75	171,114.69	292.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			43,548.75	171,114.69	292.9%
2) Ending Balance, June 30 (E + F1e)			171,114.69	171,114.69	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			171,114.69	171,114.69	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2021-22 Unaudited Actuals</b>	<b>2022-23 Budget</b>
5059	Child Development: ARP California State Preschool Program	3,864.69	3,864.69
6057	Child Dev: Universal Prekindergarten (UPK) Planning & Imple	146,250.00	146,250.00
6160	Child Care and Development Programs Administered by Calif	21,000.00	21,000.00
<b>Total, Restricted Balance</b>		<b>171,114.69</b>	<b>171,114.69</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6.83	35.00	412.4%
5) TOTAL, REVENUES			6.83	35.00	412.4%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			6.83	35.00	412.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			6.83	35.00	412.4%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	1,964.38	1,971.21	0.3%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			1,964.38	1,971.21	0.3%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			1,964.38	1,971.21	0.3%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	1,971.21	2,006.21	1.8%
d) Assigned					
Other Assignments					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	1,971.21		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,971.21		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			1,971.21		



Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue					
		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	6.83	35.00	412.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			6.83	35.00	412.4%
TOTAL, REVENUES			6.83	35.00	412.4%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6.83	35.00	412.4%
5) TOTAL, REVENUES			6.83	35.00	412.4%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			6.83	35.00	412.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			6.83	35.00	412.4%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	1,964.38	1,971.21	0.3%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			1,964.38	1,971.21	0.3%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			1,964.38	1,971.21	0.3%
2) Ending Balance, June 30 (E + F1e)					
			1,971.21	2,006.21	1.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	1,971.21	2,006.21	1.8%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2021-22 Unaudited Actuals</b>	<b>2022-23 Budget</b>
<hr/>			
	Total, Restricted Balance	0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	201,859.27	0.00	-100.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			201,859.27	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	171,580.40	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			171,580.40	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			30,278.87	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	30,278.87	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(30,278.87)	0.00	-100.0%



Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	0.00	0.00	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			0.00	0.00	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	21.17		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			21.17		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	21.17		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			21.17		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
Forest Reserve Funds		8260	30,278.87	0.00	-100.0%
Pass-Through Revenues from Federal Sources		8287	171,580.40	0.00	-100.0%
<b>TOTAL, FEDERAL REVENUE</b>			201,859.27	0.00	-100.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			201,859.27	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	171,580.40	0.00	-100.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			171,580.40	0.00	-100.0%
<b>TOTAL, EXPENDITURES</b>			171,580.40	0.00	-100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	30,278.87	0.00	-100.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			30,278.87	0.00	-100.0%

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	201,859.27	0.00	-100.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			201,859.27	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	171,580.40	0.00	-100.0%
10) TOTAL, EXPENDITURES			171,580.40	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			30,278.87	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	30,278.87	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(30,278.87)	0.00	-100.0%

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2021-22 Unaudited Actuals</b>	<b>2022-23 Budget</b>
	Total, Restricted Balance	0.00	0.00

Unaudited Actuals

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,533.71	55,000.00	167.9%
5) TOTAL, REVENUES			20,533.71	55,000.00	167.9%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			20,533.71	55,000.00	167.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	400,000.00	400,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			400,000.00	400,000.00	0.0%

Unaudited Actuals

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			420,533.71	455,000.00	8.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,253,099.88	6,673,633.59	6.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,253,099.88	6,673,633.59	6.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,253,099.88	6,673,633.59	6.7%
2) Ending Balance, June 30 (E + F1e)			6,673,633.59	7,128,633.59	6.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	6,673,633.59	7,128,633.59	6.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	6,273,633.59		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	400,000.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			6,673,633.59		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			6,673,633.59		

Unaudited Actuals

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	20,533.71	55,000.00	167.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			20,533.71	55,000.00	167.9%
<b>TOTAL, REVENUES</b>			20,533.71	55,000.00	167.9%

Unaudited Actuals

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	400,000.00	400,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			400,000.00	400,000.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a-b+e)			400,000.00	400,000.00	0.0%

Unaudited Actuals  
Madera County Superintendent of Schools Special Reserve Fund for Postemployment Benefits  
Madera County Expenditures by Function

20 10207 000000  
Form 20

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,533.71	55,000.00	167.9%
5) TOTAL, REVENUES			20,533.71	55,000.00	167.9%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			20,533.71	55,000.00	167.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	400,000.00	400,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			400,000.00	400,000.00	0.0%

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			420,533.71	455,000.00	8.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,253,099.88	6,673,633.59	6.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,253,099.88	6,673,633.59	6.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,253,099.88	6,673,633.59	6.7%
2) Ending Balance, June 30 (E + F1e)			6,673,633.59	7,128,633.59	6.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	6,673,633.59	7,128,633.59	6.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2021-22 Unaudited Actuals</b>	<b>2022-23 Budget</b>
		<hr/>	<hr/>
	Total, Restricted Balance	0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	205.04	0.00	-100.0%
5) TOTAL, REVENUES			205.04	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			205.04	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			205.04	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	58,978.57	59,183.61	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			58,978.57	59,183.61	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			58,978.57	59,183.61	0.3%
2) Ending Balance, June 30 (E + F1e)			59,183.61	59,183.61	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			59,183.61	59,183.61	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	59,183.61		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			59,183.61		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			59,183.61		

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	205.04	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			205.04	0.00	-100.0%
<b>TOTAL, REVENUES</b>			205.04	0.00	-100.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c + e)					
			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	205.04	0.00	-100.0%
5) TOTAL, REVENUES			205.04	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			205.04	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Unaudited Actuals	2022-23 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			205.04	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	58,978.57	59,183.61	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			58,978.57	59,183.61	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			58,978.57	59,183.61	0.3%
2) Ending Balance, June 30 (E + F1e)			59,183.61	59,183.61	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			59,183.61	59,183.61	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



<b>Resource</b>	<b>Description</b>	<b>2021-22 Unaudited Actuals</b>	<b>2022-23 Budget</b>
7710	State School Facilities Projects	59,183.61	59,183.61
Total, Restricted Balance		59,183.61	59,183.61

Description	2021-22 Unaudited Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)						
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2021-22 Unaudited Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps	27.91	27.63	27.63	27.91	27.91	27.91
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	27.91	27.63	27.63	27.91	27.91	27.91
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class	257.87	263.65	257.87	257.87	257.87	257.87
c. Special Education-NPS/LCI						
d. Special Education Extended Year	13.25	13.25	13.25	13.25	13.25	13.25
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	271.12	276.90	271.12	271.12	271.12	271.12
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	299.03	304.53	298.75	299.03	299.03	299.03
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>	28,318.09	28,318.09	28,318.09	28,235.05	28,235.05	28,235.05
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2021-22 Unaudited Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>						
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	13.38	12.82	12.82	13.38	13.38	13.38
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	13.38	12.82	12.82	13.38	13.38	13.38
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools	268.16	260.42	268.16	268.16	268.16	268.16
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	268.16	260.42	268.16	268.16	268.16	268.16
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	281.54	273.24	280.98	281.54	281.54	281.54
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	281.54	273.24	280.98	281.54	281.54	281.54

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
<b>Governmental Activities:</b>						
Capital assets not being depreciated:						
Land	2,090,978.00	(737,556.00)	1,353,422.00	0.00	0.00	1,353,422.00
Work in Progress	23,518.00	(1.00)	23,517.00	139,225.00	23,517.00	139,225.00
Total capital assets not being depreciated	2,114,496.00	(737,557.00)	1,376,939.00	139,225.00	23,517.00	1,492,647.00
Capital assets being depreciated:						
Land Improvements	994,801.00	2.00	994,803.00			994,803.00
Buildings	48,542,290.00	737,556.00	49,279,846.00	315,379.00		49,595,225.00
Equipment	4,450,532.00	44,456.00	4,494,988.00	53,584.00	125,737.00	4,422,835.00
Total capital assets being depreciated	53,987,623.00	782,014.00	54,769,637.00	368,963.00	125,737.00	55,012,863.00
Accumulated Depreciation for:						
Land Improvements	(477,577.00)	0.00	(477,577.00)		39,991.00	(517,568.00)
Buildings	(11,688,502.00)	(7,547.00)	(11,696,049.00)		1,137,260.00	(12,833,309.00)
Equipment	(3,420,789.00)	(4,939.00)	(3,425,728.00)	125,737.00	354,243.00	(3,654,234.00)
Total accumulated depreciation	(15,586,868.00)	(12,486.00)	(15,599,354.00)	125,737.00	1,531,494.00	(17,005,111.00)
Total capital assets being depreciated, net excluding lease assets	38,400,755.00	769,528.00	39,170,283.00	494,700.00	1,657,231.00	38,007,752.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	40,515,251.00	31,971.00	40,547,222.00	633,925.00	1,680,748.00	39,500,399.00
<b>Business-Type Activities:</b>						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Unaudited Actuals  
2021-22 Unaudited Actuals  
Schedule of Long-Term Liabilities

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
<b>Governmental Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable	19,954,033.00	0.00	19,954,033.00		448,615.00	19,505,418.00	606,869.00
Leases Payable	119,029.60	(59.60)	118,970.00		118,970.00	0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	42,901,641.00	3,516,586.00	46,418,227.00		0.00	46,418,227.00	
Total/Net OPEB Liability	18,780,601.00	892,062.00	19,672,663.00		0.00	19,672,663.00	
Compensated Absences Payable	237,554.00	0.00	237,554.00		5,310.00	232,244.00	
Governmental activities long-term liabilities	81,992,858.60	4,408,588.40	86,401,447.00	0.00	572,895.00	85,828,552.00	606,869.00
<b>Business-Type Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	47,033,412.69
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	9,015,878.36
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	501,650.13
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	470,878.90
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	1,260,932.97
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	400,000.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	3,797,097.60
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				6,430,559.60
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				31,586,974.73

<b>Section II - Expenditures Per ADA</b>		<b>2021-22 Annual ADA/ Exps. Per ADA</b>
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines B1d and C9)		300.87
B. Expenditures per ADA (Line I.E divided by Line II.A)		104,985.46
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>		
	<b>Total</b>	<b>Per ADA</b>
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	30,317,802.75	75,073.80
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	30,317,802.75	75,073.80
B. Required effort (Line A.2 times 90%)	27,286,022.48	67,566.42
C. Current year expenditures (Line I.E and Line II.B)	31,586,974.73	104,985.46
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%



<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
<b>Description of Adjustments</b>	<b>Total Expenditures</b>	<b>Expenditures Per ADA</b>
<b>Total adjustments to base expenditures</b>	<b>0.00</b>	<b>0.00</b>

	2021-22 Calculations			2022-23 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
<b>A. PRIOR YEAR DATA</b>	<b>2020-21 Actual</b>			<b>2021-22 Actual</b>		
(2020-21 Actual Appropriations Limit and Gann ADA are from county's prior year Gann data reported to the CDE. LCFF data are from the 2020 annual LCFF Target Entitlement Exhibit.)						
<b>PRIOR YEAR APPROPRIATIONS LIMIT</b>						
1. Program Portion of Prior Year Appropriations Limit (A3 times [A6 divided by (A6 plus A7)], not to exceed A6) Excess is added to Other Services portion.	1,777,319.00		1,777,319.00			1,777,319.00
2. Other Services Portion of Prior Year Appropriations Limit (A3 minus A1)	8,183,030.53		8,183,030.53			8,696,851.47
3. TOTAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D16, PY column)	9,960,349.53		9,960,349.53			10,474,170.47
<b>PRIOR YEAR GANN ADA</b>						
4. Program ADA (Preload/Line B3, PY column)	95.75		95.75			40.45
5. Other ADA (Preload/Line B4, PY column)	28,726.04		28,726.04			26,775.49
<b>PRIOR YEAR LCFF</b>						
6. LCFF Alternative Education Grant (Preload/Line A28, Alternative Education Grant, 2020-21 Annual County LCFF Calculation)	1,777,319.00		1,777,319.00			1,777,319.00
7. LCFF Operations Grant, (Preload/Line A1, Operations Grant, 2020-21 Annual County LCFF Calculation)	4,125,543.00		4,125,543.00			4,125,543.00
<b>ADJUSTMENTS TO PRIOR YEAR LIMIT AND ADA</b>	<b>Adjustments to 2020-21</b>			<b>Adjustments to 2021-22</b>		
<b>ADJUSTMENTS TO PRIOR YEAR LIMIT</b>						
8. Reorganizations and Other Transfers						
9. Temporary Voter Approved Increases						
10. Less: Lapses of Voter Approved Increases						
11. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A8 plus A9 minus A10)			0.00			0.00
12. Adjustments to Program Portion ((Lines A1 divided by A3) times Line A11)	0.00		0.00	0.00		0.00
13. Adjustments to Other Services Portion (Lines A11 minus A12)			0.00			0.00
<b>ADJUSTMENTS TO PRIOR YEAR ADA</b> (Only for reorganizations and other transfers, and only if adjustments to the appropriations limit amounts are entered in Line A8 or A12 above)						
14. Adjustments to Program ADA						
15. Adjustments to Other ADA						
<b>B. CURRENT YEAR GANN ADA</b>	<b>2021-22 Annual Report</b>			<b>2022-23 Annual Estimate</b>		
<b>CURRENT YEAR PROGRAM ADA</b> (2021-22 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the COE)						
1. Total County Program ADA (Form A, Line B1d)	27.63		27.63	27.91		27.91
2. Total Charter Schools ADA (Form A, Line C2d plus C6d)	12.82		12.82	13.38		13.38
3. Total Current Year ADA (Lines B1 through B2)	40.45	0.00	40.45	41.29	0.00	41.29
	<b>2021-22 P2 Report</b>			<b>2022-23 P2 Estimate</b>		
<b>CURRENT YEAR DISTRICT ADA</b>						
4. Total District Gann ADA (Sum of all District Form GANN, Line B3)			26,775.49			28,743.85
<b>C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED</b>	<b>2021-22 Actual</b>			<b>2022-23 Budget</b>		
<b>TAXES AND SUBVENTIONS (Funds 01, 09, and 62)</b>						
1. Homeowners' Exemption (Object 8021)	73,591.05		73,591.05	73,467.00		73,467.00
2. Timber Yield Tax (Object 8022)	6,140.04		6,140.04	272.00		272.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	9,441,453.51		9,441,453.51	9,618,060.00		9,618,060.00
5. Unsecured Roll Taxes (Object 8042)	366,388.76		366,388.76	350,038.00		350,038.00
6. Prior Years' Taxes (Object 8043)	21,875.49		21,875.49	(244,696.00)		(244,696.00)
7. Supplemental Taxes (Object 8044)	355,082.45		355,082.45	50,000.00		50,000.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Receipts from County Bd. of Supervisors (Object 8070)	0.00		0.00	0.00		0.00
11. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
12. Comm. Redevelopment Funds (Objects 8047 & 8625)	594,453.53		594,453.53	317,803.00		317,803.00
13. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
14. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
15. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00

	2021-22 Calculations			2022-23 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
16. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
17. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C16)	10,858,984.83	0.00	10,858,984.83	10,164,944.00	0.00	10,164,944.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
18. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)						
19. TOTAL LOCAL PROCEEDS OF TAXES (Lines C17 plus C18)	10,858,984.83	0.00	10,858,984.83	10,164,944.00	0.00	10,164,944.00
<b>EXCLUDED APPROPRIATIONS</b>						
20a. Medicare (Enter federally mandated amounts only from objs. 3301 and 3302; do not include negotiated amounts)			399,403.01			394,280.00
20b. Qualified Capital Outlay Projects						
OTHER EXCLUSIONS						
21. Americans with Disabilities Act						
22. Unreimbursed Court Mandated Desegregation Costs						
23. Other Unfunded Court-ordered or Federal Mandates						
24. TOTAL EXCLUSIONS (Lines C20 through C23)			399,403.01			394,280.00
<b>STATE AID RECEIVED (Funds 01, 09, and 62)</b>						
25. LCFF - CY (objects 8011 and 8012)	5,501,045.00		5,501,045.00	8,428,237.00		8,428,237.00
26. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	(31,033.00)		(31,033.00)	0.00		0.00
27. TOTAL STATE AID RECEIVED (Line C25 plus C26)	5,470,012.00	0.00	5,470,012.00	8,428,237.00	0.00	8,428,237.00
<b>DATA FOR INTEREST CALCULATION</b>						
28. Total Revenues (Funds 01, 09 & 62, objects 8000-8799)	55,688,283.63		55,688,283.63	60,896,470.00		60,896,470.00
29. Total Interest and Return on Investments (Funds 01, 09, and 62, objects 8660 and 8662)	74,714.80		74,714.80	125,000.00		125,000.00
<b>D. APPROPRIATIONS LIMIT CALCULATIONS</b>						
<b>PRELIMINARY APPROPRIATIONS LIMIT</b>						
1. Revised Prior Year Program Limit (Lines A1 plus A12)			1,777,319.00			1,777,319.00
2. Inflation Adjustment			1.0573			1.0755
3. Program Population Adjustment (Lines B3 divided by [A4 plus A14]) (Round to four decimal places)			0.4225			1.0208
4. PRELIMINARY PROGRAM LIMIT (Lines D1 times D2 times D3)			793,944.84			1,951,265.92
5. Revised Prior Year Other Services Limit (Lines A2 plus A13)			8,183,030.53			8,696,851.47
6. Inflation Adjustment			1.0573			1.0755
7. Other Services Population Adj. (Lines B4 divided by [A5 plus A15]) (Round to four decimal places)			0.9321			1.0735
8. PRELIMINARY OTHER SERVICES LIMIT (Lines D5 times D6 times D7)			8,064,452.93			10,040,943.34
9. PRELIMINARY TOTAL APPROPRIATIONS LIMIT (Lines D4 plus D8)			8,858,397.77			11,992,209.26
<b>APPROPRIATIONS SUBJECT TO THE LIMIT</b>						
10. Local Revenues Excluding Interest (Line C19)			10,858,984.83			10,164,944.00
11. Preliminary State Aid Calculation						
a. Maximum State Aid in Local Limit (Lesser of Line C27 or [Lines D9 minus D10 plus C24]; if negative, then zero)			0.00			2,221,545.26
12. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Lines C29 divided by [C28 minus C29] times [D10 plus D11a])			14,588.65			25,477.60
b. Total Local Proceeds of Taxes (Lines D10 plus D12a)			10,873,573.48			10,190,421.60
13. State Aid in Proceeds of Taxes (lesser of Line D11a or [Lines D9 minus D12b plus C24]; if negative, then zero)			0.00			2,196,067.66
14. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D12b)			10,873,573.48			
b. State Subventions (Line D13)			0.00			
c. Less: Excluded Appropriations (Line C24)			399,403.01			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D14a plus D14b minus D14c)			10,474,170.47			



**Part I - General Administrative Share of Plant Services Costs**

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

**A. Salaries and Benefits - Other General Administration and Centralized Data Processing**

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 3,189,858.65
- 2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

**B. Salaries and Benefits - All Other Activities**

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 32,949,923.81

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 9.68%

**Part II - Adjustments for Employment Separation Costs**

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation. \_\_\_\_\_

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	2,183,314.37
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	1,496,652.73
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	34,389.90
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	241,311.24
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	42,198.67
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	3,997,866.91
9. Carry-Forward Adjustment (Part IV, Line F)	(55,493.86)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	3,942,373.05

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	18,857,098.32
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	8,003,957.46
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	5,667,253.21
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	8,156.39
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	416,214.41
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	(6,410.07)
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	712,109.38
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	1,900,715.05
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	1,124,441.01
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	2,251,573.43
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	846,768.46
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	2,653,411.05
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	42,435,288.10

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment**

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B19) 9.42%

**D. Preliminary Proposed Indirect Cost Rate**

(For final approved fixed-with-carry-forward rate for use in 2023-24 see [www.cde.ca.gov/fg/ac/ic](http://www.cde.ca.gov/fg/ac/ic))

(Line A10 divided by Line B19) 9.29%

**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	<u>3,997,866.91</u>
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	<u>(64,443.69)</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (9.4%) times Part III, Line B19); zero if negative	<u>0.00</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (9.4%) times Part III, Line B19) or (the highest rate used to recover costs from any program (9.4%) times Part III, Line B19); zero if positive	<u>(55,493.86)</u>
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	<u>(55,493.86)</u>
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>9.29%</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-27,746.93) is applied to the current year calculation and the remainder (\$-27,746.93) is deferred to one or more future years:	<u>9.36%</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-18,497.95) is applied to the current year calculation and the remainder (\$-36,995.91) is deferred to one or more future years:	<u>9.38%</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	<u>(55,493.86)</u>

Approved indirect cost rate: 9.40%  
Highest rate used in any program: 9.40%

<b>Fund</b>	<b>Resource</b>	<b>Eligible Expenditures (Objects 1000-5999 except 4700 &amp; 5100)</b>	<b>Indirect Costs Charged (Objects 7310 and 7350)</b>	<b>Rate Used</b>
01	3010	558,219.04	52,472.96	9.40%
01	3025	177,085.92	16,646.08	9.40%
01	3182	216,608.06	20,361.15	9.40%
01	3183	63,749.47	5,992.45	9.40%
01	3212	839,356.78	78,899.34	9.40%
01	3213	9,295.60	873.40	9.40%
01	3215	148,449.21	13,953.79	9.40%
01	3305	410,361.19	38,573.95	9.40%
01	3306	771.48	72.52	9.40%
01	3308	111,455.21	10,476.79	9.40%
01	3310	3,729,845.78	350,605.50	9.40%
01	3311	3,446.07	323.93	9.40%
01	3315	142,291.59	13,375.41	9.40%
01	3327	345,176.42	32,446.58	9.40%
01	3345	1,703.67	160.16	9.40%
01	3385	32,896.71	3,092.29	9.40%
01	3395	15,425.20	1,449.97	9.40%
01	4035	43,694.47	4,107.53	9.40%
01	4037	944,876.35	88,818.15	9.40%
01	4127	15,257.88	1,434.12	9.40%
01	5630	87,361.29	8,211.15	9.40%
01	5632	25,000.00	2,350.00	9.40%
01	6500	12,308,252.84	1,156,986.99	9.40%
01	6510	1,231,096.39	115,723.06	9.40%
01	6515	19,947.06	1,874.94	9.40%
01	6520	4,620.00	434.28	9.40%
01	6536	10,017.94	941.29	9.40%
01	6537	63,605.30	5,978.90	9.40%
01	6546	1,328,893.38	124,915.98	9.40%
01	7366	212,655.98	19,989.34	9.40%
01	7368	25,000.00	2,350.16	9.40%
01	7422	119,270.95	11,211.05	9.40%
01	7428	25,000.00	2,350.00	9.40%
01	7430	847,599.00	79,674.00	9.40%
01	8150	251,371.12	23,628.88	9.40%
01	9010	4,241,380.36	385,474.43	9.09%
09	3182	55,301.43	5,198.57	9.40%
09	4035	6,042.69	567.31	9.39%
09	6387	51,639.33	4,854.67	9.40%
12	5033	43,199.18	4,060.72	9.40%
12	5035	104,133.47	9,788.53	9.40%
12	5055	54,819.01	5,152.99	9.40%



<b>Fund</b>	<b>Resource</b>	<b>Eligible Expenditures (Objects 1000-5999 except 4700 &amp; 5100)</b>	<b>Indirect Costs Charged (Objects 7310 and 7350)</b>	<b>Rate Used</b>
12	5058	41,474.75	2,074.00	5.00%
12	5059	39,246.17	3,689.14	9.40%
12	6052	6,855.58	644.42	9.40%
12	6105	2,067,093.07	194,306.93	9.40%
12	6123	4,192.86	394.14	9.40%
12	6127	249,542.96	23,457.04	9.40%

Unaudited Actuals  
2021-22 Unaudited Actuals  
LOTTERY REPORT  
Revenues, Expenditures and  
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	987,228.68		200,352.96	1,187,581.64
2. State Lottery Revenue	8560	127,856.43		56,228.65	184,085.08
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		1,115,085.11	0.00	256,581.61	1,371,666.72
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	16,850.44		53,329.72	70,180.16
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	3,304.86			3,304.86
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			73,683.99	73,683.99
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		20,155.30	0.00	127,013.71	147,169.01
<b>C. ENDING BALANCE</b> (Must equal Line A6 minus Line B12)					
	979Z	1,094,929.81	0.00	129,567.90	1,224,497.71
<b>D. COMMENTS:</b>					
Annual Subscription for Sandi Assessment software and Savvas Learning Curriculum online system.					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

\*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Unaudited Actuals  
2021-22  
County School Service Fund and Charter Schools Funds  
Program Cost Report  
Schedule of Allocation Factors (AF) for Support Costs

	----- Teacher Full-Time Equivalents -----				----- Classroom Units -----		Pupils Transported
	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
<b>A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)</b>	277,138.66	0.00	2,391.41	404,949.84	1,291,702.87	193,890.25	0.00
<b>B. Enter Allocation Factor(s) by Goal:</b> (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
<b>Instructional Goals Description</b>							
0001 Pre-Kindergarten							
1110 Regular Education, K-12	19.00	19.00	19.00	19.00	24.50	24.50	
3100 Alternative Schools							
3300 Independent Study Centers							
3400 Opportunity Schools							
3500 County Community Schools							
3550 Community Day Schools							
3600 Juvenile Courts	3.80	3.80	3.80	3.80	5.00	5.00	
3700 Specialized Secondary Programs							
3800 Career Technical Education	2.00	2.00	2.00	2.00	2.00	2.00	
4110 Regular Education, Adult							
4610 Adult Independent Study Centers							
4620 Adult Correctional Education							
4630 Adult Career Technical Education							
4760 Bilingual							
4850 Migrant Education							
4900 Other Supplemental Education							
5000-5999 Special Education (allocated to 5001)	84.00	84.00	84.00	84.00	85.20	85.20	
6000 ROC/P							
<b>Other Goals Description</b>							
7110 Nonagency - Educational							
7150 Nonagency - Other							
8100 Community Services							
8500 Child Care and Development Services							
8600 County Services to Districts							
<b>Other Funds Description</b>							
-- Adult Education (Fund 11)							
-- Child Development (Fund 12)	8.00	8.00	8.00	8.00	8.28	8.28	
-- Cafeteria (Funds 13 & 61)							
<b>C. Total Allocation Factors</b>	116.80	116.80	116.80	116.80	124.98	124.98	0.00

Unaudited Actuals  
2021-22  
County School Service Fund and Charter Schools Funds  
Program Cost Report

Goal	Program/Activity	----- Direct Costs -----			Central Admin Costs (col. 3 x Sch. CAC line E Column 4)	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
<b>Instructional Goals</b>							
0001	Pre-Kindergarten	438.55	0.00	438.55	45.51		484.06
1110	Regular Education, K-12	4,550,335.83	402,568.04	4,952,903.87	514,002.32		5,466,906.19
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00		0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3500	County Community Schools	0.00	0.00	0.00	0.00		0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00
3600	Juvenile Courts	1,449,481.40	81,702.27	1,531,183.67	158,903.14		1,690,086.81
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	416,409.39	35,493.84	451,903.23	46,897.60		498,800.83
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4760	Bilingual	0.00	0.00	0.00	0.00		0.00
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
4900	Other Supplemental Education	6,601.09	0.00	6,601.09	685.05		7,286.14
5000-5999	Special Education	25,326,157.62	1,505,005.26	26,831,162.88	2,784,483.69		29,615,646.57
6000	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	0.00		0.00
<b>Other Goals</b>							
7110	Nonagency - Educational	0.00	0.00	0.00	0.00		0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	819,573.92	0.00	819,573.92	85,053.72		904,627.64
8500	Child Care and Development Services	14,495.09	0.00	14,495.09	1,504.27		15,999.36
8600	County Services to Districts	5,994,336.65	0.00	5,994,336.65	622,080.11		6,616,416.76
<b>Other Costs</b>							
----	Food Services					11,434.00	11,434.00
----	Enterprise					(6,410.07)	(6,410.07)
----	Facilities Acquisition & Construction					359,020.78	359,020.78
----	Other Outgo					1,660,932.97	1,660,932.97
<b>Other Funds</b>	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		145,303.63	145,303.63	290,444.94		435,748.57
----	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				(243,567.91)		(243,567.91)
----	<b>Total County School Service and Charter Schools Funds Expenditures</b>	38,577,829.54	2,170,073.04	40,747,902.58	4,260,532.44	2,024,977.68	47,033,412.70

Unaudited Actuals  
2021-22  
County School Service Fund and Charter Schools Funds  
Program Cost Report  
Schedule of Direct Charged Costs (DCC)

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
<b>Instructional Goals</b>													
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	0.00	0.00			438.55	0.00	438.55
1110	Regular Education, K-12	2,736,187.93	857,298.01	0.00	137,060.42	344,963.43	0.00	0.00			261,395.85	213,430.19	4,550,335.83
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3500	County Community Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3600	Juvenile Courts	969,862.86	190,529.72	0.00	24,387.12	264,701.70	0.00	0.00			0.00	0.00	1,449,481.40
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	258,638.89	77,307.80	0.00	0.00	0.00	0.00	0.00			34,236.85	46,225.85	416,409.39
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4900	Other Supplemental Education	0.00	(1,555.30)	0.00	0.00	0.00	0.00	8,156.39			0.00	0.00	6,601.09
5000-5999	Special Education	15,018,319.14	3,629,223.37	0.00	1,586.96	3,208,988.80	2,146,556.44	0.00			905,110.55	416,372.36	25,326,157.62
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
<b>Other Goals</b>													
7110	Nonagency - Educational	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		1,618.00	0.00	0.00	0.00	20,047.26		787,491.19	0.00	0.00	10,417.47	819,573.92
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00		14,495.09	0.00	0.00	0.00	14,495.09
8600	County Services to Districts		2,624,256.03	303,209.39	0.00	33,513.26	0.00			3,024,726.96	0.00	8,631.01	5,994,336.65
<b>Total Direct Charged Costs</b>		18,983,008.82	7,378,677.63	303,209.39	163,034.50	3,852,167.19	2,166,603.70	8,156.39	801,986.28	3,024,726.96	1,201,181.80	695,076.88	38,577,829.54

\* Functions 7100-7199 for goals 8100 and 8500

Unaudited Actuals  
2021-22  
County School Service Fund and Charter Schools Funds  
Program Cost Report  
Schedule of Allocated Support Costs (AC)

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
<b>Instructional Goals</b>					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K-12	111,345.19	291,222.85	0.00	402,568.04
3100	Alternative Schools	0.00	0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3500	County Community Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3600	Juvenile Courts	22,269.04	59,433.23	0.00	81,702.27
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	11,720.55	23,773.29	0.00	35,493.84
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00
4900	Other Supplemental Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	492,262.95	1,012,742.31	0.00	1,505,005.26
6000	ROC/P	0.00	0.00	0.00	0.00
<b>Other Goals</b>					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
8600	County Services to Districts	0.00	0.00	0.00	0.00
<b>Other Funds</b>					
--	Adult Education (Fund 11)		0.00		0.00
--	Child Development (Fund 12)	46,882.19	98,421.44	0.00	145,303.63
--	Cafeteria (Funds 13 and 61)		0.00		0.00
<b>Total Allocated Support Costs</b>		684,479.92	1,485,593.12	0.00	2,170,073.04

Unaudited Actuals  
2021-22  
Program Cost Report  
Schedule of Central Administration Costs (CAC)

<b>A. Central Administration Costs in County School Service and Charter Schools Funds</b>	
1 Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	461,744.56
2 External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000-7999)	34,389.90
3 Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	2,470,703.26
4 Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	1,537,262.63
5 Total Central Administration Costs in County School Service and Charter Schools Funds	4,504,100.35
<b>B. Direct Charged and Allocated Costs in County School Service and Charter Schools Funds</b>	
1 Total Direct Charged Costs (from Form PCR, Column 1, Total)	38,577,829.54
2 Total Allocated Costs (from Form PCR, Column 2, Total)	2,170,073.04
3 Total Direct Charged and Allocated Costs in County School Service and Charter Schools Funds	40,747,902.58
<b>C. Direct Charged Costs in Other Funds</b>	
1 Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2 Child Development (Fund 12, Objects 1000-5999, except 5100)	2,653,411.05
3 Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	0.00
4 Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5 Total Direct Charged Costs in Other Funds	2,653,411.05
<b>D. Total Direct Charged and Allocated Costs (B3 + C5)</b>	43,401,313.63
<b>E. Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)</b>	10.38%

Unaudited Actuals  
2021-22  
County School Service Fund and Charter Schools Funds  
Program Cost Report  
Schedule of Other Costs (OC)

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400-6910)	11,434.00				11,434.00
Enterprise (Objects 1000-5999, 6400-6910)		(6,410.07)			(6,410.07)
Facilities Acquisition & Construction (Objects 1000-6600)			359,020.78		359,020.78
Other Outgo (Objects 1000-7999)				1,660,932.97	1,660,932.97
<b>Total Other Costs</b>	11,434.00	(6,410.07)	359,020.78	1,660,932.97	2,024,977.68



Unaudited Actuals  
2021-22 Unaudited Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 COUNTY SCHOOL SERVICE FUND								
Expenditure Detail	626,851.26	0.00	0.00	(254,188.46)				
Other Sources/Uses Detail					30,278.87	400,000.00		
Fund Reconciliation							17,141.08	1,215,935.50
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(649,647.52)	10,620.55	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							815,933.50	16,163.31
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	22,791.11	0.00	243,567.91	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	949.15
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
16 FOREST RESERVE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	30,278.87		
Fund Reconciliation							0.00	21.17
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					400,000.00	0.00		
Fund Reconciliation							400,000.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00

Unaudited Actuals  
2021-22 Unaudited Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							753.11	758.56
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
<b>TOTALS</b>	<b>649,642.37</b>	<b>(649,647.52)</b>	<b>254,188.46</b>	<b>(254,188.46)</b>	<b>430,278.87</b>	<b>430,278.87</b>	<b>1,233,827.69</b>	<b>1,233,827.69</b>

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Unaudited Actuals  
2022-23 Budget

Technical Review Checks

Madera County Superintendent of Schools  
County

Madera  
County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

### IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. PASSED

## GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRA FD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRA FD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRA FD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following resources: EXCEPTION

FUND	RESOURCE	Pass-through Revenues	Transfers of Pass-through Revenues	Difference
10	6536	0.00	167,310.00	-167,310.00

Explanation:Resource will have an ending balance in 21/22 as not all districts met criteria for reimbursement. Funds will carryforward to 22/23 and will be available once districts submit reimbursement forms.

10	6537	0.00	782,644.00	-782,644.00
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Explanation:Resource will have an ending balance in 21/22 as not all districts met criteria for reimbursement. Funds will carryforward to 22/23 and will be available once districts submit reimbursement forms.

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-

8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

## SUPPLEMENTAL CHECKS

### EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided. PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

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Unaudited Actuals  
2022-23 Budget

**Technical Review Checks**

**Madera County Superintendent of Schools  
County**

**Madera**

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

## IMPORT CHECKS

### GENERAL LEDGER CHECKS

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following resources: EXCEPTION

FUND	RESOURCE	Pass-through Revenues	Transfers of Pass-through Revenues	Difference
10	6536	0.00	167,310.00	-167,310.00

Explanation:Resource will have an ending balance in 21/22 as not all districts met criteria for reimbursement. Funds will carryforward to 22/23 and will be available once districts submit reimbursement forms.

10	6537	0.00	782,644.00	-782,644.00
----	------	------	------------	-------------

Explanation:Resource will have an ending balance in 21/22 as not all districts met criteria for reimbursement. Funds will carryforward to 22/23 and will be available once districts submit reimbursement forms.

## SUPPLEMENTAL CHECKS

### EXPORT CHECKS

Checks Completed.

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Unaudited Actuals  
2021-22 Unaudited Actuals  
Technical Review Checks

Madera County Superintendent of Schools  
County

Madera

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

### IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>



CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. PASSED

BALANCE-FDxRS - (F) - Adjusted Beginning Fund Balance plus Revenues minus Expenditures minus Assets minus Deferred Outflows of Resources plus Liabilities plus Deferred Inflows of Resources, must total zero by fund and resource. PASSED

PY-EFB=CY-BFB - (F) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). PASSED

PY-EFB=CY-BFB-RES - (F) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. PASSED

## GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

DUE-FROM=DUE-TO - (F) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRAFFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following resources: EXCEPTION

FUND	RESOURCE	Pass-through Revenues	Transfers of Pass-through Revenues	Difference
10	6536	455,927.00	288,616.75	167,310.25

Explanation:Resource will have an ending balance in 21/22 as not all districts met criteria for reimbursement. Funds will carryforward to 22/23 and will be available once districts submit reimbursement forms.

10	6537	2,051,672.00	1,269,028.25	782,643.75
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Explanation:Resource will have an ending balance in 21/22 as not all districts met criteria for reimbursement. Funds will carryforward to 22/23 and will be available once districts submit reimbursement forms.

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

CEFB=FD-EQUITY - (F) - Components of Ending Fund Balance/Net Position (objects 9710-9790, 9796, and 9797) must agree with Fund Equity (Assets [objects 9100-9489] plus Deferred Outflows of Resources [objects 9490-9499] minus Liabilities [objects 9500-9689] minus Deferred Inflows of Resources [objects 9690-9699]). PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not

create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.) EXCEPTION

FUND	RESOURCE	FUNCTION	VALUE
01	0000	3140	-67,306.27

Explanation:Daily rate for services was higher than actuals. Adjustments will be made next fiscal year.

01	0000	6000	-6,410.07
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Explanation:Copiers and vehicle fleet use this coding. Occasionally, Function 6000 will have a negative total by Function due to funds for copiers and vehicles accruing for multiple years in anticipation for the next purchase.

01	9010	1000	-6,175.19
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Explanation:Entry for catastrophic leave pool.

AR-AP-POSITIVE - (F) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

CONSOLIDATED-ADM-BAL - (F) - Net expenditures and assets minus liabilities must equal zero for Resource 3155, ESEA (ESSA): Consolidated Administrative Funds. PASSED

NET-INV-CAP-ASSETS - (W) - If capital asset amounts are imported/keyed,

objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. PASSED

## SUPPLEMENTAL CHECKS

ESMOE-ADA - (F) - If Form ESMOE is completed, ADA must be reported in Section II, Line A. PASSED

ASSET-IMPORT - (F) - If capital asset amounts are imported/ keyed (Function 8500, Facilities Acquisition and Construction, or objects 6XXX, Capital Outlay; or objects 9400-9489, Capital Assets, in funds 61-67), then capital asset supplemental data (Form ASSET) must be provided. PASSED

DEBT-IMPORT - (F) - If long-term debt amounts are imported/ keyed, the long-term debt supplemental data (Form DEBT) must be provided. PASSED

LOT-IMPORT - (F) - If lottery amounts are imported in resources 1100 and/or 6300, then the Lottery Report, Form L, must be completed and saved. PASSED

LOT-CONTRIB-IMPORT-A - (F) - If State Lottery revenue (Resource 1100) is contributed to other resources (Object 8980), supplemental data for those contributions must be entered in Form L. PASSED

LOT-CONTRIB-IMPORT-B - (W) - If State Lottery revenue (Resource 1100) is contributed to other resources (Object 8980), supplemental expenditure data for those contributions should be entered in Form L. PASSED

ESMOE-IMPORT - (F) - If Every Student Succeeds Act amounts are imported, then the Every Student Succeeds Act Maintenance of Effort form, Form ESMOE, must be provided. PASSED

IC-ADMIN-PLANT-SVCS - (W) - Percentage of plant services costs attributable to general administration should not be zero or exceed 25%. PASSED

IC-PCT - (W) - The straight indirect cost percentage (i.e., WITHOUT the carry-forward adjustment) is less than 2% or exceeds 9%. LEAs, regardless of their size or type, with rates outside of these guidelines have usually incorrectly coded general administrative costs (e.g., fiscal services, personnel/human services, central support, and centralized data processing). Please review the Indirect Cost Rate Worksheet (Form ICR) paying special attention that costs coded to the indirect cost functions are consistent with the definitions in the California School Accounting Manual. Also, to help with your review, the Indirect Cost Rate Worksheet section of the SACS Software User Guide contains a list of common problem areas. If general administration costs are incorrectly coded, make the necessary data corrections; if costs are correct, please provide an explanation identifying the major contributing factors to the rate. EXCEPTION

Straight indirect cost percentage before carry-forward adjustment (Form ICR, Part III, Line C) is 9.42%

Explanation: Normal Indirect Cost Rate for the County Office runs between 9% to 10% annually.

IC-POSITIVE - (W) - The indirect cost rate after the carry-forward adjustment (Form ICR, Part III, Line D) should be positive. PASSED

IC-ADMIN-NOT-ZERO - (F) - Other General Administration costs (Part III, Line A1) in Form ICR should not be zero. PASSED

IC-BD-SUPT-NOT-ZERO - (W) - Board and Superintendent costs (Part III, Line B7) in Form ICR should not be zero. PASSED

IC-BD-SUPT-VS-ADMIN - (W) - In Form ICR, the ratio of Board and Superintendent costs (Part III, Line B7) to Other General Administration costs (Part III, Line A1) should not be less than 5%. PASSED

IC-EXCEEDS-LEA-RATE - (W) - The indirect cost rate used in one or more programs (Form ICR, Exhibit A - Rate Used) should not exceed the LEA's approved indirect cost rate. PASSED

PCRAF-UNDISTRIBUTED - (F) - Allocation factors must be entered in Form PCRAF for support functions with costs in undistributed goals (goals 0000 and 9000). PASSED

PCR-ALLOC-NO-DIRECT - (W) - In forms PCR/PCRAF, costs should normally only be allocated to goals that have direct costs. PASSED

PCR-GF-EXPENDITURES - (F) - Total Costs by Program in Form PCR, Column 6 should agree with total expenditures (objects 1000-7999) in funds 01, 09, and 62. PASSED

ASSET-ACCUM-DEPR-NEG - (F) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative. PASSED

ASSET-PY-BAL - (F) - If capital asset ending balances were included in the prior year unaudited actuals, the Schedule of Capital Assets (Form ASSET) must be provided. PASSED

DEBT-ACTIVITY - (O) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. PASSED

DEBT-POSITIVE - (F) - In Form DEBT, long-term liability ending balances must be positive. PASSED

DEBT-PY-BAL - (F) - If long-term liability ending balances were included in the prior year unaudited actuals data, the Schedule of Long-Term Liabilities (Form DEBT) must be provided. PASSED

## EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

UNAUDIT-CERT-PROVIDE - (F) - Unaudited Actual Certification (Form CA) must be provided. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided.  
PASSED

ICR-PROVIDE - (F) - Indirect Cost Rate Worksheet (Form ICR) must be provided.  
PASSED

GANN-PROVIDE - (F) - Appropriations Limit Calculations supplemental data (Form GANN) must be provided.  
PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.  
PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed.  
PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved.  
PASSED

Checks Completed.

SACS2022ALL Financial Reporting Software - 2022.2.0  
10/3/2022 10:56:46 AM

20-10207-000000

Unaudited Actuals  
2021-22 Unaudited Actuals  
Technical Review Checks

Madera County Superintendent of Schools  
County

Madera

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

## IMPORT CHECKS

### GENERAL LEDGER CHECKS

**PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following resources:** EXCEPTION

FUND	RESOURCE	Pass-through Revenues	Transfers of Pass-through Revenues	Difference
10	6536	455,927.00	288,616.75	167,310.25
Explanation:Resource will have an ending balance in 21/22 as not all districts met criteria for reimbursement. Funds will carryforward to 22/23 and will be available once districts submit reimbursement forms.				
10	6537	2,051,672.00	1,269,028.25	782,643.75
Explanation:Resource will have an ending balance in 21/22 as not all districts met criteria for reimbursement. Funds will carryforward to 22/23 and will be available once districts submit reimbursement forms.				

**EXP-POSITIVE - (W) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)**

EXCEPTION

FUND	RESOURCE	FUNCTION	VALUE
01	0000	3140	-67,306.27
Explanation:Daily rate for services was higher than actuals. Adjustments will be made next fiscal year.			
01	0000	6000	-6,410.07
Explanation:Copiers and vehicle fleet use this coding. Occasionally, Function 6000 will have a negative total by Function due to funds for copiers and vehicles accruing for multiple years in anticipation for the next purchase.			
01	9010	1000	-6,175.19

Explanation:Entry for catastrophic leave pool.

## **SUPPLEMENTAL CHECKS**

IC-PCT - (W) - The straight indirect cost percentage (i.e., WITHOUT the carry-forward adjustment) is less than 2% or exceeds 9%. LEAs, regardless of their size or type, with rates outside of these guidelines have usually incorrectly coded general administrative costs (e.g., fiscal services, personnel/human services, central support, and centralized data processing). Please review the Indirect Cost Rate Worksheet (Form ICR) paying special attention that costs coded to the indirect cost functions are consistent with the definitions in the California School Accounting Manual. Also, to help with your review, the Indirect Cost Rate Worksheet section of the SACS Software User Guide contains a list of common problem areas. If general administration costs are incorrectly coded, make the necessary data corrections; if costs are correct, please provide an explanation identifying the major contributing factors to the rate. EXCEPTION

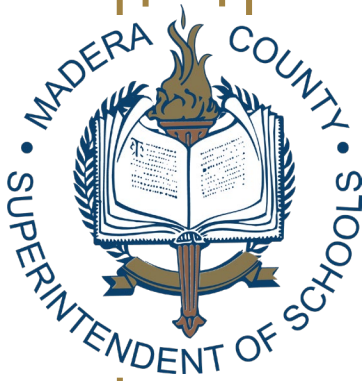
Straight indirect cost percentage before carry-forward adjustment (Form ICR, Part III, Line C) is 9.42%

Explanation:Normal Indirect Cost Rate for the County Office runs between 9% to 10% annually.

## **EXPORT CHECKS**

Checks Completed.





Cecilia A. Massetti, Ed.D.  
Superintendent of Schools

## Agenda Item 8.6

### Board of Education Action Item October 11, 2022

**Topic:**

Consideration GANN Limit Resolution Number 4, 2022-2023

**Background:**

The GANN Amendment, Proposition 4, was passed in November 1979, establishing limits on State and local government spending. The amendment, commonly referred to as the GANN Limit, limits the growth of spending to be no greater than the rate of inflation and the change in population. Each year, all school districts and county offices of education must calculate their GANN Limit and adopt it by Board resolution.

Due to a large reduction in ADA for the 2021-2022 school year and the increases in funding received we have a calculated Adjustment to the GANN limit per Government Code Section 7902.1 of \$1,615,772.70. A letter will be sent to the Department of Finance notifying them of the Increase in the Appropriations Limit.

**Fiscal Impact:**

None at this time.

**Resource:**

Julie DeWall  
Chief Officer  
Business & Administrative Services

**Recommendation:**

It is recommended the Board adopt Resolution Number 4, 2022-2023, GANN Limit, as presented.

**RESOLUTION FOR ADOPTING  
THE GANN LIMIT  
Resolution Number 4 – 2022/2023**

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the GANN Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits,” for public agencies, including school districts; and,

WHEREAS, the District must establish a revised GANN Limit for the 2021-22 fiscal year and a projected Gann Limit for the 2022-23 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law; and,

WHEREAS, Government Code Section 7902.1 provides that school districts may increase their Gann Limits under specified circumstances;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2021-22 and 2022-23 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2021-22 and 2022-23 fiscal years include an increase of \$1,615,772.70 to the 2021-22 Gann Limit pursuant to the provisions of Government Code Section 7902.1:

AND BE IT FURTHER RESOLVED that the Superintendent notifies the Director of the State Department of Finance of the increase to the 2021-22 Gann Limit;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2021-22 and 2022-23 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provide copies of this resolution along with appropriate attachments to interested citizens of this district.

The foregoing resolution was adopted by the governing board hereof at a duly called meeting held on the 11th day of October, 2022, by the following vote:

AYES:

NOES:

ABSENT:

Dated: \_\_\_\_\_

\_\_\_\_\_  
Cecilia A. Massetti, Executive Secretary  
Madera County Board of Education

	2021-22 Calculations			2022-23 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
<b>A. PRIOR YEAR DATA</b>	<b>2020-21 Actual</b>			<b>2021-22 Actual</b>		
(2020-21 Actual Appropriations Limit and Gann ADA are from county's prior year Gann data reported to the CDE. LCFF data are from the 2020 annual LCFF Target Entitlement Exhibit.)						
<b>PRIOR YEAR APPROPRIATIONS LIMIT</b>						
1. Program Portion of Prior Year Appropriations Limit (A3 times [A6 divided by (A6 plus A7)], not to exceed A6) Excess is added to Other Services portion.	1,777,319.00		1,777,319.00			1,777,319.00
2. Other Services Portion of Prior Year Appropriations Limit (A3 minus A1)	8,183,030.53		8,183,030.53			8,696,851.47
3. TOTAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D16, PY column)	9,960,349.53		9,960,349.53			10,474,170.47
<b>PRIOR YEAR GANN ADA</b>						
4. Program ADA (Preload/Line B3, PY column)	95.75		95.75			40.45
5. Other ADA (Preload/Line B4, PY column)	28,726.04		28,726.04			26,775.49
<b>PRIOR YEAR LCFF</b>						
6. LCFF Alternative Education Grant (Preload/Line A28, Alternative Education Grant, 2020-21 Annual County LCFF Calculation)	1,777,319.00		1,777,319.00			1,777,319.00
7. LCFF Operations Grant, (Preload/Line A1, Operations Grant, 2020-21 Annual County LCFF Calculation)	4,125,543.00		4,125,543.00			4,125,543.00
<b>ADJUSTMENTS TO PRIOR YEAR LIMIT AND ADA</b>	<b>Adjustments to 2020-21</b>			<b>Adjustments to 2021-22</b>		
<b>ADJUSTMENTS TO PRIOR YEAR LIMIT</b>						
8. Reorganizations and Other Transfers						
9. Temporary Voter Approved Increases						
10. Less: Lapses of Voter Approved Increases						
11. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A8 plus A9 minus A10)			0.00			0.00
12. Adjustments to Program Portion ((Lines A1 divided by A3) times Line A11)	0.00		0.00	0.00		0.00
13. Adjustments to Other Services Portion (Lines A11 minus A12)			0.00			0.00
<b>ADJUSTMENTS TO PRIOR YEAR ADA</b> (Only for reorganizations and other transfers, and only if adjustments to the appropriations limit amounts are entered in Line A8 or A12 above)						
14. Adjustments to Program ADA						
15. Adjustments to Other ADA						
<b>B. CURRENT YEAR GANN ADA</b>	<b>2021-22 Annual Report</b>			<b>2022-23 Annual Estimate</b>		
<b>CURRENT YEAR PROGRAM ADA</b> (2021-22 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the COE)						
1. Total County Program ADA (Form A, Line B1d)	27.63		27.63	27.91		27.91
2. Total Charter Schools ADA (Form A, Line C2d plus C6d)	12.82		12.82	13.38		13.38
3. Total Current Year ADA (Lines B1 through B2)	40.45	0.00	40.45	41.29	0.00	41.29
	<b>2021-22 P2 Report</b>			<b>2022-23 P2 Estimate</b>		
<b>CURRENT YEAR DISTRICT ADA</b>						
4. Total District Gann ADA (Sum of all District Form GANN, Line B3)			26,775.49			28,743.85
<b>C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED</b>	<b>2021-22 Actual</b>			<b>2022-23 Budget</b>		
<b>TAXES AND SUBVENTIONS (Funds 01, 09, and 62)</b>						
1. Homeowners' Exemption (Object 8021)	73,591.05		73,591.05	73,467.00		73,467.00
2. Timber Yield Tax (Object 8022)	6,140.04		6,140.04	272.00		272.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	9,441,453.51		9,441,453.51	9,618,060.00		9,618,060.00
5. Unsecured Roll Taxes (Object 8042)	366,388.76		366,388.76	350,038.00		350,038.00
6. Prior Years' Taxes (Object 8043)	21,875.49		21,875.49	(244,696.00)		(244,696.00)
7. Supplemental Taxes (Object 8044)	355,082.45		355,082.45	50,000.00		50,000.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Receipts from County Bd. of Supervisors (Object 8070)	0.00		0.00	0.00		0.00
11. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
12. Comm. Redevelopment Funds (Objects 8047 & 8625)	594,453.53		594,453.53	317,803.00		317,803.00
13. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
14. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
15. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00

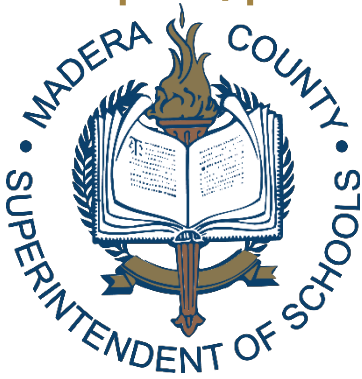
	2021-22 Calculations			2022-23 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
16. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
17. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C16)	10,858,984.83	0.00	10,858,984.83	10,164,944.00	0.00	10,164,944.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
18. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)						
19. TOTAL LOCAL PROCEEDS OF TAXES (Lines C17 plus C18)	10,858,984.83	0.00	10,858,984.83	10,164,944.00	0.00	10,164,944.00
<b>EXCLUDED APPROPRIATIONS</b>						
20a. Medicare (Enter federally mandated amounts only from objs. 3301 and 3302; do not include negotiated amounts)			399,403.01			394,280.00
20b. Qualified Capital Outlay Projects						
OTHER EXCLUSIONS						
21. Americans with Disabilities Act						
22. Unreimbursed Court Mandated Desegregation Costs						
23. Other Unfunded Court-ordered or Federal Mandates						
24. TOTAL EXCLUSIONS (Lines C20 through C23)			399,403.01			394,280.00
<b>STATE AID RECEIVED (Funds 01, 09, and 62)</b>						
25. LCFF - CY (objects 8011 and 8012)	5,501,045.00		5,501,045.00	8,428,237.00		8,428,237.00
26. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	(31,033.00)		(31,033.00)	0.00		0.00
27. TOTAL STATE AID RECEIVED (Line C25 plus C26)	5,470,012.00	0.00	5,470,012.00	8,428,237.00	0.00	8,428,237.00
<b>DATA FOR INTEREST CALCULATION</b>						
28. Total Revenues (Funds 01, 09 & 62, objects 8000-8799)	55,688,283.63		55,688,283.63	60,896,470.00		60,896,470.00
29. Total Interest and Return on Investments (Funds 01, 09, and 62, objects 8660 and 8662)	74,714.80		74,714.80	125,000.00		125,000.00
<b>D. APPROPRIATIONS LIMIT CALCULATIONS</b>						
<b>PRELIMINARY APPROPRIATIONS LIMIT</b>						
1. Revised Prior Year Program Limit (Lines A1 plus A12)			1,777,319.00			1,777,319.00
2. Inflation Adjustment			1.0573			1.0755
3. Program Population Adjustment (Lines B3 divided by [A4 plus A14]) (Round to four decimal places)			0.4225			1.0208
4. PRELIMINARY PROGRAM LIMIT (Lines D1 times D2 times D3)			793,944.84			1,951,265.92
5. Revised Prior Year Other Services Limit (Lines A2 plus A13)			8,183,030.53			8,696,851.47
6. Inflation Adjustment			1.0573			1.0755
7. Other Services Population Adj. (Lines B4 divided by [A5 plus A15]) (Round to four decimal places)			0.9321			1.0735
8. PRELIMINARY OTHER SERVICES LIMIT (Lines D5 times D6 times D7)			8,064,452.93			10,040,943.34
9. PRELIMINARY TOTAL APPROPRIATIONS LIMIT (Lines D4 plus D8)			8,858,397.77			11,992,209.26
<b>APPROPRIATIONS SUBJECT TO THE LIMIT</b>						
10. Local Revenues Excluding Interest (Line C19)			10,858,984.83			10,164,944.00
11. Preliminary State Aid Calculation						
a. Maximum State Aid in Local Limit (Lesser of Line C27 or [Lines D9 minus D10 plus C24]; if negative, then zero)			0.00			2,221,545.26
12. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Lines C29 divided by [C28 minus C29] times [D10 plus D11a])			14,588.65			25,477.60
b. Total Local Proceeds of Taxes (Lines D10 plus D12a)			10,873,573.48			10,190,421.60
13. State Aid in Proceeds of Taxes (lesser of Line D11a or [Lines D9 minus D12b plus C24]; if negative, then zero)			0.00			2,196,067.66
14. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D12b)			10,873,573.48			
b. State Subventions (Line D13)			0.00			
c. Less: Excluded Appropriations (Line C24)			399,403.01			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D14a plus D14b minus D14c)			10,474,170.47			

	2021-22 Calculations			2022-23 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
<b>15. Adjustments to the Limit Per Government Code Section 7902.1</b> (Line D14d minus D9)			1,615,772.70			
<b>SUMMARY</b>	<b>2021-22 Actual</b>			<b>2022-23 Budget</b>		
<b>16. Adjusted Appropriations Limit</b> (Lines D9 plus D15)			10,474,170.47			11,992,209.26
<b>17. Appropriations Subject to the Limit</b> (Line D14d)			10,474,170.47			

\* Please provide below an explanation for each entry in the adjustments column.

\_\_\_\_\_  
Marisol Verduzco  
Gann Contact Person

\_\_\_\_\_  
559.662.6229  
Contact Phone Number



Cecilia A. Massetti, Ed.D.  
Superintendent of Schools

## Agenda Item 8.7

### Board of Education Action Item October 11, 2022

**Topic:**

Consideration of Single Plan for Student Achievement (SPSA) for Madera County Superintendent of Schools (Endeavor/Voyager Secondary)

**Background:**

The Single Plan for Student Achievement (SPSA) is a document that represents a school's cycle of continuous improvement of student performance. Annually, our school site council develops, reviews, and updates the SPSA. The review includes a comprehensive look at data and the development of actions necessary to achieve school goals. The plan also addresses funding and proposed expenditures related to state and federal categorical programs. Each year, the School Site Council and the Madera County Board of Education approve the SPSA for each site required to prepare a plan.

In support of strengthening student academic achievement, each local educational agency (LEA or school) that receives Title I, Part A funds or Title I, Part D must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy).

The school-parent compact is a written agreement between teachers, parents and students. This document clarifies what families and school can do to help children reach high academic standards. Every school receiving Title I Funds must develop a compact. It is a written commitment indicating how all members of a school community agree to share responsibility for student learning.

**Financial Impact:**

\$622,518.00

**Resource:**

Hugo Sanchez  
Program Director  
Career Technical & Alternative Education Services

**Recommendation:**

Approve the Title I Single Plan for Student Achievement (SPSA)

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Endeavor/Voyager Secondary (Juvenile Hall)	20102072030153	09/29/2022	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Schoolwide Program

The SPSA will continue to focus on providing opportunities for each student to achieve at a high level through the evolution of rigorous instruction. Access to instructional technology including tablets, Chromebooks, and an improved school library will be maintained. Chromebooks for all students continue providing safe internet access with increased safety measures provided by GoGuardian software to educational sites approved by MCSOS IT department and the Madera County Probation Department (MCPD). Increased access to technology facilitates regular incorporation of i-Ready and LAS Links Common-Formative Assessments. High quality professional development for teachers will emphasize best practices for instruction including English Learners as students move closer to reclassification as English Fluent Proficient. School counseling staff will connect with Juvenile Hall students as kids prepare to transition back to their schools of residence or post-secondary opportunities. To decrease recidivism rate, a school counselor will follow up with students and families after students are released from custody. The school counselor will provide resources to services that support academic, behavioral and social emotional needs of students. Students in the Cadet Academy (Voyager) will participate in interest surveys and career assessments, as well as, transitional meetings to plan for returning to their home district. School counselors continue working diligently to screen and determine eligibility for various state assembly bills that allow qualified students to graduate from high school by meeting minimum California high school diploma requirements. By maintaining a low student to teacher ratio and assigning school counselors to student cohorts, Cadet Academy students and those students attending school in Juvenile Hall (Endeavor) will receive greater academic support and guidance to provide motivation toward completing high school. These changes have benefited all students, as expressed by teachers and correctional staff. Teachers, principals, administrators and school counseling staff will continue to emphasize the importance of academic progress toward graduation. As students prepare to transition from the correctional facility, staff will conduct transitional meetings that will include students, parents /guardians, teachers, counselors, and probation officers. To improve parent participation on formal and informal committees staff will

make personal contacts through phone calls to encourage involvement and continue to provide educational partner feedback sessions through advisory committees held virtually.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process. Endeavor/Voyager operate as part of Madera County Superintendent of Schools and funds through the Consolidated Application. The School Site Council reviews annual updates of the proposed expenditures of funds allocated to the school annually. The SPSA aligns with the school goals for improving student achievement.



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  - Surveys ..... 4
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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Gathering Educational Partnership input and feedback is a valuable process in the evaluation and development of the SPSA for Madera County Superintendent of Schools (MCSOS) Juvenile Hall educational programs, Endeavor/Voyager. Endeavor/Voyager (MCSOS) believes this input actively drives this process by consulting parents, students, teachers, principals, program directors, school counselors, school staff, local bargaining unit members, SELPA and the community, over the course of the year, by conducting multiple opportunities for input and administering surveys and meetings. To maintain optimal access and safety for our community partners, all meetings were held via Zoom. Translation services were provided at each meeting and PTC made all efforts to ensure all voices were heard from our partners including all English Learner, socio-economically disadvantaged, and Foster Youth and Homeless students. In each of the LCAP process input meetings, student achievement data, along with program successes and challenges, were shared. The CAES leadership team, consisting of the Executive Director, 2 Program Directors, a Principal, and School Counselors, analyzed feedback gathered from the surveys and meetings and used this to draft the SPSA. Although many other topics were presented and addressed, the focus on these goals and actions were given highest priority in the writing of the SPSA. To obtain educational partner input in the development and approval of the SPSA, the LEA hosted a series of educational partnership input meetings scheduled as follows:

1/10/22 - All CAES (MCSOS/PTC/MCIA) Staff LCAP Survey sent out by email to support staff, school counselors, instructional assistants, teachers, principals and administrators.

1/18/22-2/5/22 - LCAP Google Survey Window Open - Link sent via ParentSquare to all CAES (MCSOS/PTC/MCIA) parents and students in both English and Spanish.

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1/25/22 (10:00 – 11:00 a.m. and 1:00 p.m. – 2:00 p.m.) All CAES (MCSOS/MCIA/PTC) Parent Advisory Committee (PAC) LCAP input Zoom Meeting 1 - Attended by Program Directors Hugo Sanchez and Alan Macedo and Endeavor parent, Ms. Melissa Munoz, parent of RM. Input given: Son wants to graduate early and become a motivational speaker to keep others from following the

same pathway. Parent asked about graduation credits as she was contacted by FY/H Liaison, Mrs. E. Rodriguez, and AB 2306 via Parent Square.

2/24/22 - LCAP PAC Meeting 2 (10:00 a.m. – 11:00 a.m.) No Parent Advisory Members Attended

3/24/22 - LCAP PAC Meeting 3 (10:00 a.m. – 11:00 a.m.) No Parent Advisory Members Attended

4/28/22 - LCAP PAC Meeting 4 (10:00 a.m. – 11:00 a.m.) No Parent Advisory Members Attended

5/25/22 - LCAP PAC Meeting 5 (10:00 a.m. – 11:00 a.m.) No Parent Advisory Members Attended

5/31/22 - CAES SSC Meeting 4 (1:00 p.m. - 2:00 p.m.) PTC LCAP was presented, reviewed and approved by the CAES SSC.

6/14/22 - LCAP (MCSOS, MCIA, PTC) Presented to MCSOS Board of Trustees for review

6/21/22 - LCAP (MCSOS, MCIA, PTC) Presented to MCSOS Board of Trustees for approval

<https://us02web.zoom.us/j/9308346617?pwd=MW9JOEVtMHBSVDh5WWxST1EyRmlndz09>,  
Meeting ID: 930 834 6617, Passcode: CAES

All CAES (MCSOS/PTC/MCIA) Parent response total =18%

All CAES (MCSOS/PTC/ MCIA) Student responses = 51%

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Average of Total Google Survey Responses = 33%

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom formal observations conducted every two years and informal observations are ongoing. Data collected from classroom observations is discussed. Additionally, teachers were able to benefit from professional learning opportunities that were available virtually, and implement professional learning strategies in their instruction.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP, ELPAC, i-Ready, and LAS Links data used to guide instruction and planning for professional development. In addition, results of these assessments are used to determine reclassification criteria for English Learner students. LAS Links assessments provide English proficiency data specific to the speaking listening, reading, and writing domains. This information allows instructional practices to target all domains, and focus instructional supports to address areas of difficulty for students. i-Ready assessments not only provide grade-level proficiency data for ELA and math, but also assigns MyPath lessons that are individualized for each student to address subskill weaknesses in each content area.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Reclassified English learners are monitored for four years after reclassification. Data from local assessments, i-Ready, and LAS Links provides better indicators on progress of all students, especially since state assessments (CAASPP) for ELA and math are only administered once during the eleventh grade for high school students.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Madera County Superintendent of Schools (MCSOS) teaching staff meets CDE requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers received ongoing professional development on a regular basis, providing networking opportunities with teachers from other alternative education schools. Professional development focused on learning to benefit all students holistically by focusing on academics and social-emotional needs. Staff members receive professional learning from MCSOS staff in the areas of ELD, ELA, math, and effective use of technology. Partnerships with Madera County Department of Behavioral Health have allowed multiple trainings on Trauma Informed Practices, mental health self-care, referrals for behavioral/mental health counseling, and other SEL topics, including Suicide Prevention. For the 2022-23 school year, there will be a continued focus for professional development on mathematics content and pedagogy, as well as Multi-Tiered Systems of Supports (MTSS) to ensure students can be successful academically and behaviorally.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers used local assessment data from i-Ready, LAS Links, and data from state assessments to plan instruction for students using Common Core State Standards (CCSS). Although most students are enrolled in Juvenile Hall for an average of 24 days, and state assessments may be administered during their enrollment, local assessment results indicate students are not meeting grade level standards in ELA and Math. To address these content areas, i-Ready prescriptive lessons will support each student in each of their subskill weaknesses through individualized prescribed lessons. Professional development will support building pedagogical capacity for all teachers in these subject areas.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MCSOS provided professional development several times throughout the year, with an increased focus on improving academic proficiency in ELA and math. Additionally, teachers collaborated with other CAES teachers on designated and integrated ELD instructional strategies. MCSOS will continue to provide instructional assistance, but a partnership with Fresno County Office of Education will support all teachers to increase pedagogical skills to teach math effectively.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Juvenile Hall teachers collaborated several times per week, and also collaborated with other Career Alternative Education Services (CAES) teachers several times per month to discuss effective instructional practices. Teachers participate and collaborate in the CAES Curriculum Committee to review curriculum and make recommendations on new CCSS curriculum.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers teach the CCSS standards using a variety of curricula and have increased academic rigor through the use of supplemental ELA/ELD StudySync curriculum. New social science curriculum aligns with curriculum adopted at other CAES schools and facilitates transition for students upon release. The focus of all professional development has included LCAP, WASC, SPSA, and CCSS standards alignment throughout the year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Endeavor/Voyager provides instruction for youth in a detention facility, and instructional minutes are in alignment with California Education Code minimum for credit recovery and graduation. Students that are credit deficient are provided coursework to recover credits in addition to the work completed in assigned classes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Currently, there are not any students in Grades K-8, but teachers align curriculum to meet the needs of students. The current program utilizes i-Ready for ELA and Math, which includes a standards-based intervention program for students with lessons to support identified sub-skill weaknesses in each subject area.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are reviewed by the CAES Curriculum Committee and administrators to ensure they are appropriate for all students. Through the work of the CAES Curriculum Committee, ELA and social science curricula has been updated for all sites. When the mathematics framework is adopted, the CAES Curriculum Committee will collaborate to adopt new curriculum as well. Edgenuity curriculum provides online courses in all subject areas and has many elective course offerings for all students, including CTE courses.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students take academic courses that are standards-aligned and include standards-based instructional materials appropriate to their grade level. i-Ready delivers online lessons that provide tailored instruction and practice for each student to accelerate growth toward academic proficiency in ELA and Math. The CAES Curriculum Committee continues to research standards-aligned curriculum and materials to ensure all students maintain progress toward graduation and can return to their home districts without needing to take additional credit recovery courses.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are provided direct instruction with support from an instructional assistant, and students requiring specialized services receive additional support from an RSP teacher. The use of i-Ready lessons for ELA and Math continues to provide individualized support for each student by addressing subskill weaknesses and promotes academic growth toward grade-level proficiency.

Evidence-based educational practices to raise student achievement

- 1) All Professional Growth and Development is based on student achievement needs and staff input based on evidenced-based practices.
- 2) All supplemental curriculum is reviewed by the CAES Curriculum Committee for additional curriculum purchases.
- 3) Technology integration has been coupled with ongoing group and individual supports by content specialists through professional learning.
- 4) Although COVID-19 has impacted some logistics in Juvenile Hall, teachers, staff, and principal continue to focus on students' SEL and academic needs.
- 5) Ongoing "best-practices" are shared and reviewed at CAES PLCs, based on data disaggregation.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

ParentSquare allows the principal, teachers and school counselors to share resources efficiently with all parents, while allowing individual, two-way communication with parents as needed. Opportunities for parents/guardians to provide feedback are shared through ParentSquare and allows staff to determine who is not receiving communication from the school. Parent workshops facilitated by school counselors are planned throughout the year at times most convenient to parents. Through the use of Zoom, more families are able to attend virtually, although there are in-person meetings as well.



Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meaningful involvement of parents, students, teachers, Juvenile Probation, Behavioral Health, and other educational partners is critical to the development of the SPSA. The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school. Established review processes included outreach to parents, classified and certificated staff, administration, and the community. LCAP stakeholder meetings contributed to the development of the SPSA, with parent representation from various MCSOS schools. In addition, the following groups and committees were a part of the review process and input gathering for the development of the SPSA:

- School Site Council
- English Learner Advisory Committee (ELAC)
- Juvenile Hall teachers, staff, and principal
- Juvenile Probation Department

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical (Title 1 Part D) services provided for underperforming students include: School Counseling, Teachers, Administrative support, Bilingual Services, ELD, Homeless support, supplies /equipment and software (Odysseyware, i-Ready, LAS Links.)

Fiscal support (EPC)

Fiscal support is provided by the Madera County Superintendent of Schools Business Division.

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Meaningful involvement of parents, students, teachers, Juvenile Probation, Behavioral Health, and other educational partners is critical to the development of the SPSA. The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school. Established review processes included outreach to parents, classified and certificated staff, administration, and the community. LCAP partner meetings contributed to the development of the SPSA, with parent representation from various MCSOS schools. In addition, the following groups and committees were a part of the review process and input gathering for the development of the SPSA:

- School Site Council
- English Learner Advisory Committee (ELAC)
- Administration Team
- Curriculum Collaboration Groups

- Parents
- Students
- Community
- Treatment Team Meetings

To obtain additional educational partner input in the development and approval of the SPSA, the LEA hosted a series of educational partnership input meetings scheduled as follows:

1/10/22 - All CAES (MCSOS/PTC/MCIA) Staff LCAP Survey sent out by email to support staff, school counselors, instructional assistants, teachers, principals and administrators:

1/18/22-2/5/22 - LCAP Google Survey Window Open - Link sent via ParentSquare to all CAES (MCSOS/PTC/MCIA) parents and students in both English and Spanish.

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6/14/22 - LCAP/SPSA (MCSOS, MCIA, PTC) Presented to MCSOS Board of Trustees for review



6/21/22 - LCAP/SPSA (MCSOS, MCIA, PTC) Presented to MCSOS Board of Trustees for approval

<https://us02web.zoom.us/j/9308346617?pwd=MW9JOEVtMHBSVDh5WWxST1EyRmlndz09>,

Meeting ID: 930 834 6617, Passcode: CAES

All CAES (MCSOS/PTC/MCIA) Parent response total =18%

All CAES (MCSOS/PTC/ MCIA) Student responses = 51%

-----  
Average of Total Google Survey Responses = 33%

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There were no resource inequalities identified as part of the Endeavor/Voyager needs assessment.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	2.33%	7.7%	0%	1	1	0
African American	2.33%	0%	5.88%	1	0	1
Asian	0%	0%	0%	0	0	0
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	86.05%	69.2%	76.47%	37	9	13
Pacific Islander	0%	0%	0%	0	0	0
White	6.98%	23.1%	17.65%	3	3	3
Multiple/No Response	0%	0%	0%	0	0	0
<b>Total Enrollment</b>				43	13	17

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 8	1	0	0
Grade 9	6	1	1
Grade 10	8	4	1
Grade 11	13	4	3
Grade 12	15	4	8
<b>Total Enrollment</b>	43	13	13

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	9	13	5	36.0%	30.2%	38.5%
Fluent English Proficient (FEP)	7	12	3	28.0%	27.9%	23.1%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

### Conclusions based on this data:

1. Disproportionate amount of EL students compared to other CAES schools and Madera Unified School District.
2. At least 60% of students come from families whose primary language is other than English.
3. There is a potential to RFEP students while incarcerated.

# School and Student Performance Data

## 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*			*			*					
Grade 8	*	*		*	*		*	*				
Grade 11	17	13	8	15	12	6	15	12	6	88.2	92.3	75.0
All Grades	22	16	8	19	15	6	19	15	6	86.4	93.8	75.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*			*			*			*			*		
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2468.	2377.	*	0.00	0.00	*	6.67	0.00	*	40.00	0.00	*	53.33	100.0	*
All Grades	N/A	N/A	N/A	0.00	0.00	*	5.26	0.00	*	31.58	0.00	*	63.16	100.0	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*			*			*		
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	60.00	0.00	*	40.00	100.0	*
All Grades	0.00	0.00	*	47.37	0.00	*	52.63	100.0	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*			*			*		
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	20.00	0.00	*	80.00	100.0	*
All Grades	0.00	0.00	*	15.79	0.00	*	84.21	100.0	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*			*			*		
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	60.00	16.67	*	40.00	83.33	*
All Grades	0.00	0.00	*	57.89	20.00	*	42.11	80.00	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*			*			*		
Grade 8	*	*		*	*		*	*	
Grade 11	6.67	0.00	*	26.67	0.00	*	66.67	100.0	*
All Grades	5.26	0.00	*	26.32	0.00	*	68.42	100.0	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Juvenile Hall students have not met grade level standard in ELA.
2. Common Formative Assessments (i-Ready) provide updated academic achievement data for ELA for all students more often than CAASPP data.
3. Data is two years behind due to the impact of COVID-19 on state assessments, and too few students requiring testing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*			*			*					
Grade 8	*	*		*	*		*	*				
Grade 11	17	11	7	15	11	4	15	11	4	88.2	100	57.1
All Grades	22	14	7	19	14	4	18	14	4	86.4	100	57.1

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*			*			*			*			*		
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2387.	2356.	*	0.00	0.00	*	0.00	0.00	*	6.67	0.00	*	93.33	100.0	*
All Grades	N/A	N/A	N/A	0.00	0.00	*	0.00	0.00	*	5.56	0.00	*	94.44	100.0	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*			*			*		
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	0.00	0.00	*	100.0	100.0	*
All Grades	0.00	0.00	*	0.00	0.00	*	100.0	100.0	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*			*			*		
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	6.67	0.00	*	93.33	100.0	*
All Grades	0.00	0.00	*	11.11	0.00	*	88.89	100.0	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*			*			*		
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	13.33	36.36	*	86.67	63.64	*
All Grades	0.00	0.00	*	11.11	28.57	*	88.89	71.43	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. There was an improvement in the area of Communicating Reasoning for 11th graders from SY 17-18 to SY 18-19 school years.
2. Common Formative Assessment (i-Ready) data provides updated academic achievement data in math for all students more often than CAASPP data.
3. Data is two years behind due to impact of COVID-19 on state assessments, and too few students requiring testing.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											14	5	4

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*		*	*	*	*	*		*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*		*	*	*	*	*		*	*	*	*	*
12		*	*		*	*		*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*		*	*	*	*	*		*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*		*	*		*	*	*	*	*
12		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*		*	*	*	*	*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*	*	*	*	*	*	*
All Grades		*	*	*	*	*	*	*	*	*	*	*	14	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*	*	*	*		*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*		*	*	*	*	*
12	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	14	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*	*	*	*		*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*		*	*		*	*	*	*	*
12		*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	14	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*		*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	14	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*	*	*	*		*	*	*	*	*
10		*	*	*	*	*		*	*	*	*	*
11		*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*	*	*	*	*	*	*
All Grades		*	*	85.71	*	*	*	*	*	14	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Too few students to gather data.
2. LAS Links and i-Ready assessments provide relevant formative data compared to ELPAC given the few students required to complete state assessments.
3. Increase integrated and designated ELD.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
13	100.0	38.5	7.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	38.5
Foster Youth	1	7.7
Homeless		
Socioeconomically Disadvantaged	13	100.0
Students with Disabilities	2	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native	1	7.7
Asian		
Filipino		
Hispanic	9	69.2
Two or More Races		
Native Hawaiian or Pacific Islander		
White	3	23.1

### Conclusions based on this data:

1. High percentage of at-promise students that are English Learners.

2. Disproportionate amount of Hispanic students compared to Madera County demographics for 13-18 year olds.
3. 100% of Juvenile Hall students are Socio-Economically Disadvantaged.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>College/Career</b></p>  <p>No Performance Color</p>	<p><b>Graduation Rate</b></p>  <p>No Performance Color</p>	<p><b>Suspension Rate</b></p>  <p>Orange</p>
	<p><b>Chronic Absenteeism</b></p>  <p>No Performance Color</p>	

#### Conclusions based on this data:

1. Need to increase behavior interventions to reduce suspensions, such as, referrals to behavioral counseling, conflict resolution skills, restorative justice, etc.
2. CALPADS data shows a decrease of 67% in Suspension Rate from 2019 Dashboard to 2020-21 school year.
3. COVID-19 Pandemic impacted having updated Suspension Rate Data.

# School and Student Performance Data

## Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

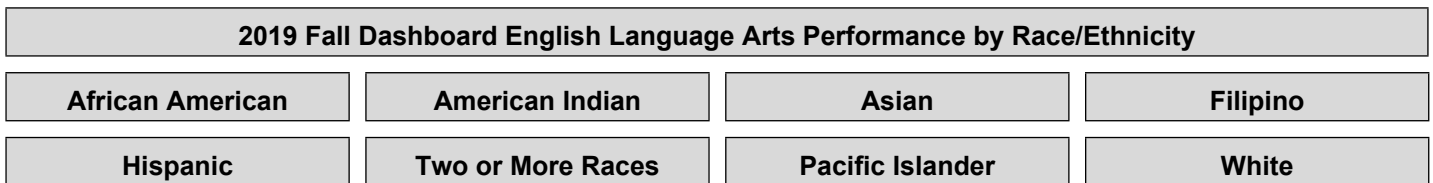
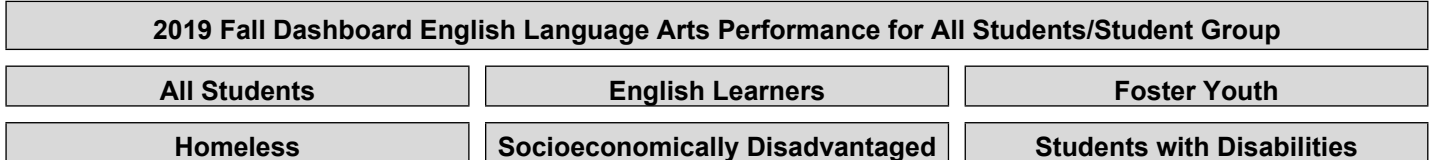
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

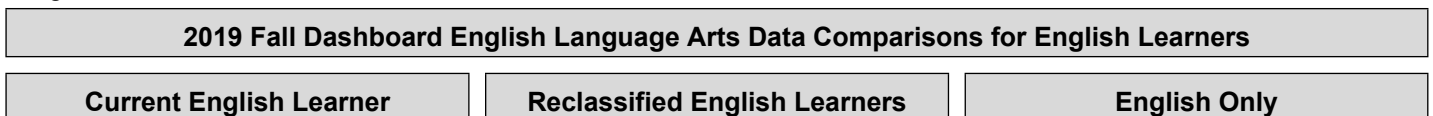
This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Conclusions based on this data:

1. Too few students to gather data.
2. Need for local formative assessments like i-Ready and LAS-Links.
3. No data available due to COVID-19 Pandemic.



# School and Student Performance Data

## Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

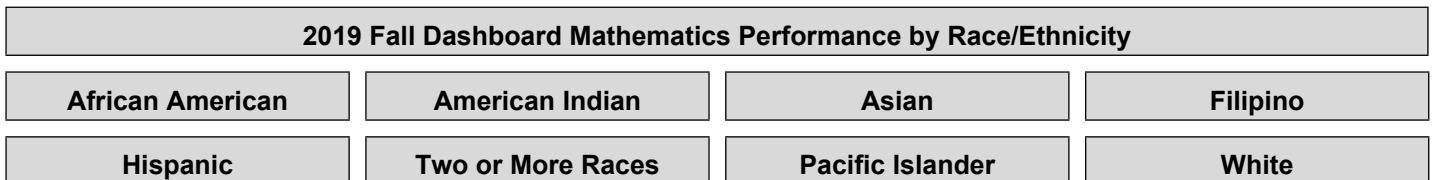
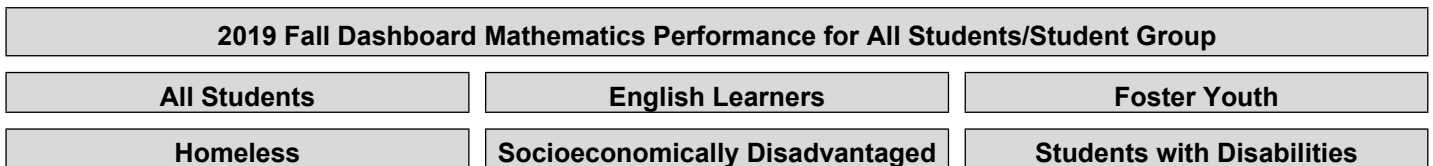
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

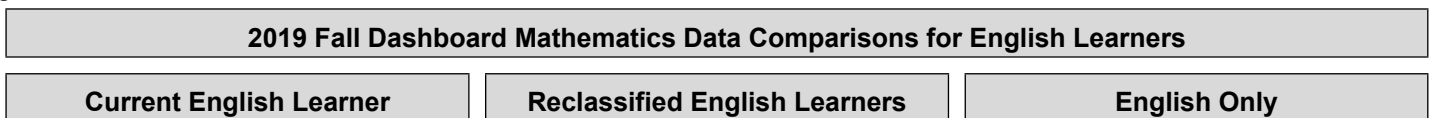
This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Conclusions based on this data:

1. There is not sufficient data as the number of students assessed is too low.
2. Need to use i-Ready to gather formative data for mathematics.
3. No state data available for review due to COVID-19 Pandemic.





# School and Student Performance Data

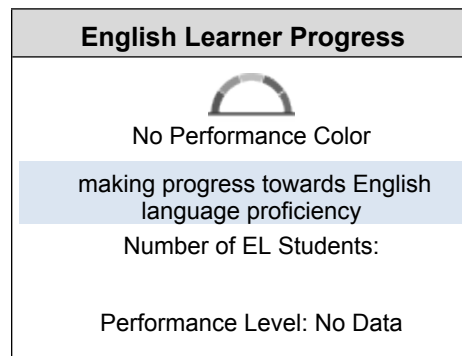
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased  
One ELPI Level

Maintained ELPI Level 1,  
2L, 2H, 3L, or 3H

Maintained  
ELPI Level 4

Progressed At Least  
One ELPI Level

#### Conclusions based on this data:

1. Need to increase integrated and designated ELD instruction for all EL students.
2. Use LAS Links as local assessment for ELs to gather meaningful formative data in the four English language domains.
3. Need to disaggregate ELPI data locally due to the low number of students requiring testing not yielding Dashboard Data.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	3	100
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	2	66.7
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	1	33.3
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	3	100
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. Too few students enrolled to generate meaningful data on College/Career Indicator.
2. Need to track local data from school counselors facilitating transition plan meetings, since the low number of students will not yield Dashboard data.
3. Consider phone bank data for following up with students that transition to their home districts or graduate high school from Juvenile Hall.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

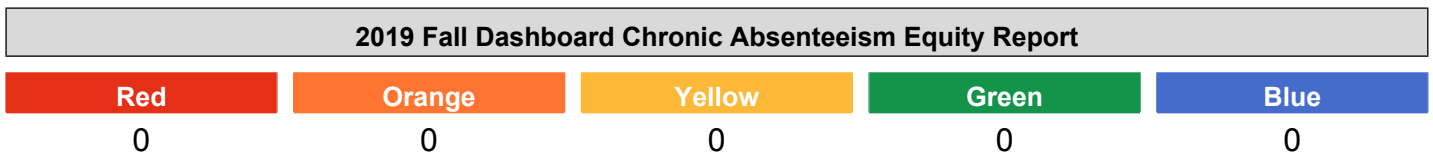
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p><b>English Learners</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p><b>Foster Youth</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>
<p><b>Homeless</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

**Conclusions based on this data:**

1. Students at Juvenile Hall have an attendance rate of almost 100%.
2. Great opportunities to ensure students make academic progress due to regular school attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	3		0	
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	3		0	
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	2		0	
Native Hawaiian or Pacific Islander				
White	1		0	
Two or More Races				

### Conclusions based on this data:

1. Need to track local data from school counselors facilitating transition plan meetings since the low number of students will not yield Dashboard data.
2. As a DASS school, Juvenile Hall is on a one year-graduation rate.
3. Students are in Juvenile Hall fewer than 30 days on average, so most will graduate from their school of residence.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

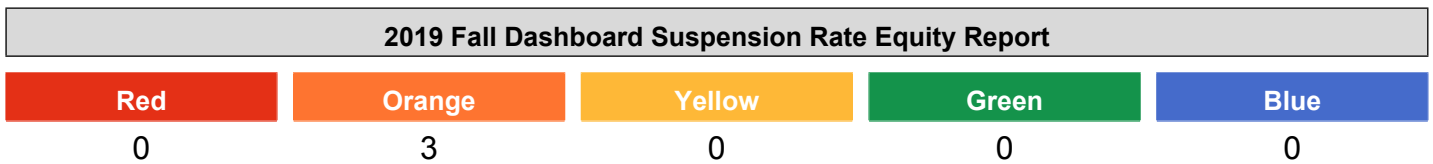
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>3.6</p> <p>Increased +2.7</p> <p>220</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>3.6</p> <p>Increased +1.6</p> <p>55</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>31</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>3.6</p> <p>Increased +2.7</p> <p>220</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>0</p> <p>Declined -5.6</p> <p>28</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">0</div> 13	 No Performance Color Less than 11 Students - Data 3		
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">4</div> Increased +2.8 176	 No Performance Color Less than 11 Students - Data 8		 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">5</div> Increased +5 20

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	3.6

**Conclusions based on this data:**

1. Suspensions increased for SED students and decreased for SWD.
2. State data is not current due to impact of COVID-19 Pandemic.
3. During 2020-21 school year, Juvenile Hall had a 1% suspension rate (CALPADS data), which was lower than previous years.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Achievement

## LEA/LCAP Goal

Juvenile Hall (Endeavor/Voyager) students will stay on course to graduate and qualify as prepared to be college and career ready through state adopted standards-based instruction.

## Goal 1

Juvenile Hall (Endeavor/Voyager) students will stay on course to graduate and qualify as prepared to be College Career Ready through the use of state adopted standards-based instructional materials.

## Identified Need

The LCFF Evaluation Rubrics, Dashboard Alternative School Status (DASS), and local assessment data support the need to improve academic proficiency of students in Juvenile Hall. Although there were not enough students assessed to collect data via state assessments, academic indicators reveal that students are not meeting standard in ELA and Math, which leads to instruction needing delivery with equal consistency and increased rigor utilizing up-to-date curriculum. Where possible, and with permission from the probation department, more project-based learning should be implemented, as well as, the use of technology for instructional purposes.

Although there was progress made in serving English Learners, more work needs to be accomplished in this area specific to supporting English Learner students to be reclassified Fluent English Proficient. Provide ongoing monitoring of reclassified students, and use appropriate instructional strategies for identified English Learners yet to be reclassified. Online formative assessments, such as i-Ready and LAS Links, provide valuable data on EL student proficiency in ELA and math instructional practices.

A comprehensive professional development plan ensures high quality and rigorous instruction for both areas. Areas of need identified to be addressed in this professional development plan include research-based instructional strategies for all students including English Learners, use of instructional technology, working with students on IEPs or 504s, differentiated instruction, and mentoring/coaching new teachers, along with content specific ELA/ELD and math. Improved transition planning for those "long term commit" students is an additional area of need. Communication between instructional staff in Juvenile Hall and schools of residence when students are preparing to be released from custody has improved allowing for easier student transitions. A school counselor meets with students regularly, contributing to transition plans that are easily understood by students and available upon their release from custody. In addition, transition plans provide students a variety of educational options and an understanding of requirements for each district.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students that Meet or Exceed standard as measured by CAASPP ELA (Priority 4)	2021-22: 0%	10%
Percentage of students that Meet or Exceed standard as measured by CAASPP MATH (Priority 4)	2021-22: 0%	10%
Percentage of ELs scoring Level 3 (Expanding/Bridging) or 4 (Bridging) as measured by ELPAC (Priority 4)	2021-22: 40%	50%
Number of EL Reclassifications (Priority 4)	0 students in 2021-22	1 student
Percentage of students with access to a broad course of study (Priority 7)	100%	100%
Percentage of properly credentialed teachers as measured by SARC review (Priority 1)	100%	100%
Percentage of sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials" (Priority 1)	100%	100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

All students in the Cadet Academy and students with longer sentences will have Individual Graduation Progress Plans.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

31,346

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
counselor E.Rodriguez

263,183

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
2 teachers Klein, Coburn

16,022

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
.09 Administrator Sanchez, Cogan time

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Facilitate students' transferring and enrolling at Pioneer Technical Center upon release from Juvenile Hall.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

28,681

Title I Part D  
1000-1999: Certificated Personnel Salaries  
Counselor time M. Torres

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Career assessment implemented with all students in the Correctional Academy within the first month of sentencing. Academic counselor meets with students in the academy regularly to administer Career Assessments and discuss results.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6,009

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries



already in Activity 1 and 2 M. Torres

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner (EL) students

### Strategy/Activity

All EL students will be assessed using ELPAC and evaluated using reclassification criteria. i-Ready and LAS Links will provide proficiency data to support meeting criteria for reclassification.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

18,494

#### Source(s)

Title I Part D  
1000-1999: Certificated Personnel Salaries  
ELD Director G. Pierce-Cummings

8,580

Title IV Part A: Student Support and Academic  
Enrichment  
5800: Professional/Consulting Services And  
Operating Expenditures  
LAS Links software

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Maintain all students' having access to standards aligned instructional materials. Continued staff professional development on instructional strategies will continue to contribute to better grades and students will earn more credits toward graduation.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

2,458

#### Source(s)

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating  
Expenditures  
Professional Development

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

All students will receive instruction from State adopted Common Core State Standards and will increase academic proficiency to be demonstrated on local and state assessments. Updated social-science curriculum (SAVVAS) aligned to California CCSS will increase rigor and academic proficiency of all students. New curriculum will contribute to increased scores on local and state ELA assessments and require professional development and support to ensure all components of the curriculum are implemented effectively. A new teacher (0.2 FTE) will work with students specifically to develop academic proficiency in math. The additional teacher will also decrease the student to teacher ratio, allowing for more individualized support for math and other subjects.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

28,488

Source(s)

LCFF - Supplemental and Concentration  
1000-1999: Certificated Personnel Salaries  
R. Shockley 0.2 FTE, SAVVAS Curriculum

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

100% of students in both Juvenile Hall and the Cadet Academy have access to a course of study that allows students to earn credits that meet diploma track graduation requirements in students' districts of residence. Communication with MCSOS CAES registrar and home districts has expedited accessing academic records. Academic counselors are able to provide teachers with updated records and help to give credit-recovery work to all credit deficient students. Efficiency in this process helps to ensure students do not fall further behind academically.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,816

Source(s)

LCFF - Base  
2000-2999: Classified Personnel Salaries  
counselor specialist

## Strategy/Activity 8

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students on IEPs

**Strategy/Activity**

All SPED students receive targeted support and appropriate Special Education services from RSP teachers, either in the classroom or individually.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

19,628

Source(s)

Special Education  
1000-1999: Certificated Personnel Salaries  
SPED teacher

**Strategy/Activity 9****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

All students with valid scores will show individual growth on ELA and Math tests measured by i-Ready and LAS Links assessments.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,245

Source(s)

LCFF - Supplemental and Concentration  
5800: Professional/Consulting Services And  
Operating Expenditures  
I-Ready

**Strategy/Activity 10****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Students needing access to UC-approved courses, as per their home district, will be accommodated on an individual basis online using online curriculum; however, the school does not receive UC completion rates for accountability purposes.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30,600

A–G Completion Improvement Grant Program  
5800: Professional/Consulting Services And  
Operating Expenditures  
Image Learning R23-00366 A-G Grant

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socio-Economically Disadvantaged Students

Strategy/Activity

Teachers will use the i-Ready Learning Teacher Toolbox Kit to increase academic achievement for SED students in ELA and Math, since 0% are meeting or exceeding standard on state assessments (CAASPP).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,290

LCFF - Supplemental and Concentration  
5800: Professional/Consulting Services And  
Operating Expenditures  
i-Ready Toolbox Software

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socio-Economically Disadvantaged Students

Strategy/Activity

Endeavor/Voyager qualifies as a DASS school for one-year graduation rate. School counselors reclassify students (grade level) based on high school credits earned, and not years in high school. In addition, students will be screened to determine eligibility for modified, state-approved graduation requirements.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

LCFF  
1000-1999: Certificated Personnel Salaries  
Staff cost in above activities

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

In order to increase student enrollment in CTE courses, an Introduction to Welding course will be provided to Juvenile Hall students. A recent student survey (February 2021) yielded 71.4% of students stated an interest in enrolling in a CTE Welding Course. A CAES CTE teacher (0.2 FTE) will facilitate this class for students and encourage enrollment in CTE courses upon release in their home districts or another CAES Division school. The instructor will use virtual welders to create a virtual welding scenario in a safe environment for the learner in absence of an actual welding shop. CTE/ROP teacher will facilitate the class Introduction to Welding course 7.5 hours per week.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,751

Source(s)

LCFF - Supplemental and Concentration  
1000-1999: Certificated Personnel Salaries  
Welding teacher

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the articulated goal was achieved through implemented services. Professional development for certificated and classified employees focused on increasing student academic proficiency in ELA and math. Qualified certificated and classified staff members nurtured, served, and guided students to be college and career ready by creating opportunities for students to give back to the community, and participate in academic competitions consisting of poetry and writing with students from various schools in Fresno and Madera counties. Cadet Academy students volunteer in various community services throughout Madera County and are often praised for their work ethic and respectful behavior. Teachers and academic school counselor provided regular updates to students to inform of their academic progress toward completing graduation requirements.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although the effects of the COVID-19 Pandemic impacted external learning opportunities beyond classroom, limiting field trips and other extracurricular activities such as sporting events or in-person poetry and essay writing competitions. Continued collaboration with Madera County Juvenile Probation has allowed planning for these opportunities to increase for the 2022-23 school year. Teachers continue creating opportunities for students to safely engage in physical activities to promote holistic health. State and local assessments data (ELPAC and CAASPP) is limited on the DASS dashboard since not enough students (10 or more) were required to complete the assessments.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During the comprehensive needs assessment process and data analysis, school staff and leadership team members determined that no changes needed to be made to this goal.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Well-Being and Positive Campus Culture

## LEA/LCAP Goal

MCSOS will provide resources and services to improve the social-emotional well-being of each student and provide a safe environment conducive to learning.

## Goal 2

Endeavor/Voyager will provide resources and services to improve the social-emotional well-being of each student and provide a safe environment conducive to learning.

## Identified Need

Many incarcerated students have a history of both academic struggles and high absenteeism rates prior to incarceration. This goal aims to target the whole child to account for academic, social-emotional, and behavioral well-being. An annual survey will measure whether students, teachers, principal and educational support staff feel they have best supports in an emotionally, physically and cognitively safe learning environment. Through regularly scheduled professional learning opportunities, all educational staff members will develop research-based best practices to support the social-emotional needs of incarcerated youth. Partnerships with Madera County Department of Behavioral Health (and potentially other agencies) will provide relevant SEL training to MCSOS teachers, administrators and support staff directly affecting students in Endeavor/Voyager.

Additionally, external learning opportunities will allow students to extend educational lessons beyond the classroom, since many seldom have those opportunities in their home districts.

Collaboration with Probation department facilitates referrals of students needing additional mental health supports, while school counselors provide academic supports in progress toward graduation, transition to home districts, registration for community college, financial aid applications, and/or other post-graduation opportunities. The inclusion of these SEL supports will contribute to students progressing toward graduation and maintaining 0% chronic absenteeism.

A school counselor from the Career Alternative Education Services (CAES) Division will serve as a transition specialist to support students and families upon release through graduation, whether students enroll in their districts of residence or in a CAES school. The transition specialist will work with families to decrease recidivism rates of incarcerated youth in Madera County by providing ongoing support and referrals to services and resources to support the needs of students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facilities maintained as measured by SARC review (Priority 1).	2020-21 Good Repair	Good Repair



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate as measured by district average attendance at P2 (Priority 5).	2020-21 99%	100%
Chronic Absenteeism rate. (Priority 5).	2020-21 0%	0%
Suspension rate (Priority 6).	2020-21 1%	0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

The educational services provided by Madera County Superintendent of Schools will maintain a positive collaboration with the Deputy Chief Probation Officer of the Madera County Juvenile facility. The educational administrator will ensure the number of teachers provided to Juvenile Hall and the Cadet Academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code. The lower class size provides opportunities for more personalized instruction and assistance for unduplicated pupils, and increases all students' ability to access curriculum and earn additional credits toward graduation.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

65,142

#### Source(s)

Title I Part D  
1000-1999: Certificated Personnel Salaries  
1 additional teacher 40% to Title I Part D, A.  
Iglar

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SED Students

### Strategy/Activity

Many students in the correctional facility have low academic performance, contributing to being credit deficient, and not aware of post-secondary options and services. Teachers or academic counselors will prepare one presentation each semester that features community resources, or on a topic that provides future options for students after their time in the correctional facility.



Presentations to students help them gain a greater sense of connection and responsibility to the community and commitment to their own learning goals.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

800

Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
supplies

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Students in the correctional facility have low academic performance and lack positive school or community contacts in comprehensive school settings. CAES academic counselors will work individually and with groups of students from the time of student enrollment through the student's graduation from high school. The work of academic school counselors will develop students' trust in adults, and provide resources in the CAES division and community. As a result, student engagement will increase, and students will commit to their learning goals and post-secondary options.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,200

Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
supplies/ student incentives

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

SED students

#### Strategy/Activity

In order to reduce recidivism rates of SED students in Madera County, a school counselor will serve as a transition specialist for youth exiting Endeavor/Voyager. The transition specialist will work with students and families whether students return to their districts of residence or remain in a CAES Division school. Students and families will receive referrals to resources and services available in Madera County, as well as direct services from transition specialist to meet academic needs, including FAFSA completion and college registration. Transition specialist will work closely

with Alternative Education Placement Team (AEPT) to facilitate enrollment process for families and ensure students minimize the time not enrolled in school resulting from incarceration.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,028

Source(s)

Foster Youth  
1000-1999: Certificated Personnel Salaries  
M. Falcon Foster youth /homeless grant

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, actions and services were implemented to achieve the articulated goal. Educational enrichment activities and field trips were provided for students in the Correctional Academy, which contributed to students emotional and physical well-being . A variety of support services around trauma, mental health, crisis intervention, and truancy reduction were provided to students. Collaboration with Madera County Department of Behavioral Health and other agencies contributed greatly to achieving this goal by providing research-based, trauma informed practices, strategies for mental health self-care, and other SEL topics. All teachers were equipped to better support students and make appropriate referrals to a school counselor or school psychologist. Increased communication with Madera County Juvenile Probation staff has contributed to a better system of support for students, both academically and social-emotionally.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Enrichment activities were provided for students; however, expenditures came in lower than expected. Existing employees provided most activities during their regular work hours, along with volunteers from the community, resulting in lower costs. In addition, planned events for 2020-21 were greatly affected as off-campus events could not be attended per safety protocols.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There were not any changes made, although plan continues to be impacted by COVID-19 protocols for incarcerated students and staff.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Increased Parent Engagement and Communication

## LEA/LCAP Goal

Increase parent involvement by developing meaningful partnerships and participation outreach, in order to increase student engagement, achievement and social-emotional well-being.

## Goal 3

Increase parent involvement by developing meaningful partnerships and participation outreach, in order to increase student engagement, achievement and social-emotional well-being.

## Identified Need

Academic success of students is greatly influenced by strong relationships with at least one parent or guardian. Using feedback from parents to increase specific program services or consider services that are not offered will contribute to developing the best academic program for all students. Due to the transient nature of incarcerated students, establishing strong school to family relationships will lead to greater student engagement, improved academic success and increased social-emotional well-being of students. Providing families and other pro-social adults with information about the unique academic needs of their students through trainings and other supports will develop their capacity to advocate for their child's academic needs. Research continues to highlight the importance of parents in the academic success of their children, and MCSOS considers strong partnerships with all parents, particularly parents of English Learners and SED students as vital for students in Juvenile Hall. Teachers will connect with families to share academic progress of students, as well as concerns. Parents will be encouraged to attend student recognition ceremonies, including graduation ceremonies, as well as parent advisory committees

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socio-Economically Disadvantaged Students (SED)

### Strategy/Activity

Teachers, support staff, and principal to use ParentSquare to increase two-way communication between school and home.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,303	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures Parent Square app for parent outreach

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner (EL) Students

### Strategy/Activity

Increase outreach efforts through phone calls, mailers, and opportunities for parent/guardian feedback. Endeavor/Voyager will have interpreters to facilitate communication as needed.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,200	LCFF - Base 4000-4999: Books And Supplies supplies
32,254	Title I Part D 2000-2999: Classified Personnel Salaries IA additional student support M.Sanchez

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Annual Review

## **SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal not in 2020-21 SPSA.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal not in 2020-21 SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal not in 2020-21 SPSA.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$275,292.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$622,518.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$6,009.00
Title I Part D	\$144,571.00
Title II Part A: Improving Teacher Quality	\$2,458.00
Title IV Part A: Student Support and Academic Enrichment	\$8,580.00

Subtotal of additional federal funds included for this school: \$161,618.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
A–G Completion Improvement Grant Program	\$30,600.00
Foster Youth	\$30,028.00
LCFF	\$0.00
LCFF - Base	\$318,567.00
LCFF - Supplemental and Concentration	\$62,077.00
Special Education	\$19,628.00

Subtotal of state or local funds included for this school: \$460,900.00

Total of federal, state, and/or local funds for this school: \$622,518.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
A–G Completion Improvement Grant Program	30,600.00
Foster Youth	30,028.00
LCFF	0.00
LCFF - Base	318,567.00
LCFF - Supplemental and Concentration	62,077.00
Special Education	19,628.00
Title I Part A: Allocation	6,009.00
Title I Part D	144,571.00
Title II Part A: Improving Teacher Quality	2,458.00
Title IV Part A: Student Support and Academic Enrichment	8,580.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	527,772.00
2000-2999: Classified Personnel Salaries	39,070.00
4000-4999: Books And Supplies	3,200.00
5000-5999: Services And Other Operating Expenditures	2,458.00
5800: Professional/Consulting Services And Operating Expenditures	50,018.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	A–G Completion Improvement Grant Program	30,600.00
1000-1999: Certificated Personnel Salaries	Foster Youth	30,028.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	310,551.00
2000-2999: Classified Personnel Salaries	LCFF - Base	6,816.00
4000-4999: Books And Supplies	LCFF - Base	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	49,239.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental and Concentration	10,838.00
1000-1999: Certificated Personnel Salaries	Special Education	19,628.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6,009.00
1000-1999: Certificated Personnel Salaries	Title I Part D	112,317.00
2000-2999: Classified Personnel Salaries	Title I Part D	32,254.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	2,458.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	8,580.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	490,591.00
Goal 2	97,170.00
Goal 3	34,757.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Hugo Sánchez	Principal
Myrtha Torres	Other School Staff
Chris Coburn	Classroom Teacher
Suzanne Moreno	Classroom Teacher
Jennifer Neely	Classroom Teacher
Marianna Domokos	Classroom Teacher
Kelly Goad	Parent or Community Member
Dakota Goad	Secondary Student
Marisa Ramirez	Parent or Community Member
Destiny Trammell	Secondary Student
Marie Dominguez	Parent or Community Member
Gabi Luengas	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/29/22.

Attested:

Principal, Hugo Sanchez on 9/29/22

SSC Chairperson, Jennifer Neely on 9/29/22

# Recommendations and Assurances

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**Signature**  


**Committee or Advisory Group Name**  
English Learner Advisory Committee

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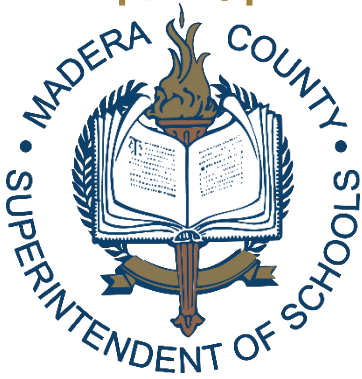
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Attested:



Principal, Hugo Sanchez on 9/29/22

SSC Chairperson, Jennifer Neely on 9/29/22



## **Agenda Item 8.8**

### **Board of Education Action Item October 11, 2022**

**Topic:**

Consideration of waiver to change the schedule for Extended School Year for the 2022-2023 school year.

**Background:**

Current Education Code requires twenty (20) days of instruction for special education students during Extended School Year (ESY). The Madera County Superintendent of School (MCSOS) is recommending that ESY be held for fifteen (15) days instead of twenty (20). The instructional day for ESY will be longer thereby ensuring that the total number of instructional minutes will be the same. This also allows for greater alignment with school calendars and summer school schedules where MCSOS is operating classes for students with moderate/severe disabilities on school sites with their non-disabled peers.

To complete the waiver process, administration is required to consult with the bargaining units as well as a parent advisory committee. These discussions have been completed and there were no objections.

**Financial Impact:**

Anticipated savings in personnel, transportation, food services, and facilities.

**Resource:**

Jessica Drake  
Executive Director  
Student Programs and Services

**Recommendation:**

The Board approve the submission of the waiver to the State Board of Education to change the schedule for Extended School Year for the 2022-2023 school year.

## **NOTICE OF PUBLIC HEARING**

To discuss the General Waiver being submitted by the Madera County Superintendent of Schools to the California State Board of Education to waive the twenty (20) days of participation for Extended School Year.

Tuesday, October 11, 2022  
Conference Room 5

Please contact Jennifer Pascale for guidelines for attending or teleconference details at (559) 662-6274.

Madera County Superintendent of Schools  
1105 S. Madera Ave.  
Madera, CA 93637

Note: This notice was posted on September 28, 2022, at five sites: Madera County Superintendent of Schools, Gould Educational Center, Apollo Campus, Coarsegold School, and Yosemite High School

## **AVISO DE AUDIENCIA PÚBLICA**

Para discutir la renuncia general presentada por la Superintendente de Escuelas del Condado de Madera a la Junta de Educación del Estado de California para renunciar a los veinte (20) días de participación para el Año Escolar Extendido.

martes, 11 de octubre del 2022  
Sala de Conferencias 5

Comuníquese con Jennifer Pascale para conocer las formas de asistencia o los detalles de la teleconferencia al (559) 662-6274.

Superintendente de Escuelas del Condado de Madera  
1105 South Madera Avenue  
Madera, CA 93637

Nota: Este aviso se publicó el 28 de septiembre del 2022, en cinco (5) lugares: Superintendente de Escuelas del Condado de Madera, Centro Educativo Gould, Escuela Apollo, Escuela Coarsegold, y Escuela Secundaria Yosemite.

**General Waiver Request  
California Department of Education**

**Topic of Waiver:** Extended School Year (ESY)

**Section to be Waived:** CCR, Title 5, Section 3043(d)

**Period of Waiver Request:** June 5, 2023 – June 30, 2023

**Renewal of Waiver #:** 13-12-2021-W-06

**Collective Bargaining Unit Information:**

**CTA:** Madera County Superintendent of Schools Teachers Association CTA/NTA consulted on June 9, 2022, during Negotiations for the 2022/2023 School Year: Bargaining Unit Members consulted: Lisa Moreno, Jenny Mejia, Wendy McCully, Kelley Hill  
Objections: None, they are in favor of the waiver.

**CSEA:** California School Employees Association, Chapter 713 consulted on September 29, 2022, via telephone conversation; Bargaining Unit Member consulted: Kellie Stiles, President  
Objections: None, they are in favor of the waiver.

**Public Hearing Requirement:** Notices of public hearing posted at school sites and Madera County Superintendent of Schools administration building.

**Advisory Committee:** Waiver reviewed with Gould Educational Center School Site Council on August 31, 2022, with no objections.

**California Code of Regulations to be waived:**

**3043** Extended school year services shall be provided for each individual with exceptional needs who has unique needs and requires special education and related services in excess of the regular academic year. Such individuals shall have handicaps which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her handicapping condition. The lack of clear evidence of such factors may not be used to deny an individual an extended school year program if the individualized education program team determines the need for such a program and includes extended school year in the individualized education program pursuant to subsection (f).

(a) Extended year special education and related services shall be provided by a school district, special education local plan area, or county office offering programs during the regular academic year.

(b) Individuals with exceptional needs who may require an extended school year are those who: (1) Are placed in special classes or centers; or (2) Are individuals with exceptional needs whose individualized education programs specify an extended year program as determined by the individualized education program team.

(c) The term “extended year” as used in this section means the period of time between the close of one academic year and the beginning of the succeeding academic year. The term “academic year” as used in this section means that portion of the school year during which the regular day school is maintained, which period must include not less than the number of days required to entitle the district, special education services region, or county office to apportionments of state funds.

~~(d) An extended year program shall be provided for a minimum of 20 instructional days, including holidays~~

**Desired Outcome/Rationale:**

The Madera County Superintendent of Schools proposes to provide ESY services to identified students with special needs utilizing a fifteen (15) day, six and one half (6.5) hours of instruction per day, including recess and lunch, for a total of 97.5 hours of instruction. Because a change in routine is often difficult for students with moderate/severe disabilities, the longer school day for ESY will better align with the regular school year providing more consistency in instruction for the students served.

Fewer ESY days will also result in substantial saving in transportation, utilities, janitorial, food services and other operational costs. A shorter ESY schedule will also increase instructional staff’s interest in participating in the ESY program.

In the Madera area, the ESY program for MCSOS would run from June 12, 2023, through June 30, 2023. In Eastern Madera County, ESY would be conducted June 12, 2023, through June 30, 2023. In the Chowchilla area, ESY would be conducted June 5, 2023, through June 23, 2023.

**Demographic Information:**

The Madera County Superintendent of Schools has a student population of approximately 392 in its special education programs in various Special Day Classes/Centers that are located in a small city and mountainous rural areas throughout Madera County.