

**Bellevue-Santa Fe Charter School**

Governing Board Packet

Wednesday, November 30, 2022

4:00p.m.



Wednesday, November 30, 2022  
Governing Board Agenda

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**Location: Bellevue-Santa Fe Charter School**  
1401 San Luis Bay Drive  
San Luis Obispo, CA 93405

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4:00-5:00 p.m. OPEN SESSION

**1. OPEN SESSION**

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1.01 Pledge of Allegiance

**2. ACTION**

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2.01 Consensus on Order of Business  
2.02 Approval of Minutes – October 27, 2022

**3 PUBLIC INPUT**

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3.01 Correspondence  
3.02 Public Comment

**4. ADMINISTRATOR UPDATES**

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**5. PTO REPORT**

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**6. INFORMATION**

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6.01 Reports by Board members  
6.02 COVID Testing Policy

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Updated-COVID-19-Testing-Guidance.aspx>

(cut and paste into your browser, as needed)

**7. DISCUSSION**

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7.01 First Interim Budget Report  
7.02 Proof of Residency Policy (2<sup>nd</sup> Reading)  
7.03 Special Education Staff Policy  
7.04 Staff Teaching English Language Learners Policy  
7.05 Education For English Language Learners Policy  
7.06 Course of Study Policy

**8. ACTION**

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8.01 First Interim Budget Report  
8.02 Proof Of Residency Policy  
8.03 COVID Testing Policy  
8.04 Special Education Staff Policy  
8.05 Staff Teaching English Language Learners Policy  
8.06 Education For English Language Learners Policy  
8.07 Course of Study Policy

**9. CONSENT AGENDA**

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**10. UPCOMING MEETING PLANNING**

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10.01 Develop Agenda  
10.02 Review assignments and action items  
10.03 Next scheduled meeting: January 19, 2023

In compliance with the American Disabilities Act, if you need special assistance to participate in a Governing Board meeting, please contact Principal, Julie Turk at 805-595-7169. Notification of at least 48 hours prior to the meeting will assist staff in assuring reasonable accommodations can be made.



**Thursday, October 27, 2022  
Governing Board Draft Minutes**

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**Location: Bellevue-Santa Fe Charter School**  
1401 San Luis Bay Drive  
San Luis Obispo, CA 93405  
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**4:00-5:00 p.m. OPEN SESSION**

In attendance: Megan Homer, Bradley Escobar, JoEd Sennes, Cole Cheatwood, Julie Turk, Ellen Pitrowski,  
Public: Jenny Crooks, Jen Senor, Gianna Senor, Achilles Horner, Vicki Cheatwood

**1. OPEN SESSION**

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1.01 Pledge of Allegiance

**2. ACTION**

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2.01 Consensus on Order of Business

Move the Camp

2.02 Approval of Minutes – September 22, 2022

Megan made a motion to approve the minutes. Julie seconded. All were in favor.

**3 PUBLIC INPUT**

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3.01 Correspondence - None received

3.02 Public Comment

Jenny Crooks - Thank you to the board and the staff for the work you do. Working with the play has been so much fun. The kids are doing a great job. It's so nice to see the library open many days a week. The garden space is looking beautiful. The PTO shed also looks amazing.

**4. PRESENTATION**

4.01 4-/5- Grade Camp Whittier Presentation

JoEd, Achilles Horner, and Gianna Senor gave a presentation on the trip to Camp Whittier.

**5. ADMINISTRATOR UPDATES**

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Thank you to parents for scheduling all the outstanding assemblies we've been having. There is an opportunity for a grant we can use for our upcoming math adoption. Jeff Elmore and Jim Crooks are working on the sprinkler lines in the beds by the upper classrooms.

**6. PTO REPORT**

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The PTO Report is attached to the minutes.

**7. INFORMATION**

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7.01 Reports by Board members

Kevin - Blue Forum had a special visit (virtually) from author Lora Senf, who wrote our first read-aloud of the year. She spent time talking to them about writing, inspiration, and life advice in general. The kids absolutely loved it. The author emailed me afterward and complimented the kids on their questions and engagement.

Bradley - Got to attend Camp Whittier last week. It was a fun experience and it was good to get to know the kids better. It was a nice program.

Megan - Our teachers and staff set our kids up for success. The families and parents at our school are a team working for our kids' success. It's nice to have so many fun traditions that our kids get to participate in. There might be opportunities for school sports programs similar to what is happening in SLCUSD.

Cole - Camp Whittier was a lot of work, but a lot of fun. It's good to be at a school that does those kinds of trips. It was a great experience. It was eye opening to see how our test scores compare to the statewide scores.

Ellen - The painters of the container are doing such a lovely job. Looking forward to the Blue Jean and Bling Fundraiser next Saturday.

JoEd - Thank you to our Camp Whittier chaperones: Bradley Escobar, Cole Cheatwood, Matt Horner, Kathleen Janzen, Sarah Perry, Rosa Clark, and Shena Hinds. We couldn't do these types of trips without our amazing chaperones. Thank you to our drivers for getting us there and picking us up. Thank you to Megan Horner for the delicious food. It is such a heartfelt gift and so appreciated by the staff.

7.02 Behavior Expectations Policy

A discussion of the Behavior Expectations Policy was held.

7.03 Bullying Policy

A discussion of the Bullying Policy was held.

**8. DISCUSSION**

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8.01 Proof of Residency Policy (1- Reading)

A discussion of the Proof of Residency Policy was held.

8.02 Identification and Evaluation of Individuals for Special Education Policy (1- Reading)

A discussion of the Identification and Evaluation of Individuals for Special Education Policy

**9. ACTION**

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9.01 Behavior Expectations Policy

9.02 Bullying Policy

Ellen made a motion to approve the Behavior Expectations Policy and the Bullying Policy. JoEd seconded. All were in favor.

9.03 Identification and Evaluation of Individuals for Special Education Policy

Kevin made a motion to approve the Identification and Evaluation of Individuals for Special Education Policy. Megan seconded. All were in favor.

**10. CONSENT AGENDA**

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None

**11. UPCOMING MEETING PLANNING**

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11.01 Develop Agenda

Keep agenda as is.

11.02 Review assignments and action items

11.03 Next scheduled meeting: November 17, 2022

In compliance with the American Disabilities Act, if you need special assistance to participate in a Governing Board meeting, please contact Principal, Julie Turk at 805-595-7169. Notification of at least 48 hours prior to the meeting will assist staff in assuring reasonable accommodations can be made.

## PTO REPORT – 10/27/2022

I can't express enough thanks to all the amazing volunteers this year. We have had some amazing assemblies already this year because of the VAPA committee. Chairperson Sarah Rijnen, and her amazing volunteers are still hard at work calling and soliciting the community for future assemblies. We have the Cal-Poly marching Band coming soon and Dana and his goat are coming sometime the first two weeks in November and in December we have the Jingle Belles singing some festive tunes.

We have our Annual Fundraiser coming up on Saturday November 5<sup>th</sup> from 5pm-10pm at the Penny located in Downtown SLO. Tickets are \$100. We are almost sold out and are closing ticket sales tomorrow 10/28 to give the caterer a proper headcount. So, if you want to attend, please let us know ASAP. If you have any questions or concerns please reach out to Vicki Cheatwood at [pto@bsfcs.org](mailto:pto@bsfcs.org) or personally at [cheatwoodv@gmail.com](mailto:cheatwoodv@gmail.com) and her cell phone number is 661-213-7123. We look forward to seeing everyone!

I wanted to say thank you to Genie Kim, Mike Morris, and Stephanie Purvis. Genie helped get links out for Sci-Tech and Library Volunteers. Parent Volunteer involvement doubled with these links and the ability to sign up for one day per month to open up these invaluable enrichment programs. The students so enjoy getting the opportunity to visit and check out the cool science room and to check out books to read at home. Mike has been in Sci-tech almost every Friday training up the new parents who have signed up and talking care of feeding the reptile – a job no one will ever be able to talk me into 😊 Thanks Mike. Stephanie and her volunteer crew are working to train some 6<sup>th</sup> grade Docents. The goal of the docents is to read and help find age-appropriate books for the younger grades. While the adult volunteers put books back on the shelf and label new books.

I also need to thank Amber and David Idell– for taking on ongoing fundraising this school year. They have gone above and beyond! Their first fundraising opportunity was to teach our students about - reduce, reuse, and recycle with the

ongoing Shoe Drive. I was very intrigued when Amber first mentioned this fundraiser. I always try to involve my kids in most fundraising efforts but sometimes it's so hard to get them motivated and then I end up doing most of the work. This time one was different - I took my kids into their closets and had them pull out gently used shoes that no longer fit, and we went to grandparents and friends and spoke to them about where and what will happen to the shoes we collect. It was a learning experience for us, and I appreciated it.

Kristen McKiernan and a generous family donated their time and cameras to the school. Kristen McKiernan in align with the principal are working on some school spirit ideas – coming soon.

Thank you, Staff Appreciation Committee, for the lunches for the staff.

Thank you, Garden for the Scarecrow Festival.

Thank you, Jen Senior for attending our PTO meeting last month.

The PTO has submitted and received their 501c(3) status our new FEIN # is 92-0508780. We are still awaiting our Federal Income Tax letter. Once we receive that letter, we can file for California state tax exemptions with the Franchise Tax Board. We are working on getting a non-profit business license and a new bank account. The PTO Board will start on these two things after the fundraiser. I will get copies uploaded and emailed to the school after Halloween. If you have any questions or concerns, please contact Vicki Cheatwood at [pto@bsfcs.org](mailto:pto@bsfcs.org) or personally at [cheatwoodv@gmail.com](mailto:cheatwoodv@gmail.com) and her cell phone number is 661-213-7123.



TOMÁS J. ARAGÓN, M.D., Dr.P.H.  
State Public Health Officer & Director

State of California—Health and Human  
Services Agency  
**California Department of  
Public Health**



GAVIN NEWSOM  
Governor

September 15, 2022

**TO:** Public Health Officials, Healthcare Providers and Laboratories

**SUBJECT:** Updated Testing Guidance

**Related Materials:** [At Home COVID-19 Testing in California](#) | [Use of Over-The-Counter Tests Guidance](#) | [More Healthcare & Testing Guidance](#) | [All Guidance](#) | [More Languages](#)

**Updates as of September 15, 2022:**

- Updated guidance on using antigen testing to end isolation.
- Updated references to applicable guidance for Isolation and Quarantine and Events.
- Updated language to replace "fully vaccinated" with "completed primary series" to bring outdated terminology up to date.

## Background

Testing for COVID-19 identifies infected people. This is important to help guide infected people to appropriate treatment, as well as to reduce forward transmission by isolation of infected people and notification of close contacts of their exposure. Testing is one layer in a multi-layered approach to COVID-19 harm reduction, in addition to other key measures such as vaccination, mask wearing, improved ventilation, respiratory and hand hygiene.

See CDPH guidance and State Public Health Officer Orders for more specific testing requirements in certain settings. In the workplace, employers are subject to the Cal/OSHA COVID-19 Prevention Emergency Temporary Standards (ETS) or in some workplaces the Cal/OSHA Aerosol Transmissible Diseases (ATD) Standard (PDF), and should consult those regulations for additional applicable requirements. Additional information about how CDPH testing affects ETS-covered workplaces may be found in Cal/OSHA FAQs.

## Testing Guidance

Local health jurisdictions (LHJs) may modify these guidelines to account for local conditions or patterns of transmission and may impose stricter requirements than those applicable statewide. Additionally, the California Department of Public Health (CDPH) will continue to reassess this guidance and adjust them accordingly based on emerging evidence and U.S. Centers for Disease Control and Prevention (CDC) updates.

## Diagnostic Testing for COVID-19

### What is diagnostic testing?

Diagnostic testing for COVID-19 is used to diagnose people with SARS-CoV-2 infection. SARS-CoV-2 is the virus that causes COVID-19.

### What are the symptoms of COVID-19?

CDC's list of symptoms of COVID-19 includes fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea. Severe symptoms of COVID-19 include, but are not limited to, trouble breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake, pale, gray, or blue-colored skin, lips, or nail beds (depending on skin tone). Symptom lists are available at the CDC symptoms and testing page.

### Who should have diagnostic testing?

Diagnostic testing should be considered for all people with symptoms of or exposure to COVID-19.

### What types of tests can be used for diagnostic testing?

Diagnostic testing may be performed using either antigen testing or molecular testing (see details on antigen and molecular testing below in the Tests section).

### If symptomatic individuals test negative for COVID-19 with an antigen test, what follow-up testing should be done?

People at high risk for hospitalization or death from COVID-19\* benefit from early treatment and should have an immediate PCR (or other molecular) test and repeat an antigen test (at-home tests are acceptable) in 24 hours if the PCR result has not returned. Sometimes people with COVID-19 have a negative antigen test in the first few days of symptoms. PCR (or other molecular tests) may detect the virus earlier than an antigen test.

For low-risk people, repeat an antigen test (at-home tests are acceptable) in 24-48 hours. Individuals may consider repeat testing every 24-48 hours for several days until a positive test or until symptoms improve.

### \*List of conditions that increase the risk of hospitalization or death from COVID-19

• Over 50 years of age

Heart problems including:

Chronic lung disease including:



<ul style="list-style-type: none"> <li>• Diabetes</li> <li>• Pregnancy</li> <li>• Obesity</li> <li>• Smoking</li> <li>• Substance use disorders</li> <li>• Depression or Anxiety</li> <li>• Schizophrenia</li> <li>• Cancer</li> <li>• Disabilities or Chronic Diseases</li> <li>• Sickle Cell Disease</li> <li>• Thalassemia</li> <li>• Organ Transplant</li> </ul>	<ul style="list-style-type: none"> <li>• Heart Failure</li> <li>• Coronary Artery Disease</li> <li>• High blood pressure</li> </ul> <p><b>Kidney problems including:</b></p> <ul style="list-style-type: none"> <li>• Renal Failure or Dialysis</li> </ul> <p><b>Liver problems including:</b></p> <ul style="list-style-type: none"> <li>• Cirrhosis</li> </ul> <p><b>Neurologic problems including:</b></p> <ul style="list-style-type: none"> <li>• Prior stroke</li> <li>• Dementia</li> </ul>	<ul style="list-style-type: none"> <li>• Asthma</li> <li>• COPD/emphysema</li> <li>• Blood clots in the lung</li> <li>• Pulmonary Hypertension</li> <li>• TB or prior lung injury</li> <li>• Cystic Fibrosis</li> </ul> <p><b>Immune system problems including:</b></p> <ul style="list-style-type: none"> <li>• HIV</li> <li>• Medications like steroids, chemotherapy</li> </ul>
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## Diagnostic Screening Testing for COVID-19

### What is diagnostic screening testing?

Diagnostic screening testing is testing of asymptomatic people without known exposure to detect COVID-19 early, stop transmission, and prevent outbreaks.

### Who should have diagnostic screening testing?

Diagnostic screening testing is no longer recommended in general community settings. Diagnostic screening testing may still be considered in high-risk settings. However, if implemented it should include all persons, regardless of vaccination status, given recent variants and subvariants with significant immune evasion.

### Who must have diagnostic screening testing?

Diagnostic screening testing recommendations vary, depending on whether the setting is high-risk, including healthcare settings.

For testing recommendations in non-high-risk settings, please refer to the CDC COVID-19 Testing Guidance and CDPH COVID Testing in California.

High-risk settings, unless specifically required, may consider maintaining testing capacity to perform diagnostic screening testing during outbreaks, and in the event it is required again at a future date. Settings may also still consider various screening testing strategies (point in time testing, sampling testing, etc.) and testing based on concerning levels of local transmission.

Workers may also consider routine diagnostic screening testing if they have underlying immunocompromising conditions (e.g., organ transplantation, cancer treatment), due to the greater risks such individuals face if they contract COVID-19.

## Tracking results

Employers who conduct workplace diagnostic screening testing should have a plan in place for tracking test results, conducting workplace contact tracing, and reporting positive test results to local health departments. For more information on tracking and reporting in the workplace, please refer to the Workplace Outbreak Employer Guidance (ca.gov).

Additionally, please refer to Cal/OSHA ETS for more detailed workplace guidance, especially as described in Sections 3205(c)(1), 3205(c)(2), and 3205(c)(3).

In the case of multiple COVID-19 cases, please refer to Sections 3205.1(b) and 3205.1(c). In the case of 20 or more employee cases, please refer to Section 3205.2(b).

Technology platforms are available that can facilitate reporting for employers. Employers should also consult CDPH's AB 685 COVID-19 Workplace Outbreak Reporting Requirements, Employer Questions about AB 685, CDC guidance on workplace screening testing and Responding to COVID-19 in the Workplace Guidance for Employers for additional information.

Testing can complement other COVID-19 prevention measures, such as vaccination, mask wearing, improved ventilation, respiratory and hand hygiene.

## What types of tests can be used for diagnostic screening testing?

Antigen or molecular tests can be used and must either have Emergency Use Authorization by the U.S. Food and Drug Administration or be a test operating under the Laboratory Developed Test requirements of the U.S. Centers for Medicare and Medicaid Services.

These tests may be used at different minimum frequencies, please see below for details. More details on effective testing may be found in CDPH Guidance on the Use of Antigen Tests for Diagnosis of Acute COVID-19 and the CDC's COVID-19 Testing: What You Need to Know.

## How frequently should diagnostic screening testing occur?

Settings that should be considered for screening testing include facilities and situations where transmission risk is high and the population served is at high risk of severe outcomes from COVID-19 or there is limited access to healthcare. Serial screening testing is less effective at reducing COVID-19's impacts in settings where disease rates are lower, risk of spread is lower, and risk of severe illness is lower. Because of this, CDC and CDPH do not recommend serial screening testing in most lower risk settings.

**Diagnostic screening testing frequency:** The current recommended minimum COVID-19 diagnostic screening testing frequency is at least once weekly for molecular testing and twice weekly for antigen testing.

**For more information on testing in schools,** see CDPH Preliminary Testing Framework for K-12 Schools for the 2022-2023 School Year (PDF) and 2022-2023 K-12 Schools to Support Safe In-Person Learning.

Molecular testing (PDF) is most effective when turnaround times are short (<2 days). If the turnaround time is longer than 1 day, diagnostic screening testing with PCR or NAAT is a less effective screening method. Please refer to the CDC's COVID-19 Testing: What You Need to Know.

For additional CDC recommendations on testing, see CDC Overview of Testing for SARS-CoV-2, the virus that causes COVID-19 site

## Post-Exposure Testing for COVID-19 Contacts

### What is post-exposure testing?

Post-exposure testing for COVID-19 means testing people who are asymptomatic but have been exposed to a confirmed case of COVID-19.

### Who should receive post-exposure testing and when should it occur?

- All people, regardless of vaccination status, who have shared the same indoor airspace for a cumulative total of 15 minutes or more over a 24-hour period during an infected person's infectious period [3] should consider testing immediately upon exposure notification and 3-5 days after their exposure date (day 0), even if they are asymptomatic.
- Exposed people who were infected within the prior 90 days do not need to be tested unless symptoms develop. However, such people may consider testing if exposed 30-90 days after previous infection since people exposed to new variants may become re-infected in less than 90 days.
- Any person who develops new symptoms of COVID-19 should isolate and be tested right away. For more relevant guidance, please refer to the latest Isolation and Quarantine for COVID-19 Guidance.
- Consult Cal/OSHA COVID-19 Prevention Emergency Temporary Standard and specifically, the ETS Testing Section and ETS FAQ on Testing for current requirements for employers to offer testing of workplace close contacts after workplace exposure.

### What types of tests can be used for post-exposure testing?

Molecular, including PCR, or antigen tests can be used for post-exposure testing.

## Response Testing

### What is response testing?

Response testing is serial testing performed following an exposure that has occurred in high-risk residential congregate settings or high-risk/high-density workplaces. The goal of response testing is to identify asymptomatic infections in people in high-risk settings and/or during outbreaks to prevent further spread of COVID-19. Response testing should be initiated as soon as possible after a person in a high-risk setting has been identified as having COVID-19.

Skilled nursing facilities and LHJs may refer to AFL 22-13 for Skilled Nursing Facilities for guidance on situations where a contact-tracing approach may be used to guide response testing and quarantine.

### Who should be tested during response testing?

Response testing should occur for all people (residents and staff, regardless of vaccination status) in the facility as soon as possible after at least one person (resident or staff) with COVID-19 is identified in a high-risk setting.

## What tests can be used for response testing?

Either antigen or molecular tests can be used for response testing. Antigen tests are preferred for fastest turnaround time.

### Response testing frequency

**The recommended minimum response test frequency is at least once weekly.** More frequent testing may be useful when community levels of transmission increase, in communities with low vaccination rates, and when the circulating variant has a short incubation period. Molecular testing (PDF) as a response testing tool is most effective when turnaround times are short (<2 days). If the turnaround time is longer than 2 days, response testing with molecular tests is not an effective method.

## How long should response testing occur?

Response testing should be performed on all residents and staff initially, and then serial testing of those who tested negative on the prior round of testing should occur until no new cases are identified in sequential rounds of testing over a 14-day period. Facilities should work with their LHJ on outbreak management.

### Response testing for outbreaks in workplaces

Facilities must follow Cal/OSHA standards for outbreak management, or LHJ requirements if they exceed Cal/OSHA standards. All people who are exposed [1] should follow Guidance on Isolation and Quarantine for COVID-19 (ca.gov).

## Pre-entry / Pre-admission / Pre-competition/ Pre-travel testing for COVID-19

### What is Pre-entry Testing?

Pre-entry testing is testing performed prior to someone entering an event, competition, congregate setting, or other venue or business and is intended to reduce the risk of COVID-19 transmission in these settings. Symptomatic people and people with positive COVID-19 test results should not be allowed to enter.

### Who must receive Pre-entry Testing?

Refer to CDPH Guidance for Mega Events for more information on pre-entry testing for large indoor events.

### Who should receive Pre-entry Testing?

In addition to settings where pre-entry testing may be required, it should be considered for those attending large indoor social or mass gatherings (such as large private events, live performance events, sporting events, theme parks, etc.) especially if high-risk individuals will be present, while participating in high-risk sport competitions, or other events in crowded or poorly ventilated settings.

## What types of tests can be used for pre-entry testing and when should they

## **be performed?**

CDPH recommends a point of care test (antigen or molecular) within 24 hours of entry for asymptomatic people. Results should be available before event entry.

## **What can be used as proof of a negative pre-entry test in settings where pre-entry testing is required?**

For settings that require pre-entry negative tests, facilities and venues should not use self-attestation. The following are additional strategies that may be used as acceptable for proof of a negative COVID-19 test result:

- A printed document from the test provider or laboratory; OR
- An electronic test result displayed on a phone or other device from the test provider or laboratory.
  - The information should include person's name, type of test performed, and negative test result. OR
- A supervised antigen test where test process and result are observed by staff.

For more guidance on how to provide proof of testing and vaccination, please refer to Vaccine Records Guideline & Standards.

## **Testing and Traveling**

### **Should people who are traveling have pre-travel testing?**

CDC recommends that domestic travelers, regardless of vaccination status, consider getting tested for current infection with a viral test as close to the time of departure as possible (no more than 3 days before travel).

Travelers entering the US by air from international locations are no longer required to test prior to US entry. For more information on testing and other protective measures to take while traveling, please refer to CDC Travel During COVID-19.

## **Testing and Events**

### **Should testing occur after the event, and if so, when?**

Since there is a possibility of exposure to people infected with COVID-19 in gatherings and congregate situations, testing 3-5 days after the event is recommended even if no symptoms develop.

All people who develop symptoms should test immediately. If a person with symptoms of COVID-19 initially tests negative on an antigen test, the test should be repeated in 24-48 hours.

Symptomatic people may consider repeat testing every 24-48 hours for several days after symptom onset until there is a positive test result or until symptoms improve. Low amounts of virus early in infection can sometimes be missed by antigen tests, and an antigen test can be positive when repeated within several days.

### **Should symptomatic people attend events if they have negative pre-entry test results?**

People experiencing COVID-19-like symptoms (PDF) should be tested and should not attend events or gatherings or visit congregate settings even if they are antigen test negative during the first few days of symptoms; this is recommended in general to reduce spread of infectious diseases. Such persons should retest with an antigen or molecular test 24-48 hours after the initial negative antigen test.

## Testing after a diagnosis of COVID-19

- People who have an initial positive COVID-19 test should isolate for at least 5 days (the first day of symptoms or the date of a positive test in someone who never develops symptoms is Day 0). For the most up to date information on when to start and end isolation as well as other measures to take when in isolation, please refer to CDPH Isolation and Quarantine for COVID-19 Guidance for the General Public.
- People who had a positive COVID-19 test in the past 90 days and are currently asymptomatic do not need to be retested as part of a diagnostic screening testing program; screening testing may be considered again 30-90 days after previous infection since people exposed to new variants may become re-infected in less than 90 days.
- People who had a positive COVID-19 test in the past 90 days and are exposed to COVID-19 do not need to be tested unless symptoms develop. However, such people may consider testing if exposed 30-90 days after previous infection since people exposed to new variants may become re-infected in less than 90 days.
- Testing with an antigen test within 30 days of a prior infection may be considered for people who develop new symptoms consistent with COVID-19, IF an alternative etiology cannot be identified. Interpretation of positive test results should be in consultation with infectious disease or infection control experts.

## Prolonged antigen test positivity after COVID-19 infection

CDPH has received reports of infected people with antigen test positivity >10 days.

There are limited data available to inform recommendations for such people but a recent viral culture study with the Omicron variant [2] did not identify infectious virus >10 days after symptom onset.

A second recent study [3] during the Omicron BA.1 surge found that antigen tests were suboptimal at predicting the ability to culture virus on day 6, which suggests that negative antigen tests are predictive of a negative culture, but positive antigen tests may be detecting non-culturable virus.

Therefore, CDPH recommends that most infected persons may stop testing and discontinue isolation after day 10 even if an antigen test is still positive, as long as symptoms are improving, and fever has been resolved for 24 hours without the use of fever-reducing medication. However, it is possible that some infected people remain infectious >10 days. Thus, persons who continue to test antigen positive on or after day 10 should consider continued masking and refraining from contact with people at high-risk for severe COVID-19 disease until their antigen test is negative.

## Tests

### What types of tests are there?

**Molecular tests:** Molecular tests amplify and then detect specific fragments of viral RNA. Depending on the test, different sequences of RNA may be targeted and amplified. Examples of this method include polymerase chain reaction (PCR), loop-mediated isothermal amplification (LAMP), and Nucleic Acid Amplification Test (NAAT).

The real-time reverse transcriptase polymerase chain reaction (PCR) is the most commonly used molecular test and the most sensitive test for COVID-19. PCR is typically performed in a laboratory and results typically take one to three days.

Point-of-care (POC) molecular tests are also available and can produce results in 15 minutes but may have lower sensitivity (might not detect all active infections) compared with laboratory-based PCR tests.

**Antigen tests:** Antigen tests identify viral nucleocapsid protein fragments. They are typically performed at POC or at home and produce results in approximately 10-30 minutes. Antigen tests have a slightly lower sensitivity (may not detect all active infections), but similar specificity (likelihood of a negative test for those not infected with SARS CoV-2) for detecting SARS-CoV-2 compared to PCR tests.

Antigen test samples must be collected as directed in instructions for the specific test (e.g., a sample from the nose is required for a test that has been approved for nasal swabs).

The FDA maintains a list of diagnostic tests for COVID-19 granted Emergency Use Authorization (EUA). No test is 100% accurate and test performance can vary depending on test and patient factors, as well as current community transmission rates and pre-test probability in the person being tested. These recommendations for antigen testing and frequency are subject to change based on overall test positivity, local case rates and levels of transmission.

## Where can I find free COVID-19 PCR tests?

For updated information on testing sites and getting at-home tests free through medical insurance, visit Find a testing site ([ca.gov](https://www.ca.gov))

## What factors can impact the results of COVID-19 tests?

- **Viral Load:** the amount of virus that is present in the testing site (e.g., nasal cavity) at a given time.
- **Sensitivity:** ability of a test to turn positive when a person is in fact infected with SARS CoV-2.
- **Specificity:** ability of a test to be negative when a person is not infected with SARS CoV-2.
- **Stage of Infection:** Sensitivity is also highly dependent on the stage of the infection. In general, after exposure and infection the amount of detectable virus in the body remains low for the first few days of infection, then rises exponentially and then decreases gradually over a period of time.
- **Immune response of the infected person:** A person's individual immune response and their personal health characteristics can impact the time course of their infection, which will influence the level of viral load at any time point.
- **Different laboratories:** Each lab's tests have their own sensitivity and specificity levels. Labs with a higher level of sensitivity can detect lower viral loads of COVID-19 that might not be detected by a test with a lower sensitivity level.
- **Different tests:** Antigen tests and molecular tests have different limit of detection to detect virus thus impacting their sensitivities.
- **Sample collection and handling:** Effective sample collection is dependent on different factors that can impact sample integrity including collection technique and sealing of specimen, storage temperature, transportation, sample handling, and duration of time between sample collection and testing.

## References

[1] Someone sharing the same indoor airspace, e.g., home, clinic waiting room, airplane etc., for a cumulative total of 15 minutes or more over a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes) during an infected person's (laboratory-confirmed or a clinical diagnosis) infectious period.

[2] Takahashi K, Ishikane M, Ujiie M, et al. Duration of Infectious Virus Shedding by SARS-CoV-2 Omicron Variant-Infected Vaccinees. *Emerg Infect Dis.* 2022;28(5):998-1001.

[3] Cosimi LA, Kelly C, Esposito S, et al. Evaluation of the role of home rapid antigen testing to determine isolation period after infection with SARS-CoV-2. *medRxiv* 2022.03.03.22271766.

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California Department of Public Health  
PO Box, 997377, MS 0500, Sacramento, CA 95899-7377  
Department Website ([cdph.ca.gov](http://cdph.ca.gov))







Charter Number:

40-68809-8043194

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2022-23 CHARTER SCHOOL INTERIM REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed:

Date:

Charter School Official  
(Original signature required)

Printed Name:

Title:

For additional information on the Interim report, please contact:

Charter School Contact:

Julie Turk

Name

Principal

Title

805-595-7188

Telephone

jturk@bsfcs.org

E-mail Address

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<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>	150.75	150.75	150.75	150.75	0.00	0.0%
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0.0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0.0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0.0%
<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	0.0%
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
<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	0.0%
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	150.75	150.75	150.75	150.75	0.00	0.0%
<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>	0.00	0.00	0.00	0.00	0.00	0.0%
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0.0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0.0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0.0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.0%
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.0%

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.0%
9. TOTAL CHARTER SCHOOL ADA Reported In Fund 01, 09, or 62 (Sum of Lines C4 and C8)	150.75	150.75	150.75	150.75	0.00	0.0%

2022-23 First Interim  
 General Fund  
 Summary - Unrestricted/Restricted  
 Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	1,453,129.00	1,453,129.00	307,449.31	1,606,129.00	153,000.00	10.5%
2) Federal Revenue		8100-8299	62,325.00	62,325.00	10,525.00	72,850.00	10,525.00	16.9%
3) Other State Revenue		8300-8599	169,097.00	169,097.00	135,501.04	374,997.20	205,900.20	121.8%
4) Other Local Revenue		8600-8799	156,338.00	156,338.00	63,531.98	223,075.00	66,737.00	42.7%
5) TOTAL, REVENUES			1,840,889.00	1,840,889.00	517,007.33	2,277,051.20		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	935,355.00	935,355.00	162,461.19	950,376.00	(15,021.00)	-1.6%
2) Classified Salaries		2000-2999	78,100.00	78,100.00	17,750.00	80,775.00	(2,675.00)	-3.4%
3) Employee Benefits		3000-3999	350,843.00	350,843.00	59,931.53	358,343.00	(7,500.00)	-2.1%
4) Books and Supplies		4000-4999	44,600.00	44,600.00	11,099.90	250,718.20	(206,118.20)	-462.1%
5) Services and Other Operating Expenditures		5000-5999	263,849.00	263,849.00	138,002.91	470,954.00	(207,105.00)	-78.5%
6) Capital Outlay		6000-6999	14,500.00	14,500.00	0.00	14,500.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,687,247.00	1,687,247.00	389,245.53	2,125,666.20		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			153,642.00	153,642.00	127,761.80	151,385.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	24,019.00	24,019.00	0.00	0.00	(24,019.00)	-100.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			24,019.00	24,019.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			177,661.00	177,661.00	127,761.80	151,385.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	666,582.12	666,582.12		666,582.12	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			666,582.12	666,582.12		666,582.12		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			666,582.12	666,582.12		666,582.12		
2) Ending Balance, June 30 (E + F1e)			844,243.12	844,243.12		817,967.12		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		412,212.73		
Stores		9712	0.00	0.00		0.00		

2022-23 First Interim  
 General Fund  
 Summary - Unrestricted/Restricted  
 Revenues, Expenditures, and Changes In Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	222,110.23	222,110.23		145,223.23		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		76,769.05		
Unassigned/Unappropriated Amount		9790	622,132.89	622,132.89		183,762.11		
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	18,106.00	18,106.00	61,348.00	42,509.00	24,403.00	134.8%
Education Protection Account State Aid - Current Year		8012	31,232.00	31,232.00	7,538.00	30,772.00	(460.00)	-1.5%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	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	0.0%
Other In-Lieu Taxes		8082	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	0.0%
Subtotal, LCFF Sources			49,338.00	49,338.00	68,886.00	73,281.00	23,943.00	48.5%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,340,753.00	1,340,753.00	238,563.31	1,469,810.00	129,057.00	9.6%
Property Taxes Transfers		8097	63,038.00	63,038.00	0.00	63,038.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,453,129.00	1,453,129.00	307,449.31	1,606,129.00	153,000.00	10.5%

2022-23 First Interim  
 General Fund  
 Summary - Unrestricted/Restricted  
 Revenues, Expenditures, and Changes In Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	31,605.00	31,605.00	0.00	31,605.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	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	0.0%
Forest Reserve Funds		8260	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	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	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	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	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	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	30,720.00	30,720.00	10,525.00	41,245.00	10,525.00	34.3%
<b>TOTAL, FEDERAL REVENUE</b>			<b>62,325.00</b>	<b>62,325.00</b>	<b>10,525.00</b>	<b>72,850.00</b>	<b>10,525.00</b>	<b>16.9%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	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	0.0%
Mandated Costs Reimbursements		8550	2,771.00	2,771.00	0.00	2,771.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	32,437.00	32,437.00	10,288.84	32,437.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%

2022-23 First Interim  
 General Fund  
 Summary - Unrestricted/Restricted  
 Revenues, Expenditures, and Changes In Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Other Subventions/In-Lieu Taxes		8576	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	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	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	0.00	0.0%
Specialized Secondary	7370	8590	0.00	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	0.00	0.0%
All Other State Revenue	All Other	8590	133,889.00	133,889.00	125,212.20	339,789.20	205,900.20	153.8%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>169,097.00</b>	<b>169,097.00</b>	<b>135,501.04</b>	<b>374,997.20</b>	<b>205,900.20</b>	<b>121.8%</b>
<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	0.0%
Unsecured Roll		8616	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	0.0%
Supplemental Taxes		8618	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	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	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	0.00	0.0%
Sale of Publications		8632	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	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	700.00	700.00	760.06	760.00	60.00	8.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	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	0.0%
Non-Resident Students		8672	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	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	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	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%



2022-23 First Interim  
 General Fund  
 Summary - Unrestricted/Restricted  
 Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	37,000.00	37,000.00	43,168.92	103,677.00	66,677.00	180.2%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Transfers Of Apportionments</b>								
<b>Special Education SELPA Transfers</b>								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	118,638.00	118,638.00	19,603.00	118,638.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
<b>ROC/P Transfers</b>								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Transfers of Apportionments</b>								
From Districts or Charter Schools	All Other	8791	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	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>156,338.00</b>	<b>156,338.00</b>	<b>63,531.98</b>	<b>223,075.00</b>	<b>66,737.00</b>	<b>42.7%</b>
<b>TOTAL, REVENUES</b>			<b>1,840,889.00</b>	<b>1,840,889.00</b>	<b>517,007.33</b>	<b>2,277,051.20</b>	<b>436,162.20</b>	<b>23.7%</b>
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	793,699.00	793,699.00	121,144.88	808,720.00	(15,021.00)	-1.9%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	141,656.00	141,656.00	41,316.31	141,656.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>935,355.00</b>	<b>935,355.00</b>	<b>162,461.19</b>	<b>950,376.00</b>	<b>(15,021.00)</b>	<b>-1.6%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	2,675.00	(2,675.00)	New
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	78,100.00	78,100.00	17,750.00	78,100.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>78,100.00</b>	<b>78,100.00</b>	<b>17,750.00</b>	<b>80,775.00</b>	<b>(2,675.00)</b>	<b>-3.4%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	140,228.00	140,228.00	31,030.12	145,909.00	(5,681.00)	-4.1%
PERS		3201-3202	20,000.00	20,000.00	4,503.20	20,613.00	(613.00)	-3.1%
OASDI/Medicare/Alternative		3301-3302	20,254.00	20,254.00	3,673.16	20,934.00	(680.00)	-3.4%
Health and Welfare Benefits		3401-3402	126,641.00	126,641.00	18,508.86	126,333.00	308.00	0.2%
Unemployment Insurance		3501-3502	15,776.00	15,776.00	894.55	16,437.00	(661.00)	-4.2%
Workers' Compensation		3601-3602	10,104.00	10,104.00	1,321.64	10,277.00	(173.00)	-1.7%
OPEB, Allocated		3701-3702	17,840.00	17,840.00	0.00	17,840.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%

2022-23 First Interim  
 General Fund  
 Summary - Unrestricted/Restricted  
 Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>TOTAL, EMPLOYEE BENEFITS</b>			350,843.00	350,843.00	59,931.53	358,343.00	(7,500.00)	-2.1%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	12,217.00	12,217.00	1,026.07	12,217.00	0.00	0.0%
Books and Other Reference Materials		4200	500.00	500.00	0.00	500.00	0.00	0.0%
Materials and Supplies		4300	31,883.00	31,883.00	7,318.79	235,123.20	(203,240.20)	-637.5%
Noncapitalized Equipment		4400	0.00	0.00	2,755.04	2,878.00	(2,878.00)	New
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			44,600.00	44,600.00	11,099.90	250,718.20	(206,118.20)	-462.1%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	500.00	500.00	0.00	500.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	12,400.00	12,400.00	13,578.30	14,400.00	(2,000.00)	-16.1%
Operations and Housekeeping Services		5500	74,900.00	74,900.00	27,754.77	73,400.00	1,500.00	2.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	22,501.00	22,501.00	8,906.88	20,738.00	1,763.00	7.8%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	136,148.00	136,148.00	84,696.37	344,516.00	(208,368.00)	-153.0%
Communications		5900	17,400.00	17,400.00	3,066.59	17,400.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			263,849.00	263,849.00	138,002.91	470,954.00	(207,105.00)	-78.5%
<b>CAPITAL OUTLAY</b>								
Land		6100	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	0.0%
Buildings and Improvements of Buildings		6200	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	2,500.00	2,500.00	0.00	2,500.00	0.00	0.0%
Equipment Replacement		6500	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			14,500.00	14,500.00	0.00	14,500.00	0.00	0.0%
<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	0.0%
State Special Schools								
		7130	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	0.0%
Payments to County Offices								
		7142	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	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools								
		7211	0.00	0.00	0.00	0.00	0.00	0.0%

2022-23 First Interim  
 General Fund  
 Summary - Unrestricted/Restricted  
 Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
To County Offices		7212	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	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	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	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	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	0.0%
All Other Transfers		7281-7283	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	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			1,687,247.00	1,687,247.00	389,245.53	2,125,666.20	(438,419.20)	-26.0%
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	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	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%

2022-23 First Interim  
 General Fund  
 Summary - Unrestricted/Restricted  
 Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8865	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	0.0%
Proceeds from Leases		8972	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	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8880	24,019.00	24,019.00	0.00	0.00		
Contributions from Restricted Revenues		8890	0.00	0.00	0.00	0.00		
<b>(e) TOTAL, CONTRIBUTIONS</b>			24,019.00	24,019.00	0.00	0.00	(24,019.00)	-100.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			24,019.00	24,019.00	0.00	0.00	24,019.00	100.0%

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
<b>ACTUALS THROUGH THE MONTH OF (Enter Month Name):</b>										
<b>A. BEGINNING CASH</b>										
<b>B. RECEIPTS</b>										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		10,955.00	10,955.00	27,257.00	19,719.00	19,719.00	7,860.00	14,879.00	4,478.00
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099			163,215.00	26,910.00	48,438.00	7,732.00	153,285.00	153,285.00	153,285.00
Federal Revenue	8100-8299					10,525.00	61,785.00	574.00	13,622.00	18.00
Other State Revenue	8300-8599		2,500.00	2,567.00	21,167.00	109,267.00	229,007.00	22,334.00	22,865.00	0.00
Other Local Revenue	8600-8799			5,159.00	26,320.00	32,053.00	32,345.00	9,369.00	7,769.00	14,521.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
<b>TOTAL RECEIPTS</b>			13,455.00	181,896.00	101,654.00	220,002.00	350,588.00	193,422.00	212,420.00	172,302.00
<b>C. DISBURSEMENTS</b>										
Certificated Salaries	1000-1999		5,902.00	11,805.00	51,190.00	93,565.00	94,085.00	92,903.00	165,643.00	95,038.00
Classified Salaries	2000-2999			3,550.00	7,100.00	7,100.00	7,100.00	12,537.00	6,681.00	7,270.00
Employee Benefits	3000-3999		1,286.00	3,788.00	19,737.00	35,120.00	34,890.00	36,082.00	41,944.00	39,418.00
Books and Supplies	4000-4999				3,914.00	7,186.00	1,250.00	1,250.00	6,097.00	8,940.00
Services	5000-5999		13,578.00	4,052.00	93,535.00	26,837.00	41,223.00	41,223.00	41,148.00	26,824.00
Capital Outlay	6000-6599								1,830.00	1,675.00
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		20,766.00	23,195.00	175,476.00	169,808.00	178,548.00	183,995.00	263,343.00	179,165.00
<b>TOTAL DISBURSEMENTS</b>										
<b>D. BALANCE SHEET ITEMS</b>										
Assets and Deferred Outflows	9111-9199									201,137.00
Cash Not In Treasury	9200-9299									
Accounts Receivable	9310									
Due From Other Funds	9320									
Stores	9330									
Prepaid Expenditures	9340									
Other Current Assets	9380									
Lease Receivable	9490									
Deferred Outflows of Resources		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	201,137.00
<b>SUBTOTAL</b>			76,799.00	13,783.00	5,445.00	(833.00)	(1,938.00)			
<b>Liabilities and Deferred Inflows</b>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640				115,292.00					
Unearned Revenues	9650									
Deferred Inflows of Resources	9690	0.00	76,799.00	13,783.00	5,445.00	114,459.00	(1,938.00)	0.00	0.00	0.00
<b>SUBTOTAL</b>										
<b>Nonoperating</b>										
Suspense Clearing	9910	0.00	(76,799.00)	(13,783.00)	(5,445.00)	(114,459.00)	1,938.00	0.00	0.00	201,137.00
<b>TOTAL BALANCE SHEET ITEMS</b>			(84,110.00)	144,918.00	(79,267.00)	(64,265.00)	173,978.00	9,427.00	(50,923.00)	194,274.00
<b>E. NET INCREASE/DECREASE (B - C + D)</b>			294,762.00	439,680.00	360,413.00	296,148.00	470,126.00	479,553.00	428,630.00	622,904.00
<b>F. ENDING CASH (A + E)</b>										
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>										

Description	Object	ACTUALS THROUGH THE MONTH OF (Enter Month Name):					June	Accruals	Adjustments	Total	Budget
		March	April	May	June	July					
A. BEGINNING CASH											
B. RECEIPTS											
LCFF/Revenue Limit Sources		622,904.00	647,227.00	672,201.00	659,374.00						
Principal Apportionment	8010-8019	10,324.00	4,478.00	4,044.00	(61,387.00)		0.00		73,281.00	73,281.00	
Property Taxes	8020-8079								0.00	0.00	
Miscellaneous Funds	8080-8099	153,285.00	153,285.00	153,285.00	366,843.00				1,532,848.00	1,532,848.00	
Federal Revenue	8100-8299	9,655.00	260.00	103.00	(23,692.00)				72,850.00	72,850.00	
Other State Revenue	8300-8599	20,944.00	29,194.00	0.00	84,847.80		0.00		544,692.80	374,997.20	
Other Local Revenue	8600-8799	6,153.00	20,535.00	14,086.00	54,766.00				223,076.00	223,075.00	
Interfund Transfers In	8910-8929								0.00	0.00	
All Other Financing Sources	8930-8979								0.00	0.00	
TOTAL RECEIPTS		200,361.00	207,752.00	171,518.00	421,377.80		0.00	0.00	2,446,747.80	2,277,051.20	
C. DISBURSEMENTS											
Certificated Salaries	1000-1999	95,038.00	95,038.00	95,038.00	55,132.00		0.00		950,377.00	950,376.00	
Classified Salaries	2000-2999	7,270.00	7,270.00	7,270.00	7,628.00				80,776.00	80,775.00	
Employee Benefits	3000-3999	39,418.00	39,418.00	39,418.00	27,825.00				358,344.00	358,343.00	
Books and Supplies	4000-4999	15,458.00	8,745.00	15,672.00	180,340.00				248,852.00	250,718.20	
Services	5000-5999	18,576.00	31,605.00	26,513.00	108,606.00				473,720.00	470,954.00	
Capital Outlay	6000-6599	278.00	702.00	434.00	9,582.00				14,501.00	14,500.00	
Other Outgo	7000-7499								0.00	0.00	
Interfund Transfers Out	7600-7629								0.00	0.00	
All Other Financing Uses	7630-7699								0.00	0.00	

First Interim  
 2022-23 Budget  
 Cashflow Worksheet - Budget Year (1)

Description	Object	Cashflow Worksheet - Budget Year (1)					Total	Budget
		March	April	May	June	Accruals		
TOTAL DISBURSEMENTS		176,038.00	182,776.00	184,345.00	389,113.00	0.00	2,126,570.00	2,125,666.20
D. BALANCE SHEET ITEMS								
<u>Assets and Deferred Outflows</u>								
Cash Not In Treasury	9111-9199						0.00	
Accounts Receivable	9200-9299						201,137.00	
Due From Other Funds	9310						0.00	
Stores	9320						0.00	
Prepaid Expenditures	9330						0.00	
Other Current Assets	9340						0.00	
Lease Receivable	9380						0.00	
Deferred Outflows of Resources	9490						0.00	0.00
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	201,137.00	
<u>Liabilities and Deferred Inflows</u>								
Accounts Payable	9500-9599						93,256.00	
Due To Other Funds	9610						0.00	
Current Loans	9640						0.00	
Unearned Revenues	9650						115,282.00	
Deferred Inflows of Resources	9690						0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	208,548.00	
<u>Nonoperating</u>								
Suspense Clearing	9910						0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	(7,411.00)	
E. NET INCREASE/DECREASE (B - C + D)		24,323.00	24,974.00	(12,827.00)	32,264.80	0.00	312,766.80	151,385.00
F. ENDING CASH (A + E)		647,227.00	672,201.00	659,374.00	691,638.80			
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS							691,638.80	



Bellevue Santa Fe						
MYP Unrestricted And Restricted Budgets Combined						
		Projected Year Totals 22-23	Percent Change (Cols F-D/D)	23-24 Projection	Percent Change (Cols H-F/F)	24-25 Projection
<b>A. Revenues and Other Financing Sources</b>						
1. LCFF/Taxes	8010-8099	\$ 1,606,129.00	-7.18%	\$ 1,490,805.00	3.42%	\$ 1,541,734.00
2. Federal Revenues	8100-8299	72,850.00	-15.19%	61,785.00	0.00%	61,785.00
3. Other State Revenues	8300-8599	374,997.20	-43.79%	210,774.00	0.00%	210,774.00
4. Other Local Revenues	8600-8799	223,075.00	-46.80%	118,683.00	0.00%	118,685.00
5. Other Financing Sources						
a. Transfers In	8900-8929	-		-		-
b. Other Sources	8930-8979	-		-		-
c. Contributions	8980-8999	-		-		-
6. Total Sums (1-4c)		\$ 2,277,051.20		\$ 1,882,047.00		\$ 1,932,978.00
<b>B. Expenditures and Other Financing Uses</b>						
1. Certificated Salaries						
a. Base Salaries		\$ 950,376.00		\$ 950,376.00		\$ 969,432.00
b. Step and Column Adj						
c. Other Adj				19,056.00		19,388.64
Total Certificated	1000-1999	950,376.00	2.01%	969,432.00	2.00%	988,820.64
2. Classified Salaries						
a. Base Salaries		80,775.00		75,000.00		76,500.00
b. Step and Column Adj						
c. Other Adj				1,500.00		1,500.00
Total Classified Salaries	2000-2999	80,775.00	-5.29%	76,500.00	1.96%	78,000.00
3. Employee Benefits	3000-3999	358,343.00	3.00%	369,093.29	3.00%	380,166.09
4. Books and Supplies	4000-4999	250,718.20	-24.96%	188,141.00	-75%	47,073.00
5. Services and Other Oper	5000-5999	470,954.00	-21.71%	368,707.00	0.00%	368,707.00
6. Capital Outlay	6000-6999	14,500.00	-100.00%	-	#DIV/0!	-
7. Other Outgo	7100-7299	-	0.00	-	0.00	-
8. Other Outgo Indirect	7300-7399	-	0.00	-	0.00	-
9. Other Financing Uses						
a. Transfers Out	7600-7629	-	0.00	-	0.00	-
b. Other Uses	7630-7699	-		-		-
10. Other Adjustments						
11. Total Sum (1-10)		\$ 2,125,666.20		\$ 1,971,873.29		\$ 1,862,766.73
Net Increase (Decrease) in Fund Balance (A6-B11)		\$ 151,385.00		\$ (89,826.29)		\$ 70,211.27
<b>D. Fund Balance</b>						
1. Net Beginning Fund Balance		\$ 666,582.12		\$ 817,967.12		\$ 728,140.83
2. Ending Fund Balance (Sum Lines C and D1)		\$ 817,967.12		\$ 728,140.83		\$ 798,352.10
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	412,212.73		412,212.73		412,212.73
b. Restricted	9740	145,223.23				
c. Committed						
1. Stabilization Arrangements	9750	-				
2. Other Commitments	9760	-				
d. Assigned		17,450.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	76,769.05		98,593.66		93,138.34
2. Unassigned/Unapproved	9790	166,312.11		217,334.44		293,001.03
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		\$ 817,967.12		\$ 728,140.83		\$ 798,352.10
<b>E. Available Reserves (Unrestricted Except as Noted)</b>						
1. General Fund						
a. Stabilization Arrangements	9750	-		-		-
b. Reserve for Economic Uncertainties	9789	76,769.05		98,593.66		93,138.34
c. Unassigned/Unappropriated	9790	166,312.11		217,334.44		293,001.03
d. Negative Restricted Ending Fund Balance	9792	-		-		-
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	-		-		-
b. Reserve for Economic Uncertainties	9789	-		-		-
c. Unassigned/Unappropriated	9790	-		-		-
3. Total Available Reserves - By Amount (Sum Lines E1 thru E2c)		\$ 243,081.16		\$ 315,928.10		\$ 386,139.37
4. Total Reserves - By Percent (Lines E3 divided by line F3c)		11.44%		16.02%		20.73%
<b>F. Recommended Reserves</b>						
2. District ADA - Funded						
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses		2,125,666.20		1,971,873.29		1,862,766.73
b. Plus: Special Education Pass-Through fund (Line F1b2, if Line F1a is No)		-		-		-
c. Total Expenditures and Other Financing Uses (Line F3a plus Line F3b)		2,125,666.20		1,971,873.29		1,862,766.73
d. Reserve Standard Percentage Level (Refer to Form 01, C&I 10 for calculation details)		5%		5%		5%
e. Reserve Standard by Percent (Line F3c times F3d)		106,283.31		98,593.66		93,138.34
f. Reserve Standard - by Amount		-		-		-
g. Reserve Standard (Greater of Line F3e or F3f)		106,283.31		98,593.66		93,138.34
h. Available Reserves (Line e3) Meet Reserve Standard (Line F3g)		Yes		Yes		Yes

**Bellevue-Santa Fe Charter School  
Proof of Residency Draft Policy**

Prior to enrollment (defined as the first day of school) in Bellevue-Santa Fe Charter School (BSFCS), parents or legal guardians shall provide proof of residency.

**Definition of Residency**

Residence is defined as the place in which either the parent or legal guardian resides and in which the student spends the majority of his or her time in accordance to *California Education Codes 48200 – 48208*.  
A student can have only one residence for the purpose of establishing residency.

**Proof of Residency**

All applicants must submit a Residency Declaration form, signed by the parent or legal guardian and two documents reflecting identical current residence address including, but not limited to, any of the following (*Education Code 48204.1*):

1. Property tax payment receipts.
2. Rental property contract, lease, or payment receipts.
3. Utility service contract, statement, or payment receipt.
4. Pay stubs.
5. Voter registration.
6. Correspondence from a government agency.

Amount of payments and other private information may be redacted. Residence is defined as the physical address of the applicant's primary parent(s)/legal guardian(s). P.O. Box addresses do not qualify.

**The deadline for the documents and declaration to be submitted to BSFCS is the last business day in February. A student will not be eligible to participate in the *Annual Public Admissions Lottery* if there is a failure to submit these documents.**

Notes:

- In the event that an applicant is not able to provide one or more of the required documents or is claiming alternative residency conditions, as set forth in *Education Code 48204*, the applicant shall provide reasonable evidence of residency as set forth in *Education Code 48204.1(a)* and may be subject to an unannounced home visit. BSFCS shall review the application and make a final determination of residency.
- If any BSFCS employee reasonably believes that the parent or legal guardian of a student has provided false or unreliable evidence of residency, BSFCS shall make reasonable efforts to determine whether the student meets legal residency requirements, which may include, but not be limited to, additional documentation of residency and/or unannounced home visits. **Residency verification is a parent or legal guardian responsibility and falsification of information provided to the school shall result in cancellation of enrollment.**

GB Approved

## Special Education Staff

### Qualifications/Assignment of Special Education Teachers

Any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization issued by the Commission on Teacher Credentialing (CTC) that specifically authorizes him/her to teach students with the primary disability within the program placement recommended in the students' individualized education program (IEP). (5 CCR 80046.1-80048.9.4)

*(cf. 4112.2 - Certification)*

*(cf. 4113 - Assignment)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

The school may employ a person with an appropriate intern credential to provide classroom instruction to students with disabilities, provided he/she has met the subject matter requirement specified in Education Code 44325 and receives guidance, supervision, and professional development through an established school intern program. (Education Code 44325, 44326, 44830.3)

*(cf. 4112.21 - Interns)*

The principal may request that the CTC issue a special education limited assignment teaching permit which authorizes a qualified special education teacher, with his/her written consent, to serve outside the specialty area of his/her credential. If the teacher has not yet obtained permanent status, the principal shall assign one or more experienced educators in the special education subject area(s) of the permit, who have at least three years of full-time teaching experience in each of the subject area(s) of the permit, to provide guidance and assistance to the permit holder. (5 CCR 80026, 80027.1)

As needed, the school may apply to the CTC for an emergency permit for resource specialist services pursuant to 5 CCR 80023.2 and 80024.3.1.

When requesting either a limited assignment teaching permit or an emergency resource specialist permit, the principal shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026 and has been approved by the Board at a regularly scheduled Board meeting. (5 CCR 80026)

If there is a need to immediately fill a classroom vacancy or a suitable credentialed teacher cannot be found after a diligent search, the principal may, as appropriate, apply to the CTC for a short-term staff permit pursuant to 5 CCR 80021, a provisional internship permit pursuant to 5 CCR 80021.1, or, as a last resort, a credential waiver.

Individuals providing related services to students with disabilities, including developmental, corrective, and other supportive and related services, shall meet the applicable qualifications specified in 5 CCR 3051-3051.24. (5 CCR 3051; 34 CFR 300.34, 300.156)

*(cf. 3312 - Contracts)*

*(cf. 3600 - Consultants)*

The principal shall provide ongoing professional development as needed to assist special education staff in updating and improving their knowledge and skills.

*(cf. 4331 - Staff Development)*

## Special Education Staff

Whenever a candidate for a clear education specialist credential is employed by the school, the principal shall, within 60 days of employment, collaborate with the candidate and, as applicable, with the college or university to develop an individualized induction plan including supported induction and job-related course of advanced preparation. (5 CCR 80048.8.1)

### Resource Specialists

The duties of resource specialists shall include, but are not limited to: (Education Code 56362; 5 CCR 80070.5)

1. Providing instruction and services for students with disabilities whose needs have been identified in an IEP
2. Conducting educational assessments
3. Providing information and assistance for students with disabilities and their parents/guardians
4. Providing consultation, resource information, and material regarding students with disabilities to staff members in the regular education program and the students' parents/guardians
5. Coordinating special education services with the regular school program for each student with disabilities enrolled in the resource specialist program
6. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team
7. Providing services for secondary students that emphasize academic achievement, career and vocational development, and preparation for adult life

Any student who receives resource specialist services shall be assigned to regular classroom teacher(s) for a majority of the school day, unless his/her IEP team approves enrollment in the resource specialist program for a majority of the school day. (Education Code 56362; 5 CCR 80070.5)

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

The school's resource specialist program shall be under the direction of a resource specialist who possesses the qualifications specified in Education Code 56362.

### Caseloads

The principal shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, the collective bargaining agreement, and/or the comprehensive plan of the Special Education Local Plan Area (SELPA) in which the district participates.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4141/4241 - Collective Bargaining Agreement)

### Special Education Staff

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Governing Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver.

(Education Code 56362, 56362.1; 5 CCR 3100)

(cf. 1431 - *Waivers*)

The average caseload for language, speech, and hearing specialists shall not exceed 55 cases, unless the SELPA plan specifies a higher average caseload and states the reasons for the higher average caseload. The maximum caseload for speech and language specialists exclusively serving children with disabilities age 3-5 years shall not exceed 40. (Education Code 56363.3, 56441.7)



## Staff Teaching English Language Learners

### Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (*Education Code 306; 20 USC 7801*)

Instruction for English Language Development (ELD) means instruction designed specifically for English learners to develop their listening, speaking, reading, and writing skills in English. (*Education Code 44253.2*)

Specially Designed Academic Instruction in English (SDAIE) means instruction in a subject area, delivered in English, that is specially designed to meet the needs of English learners. (*Education Code 44253.2*)

Primary language instruction includes both primary language development designed to develop English learners' listening, speaking, reading, and writing skills in their primary language and content instruction delivered in the primary language in any subject area. (*Education Code 44253.2*)  
(*cf. 6174 - Education for English Language Learners*)

### Teacher Qualifications

The principal shall ensure that any teacher with one or more English learners in his/her class possesses an English learner authorization issued by the Commission on Teacher Credentialing (CTC) authorizing ELD and/or SDAIE, as appropriate. A teacher possessing a bilingual authorization may be assigned to provide ELD, SDAIE, and/or primary language instruction.

(*cf. 1312.4 - Williams Uniform Complaint Procedures*)

(*cf. 4112.2 - Certification*)

(*cf. 4112.21 - District Interns*)

(*cf. 4113 - Assignment*)

The Governing Board may, for the purpose of providing primary language instruction, hire bilingual teachers who are employed in public or private schools of a foreign country, state, territory, or possession' provided such teachers speak English fluently and hold the necessary sojourn credential issued by the CTC. After the initial two-year sojourn credential expires, the teacher may annually apply to the CTC for an extension for a total period of not more than five years. Any application for renewal shall include verification by the Superintendent or designee that termination of the employment would adversely affect an existing bilingual program and that attempts to secure the employment of a qualified certificated California teacher have been unsuccessful.

Legal Reference Next Page:



## Staff Teaching English Language Learners

### Legal References:

#### EDUCATION CODE

- 306 *Definition, English Learner*
- 44253.1-44253.11 *Certification for bilingual-crosscultural competence*
- 44258.9 *County superintendent review of teacher assignments*
- 44259.5 *Standards for teachers of all students, including English language learners*
- 44380-44386 *Alternative certification*
- 44856 *Employment of teachers from foreign countries*
- 52160-52178 *Bilingual-Bicultural Act of 1976*
- 52180-52186 *Bilingual teacher training assistance program*
- 62001-62005.5 *Evaluation and sunseting of programs*
- 99230-99242 *Mathematics and Reading Professional Development Program*

#### CODE OF REGULATIONS

- 6100-6125 *Teacher qualifications, No Child Left Behind Act*
- 80015 *Requirements for the CLAD certification or English learner authorization*
- 80015.1-80015.4 *Requirements for CLAD, English learner authorization or bilingual authorization*
- 80021 *Short-Term Staff Permit*
- 80021.1 *Provisional Internship Program*
- 80024.7-80024.8 *Emergency CLAD and bilingual permits*

#### UNITED STATES CODE, TITLE 20

- 6319 *Highly qualified teachers*
- 6601-6651 *Training and recruiting high-quality teachers*
- 6801-7014 *Language instruction for English learners and immigrant students*
- 7801 *Definitions, highly qualified teachers*

#### CODE OF FEDERAL REGULATIONS, TITLE 34

- 200.55-200.57 *Highly qualified teachers*

#### COURT DECISIONS

- Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F. Supp. 698
- Management Resources:

#### COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

- CL-622 *Serving English Learners, December 2010*
- CL-626B *Bilingual Authorizations, November 2010*
- CL-626C *Crosscultural, Language and Academic Development (CLAD) Certificate, November 2010*
- CL-568 *The Sojourn Certificated Employee Credential, August 2009*

#### WEB SITES

- CSBA: <http://www.csba.org>
- California Association for Bilingual Education: <http://www.bilingualeducation.org>
- California Department of Education, English Learners: <http://www.cde.ca.gov/splel>
- California Teachers of English to Speakers of Other Languages: <http://www.catesol.org>
- Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
- U.S. Department of Education: <http://www.ed.gov>



## EDUCATION FOR ENGLISH LANGUAGE LEARNERS

### Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

### Identification and Assessments

Upon enrollment in the school, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307, 11518.5)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). Prior to administering the ELPAC, the principal shall notify the student's parent/guardian in writing that the student will be administered the initial ELPAC. (Education Code 313, 52164.1; 5 CCR 11511)

Administration of the ELPAC, including the use of variations and accommodations in test

## EDUCATION FOR ENGLISH LANGUAGE LEARNERS

administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.20.

*(cf. 6159 - Individualized Education Program)*  
*(cf. 6162.51 - State Academic Achievement Tests)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*

Based on the initial assessment, the student shall be classified either as initially fluent in English proficient or as an English learner. The principal shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the school's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The principal shall notify parents/guardians of their child's results on the summative assessment of the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11511.5)

*(cf. 5145.6 - Parental Notifications)*

The parent/guardian of a student participating in, or identified for participation in, a language instruction program shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:

## EDUCATION FOR ENGLISH LANGUAGE LEARNERS

- a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
  - b. The manner in which the program will meet the educational strengths and needs of the student
  - c. The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation
  - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
  - e. When the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

### Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the school establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the principal when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language

## EDUCATION FOR ENGLISH LANGUAGE LEARNERS

acquisition program. If the requests are for a multilingual program model, the school shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in item #2 is attained, the principal shall:
  - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the school's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program
  - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals
  - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators
  - d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The school shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the school has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals
5. The manner in which the program will, within a reasonable period of time, lead to

## EDUCATION FOR ENGLISH LANGUAGE LEARNERS

language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language

6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

The school shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. (5 CCR 11302)

### Reclassification/Redesignation

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The procedures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent/guardian involvement, including:
  - a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate
  - b. Encouragement of parent/guardian participation in the school's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process
4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The student's language proficiency assessments, the participants in the reclassification process,

## EDUCATION FOR ENGLISH LANGUAGE LEARNERS

and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

*(cf. 51253 – Student Records)*

The principal shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The principal shall monitor students for at least four years following their reclassification to ensure correct classification and placement and to determine whether the student needs any additional academic support.

### Advisory Committees

A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; 5 CCR 11308)

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the importance of school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the master plan. (Education Code 52176)

The ELAC shall advise the Board on at least the following tasks: (5 CCR 11308)

1. Developing a master plan for education programs and services for English learners, taking into consideration the school site plans for English learners
2. Conducting a schoolwide needs assessment on a school-by-school basis
3. Establishing a school program, goals, and objectives for programs and services for English learners
4. Developing a plan to ensure compliance with applicable teacher or instructional aide requirements
5. Administering the annual language census
6. Reviewing and commenting on the school's reclassification procedures



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### 7. Reviewing and commenting on the required written parental notifications

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 6020 - Parent Involvement)*

In order to assist the advisory committee in carrying out its responsibilities, the principal shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

### LCAP Advisory Committee

When there are at least 15 percent English learners in the school, with at least 50 students who are English learners, a English learner parent advisory committee shall be established to review and comment on the school's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)

*(cf. 0460 - Local Control and Accountability Plan)*

The ELAC may also serve as the LCAP English learner advisory committee.

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## COURSE OF STUDY

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The school's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

*(cf. 6011 – Academic Standards)*  
*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

The principal shall establish processes for ensuring the articulation of courses across grade levels within the school. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

The school shall not provide any course separately or require or refuse participation by any student on the basis of the student's actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status, race, ancestry, national origin, religion, color, mental or physical disability, or Penal Code 422.55, or the student's association with a person or group with one or more of such actual or perceived characteristics. (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

*(cf. 0415 – Equity)*  
*(cf. 5145.3 – Nondiscrimination/Harassment)*

### Elementary Grades

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary school course of study.

*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*

#### "Legal Reference:

EDUCATION CODE

48980 Parental notifications

51204 Course of study designed for student's needs 51210-51212 Course of study for grades 1-6

51241 Temporary, two-year or permanent exemption from physical education 51911-51921 Comprehensive health educational plans

60040 – 60052 Requirements for Instructional materials

CODE OF REGULATIONS, TITLE 5

4940 Nondiscrimination; course access"

**BELLEVEUE-SANTA FE CHARTER SCHOOL Governing Board Calendar 2022-23**

<p align="center">AUGUST 2022</p>	<p align="center">SEPTEMBER 22, 2022</p> <p><u>Open Session: 4:30</u>  <u>Information:</u>          CAASPP Report          Public Hearing:          Instructional Materials Sufficiency  <u>Discussion:</u>          Governing Board Goals          Appoint GB Officers  <u>Action:</u>          2021-22 Unaudited Actuals Report          Appoint GB Officers          Instructional Materials Sufficiency  <u>Consent Agenda:</u>          Approval of 4<sup>th</sup>/5<sup>th</sup> Grade Overnight Fieldtrip</p>	<p align="center">OCTOBER 27, 2022</p> <p><u>Open Session: 4:00</u>  <u>Presentation:</u>          4<sup>th</sup>/5<sup>th</sup> grade Camp Whittier presentation  <u>Information:</u>          Behavior Expectations Policy          Bullying Policy  <u>Discussion:</u>          Proof of Residency (1<sup>st</sup> reading)          Identification and Evaluation of Individuals for Special Education Policy (1<sup>st</sup> reading)  <u>Action:</u>          Behavior Expectations Policy          Bullying Policy          Identification and Evaluation of Individuals for Special Education Policy (1<sup>st</sup> reading)</p>	<p align="center">NOVEMBER 30, 2022</p> <p><u>Open Session 4:00</u>  <u>Information:</u>          COVID Testing Policy  <u>Discussion:</u>          First Interim Budget Report          Proof of Residency Policy (2<sup>nd</sup> reading)          Special Education Staff Policy          Staff Teaching English Language Learners Policy          Education For English Language Learners Policy          Course of Study Policy  <u>Action:</u>          First Interim Budget Report          Proof of Residency Policy (2<sup>nd</sup> reading)          COVID Testing Policy          Special Education Staff Policy          Staff Teaching English Language Learners Policy          Education For English Language Learners Policy          Course of Study Policy</p>
<p align="center">DECEMBER 2022</p> <p>No meeting scheduled.</p>	<p align="center">JANUARY 19, 2023</p> <p><u>Open Session 4:00</u>          LCAP Town Hall 4:30  <u>Information:</u>          Statement of Economic Interest  <u>Discussion:</u>          2023-24 Instructional Calendar (1<sup>st</sup> reading)          School Accountability Report Card (SARC)          School Safety Plan  <u>Action:</u>          2023-24 Instructional Calendar (1st reading)          School Accountability Report Card (SARC)          School Safety Plan  <u>Consent Agenda:</u>          Approval of 6<sup>th</sup> Grade Overnight Fieldtrip</p>	<p align="center">FEBRUARY 23, 2023</p> <p><u>Special Governing Board meeting:</u>          Annual Gov. Board/Staff joint meeting  <u>Open Session: 4:00</u>  <u>Information:</u>          Supplement to 2022/23 LCAP Annual Update          Update to LCAP Budget Overview          Curriculum and Instruction:          • Mid-year Report  <u>Discussion:</u>          2<sup>nd</sup> Interim Budget Report  <u>Action:</u>          2<sup>nd</sup> Interim Budget Report  <u>Consent Agenda:</u>          Annual Financial Audit</p>	<p align="center">MARCH 23, 2023</p> <p><u>Open Session 4:00</u>  <u>Information:</u>          State Budget Projections  <u>Discussion:</u>          GB Election Process  <u>Action:</u>          GB Election Process</p>
<p align="center">APRIL 27, 2023</p> <p><u>Open Session 4:00</u>  <u>Information:</u>          Governing Board Candidate Statements  <u>Discussion:</u>  <u>Action:</u></p>	<p align="center">MAY 25, 2023</p> <p><u>Closed Session 4:00</u>  <u>Open Session 4:15</u>  <u>Public Hearing:</u>          2022-2023 Proposed Budget and Local Control Accountability Plan (LCAP)  <u>Discussion:</u>          2023-2024 Budget          Review Governing Board Goals          2023-24 Personnel Handbook  <u>Action:</u>          GB Election – ratify results          2023-24 Personnel Handbook</p>	<p align="center">May 30, 2023</p> <p><u>Open Session 4:00</u>  <u>Presentations:</u>          6<sup>th</sup> Grade Student Service Projects  <u>Information:</u>          Curriculum and Instruction:          • Year End Report  <u>Discussion:</u>          2023-2024 Budget Adoption          2023-2024 LCAP Adoption          ELOP  <u>Action:</u>          2022-2023 Budget Adoption          2022-23 LCAP Adoption          ELOP</p>	