

**Ferndale Unified School District
Board of Trustees**

Danella Barnes-Penman Julie Hagemann Jerry Hansen Corrie Pedrotti Cliff Titus

June 22, 2022

Regular School Board Meeting

7:00 p.m. OPEN SESSION

Ferndale High School- Mabel Lowry Library
1231 Main Street, Ferndale, CA 95536

AGENDA

1.0 CALL TO ORDER

Notice: Any writing, not exempt from public disclosure under Government Code Sections 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the Board is available for public inspection at Ferndale High School main office. (1231 Main Street, Ferndale, California).

2.0 ADJUSTMENTS TO THE AGENDA

3.0 FLAG SALUTE

4.0 ANNOUNCEMENTS/REPORTS *(The Board is asked to receive information)*

- 4.1 Student Representative Reports
- 4.2 Certificated Representative Report
- 4.3 Classified Representative Report
- 4.4 Facilities Report
- 4.5 Board Member Reports/Announcements
- 4.6 Local Control Accountability Plan (LCAP) Report
- 4.7 2021-2022 Budget Report
- 4.8 Elementary School Principal Report
- 4.9 High School Principal/Superintendent Report

5.0 PUBLIC COMMENT ON OPEN SESSION ITEMS

Members of the public may comment on open agenda items or any other item pertaining to Board business. Action may be taken on items listed as such. Individuals will have up to three (3) minutes to address matters pertaining to Board Business. The Board shall limit the total time for public comment on each item of discussion to twenty (20) minutes.

6.0 CONSENT AGENDA *(The Board is asked to receive/approve)*

- 6.1 Approve Board Meeting Minutes - Regular Meeting (May 11, 2022)
- 6.2 Approve Commercial Warrants (May 2022)
- 6.3 Approve FES/FHS Student Body Accounts/Revolving Cash Accounts and Enrollment Reports
- 6.4 Approve Personnel Activity Report
- 6.5 Approve District Stipends for 2022-2023/ PD Rate at \$200/day for 2022-2023

7.0 INFORMATION/ACTION ITEMS *(The Board is asked to receive/discuss/approve)*

- 7.1 Approve the 2022-2023 Local Control Accountability Plan (LCAP)
- 7.2 Approve/Adopt 2022-2023 Ferndale Unified School District Budget
- 7.3 Review/Approve Universal TK Template and Plan

8.0 FUTURE AGENDA ITEMS

- 8.1 Extended School Day Funding - After School Program
- 8.2 Site Level Homework Policies

9.0 REVIEW OF CORRESPONDENCE TO THE BOARD

10.0 ADJOURNMENT

Notice: In compliance with the American with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's Office at (707) 786-5900. Notification by Friday noon preceding the meeting will enable the District to make reasonable arrangements to ensure accessibility to this meeting. Written materials distributed to the FUSD Board of Trustees within 72 hours of the Board meeting are available for public inspection immediately upon distribution at the Superintendent's Office 1231 Main Street, Ferndale, CA 95536. NOTICE: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6256, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open regular meeting of the board is available for public inspection at the Superintendent's office.

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 6.1

DATE: June 22, 2022

SUBJECT:

Regular Board Meeting Minutes (May 11, 2022)
Special Board Meeting (May 25, 2022)

DEPARTMENT/PROGRAM:

Administration

ACTION REQUESTED:

Review, amend and approve.

PREVIOUS STAFF/BOARD ACTION:

This is a routine consent agenda item.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

See attached minutes and please communicate with Beth or Denise prior to the meeting for any corrections or clarifications.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal

**Ferndale Unified School District
Board of Trustees**

Danella Barnes-Penman

Julie Hagemann

Jerry Hansen

Corrie Pedrotti

Cliff Titus

**May 11, 2022
Regular School Board Meeting**

**6:15 p.m. CLOSED SESSION
7:00 p.m. OPEN SESSION**

Ferndale High School- Mabel Lowry Library
1231 Main Street, Ferndale, CA 95536

Minutes

Present: Danella Barnes-Penman, Julie Hagemann, Jerry Hansen, Corrie Pedrotti, Cliff Titus
Also Present: Beth Anderson, Superintendent/Principal; Denise Grinsell

1.0 CALL TO ORDER – 6:16

2.0 ADJUSTMENTS TO THE AGENDA
Add 10.7 – ESSR Funded one-time stipends

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEM(S)
None

4.0 ADJOURN TO CLOSED SESSION – 6:17

Pursuant to Government Code Section 54957

- 4.1 Public Employment
FES Principal Selection
- 4.2 Superintendent Evaluation

5.0 REGULAR SESSION RECONVENED – 7:00 p.m.

- 5.1 Report Action taken in Closed Session, if required by law
With a 4-1 vote, the board voted to offer employment of FES Principal to Danielle Carmesin

6.0 WELCOME/FLAG SALUTE

7.0 PUBLIC COMMENT ON OPEN SESSION ITEM(S) - none

8.0 ANNOUNCEMENTS/REPORTS

8.1 Student Representatives Report – Kory Wayman – FFA wrapping up events, judging, AG Day next week and project competition. Every 15 minutes today with local 1st responders, wraps up tomorrow. Senior awards night June 2.

8.2 Certificated Representatives Report – Maira Rodriguez for FES Primary will be doing our final NWEA assessments and report card assessments for the third trimester this month. We've been planning our end of the year activities that include a lot of hard work but a lot of fun activities too, including field trips, tie dying shirts with Mrs. Maxon and our annual field day.

Kindergarten is doing the z-a countdown with letter-themed days for the remainder of the year. They will be welcoming Ferndale Children's Center Pre K class for a visit on May 19th and June 8th. 1st grade has been working hard on our butterfly life cycle unit. Our adult butterflies should emerge from their chrysalises Thursday and Friday and we will release them into our school garden next week. Spring Cleanup June 8th.

Mrs Rodriguez 3rd grade: third grade play was a success and we would like to thank everyone that supported the kiddos along the way! Last week, we had a blast learning how to make homemade corn tortillas on Cinco de Mayo. Students got to watch how the dough was made, then they got to come up one by one to press their own. We then made quesadillas with them and enjoyed chips and salsa Tuyas generously donated! We are currently taking the last NWEA of the year and next week we begin CAASPP testing review. We will finish off our review with a carnival themed transformation to help ease the anxiety and stress of answering long and complicated performance tasks. 3rd graders will get to attend a fun day at Bear River entertainment center early next month since the jet boat rides are closed indefinitely.

8.3 Classified Representatives Report – Brandi Zanone – bus drivers met with the Children Center to get them acquainted with the bus and trips to FES.

8.4 Facilities Report - Supt. Anderson contacted Greg Isom to get ready for survey for potential bond. Should have results by the June meeting.

8.5 Board Member Reports/Announcements – Jerry Hansen thanked Mrs. Rodriguez for all her hard work on the 3rd grade play. President Barnes-Penman said she was at FHS today for the Every 15 minutes event. She also said she has information for anyone wanting to file for November election and Board Members. Julie Hagemann thanked a group that painted the FES gym during spring break.

8.6 Local Control Accountability Plan (LCAP) Report – sent first update to HCOE for oversight. The Budget side comes next closer to the end of June. The updates will be at the June meeting for viewing.

8.7 2021-2022 Budget Report – Denise Grinsell is working with HCOE to shore up existing budget and plan for the next 3 years. She is getting many ideas from HCOE and other districts to best spend down the COVID revenues.

8.8 Elementary School Principal Report – Supt. Anderson said that Mr. Landry's report was virtually the same as Ms. Rodriguez's.

8.9 High School Principal/ Superintendent Report – Supt. Anderson reported that we had our mid-cycle virtual visit with the accreditation committee. They saw what was happening in various classes and also met with the leadership team. We get great validation for what we are doing well. They gave us three areas of improvement, increasing our A-G requirements, absenteeism, facilities improvements. Spring sports: tennis has finished, track and field has finished with the exception of Isaac Kasso moving on in hurdles. Softball is finished with a tough season. The baseball team played tonight in the Charlie Lakin Tournament. They will make the playoffs. Rodeo state finals will be the last week of school. Every 15 minutes event happened today and will conclude tomorrow. 8th graders will come next week for an orientation. Prom is next week and spirit week, powder puff coming up and senior awards night, and graduation around the corner. She is focusing on grant opportunities for T-K and facilities, and supporting new hires.

9.0 CONSENT AGENDA ITEM(S) *(The Board is asked to receive/approve)*

- 9.1 Approve Board Meeting Minutes - Regular Meeting (April 13, 2022) and Special Meeting (April 27, 2022)
- 9.2 Approve Commercial Warrants (April 2021)
- 9.3 Approve FES/FHS Revolving Cash Accounts and Enrollment Reports
- 9.4 Approve Personnel Activity Report

9.5 Approve District Volunteers

A motion was made by Jerry Hansen and seconded by Cliff Titus to approve the Consent Agenda. Roll call vote summary: ayes 5 – 0 noes.

10.0 INFORMATION/ACTION

10.1 Information – COVID Plan/Procedures/Protocols – nothing new at this time.

10.2 Information - Board Handbook – nothing new at this time

10.3 Approve Designation of CIF Representatives to League – Beth Anderson as principal and Clint McClurg as AD.

A motion was made by Cliff and seconded by Jerry Hansen to approve Designation of CIF Representatives to League – Beth Anderson as principal and Clint McClurg as AD.

Roll call vote summary: ayes 5 – 0 noes.

10.4 Approve Specifications of the Election Order Resolution (November 2022 elections)

A motion was made by Corrie Pedrotti and seconded Julie Hagemann to approve Specifications of the Election Order Resolution (November 2022 elections). Roll call vote summary: ayes 5 – 0 noes

10.5 Discuss AR 6154 Homework/Makeup Work – Corrie Pedrotti said that at her school they looked at research regarding homework. They felt that less is more, focus on reading rather than homework. She is just asking us to revisit. Julie Hagemann said she received an email from a parent that was concerned about the amount of homework assigned and not enough time for family activities. She feels anything past an hour is tedious. Pedrotti said anything beyond that hour is counterproductive and is supported by research. Jerry Hansen said we need to minimize our homework and let kids be kids. Cliff Titus said he agrees that when you go beyond an hour, you can turn a good student into one that hates school. Pres. Barnes-Penman asked if research can be done before the June meeting to come up with a plan for change. She wants to back next meeting.

10.6 Information – FHS Honors US History Spring 2023 East Coast Trip – Jeff Michael, AP US History teacher is asking for permission to pursue a trip next spring. He gave a brief outline of things they may plan. This is great for small-town kids getting around in the big city. There are several real-life parts to this trip, getting along with a group. They want permission to start fund-raising. Josh Sanchez, student, said Mr. Michael is the best History teacher they have had and they are looking forward to an incredible opportunity to see the east coast. Victoria Rimmey said she grew up on the east coast and would love for her classmates to see some of it's great history.

A motion was made by Jerry Hansen and seconded by Corrie Pedrotti to authorize the group to begin fundraising for the trip. Roll call vote summary: ayes 5 – 0 noes.

10.7 ESSR Funded one-time stipends – Denise Grinsell explained that she spoke to other districts as well as HCOE about granting a one-time stipend to ALL staff out of COVID funds in the amount of \$2500 per 1.0 FTE. This way staff is compensated for all the difficulties during COVID without adding to the salary schedules which would be ongoing. Supt. Anderson said that everyone had to go above and beyond during this time. Grinsell said that based on our current FTE, the cost would be approximately \$154,000 which includes statutory benefits as well. There were questions from the board to make sure we are spending the revenues in the best way for the schools.

A motion was made by Corrie Pedrotti and seconded by Jerry Hansen to approve a one-time stipend of \$2500 per 1.0 FTE for all 2021-22 staff. Roll call vote summary: ayes 5 – 0 noes.

11.0 FUTURE AGENDA ITEMS

- 11.1 Approve LCAP Annual Update
- 11.2 Approve New Employees/Offer of Employment
- 11.3 Special Board Meeting/Public Hearing 2022-2023 Budget and LCAP Update (Tuesday, June 21, 2022)
- 11.4 Regular Board Meeting (Wednesday, June 22, 2022)
- 11.5 School Bond Measure
- 11.6 Universal TK
- 11.7 After School/Summer Sessions 2022-2023
- 11.8 Discuss AR 6154 Homework/Makeup Work

12.0 REVIEW OF CORRESPONDENCE TO THE BOARD – just an email from a parent regarding homework.

13.0 ADJOURNMENT – 8:07 p.m.

**Ferndale Unified School District
Board of Trustees**

Danella Barnes-Penman

Julie Hagemann

Jerry Hansen

Corrie Pedrotti

Cliff Titus

May 25, 2022

Special School Board Meeting

6:00 p.m. Open Session

Ferndale High School Library
1231 Main Street, Ferndale, CA 95536

Minutes

Present: Danella Barnes-Penman, Julie Hagemann, Jerry Hansen, Corrie Pedrotti, Cliff Titus

Also Present: Beth Anderson, Superintendent/Principal

1.0 CALL TO ORDER/FLAG SALUTE – 6:03

2.0 PUBLIC COMMENT ON OPEN SESSION ITEM(S) - None

3.0 INFORMATION/ACTION *(The Board is asked to receive/discuss; however, the Board may decide to take action at its discretion.)*

3.1 ESSER Funds One-time Stipend for all certificated and classified employees

The board discussed the use of ESSER II and ESSER III funds for a staff stipend for staff who worked in the 2021-2022 school year. Discussion included making an equitable distribution based on FTE and time worked during the 2021-2022 school year. Also discussed was making sure the spending was both appropriate and allowable. A motion was made by Julie Hagemann to use a 10% per month formula (for 10 school months) and also include an FTE calculation for the stipends for all staff using the 2021-2022 school year data. The motion was seconded by Corrie Pedrotti. Roll call vote summary: ayes 5 – 1 abstained (Titus).

4.0 ADJOURNMENT - 6:25

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 6.2

DATE: June 22, 2022

SUBJECT:

Commercial Warrants Summary (May 2022)

DEPARTMENT/PROGRAM:

Administration/Business

ACTION REQUESTED:

Approve commercial warrant summary

PREVIOUS STAFF/BOARD ACTION:

This is a routine consent agenda item.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Please call Denise about questions regarding commercial warrants prior to the meeting.

FISCAL IMPLICATIONS:

Funding is included in the 2021-2022 adopted budget.

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal

ReqPay12a

Board Report

Checks Dated 04/29/2022 through 06/13/2022 Board Meeting Date June 22, 2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
			01-4381		48.83
3000168687	05/05/2022	ASAP LOCK & KEY	01-4381		335.40
3000168688	05/05/2022	CAMPTON ELECTRIC	01-4341		969.00
3000168689	05/05/2022	CDW.G	01-5300		1,007.00
3000168690	05/05/2022	CIF - NCS	13-4711		849.48
3000168691	05/05/2022	CRYSTAL CREAMERY	01-4310		31.08
3000168692	05/05/2022	EUREKA RUBBER STAMP CO	13-4710		79.43
3000168693	05/05/2022	FRANZ FAMILY BAKERIES	01-5909		364.35
3000168694	05/05/2022	FRONTIER	01-4310		8,337.86
3000168695	05/05/2022	Grundman's	01-5635		280.00
3000168696	05/05/2022	GW PETERSEN PLUMBING	01-4310	1,026.54	
3000168697	05/05/2022	HENRY SCHEIN	01-4400	885.66	1,912.20
			01-5300		912.50
3000168698	05/05/2022	HUMBOLDT-DEL NORTE LEAGUE	01-5800		7,475.00
3000168699	05/05/2022	Imagine Learning LLC	01-5800		6,500.00
3000168700	05/05/2022	Nachimson, Susan B. MA CCC SLP	01-4310	225.81	
3000168701	05/05/2022	NILSEN CO	01-4381	275.57	501.38
			01-5207		475.00
3000168702	05/05/2022	NORTH COAST REGION FFA C/O DR. LLOYD MCCABE	01-4310		29.07
3000168703	05/05/2022	REVOLVING CASH FUND	01-4310		5,062.95
3000168704	05/05/2022	Rogue Fitness	01-5512		711.76
3000168705	05/05/2022	SEQUOIA GAS CO (C)	13-4396	152.30	
3000168706	05/05/2022	SYSCO	13-4710	2,543.92	2,696.22
			01-5800	187.10	
3000168707	05/05/2022	U.S. BANCORP EQUIP FINANCE INC	01-7439	2,345.11	2,532.21
			01-4310	347.95	
3000168708	05/05/2022	VALLEY LUMBER & MILLWORK	01-4381	141.36	489.31
			01-4364	804.50	
3000168709	05/05/2022	VALLEY PACIFIC PETROLEUM INC	01-4365	2,521.72	3,326.22
			01-5800		19,127.28
3000168710	05/05/2022	Windy Point Fence Company	01-4310	660.77	
3000169945	05/19/2022	U.S. BANK	01-4364	423.65	
			01-4453	127.40	
			01-5210	13,253.84	
			13-4396	954.34	
			13-4710	3,436.52	18,856.52
			01-4310		311.99
3000170875	05/26/2022	AIRGAS USA LLC	01-5631		105.95
3000170876	05/26/2022	AMBROSINI & SONS ELECTRIC INC.	01-5210		1,556.71
3000170877	05/26/2022	Boynton, Heather L	13-5881		100.00
3000170878	05/26/2022	CITY OF FERNDALE	13-4711		1,777.68
3000170879	05/26/2022	CRYSTAL CREAMERY	01-5530		954.08
3000170880	05/26/2022	DEL ORO WATER COMPANY	01-5861		98.00
3000170881	05/26/2022	DEPARTMENT OF JUSTICE STATE OF CALIFORNIA	01-5631		1,019.85
3000170882	05/26/2022	DESIGN AIR	01-5635		769.59
3000170883	05/26/2022	FERNDALE TECH			

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE
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Checks Dated 04/29/2022 through 06/13/2022			Board Meeting Date June 22, 2022		
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000170884	05/26/2022	FRANZ FAMILY BAKERIES	13-4710		498.07
3000170885	05/26/2022	FRONTIER	01-5909		3,366.24
3000170886	05/26/2022	Maxon, Noelle L	01-4310		153.12
3000170887	05/26/2022	MENDES SUPPLY CO.	01-4374		2,410.55
3000170888	05/26/2022	Michael, Jeffrey D	01-5210		1,588.20
3000170889	05/26/2022	NICOLAS, CURTIS G. DBA SISKIYOU ELEVATOR	01-5631		1,125.00
3000170890	05/26/2022	P G & E	01-5520		380.38
3000170891	05/26/2022	PAPE MACHINERY INC	01-5635		45.81
3000170892	05/26/2022	PEARSON ED.	01-4310		325.41
3000170893	05/26/2022	PITNEY BOWES	01-5950		691.45
3000170894	05/26/2022	RECOLOGY EEL RIVER	01-5560		1,706.54
3000170895	05/26/2022	RESTIF CLEANING SERVICE	01-5800		11,040.00
3000170896	05/26/2022	REVOLVING CASH FUND	01-4310	386.71	
			01-5201	302.77	
			01-5210	405.99	
			13-4710	302.28	1,397.75
3000170897	05/26/2022	Rodriguez, Maira Alegria V	01-5210		2,163.82
3000170898	05/26/2022	SEQUOIA FLORAL	01-4310		638.91
3000170899	05/26/2022	SEQUOIA GAS CO (C)	01-5512		4,815.20
3000170900	05/26/2022	SIX RIVERS PORTABLE TOILETS	01-5628		396.92
3000170901	05/26/2022	STAPLES	01-4310		176.23
3000170902	05/26/2022	SUDDEN LINK	01-5909		42.26
3000170903	05/26/2022	SYSCO	13-4396	523.14	
			13-4710	6,194.90	6,718.04
3000170904	05/26/2022	TOWN & COUNTRY REFRIGERATION	13-5635		195.77
3000170905	05/26/2022	VALLEY PACIFIC PETROLEUM INC	01-4364	650.16	
			01-4365	1,258.76	1,908.92
3000170906	05/26/2022	WEX BANK	01-4364		621.04
3000170907	05/26/2022	Wilson, Kimberly A	01-5210		438.20
3000170908	05/26/2022	Windy Point Fence Company	01-5800		1,200.00
3000170909	05/26/2022	WYCKOFF PLUMBING	01-4381		479.46
3000171673	06/06/2022	ADVANCED SECURITY SYSTEMS	01-5800		204.00
3000171674	06/06/2022	Anderson, Beth O	01-5201		232.83
3000171675	06/06/2022	College Board	01-4314		3,508.00
3000171676	06/06/2022	CRYSTAL CREAMERY	13-4711		1,356.44
3000171677	06/06/2022	DEMCO	01-4310		27.30
3000171678	06/06/2022	ECOLAB	01-5800		339.47
3000171679	06/06/2022	FERNDALE TECH	01-5635		200.00
3000171680	06/06/2022	FRANZ FAMILY BAKERIES	13-4710		518.30
3000171681	06/06/2022	FRONTIER	01-5909		349.86
3000171682	06/06/2022	GEORGE'S GLASS SHOP	01-5633		80.00
3000171683	06/06/2022	HUMMEL TIRE & WHEEL	01-5635		39.90
3000171684	06/06/2022	Nachimson, Susan B. MA CCC SLP	01-5800		6,500.00
3000171685	06/06/2022	NILSEN CO	01-4310	312.26	
			01-4381	64.63	376.89

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 04/29/2022 through 06/13/2022			Board Meeting Date June 22, 2022		
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000171686	06/06/2022	PITNEY BOWES	01-5950		205.17
3000171687	06/06/2022	REVOLVING CASH FUND	01-4310	88.33	
			01-4364	234.60	322.93
3000171688	06/06/2022	Rigney, Rex J	01-4310		611.63
3000171689	06/06/2022	SEQUOIA FLORAL	01-4310		1,951.20
3000171690	06/06/2022	SEQUOIA GAS CO (C)	01-5512		1,429.92
3000171691	06/06/2022	SYSCO	13-4396	233.49	
			13-4710	4,523.42	4,756.91
3000171692	06/06/2022	U.S. BANK	01-4310	2,806.35	
			01-4453	247.86	
			01-5210	225.89	
			01-5300	107.50	
			13-4396	723.12	
			13-4710	2,892.90	7,003.62
3000171693	06/06/2022	VALLEY LUMBER & MILLWORK	01-4310	518.63	
			01-4381	533.63	1,052.26
Total Number of Checks			81		165,193.82

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	70	137,338.32
13	CAFETERIA FUND	14	27,855.50
	Total Number of Checks	81	165,193.82
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		165,193.82

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 6.3

DATE: June 22, 2022

SUBJECT:

FES/FHS Revolving Cash Accounts and Enrollment Reports

DEPARTMENT/PROGRAM:

Business/Administration

ACTION REQUESTED:

Approve FES/FHS Student Body/Revolving Cash Accounts and Enrollment Reports

PREVIOUS STAFF/BOARD ACTION:

School Site staff has prepared the attached FES/FHS Student Body/Revolving Cash Accounts and Enrollment Reports for Board review.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The Board reviews Student Body Accounts/Revolving Cash Accounts and Enrollment Reports on a routine basis.

FISCAL IMPLICATIONS:

Enrollment and ADA affect school funding.

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal

**FERNDALE UNIFIED SCHOOL DISTRICT ENROLLMENT
FERNDALE ELEMENTARY SCHOOL – 336
June 2, 2022**

Ms. Mantova (K, 1st) (1)

Mrs. Soli (4-TK/16-K) (21)

Mrs. Brazil (K) (20)

Mrs. Collenberg (1st) (16)

Mrs. Griffith (1st) (16)

Mrs. Currier (2nd) (24)

Mrs. Maxon (14-2nd/8-3rd) (21)

Mrs. Rodriguez (3rd) (24)

Mr. Duggan (4th) (30)

Mrs. Busher (7-4th/22-5th) (29)

Mrs. Silacci (14-5th/15-6th) (29)

Mrs. Busick (6th) (31)

Jr. High (42 7th & 32 8th)

Mr. Griffith (13-7th/12-8th) 25

Mr. Rigney (14-7th/11-8th) 24

Mr. Totten (15-7th/10-8th) 25

FERNDALE UNIFIED SCHOOL DISTRICT
2021-2022 ENROLLMENT
FERNDALE HIGH SCHOOL – 132
June 16, 2022

<u>GRADE</u>	<u>ENROLLMENT</u>
9	31
10	39
11	27
12	35
TOTAL: 132	

10:06 AM
05/10/22

Ferndale Unified School District
Reconciliation Summary
FUSD Revolving Cash, Period Ending 04/30/2022

	Apr 30, 22
	3,340.11
Beginning Balance	
Cleared Transactions	-339.90
Checks and Payments - 5 items	798.25
Deposits and Credits - 3 items	
Total Cleared Transactions	458.35
Cleared Balance	<u>3,798.46</u>
Uncleared Transactions	-802.49
Checks and Payments - 4 items	
Total Uncleared Transactions	-802.49
Register Balance as of 04/30/2022	<u>2,995.97</u>
New Transactions	-1,077.12
Checks and Payments - 4 items	
Total New Transactions	-1,077.12
Ending Balance	<u>1,918.85</u>

Ferndale Unified School District
Reconciliation Detail
FUSD Revolving Cash, Period Ending 04/30/2022

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						3,340.11
Cleared Transactions						
Checks and Payments - 5 items						
Check	03/14/2022	3212	Maira Rodriguez	X	-143.70	-143.70
Check	03/17/2022	3215	Maira Rodriguez	X	-19.40	-163.10
Check	04/04/2022	3218	Jack Sheppard	X	-47.11	-210.21
Check	04/13/2022	3220	Erin Bigham	X	-100.62	-310.83
Check	04/27/2022	3221	Spencer Duggan	X	-29.07	-339.90
Total Checks and Payments					-339.90	-339.90
Deposits and Credits - 3 items						
Deposit	04/21/2022			X	680.01	680.01
Deposit	04/27/2022			X	118.23	798.24
Deposit	04/30/2022			X	0.01	798.25
Total Deposits and Credits					798.25	798.25
Total Cleared Transactions					458.35	458.35
Cleared Balance					458.35	3,798.46
Uncleared Transactions						
Checks and Payments - 4 items						
Check	10/15/2021	3168	Katie Sutton		-35.00	-35.00
Check	12/03/2021	3216	Theresa Noga		-200.21	-235.21
Check	03/31/2022	3217	Carolyn Lane		-35.00	-270.21
Check	04/13/2022	3219	Sandra Cabrera		-532.28	-802.49
Total Checks and Payments					-802.49	-802.49
Total Uncleared Transactions					-802.49	-802.49
Register Balance as of 04/30/2022					-344.14	2,995.97
New Transactions						
Checks and Payments - 4 items						
Check	05/03/2022	3223	Theresa Noga		-290.92	-290.92
Check	05/03/2022	3222	Erin Bigham		-77.44	-368.36
Check	05/06/2022	3224	Alisha Wence		-302.77	-671.13
Check	05/10/2022	3225	Alexa Alexandre		-405.99	-1,077.12
Total Checks and Payments					-1,077.12	-1,077.12
Total New Transactions					-1,077.12	-1,077.12
Ending Balance					-1,421.26	1,918.85



P.O. Box 1800
Saint Paul, Minnesota 55101-0800
3806 TRN

S Y ST01

Business Statement

Account Number:
1 575 1366 8200
Statement Period:
Apr 1, 2022
through
Apr 30, 2022

Page 1 of 2

000062666 01 AB 0.461 000638174205938 P Y
FERNDALÉ UNIFIED SCHOOL DIST
1231 MAIN ST
FERNDALÉ CA 95536-9416



To Contact U.S. Bank

24-Hour Business Solutions:

1-800-673-3555

U.S. Bank accepts Relay Calls

usbank.com

Internet:

INFORMATION YOU SHOULD KNOW

Effective May 26, 2022 the "Your Deposit Account Agreement" disclosure will include update(s) and may affect your rights.

Primary update:

- Updates to Unauthorized Transactions and Lost or Stolen Cards section

Beginning May 26, 2022, a copy of the "Your Deposit Account Agreement" disclosure will be available at your local U.S. Bank branch, online at usbank.com, or by calling 800-673-3555.

If you have any questions, you can call us at 800-673-3555. Our business bankers are here to help 8 a.m. to 8 p.m. CT Monday through Friday and 8 a.m. to 6:30 p.m. CT on Saturday. We accept relay calls. Our bankers are also available to help at your local branch via appointment.

NON PROFIT CHECKING

U.S. Bank National Association

Account Summary

Beginning Balance on Apr 1	\$	3,340.11	Interest Paid this Year	\$	0.03
Customer Deposits	2	798.24	Number of Days in Statement Period		30
Other Deposits	1	0.01			
Checks Paid	5	339.90-			
Ending Balance on Apr 30, 2022	\$	3,798.46			

Member FDIC
Account Number 1-575-1366-8200

Customer Deposits

Number	Date	Ref Number	Amount
	Apr 27	8614099211	680.01
Total Customer Deposits			\$ 798.24

Other Deposits

Date	Description of Transaction	Ref Number	Amount
Apr 29	Interest Paid	2900003068	0.01
Total Other Deposits			\$ 0.01

Checks Presented Conventionally

Check	Date	Ref Number	Amount
3212	Apr 13	8614846000	143.70
3215*	Apr 13	8614846001	19.40
3218*	Apr 12	8314495449	47.11
Conventional Checks Paid (5)			\$ 339.90-

Check	Date	Ref Number	Amount
3220*	Apr 14	8914282150	100.62
3221	Apr 29	9213010606	29.07

* Gap in check sequence

Balance Summary

Date	Ending Balance	Date	Ending Balance
Apr 12	3,293.00	Apr 13	3,129.90
		Apr 14	3,029.28



FERNDALÉ UNIFIED SCHOOL DIST
 1231 MAIN ST
 FERNDALÉ CA 95536-9416

Business Statement

Account Number:
 1 575 1366 8200
 Statement Period:
 Apr 1, 2022
 through
 Apr 30, 2022



NON PROFIT CHECKING

(CONTINUED)

Account Number 1-575-1366-8200

U.S. Bank National Association

Balance Summary (continued)

<i>Date</i>	<i>Ending Balance</i>	<i>Date</i>	<i>Ending Balance</i>
Apr 27	3,827.52	Apr 29	3,798.46

Balances only appear for days reflecting change.

ANALYSIS SERVICE CHARGE DETAIL

Account Analysis Activity for: March 2022

Account Number:	1-575-1366-8200	\$	0.00
Analysis Service Charge assessed to	1-575-1366-8200	\$	0.00

¹ Financial institutions are required by the State of Iowa to charge sales taxes on certain service charges related to checking accounts. Any assessed tax has been itemized on your statement.

Service Activity Detail for Account Number 1-575-1366-8200

<i>Service</i>	<i>Volume</i>	<i>Avg Unit Price</i>	<i>Total Charge</i>
Depository Services			
Combined Transactions/Items	36		No Charge
Subtotal: Depository Services			0.00
Branch Coin/Currency Services			
Night Dep Processing-per Dep	1		No Charge
Subtotal: Branch Coin/Currency Services			0.00
Fee Based Service Charges for Account Number 1-575-1366-8200			\$ 0.00

Ferndale Unified School District
Reconciliation Summary
FUSD Revolving Cash, Period Ending 05/31/2022

	<u>May 31, 22</u>
Beginning Balance	3,798.46
Cleared Transactions	
Checks and Payments - 10 items	-1,894.77
Deposits and Credits - 1 item	0.01
Total Cleared Transactions	<u>-1,894.76</u>
Cleared Balance	<u>1,903.70</u>
Uncleared Transactions	
Checks and Payments - 5 items	<u>-540.07</u>
Total Uncleared Transactions	<u>-540.07</u>
Register Balance as of 05/31/2022	<u>1,363.63</u>
New Transactions	
Checks and Payments - 4 items	-548.69
Deposits and Credits - 1 item	<u>1,426.82</u>
Total New Transactions	<u>878.13</u>
Ending Balance	<u>2,241.76</u>

Ferndale Unified School District
Reconciliation Detail
FUSD Revolving Cash, Period Ending 05/31/2022

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						3,798.46
Cleared Transactions						
Checks and Payments - 10 items						
Check	03/31/2022	3217	Carolyn Lane	X	-35.00	-35.00
Check	04/13/2022	3219	Sandra Cabrera	X	-532.28	-567.28
Check	05/03/2022	3223	Theresa Noga	X	-290.92	-858.20
Check	05/03/2022	3222	Erin Bigham	X	-77.44	-935.64
Check	05/06/2022	3224	Alisha Wence	X	-302.77	-1,238.41
Check	05/10/2022	3225	Alexa Alexandre	X	-405.99	-1,644.40
Check	05/13/2022	3226	Alexa Alexandre	X	-103.08	-1,747.48
Check	05/18/2022	3228	Erin Bigham	X	-75.75	-1,823.23
Check	05/18/2022	3227	Vanessa Huerta	X	-11.36	-1,834.59
Check	05/24/2022	3232	Jennie Titus	X	-60.18	-1,894.77
Total Checks and Payments					<u>-1,894.77</u>	<u>-1,894.77</u>
Deposits and Credits - 1 item						
Deposit	05/31/2022			X	0.01	0.01
Total Deposits and Credits					<u>0.01</u>	<u>0.01</u>
Total Cleared Transactions					<u>-1,894.76</u>	<u>-1,894.76</u>
Cleared Balance					<u>-1,894.76</u>	<u>1,903.70</u>
Uncleared Transactions						
Checks and Payments - 5 items						
Check	10/15/2021	3168	Katie Sutton		-35.00	-35.00
Check	12/03/2021	3216	Theresa Noga		-200.21	-235.21
Check	05/18/2022	3229	Kelly O'Day		-130.44	-365.65
Check	05/21/2022	3230	Justin Andersen		-100.42	-466.07
Check	05/21/2022	3231	Alexa Alexandre		-74.00	-540.07
Total Checks and Payments					<u>-540.07</u>	<u>-540.07</u>
Total Uncleared Transactions					<u>-540.07</u>	<u>-540.07</u>
Register Balance as of 05/31/2022					<u>-2,434.83</u>	<u>1,363.63</u>
New Transactions						
Checks and Payments - 4 items						
Check	06/02/2022	3233	Erin Bigham		-88.33	-88.33
Check	06/07/2022	3234	Janelle Cook		-35.00	-123.33
Check	06/10/2022	3235	Maira Rodriguez		-150.53	-273.86
Check	06/13/2022	3236	Alisha Wence		-274.83	-548.69
Total Checks and Payments					<u>-548.69</u>	<u>-548.69</u>
Deposits and Credits - 1 item						
Deposit	06/02/2022				1,426.82	1,426.82
Total Deposits and Credits					<u>1,426.82</u>	<u>1,426.82</u>
Total New Transactions					<u>878.13</u>	<u>878.13</u>
Ending Balance					<u><u>-1,556.70</u></u>	<u><u>2,241.76</u></u>



P.O. Box 1800
Saint Paul, Minnesota 55101-0800

3806 TRN S Y ST01

Business Statement

Account Number:
1 575 1366 8200
Statement Period:
May 2, 2022
through
May 31, 2022

000060290 01 AB 0.461 000638204821936 P Y
FERNDAL UNIFIED SCHOOL DIST
1231 MAIN ST
FERNDAL CA 95536-9416



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U.S. Bank accepts Relay Calls

Internet: usbank.com

NON PROFIT CHECKING

Member FDIC
Account Number 1-575-1366-8200

U.S. Bank National Association

Account Summary

	# Items	\$		\$
Beginning Balance on May 2		3,798.46	Interest Paid this Year	0.04
Other Deposits	1	0.01	Number of Days in Statement Period	31
Checks Paid	10	1,894.77-		
Ending Balance on May 31, 2022		\$ 1,903.70		

Other Deposits

Date	Description of Transaction	Ref Number	Amount
May 31	Interest Paid	3100006004	\$ 0.01
Total Other Deposits			\$ 0.01

Checks Presented Conventionally

Check	Date	Ref Number	Amount	Check	Date	Ref Number	Amount
3217	May 3	8314302388	35.00	3225	May 13	9212667806	405.99
3219*	May 2	8017863847	532.28	3226	May 13	9212667907	103.08
3222*	May 3	8316939896	77.44	3227	May 23	8016388856	11.36
3223	May 11	8612873046	290.92	3228	May 24	8316063521	75.75
3224	May 9	8014449238	302.77	3232*	May 27	9212929518	60.18

* Gap in check sequence

Conventional Checks Paid (10) \$ 1,894.77-

Balance Summary

Date	Ending Balance	Date	Ending Balance	Date	Ending Balance
May 2	3,266.18	May 11	2,566.05	May 24	1,963.87
May 3	3,153.74	May 13	2,050.98	May 27	1,903.69
May 9	2,850.97	May 23	2,039.62	May 31	1,903.70

Balances only appear for days reflecting change.

ANALYSIS SERVICE CHARGE DETAIL

Account Analysis Activity for: April 2022

Account Number:	1-575-1366-8200	\$	0.00
Analysis Service Charge assessed to	1-575-1366-8200	\$	0.00

¹ Financial institutions are required by the State of Iowa to charge sales taxes on certain service charges related to checking accounts. Any assessed tax has been itemized on your statement.

Service Activity Detail for Account Number 1-575-1366-8200

Service	Volume	Avg Unit Price	Total Charge
Depository Services			
Combined Transactions/Items	45		No Charge



FERNDALE UNIFIED SCHOOL DIST
 1231 MAIN ST
 FERNDALE CA 95536-9416

Business Statement

Account Number:
 1 575 1366 8200
 Statement Period:
 May 2, 2022
 through
 May 31, 2022

Page 2 of 2



ANALYSIS SERVICE CHARGE DETAIL (CONTINUED)

Service Activity Detail for Account Number 1-575-1366-8200 (continued)

<i>Service</i>	<i>Volume</i>	<i>Avg Unit Price</i>	<i>Total Charge</i>
Subtotal: Depository Services			0.00
Fee Based Service Charges for Account Number 1-575-1366-8200			\$ 0.00

Ferndale High School
Reconciliation Summary
Student Body Funds, Period Ending 05/31/2022

	<u>May 31, 22</u>
Beginning Balance	41,534.56
Cleared Transactions	
Checks and Payments - 16 items	-3,960.34
Deposits and Credits - 3 items	6,405.47
Total Cleared Transactions	<u>2,445.13</u>
Cleared Balance	<u>43,979.69</u>
Uncleared Transactions	
Checks and Payments - 21 items	-10,407.79
Deposits and Credits - 1 item	5,131.43
Total Uncleared Transactions	<u>-5,276.36</u>
Register Balance as of 05/31/2022	<u>38,703.33</u>
New Transactions	
Checks and Payments - 8 items	-4,578.77
Total New Transactions	<u>-4,578.77</u>
Ending Balance	<u>34,124.56</u>

Ferndale High School
Reconciliation Detail
Student Body Funds, Period Ending 05/31/2022

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						41,534.56
Cleared Transactions						
Checks and Payments - 16 items						
Check	02/02/2022	2225	Theresa Noga	X	-49.00	-49.00
Check	03/03/2022	2242	Kara Farley	X	-500.00	-549.00
Check	03/10/2022	2248	Justin Anderson	X	-129.65	-678.65
Check	04/14/2022	2261	HOBY	X	-1,090.00	-1,768.65
Check	04/14/2022	2260	Neff	X	-709.22	-2,477.87
Check	04/14/2022	2259	Sequoia Floral	X	-258.97	-2,736.84
Check	04/14/2022	2263	Alexa Alexandre	X	-119.04	-2,855.88
Check	04/15/2022	debit	Eel River Disposal Co	X	-99.40	-2,955.28
Check	04/15/2022	debit	Eel River Disposal Co	X	-39.20	-2,994.48
Check	04/26/2022	2264	Tiffany's Photos	X	-140.00	-3,134.48
Check	04/26/2022	2265	Alexa Alexandre	X	-101.38	-3,235.86
Check	04/26/2022	debit	FasTrak Invoice Pro...	X	-28.00	-3,263.86
Check	04/26/2022	debit	FasTrak Invoice Pro...	X	-14.00	-3,277.86
Check	04/28/2022	2266	Juan Carlos Herrera	X	-50.00	-3,327.86
Check	05/02/2022	2267	Sport & Cycle	X	-436.48	-3,764.34
Check	05/03/2022	2268	Humboldt Bay Offici...	X	-196.00	-3,960.34
Total Checks and Payments					-3,960.34	-3,960.34
Deposits and Credits - 3 items						
Deposit	05/06/2022			X	6,405.13	6,405.13
Deposit	05/12/2022			X	0.34	6,405.47
Check	05/26/2022	2285	Kara Farley	X	0.00	6,405.47
Total Deposits and Credits					6,405.47	6,405.47
Total Cleared Transactions					2,445.13	2,445.13
Cleared Balance					2,445.13	43,979.69
Uncleared Transactions						
Checks and Payments - 21 items						
Check	04/14/2022	2262	Henry Chiles		-52.82	-52.82
Check	05/10/2022	2270	Marooned Inc		-2,284.08	-2,336.90
Check	05/10/2022	2269	The Sound Pedaler		-400.00	-2,736.90
Check	05/10/2022	2272	Bear River Recreati...		-360.00	-3,096.90
Check	05/10/2022	2271	Alexa Alexandre		-85.97	-3,182.87
Check	05/18/2022	2277	Humboldt Bay Offici...		-1,510.00	-4,692.87
Check	05/18/2022	2274	Alexa Alexandre		-213.31	-4,906.18
Check	05/18/2022	2278	Theresa Noga		-92.65	-4,998.83
Check	05/18/2022	2276	Missy Bailey		-42.50	-5,041.33
Check	05/18/2022	2273	Jostens		-31.45	-5,072.78
Check	05/18/2022	2275	Jodi McDonald		-18.54	-5,091.32
Check	05/20/2022	2279	Humboldt Bay Offici...		-1,354.00	-6,445.32
Check	05/20/2022	2281	Sequoia Floral		-1,147.03	-7,592.35
Check	05/20/2022	2280	Dominic Regli		-1,000.00	-8,592.35
Check	05/23/2022	2282	Jeff Michael		-104.98	-8,697.33
Check	05/23/2022	debit	FasTrak Invoice Pro...		-9.05	-8,706.38
Check	05/24/2022	2283	Clint McClurg		-532.36	-9,238.74
Check	05/26/2022	2284	Mathew Bigham		-300.00	-9,538.74
Check	05/27/2022	2286	Sport & Cycle		-774.67	-10,313.41
Check	05/27/2022	debit	FasTrak Invoice Pro...		-7.00	-10,320.41
Check	05/31/2022	2287	Justin Anderson		-87.38	-10,407.79
Total Checks and Payments					-10,407.79	-10,407.79
Deposits and Credits - 1 item						
Deposit	05/27/2022				5,131.43	5,131.43
Total Deposits and Credits					5,131.43	5,131.43
Total Uncleared Transactions					-5,276.36	-5,276.36
Register Balance as of 05/31/2022					-2,831.23	38,703.33




**Ferndale High School
Reconciliation Detail
Student Body Funds, Period Ending 05/31/2022**

Type	Date	Num	Name	Clr	Amount	Balance
New Transactions						
Checks and Payments - 8 items						
Check	06/03/2022	2288	Sequoia Floral		-1,898.34	-1,898.34
Check	06/03/2022	2289	Stephane Sanders		-221.15	-2,119.49
Check	06/03/2022	2290	Missy Bailey		-132.29	-2,251.78
Check	06/09/2022	2293	Sequoia Floral		-865.34	-3,117.12
Check	06/09/2022	debit	Ryzer		-603.75	-3,720.87
Check	06/09/2022	2292	Henry Chiles		-75.00	-3,795.87
Check	06/09/2022	2291	Lillian Chase Rocha		-50.99	-3,846.86
Check	06/10/2022	2294	Henry Chiles		-731.91	-4,578.77
Total Checks and Payments					-4,578.77	-4,578.77
Total New Transactions					-4,578.77	-4,578.77
Ending Balance					-7,410.00	34,124.56

ADDRESS SERVICE REQUESTED

COUNTY OF HUMBOLDT
 FERNDALE UNIFIED SCHOOL DISTRI
 1231 MAIN ST
 FERNDALE CA 95536-9416

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-  Automated Phone Banking: 1-844-822-2447
-  Online Banking: TriCountiesBank.com

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 NMLS #458732

Member FDIC



Overall Balance Summary

Account Type	Account Number	Ending Balance
Small Business Interest Chkg	551036479	\$43,979.69

Small Business Interest Chkg-551036479

Account Summary

Date	Description	Amount
04/13/2022	Beginning Balance	\$41,534.56
	2 Credit(s) This Period	\$6,405.47
	16 Debit(s) This Period	\$3,960.34
05/12/2022	Ending Balance	\$43,979.69

Interest Summary

Description	Amount
Interest Earned From 04/13/2022 Through 05/12/2022	
Annual Percentage Yield Earned	0.01%
Days in Statement Cycle	30
Interest and/or Reward Paid	\$0.34
Interest Paid this Statement Cycle	\$0.34
Interest Paid Year-to-Date	\$1.73

Deposits

Date	Description	Amount
05/06/2022	DEPOSIT	\$6,405.13

Other Credits

Date	Description	Amount
05/12/2022	INT PMT SYS-GEN	\$0.34

Small Business Interest Chkg-551036479 (continued)
Electronic Debits

Date	Description	Amount
04/15/2022	POS PUR 1957 RECOLOGY E RECOLOGY EEL RIVER FORTUNA CA	\$39.20
04/15/2022	POS PUR 1957 RECOLOGY E RECOLOGY EEL RIVER FORTUNA CA	\$99.40
04/27/2022	POS PUR 1957 FASTRAK VI FASTRAK VIOLATION C 415-486-8655 CA	\$14.00
04/27/2022	POS PUR 1957 FASTRAK VI FASTRAK VIOLATION C 415-486-8655 CA	\$28.00

Checks Cleared

Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
2225	05/11/2022	\$49.00	2260	04/21/2022	\$709.22	2265	05/03/2022	\$101.38
2242*	04/19/2022	\$500.00	2261	04/28/2022	\$1,090.00	2266	05/05/2022	\$50.00
2248*	05/10/2022	\$129.65	2263*	04/18/2022	\$119.04	2267	05/09/2022	\$436.48
2259*	04/20/2022	\$258.97	2264	04/29/2022	\$140.00	2268	05/09/2022	\$196.00

* Indicates skipped check number

2:57 PM
06/13/22

Ferndale High School
Reconciliation Summary
Student Body Funds, Period Ending 06/30/2022

	Jun 30, 22
Beginning Balance	43,979.69
Cleared Transactions	-8,398.95
Checks and Payments - 21 items	5,131.78
Deposits and Credits - 2 items	-3,267.17
Total Cleared Transactions	<u>40,712.52</u>
Cleared Balance	
Uncleared Transactions	-6,590.61
Checks and Payments - 8 items	-6,590.61
Total Uncleared Transactions	<u>34,121.91</u>
Register Balance as of 06/30/2022	<u>34,121.91</u>
Ending Balance	

Ferndale High School Reconciliation Detail


Student Body Funds, Period Ending 06/30/2022

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						43,979.69
Cleared Transactions						
Checks and Payments - 21 items						
Check	04/14/2022	2262	Henry Chiles	X	-55.82	-55.82
Check	05/10/2022	2270	Marooned Inc	X	-2,284.08	-2,339.90
Check	05/10/2022	2269	The Sound Pedaler	X	-400.00	-2,739.90
Check	05/10/2022	2272	Bear River Recreati...	X	-360.00	-3,099.90
Check	05/10/2022	2271	Alexa Alexandre	X	-85.97	-3,185.87
Check	05/18/2022	2274	Alexa Alexandre	X	-213.31	-3,399.18
Check	05/18/2022	2276	Missy Bailey	X	-42.50	-3,441.68
Check	05/18/2022	2273	Jostens	X	-31.45	-3,473.13
Check	05/18/2022	2275	Jodi McDonald	X	-18.54	-3,491.67
Check	05/20/2022	2281	Sequoia Floral	X	-1,147.03	-4,638.70
Check	05/20/2022	2280	Dominic Regli	X	-1,000.00	-5,638.70
Check	05/23/2022	2282	Jeff Michael	X	-104.98	-5,743.68
Check	05/23/2022	debit	FasTrak Invoice Pro...	X	-9.05	-5,752.73
Check	05/24/2022	2283	Clint McClurg	X	-532.36	-6,285.09
Check	05/26/2022	2284	Mathew Bigham	X	-300.00	-6,585.09
Check	05/27/2022	2286	Sport & Cycle	X	-774.67	-7,359.76
Check	05/27/2022	debit	FasTrak Invoice Pro...	X	-7.00	-7,366.76
Check	06/03/2022	2289	Stephane Sanders	X	-221.15	-7,587.91
Check	06/03/2022	2290	Missy Bailey	X	-132.29	-7,720.20
Check	06/09/2022	debit	Ryzer	X	-603.75	-8,323.95
Check	06/09/2022	2292	Henry Chiles	X	-75.00	-8,398.95
Total Checks and Payments					-8,398.95	-8,398.95
Deposits and Credits - 2 items						
Deposit	05/27/2022			X	5,131.43	5,131.43
Deposit	06/12/2022			X	0.35	5,131.78
Total Deposits and Credits					5,131.78	5,131.78
Total Cleared Transactions					-3,267.17	-3,267.17
Cleared Balance					-3,267.17	40,712.52
Uncleared Transactions						
Checks and Payments - 8 items						
Check	05/18/2022	2277	Humboldt Bay Offici...		-1,510.00	-1,510.00
Check	05/18/2022	2278	Theresa Noga		-92.65	-1,602.65
Check	05/20/2022	2279	Humboldt Bay Offici...		-1,354.00	-2,956.65
Check	05/31/2022	2287	Justin Anderson		-87.38	-3,044.03
Check	06/03/2022	2288	Sequoia Floral		-1,898.34	-4,942.37
Check	06/09/2022	2293	Sequoia Floral		-865.34	-5,807.71
Check	06/09/2022	2291	Lillian Chase Rocha		-50.99	-5,858.70
Check	06/10/2022	2294	Henry Chiles		-731.91	-6,590.61
Total Checks and Payments					-6,590.61	-6,590.61
Total Uncleared Transactions					-6,590.61	-6,590.61
Register Balance as of 06/30/2022					-9,857.78	34,121.91
Ending Balance					-9,857.78	34,121.91

ADDRESS SERVICE REQUESTED

 COUNTY OF HUMBOLDT
 FERNDALE UNIFIED SCHOOL DISTRI
 1231 MAIN ST
 FERNDALE CA 95536-9416

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 EQUAL HOUSING LENDER NMLS#458732

Member FDIC



Overall Balance Summary

Account Type	Account Number	Ending Balance
Small Business Interest Chkg	551036479	\$40,712.52

Small Business Interest Chkg-551036479

Account Summary

Date	Description	Amount
05/13/2022	Beginning Balance	\$43,979.69
	2 Credit(s) This Period	\$5,131.78
	21 Debit(s) This Period	\$8,398.95
06/12/2022	Ending Balance	\$40,712.52

Interest Summary

Description	Amount
Interest Earned From 05/13/2022 Through 06/12/2022	
Annual Percentage Yield Earned	0.01%
Days in Statement Cycle	31
Interest and/or Reward Paid	\$0.35
Interest Paid this Statement Cycle	\$0.35
Interest Paid Year-to-Date	\$2.08

Deposits

Date	Description	Amount
05/27/2022	DEPOSIT	\$5,131.43

Other Credits

Date	Description	Amount
06/10/2022	INT PMT SYS-GEN	\$0.35

Small Business Interest Chkg-551036479 (continued)
Electronic Debits

Date	Description	Amount
05/23/2022	POS PUR 3284 BT SMC WOM BT SMC WOMENS BBALL 515-598-9540 IA	\$603.75
05/24/2022	POS PUR 1957 FASTRAK VI FASTRAK VIOLATION C 415-486-8655 CA	\$9.05
05/31/2022	POS PUR 3284 FASTRAK VI FASTRAK VIOLATION C 415-486-8655 CA	\$7.00

Checks Cleared

Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
2262	05/16/2022	\$55.82	2274	05/23/2022	\$213.31	2283	06/06/2022	\$532.36
2269*	06/02/2022	\$400.00	2275	05/26/2022	\$18.54	2284	06/09/2022	\$300.00
2270	05/13/2022	\$2,284.08	2276	05/20/2022	\$42.50	2286*	06/07/2022	\$774.67
2271	05/13/2022	\$85.97	2280*	05/26/2022	\$1,000.00	2289*	06/07/2022	\$221.15
2272	06/06/2022	\$360.00	2281	05/25/2022	\$1,147.03	2290	06/03/2022	\$132.29
2273	05/25/2022	\$31.45	2282	06/01/2022	\$104.98	2292*	06/10/2022	\$75.00

* Indicates skipped check number

10:26 AM

05/10/22

Ferndale Elementary School Student Accounts
Reconciliation Summary - 4-30-22
Checking, Period Ending 04/30/2022

	<u>Apr 30, 22</u>
Beginning Balance	19,915.26
Cleared Transactions	
Checks and Payments - 1 item	-31.22
Deposits and Credits - 1 item	0.16
Total Cleared Transactions	<u>-31.06</u>
Cleared Balance	<u>19,884.20</u>
Uncleared Transactions	
Checks and Payments - 1 item	<u>-335.35</u>
Total Uncleared Transactions	<u>-335.35</u>
Register Balance as of 04/30/2022	<u>19,548.85</u>
Ending Balance	19,548.85

10:27 AM

05/10/22

Ferndale Elementary School Student Accounts
Reconciliation Detail - 4-30-22
 Checking, Period Ending 04/30/2022

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						19,915.26
Cleared Transactions						
Checks and Payments - 1 item						
Check	04/01/2022	2815	Maira Rodriguez	X	-31.22	-31.22
Total Checks and Payments					-31.22	-31.22
Deposits and Credits - 1 item						
Deposit	04/30/2022			X	0.16	0.16
Total Deposits and Credits					0.16	0.16
Total Cleared Transactions					-31.06	-31.06
Cleared Balance					-31.06	19,884.20
Uncleared Transactions						
Checks and Payments - 1 item						
Check	04/28/2022	2816	Maira Rodriguez		-335.35	-335.35
Total Checks and Payments					-335.35	-335.35
Total Uncleared Transactions					-335.35	-335.35
Register Balance as of 04/30/2022					-366.41	19,548.85
Ending Balance					-366.41	19,548.85

Ferndale Elementary School Student Accounts

Custom Summary Report - 4-30-22

July 2004 through April 2022

05/10/22

Cash Basis

	ASSETS	Equity	TOTAL LIABILITIES & EQUITY
3rd Grade	0.00	1,896.36	1,896.36
4th Grade	0.00	213.86	213.86
Boynton	0.00	380.69	380.69
Brazil	0.00	425.61	425.61
Busick	0.00	146.55	146.55
Collenberg	0.00	213.38	213.38
Currier	0.00	275.71	275.71
Donation			
4th Grade Donation	0.00	200.00	200.00
Brazil Donation	0.00	100.00	100.00
Busher Donation	0.00	200.00	200.00
Busick Donation	0.00	90.79	90.79
Cinco de Mayo Donation	0.00	985.23	985.23
Collenberg Donation	0.00	542.19	542.19
Currier Donation	0.00	195.00	195.00
Griffith, J. Donation	0.00	100.00	100.00
Jr. High Donation	0.00	520.35	520.35
McWhorter Donation	0.00	15.08	15.08
Rigney Donation	0.00	100.00	100.00
Rodriguez Donation	0.00	30.00	30.00
Roseberry Donation	0.00	250.00	250.00
Totten Donation Income	0.00	150.00	150.00
Utroske Donation	0.00	100.00	100.00
Wilson Donation	0.00	137.04	137.04
Donation - Other	0.00	9,149.39	9,149.39
Total Donation	0.00	12,865.07	12,865.07
Duggan	0.00	-73.44	-73.44
Fisk-Becker	0.00	17.44	17.44
Griffith, A.	0.00	236.53	236.53
J. Griffith	0.00	3.50	3.50
Jr. High	0.00	1,170.05	1,170.05
McWhorter	0.00	71.43	71.43
Meyer	0.00	53.08	53.08
Miranda	0.00	55.68	55.68
Misc.	0.00	12.83	12.83
Music	0.00	44.34	44.34
Rigney	0.00	87.90	87.90
Rodriguez	0.00	7.96	7.96
Soderman	0.00	20.61	20.61
Soli	0.00	71.42	71.42
Student Council	0.00	132.53	132.53
Totten	0.00	44.70	44.70
Utroske	0.00	27.71	27.71
Wilson	0.00	60.46	60.46
Yearbook	0.00	1,086.89	1,086.89
TOTAL	0.00	19,548.85	19,548.85

10:31 AM
05/10/22

Ferndale Elementary School Student Accounts
Check Detail - 4-30-22
April 2022




Type	Num	Date	Name	Memo	Account	Paid Amount	Original Amount
Check	2815	04/01/2022	Maira Rodriguez	3rd Grade Play Paint & Brushes	Checking		-31.22
				3rd Grade Play Paint & Brushes	3rd Grade Ex.	-31.22	31.22
TOTAL						-31.22	31.22
Check	2816	04/28/2022	Maira Rodriguez	3rd Grade Play Party, Pizza, Fr...	Checking		-335.35
				3rd Grade Play Party, Pizza, Fru...	3rd Grade Ex.	-335.35	335.35
TOTAL						-335.35	335.35

ADDRESS SERVICE REQUESTED

>003626 8713768 0001 93528 10Z 87

 01060170
 MSP 1111
 COUNTY OF HUMBOLDT
 STUDENT ACCOUNT
 164 SHAW AVE
 FERNDALE CA 95536-9781

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 EQUAL HOUSING LENDER NMLS #458732

Member FDIC



Overall Balance Summary

Account Type	Account Number	Ending Balance
Small Business Interest Chkg	551036492	\$19,884.20

Small Business Interest Chkg-551036492

Account Summary

Date	Description	Amount
04/01/2022	Beginning Balance	\$19,915.26
	1 Credit(s) This Period	\$0.16
	1 Debit(s) This Period	\$31.22
04/30/2022	Ending Balance	\$19,884.20

Interest Summary

Description	Amount
Interest Earned From 04/01/2022 Through 04/30/2022	
Annual Percentage Yield Earned	0.01%
Days in Statement Cycle	30
Interest and/or Reward Paid	\$0.16
Interest Paid this Statement Cycle	\$0.16
Interest Paid Year-to-Date	\$0.65

Other Credits

Date	Description	Amount
04/29/2022	INT PMT SYS-GEN	\$0.16

Checks Cleared

Check Nbr	Date	Amount
2815	04/13/2022	\$31.22

* Indicates skipped check number

3:09 PM

06/08/22

Ferndale Elementary School Student Accounts
Reconciliation Summary
Checking, Period Ending 05/31/2022

	<u>May 31, 22</u>
Beginning Balance	19,884.20
Cleared Transactions	
Checks and Payments - 1 item	-335.35
Deposits and Credits - 2 items	3.87
Total Cleared Transactions	<u>-331.48</u>
Cleared Balance	<u>19,552.72</u>
Register Balance as of 05/31/2022	19,552.72
Ending Balance	19,552.72

3:10 PM

06/08/22

Ferndale Elementary School Student Accounts
Reconciliation Detail - 5-31-22
Checking, Period Ending 05/31/2022

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						19,884.20
Cleared Transactions						
Checks and Payments - 1 item						
Check	04/28/2022	2816	Maira Rodriguez	X	-335.35	-335.35
Total Checks and Payments					-335.35	-335.35
Deposits and Credits - 2 items						
Deposit	05/12/2022			X	3.70	3.70
Deposit	05/31/2022			X	0.17	3.87
Total Deposits and Credits					3.87	3.87
Total Cleared Transactions					-331.48	-331.48
Cleared Balance					-331.48	19,552.72
Register Balance as of 05/31/2022					-331.48	19,552.72
Ending Balance					-331.48	19,552.72

3:11 PM

06/08/22

Ferndale Elementary School Student Accounts

Check Detail - 5-31-22

May 2022

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
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Ferndale Elementary School Student Accounts
Custom Summary Report
 July 2004 through May 2022


	ASSETS	Equity	TOTAL LIABILITIES & EQUITY
3rd Grade	0.00	1,896.36	1,896.36
4th Grade	0.00	213.86	213.86
Boynton	0.00	380.69	380.69
Brazil	0.00	425.61	425.61
Busick	0.00	146.55	146.55
Collenberg	0.00	213.38	213.38
Currier	0.00	275.71	275.71
Donation			
4th Grade Donation	0.00	200.00	200.00
Brazil Donation	0.00	100.00	100.00
Busher Donation	0.00	200.00	200.00
Busick Donation	0.00	90.79	90.79
Cinco de Mayo Donation	0.00	985.23	985.23
Collenberg Donation	0.00	542.19	542.19
Currier Donation	0.00	195.00	195.00
Griffith, J. Donation	0.00	100.00	100.00
Jr. High Donation	0.00	520.35	520.35
McWhorter Donation	0.00	15.08	15.08
Rigney Donation	0.00	100.00	100.00
Rodriguez Donation	0.00	30.00	30.00
Roseberry Donation	0.00	250.00	250.00
Totten Donation Income	0.00	150.00	150.00
Utroske Donation	0.00	100.00	100.00
Wilson Donation	0.00	137.04	137.04
Donation - Other	0.00	9,153.09	9,153.09
Total Donation	0.00	12,868.77	12,868.77
Duggan	0.00	-73.44	-73.44
Fisk-Becker	0.00	17.44	17.44
Griffith, A.	0.00	236.53	236.53
J. Griffith	0.00	3.50	3.50
Jr. High	0.00	1,170.05	1,170.05
McWhorter	0.00	71.43	71.43
Meyer	0.00	53.08	53.08
Miranda	0.00	55.68	55.68
Misc.	0.00	13.00	13.00
Music	0.00	44.34	44.34
Rigney	0.00	87.90	87.90
Rodriguez	0.00	7.96	7.96
Soderman	0.00	20.61	20.61
Soli	0.00	71.42	71.42
Student Council	0.00	132.53	132.53
Totten	0.00	44.70	44.70
Utroske	0.00	27.71	27.71
Wilson	0.00	60.46	60.46
Yearbook	0.00	1,086.89	1,086.89
TOTAL	0.00	19,552.72	19,552.72

ADDRESS SERVICE REQUESTED


>009496 2220791 0001 93528 10Z 87

COUNTY OF HUMBOLDT
STUDENT ACCOUNT
164 SHAW AVE
FERNDALE CA 95536-9781

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 EQUAL HOUSING LENDER NMLS #458732

Member FDIC



Overall Balance Summary

Account Type	Account Number	Ending Balance
Small Business Interest Chkg	551036492	\$19,552.72

Small Business Interest Chkg-551036492

Account Summary

Date	Description	Amount
05/01/2022	Beginning Balance	\$19,884.20
	2 Credit(s) This Period	\$3.87
	1 Debit(s) This Period	\$335.35
05/31/2022	Ending Balance	\$19,552.72

Interest Summary

Description	Amount
Interest Earned From 05/01/2022 Through 05/31/2022	
Annual Percentage Yield Earned	0.01%
Days in Statement Cycle	31
Interest and/or Reward Paid	\$0.17
Interest Paid this Statement Cycle	\$0.17
Interest Paid Year-to-Date	\$0.82

Deposits

Date	Description	Amount
05/12/2022	DEPOSIT	\$3.70

Other Credits

Date	Description	Amount
05/31/2022	INT PMT SYS-GEN	\$0.17

Small Business Interest Chkg-551036492 (continued)

Checks Cleared

<u>Check Nbr</u>	<u>Date</u>	<u>Amount</u>
2816	05/10/2022	\$335.35

* Indicates skipped check number



10:54 AM
05/10/22

Ferndale Elementary School Athletic Account
Reconciliation Summary - 4-30-22
Checking, Period Ending 04/30/2022

	<u>Apr 30, 22</u>
	8,988.31
Beginning Balance	
Cleared Transactions	<u>0.07</u>
Deposits and Credits - 1 item	
Total Cleared Transactions	<u>0.07</u>
Cleared Balance	<u>8,988.38</u>
Uncleared Transactions	
Checks and Payments - 2 items	<u>-575.00</u>
Deposits and Credits - 1 item	<u>450.00</u>
Total Uncleared Transactions	<u>-125.00</u>
Register Balance as of 04/30/2022	<u>8,863.38</u>
Ending Balance	<u>8,863.38</u>

10:54 AM
05/10/22

Ferndale Elementary School Athletic Account Reconciliation Detail - 4-30-22 Checking, Period Ending 04/30/2022

Type	Date	Num	Name	Clr	Amount	Balance
						8,988.31
Beginning Balance						
Cleared Transactions						
				X	0.07	0.07
Deposit	04/30/2022				0.07	0.07
Total Deposits and Credits					0.07	0.07
Total Cleared Transactions					0.07	8,988.38
Cleared Balance						
Uncleared Transactions						
Checks and Payments - 2 items						
Check	01/14/2022	226	Weaverville Element...		-125.00	-125.00
Check	03/03/2022	231	Crescent City Jaycees		-450.00	-575.00
Total Checks and Payments					-575.00	-575.00
					450.00	450.00
Deposits and Credits - 1 item						
Deposit	04/04/2022				450.00	450.00
Total Deposits and Credits					-125.00	-125.00
Total Uncleared Transactions					-124.93	8,863.38
Register Balance as of 04/30/2022					-124.93	8,863.38
Ending Balance						

10:55 AM
05/10/22

Ferndale Elementary School Athletic Account
Check Detail - 4-30-22
April 2022

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
------	-----	------	------	------	---------	-------------	-----------------

Ferndale Elementary School Athletic Account

Profit & Loss - 4-30-22

July 2021 through April 2022




	<u>Jul '21 - Apr 22</u>
Income	
Donation Income	5,500.00
Other Types of Income	
Miscellaneous Revenue	0.78
Other Types of Income - Other	<u>13,371.00</u>
Total Other Types of Income	<u>13,371.78</u>
Total Income	<u>18,871.78</u>
Gross Profit	18,871.78
Expense	
Donation Expense	2,200.00
Facilities and Equipment	948.25
Other Types of Expenses	<u>13,890.97</u>
Total Expense	<u>17,039.22</u>
Net Income	<u><u>1,832.56</u></u>

ADDRESS SERVICE REQUESTED

>003625 8713768 0001 93528 10Z 87

01060169
MSP 1111
COUNTY OF HUMBOLDT
FERNDALE UNIFIED SCHOOL DISTRI
ATHLETIC
164 SHAW AVE
FERNDALE CA 95536-9781

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 EQUAL HOUSING LENDER NMLS #458732

Member FDIC



Overall Balance Summary

Account Type	Account Number	Ending Balance
Small Business Interest Chkg	551036467	\$8,988.38

Small Business Interest Chkg-551036467

Account Summary

Date	Description	Amount
04/01/2022	Beginning Balance	\$8,988.31
	1 Credit(s) This Period	\$0.07
	0 Debit(s) This Period	\$0.00
04/30/2022	Ending Balance	\$8,988.38

Interest Summary

Description	Amount
Interest Earned From 04/01/2022 Through 04/30/2022	
Annual Percentage Yield Earned	0.01%
Days in Statement Cycle	30
Interest and/or Reward Paid	\$0.07
Interest Paid this Statement Cycle	\$0.07
Interest Paid Year-to-Date	\$0.32

Other Credits

Date	Description	Amount
04/29/2022	INT PMT SYS-GEN	\$0.07

10:42 AM

06/17/22

Ferndale Elementary School Athletic Account

Reconciliation Summary- 5-31-22

Checking, Period Ending 05/31/2022

	May 31, 22
Beginning Balance	8,988.38
Cleared Transactions	
Checks and Payments - 3 items	-968.00
Deposits and Credits - 5 items	4,025.09
Total Cleared Transactions	3,057.09
Cleared Balance	12,045.47
Uncleared Transactions	
Checks and Payments - 2 items	-145.00
Total Uncleared Transactions	-145.00
Register Balance as of 05/31/2022	11,900.47
New Transactions	
Checks and Payments - 1 item	-125.00
Total New Transactions	-125.00
Ending Balance	11,775.47

Ferndale Elementary School Athletic Account
Reconciliation Detail - 5-31-22
 Checking, Period Ending 05/31/2022

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						8,988.38
Cleared Transactions						
Checks and Payments - 3 items						
Check	03/03/2022	231	Crescent City Jaycees	X	-450.00	-450.00
General Journal	05/24/2022	235	Kenneth Kurwitz	X	-200.00	-650.00
General Journal	05/25/2022	234	Lotus Mountain	X	-318.00	-968.00
Total Checks and Payments					-968.00	-968.00
Deposits and Credits - 5 items						
Deposit	04/04/2022			X	0.00	0.00
Deposit	05/12/2022			X	250.00	250.00
Deposit	05/12/2022			X	3,500.00	3,750.00
Deposit	05/24/2022			X	275.00	4,025.00
Deposit	05/31/2022			X	0.09	4,025.09
Total Deposits and Credits					4,025.09	4,025.09
Total Cleared Transactions					3,057.09	3,057.09
Cleared Balance					3,057.09	12,045.47
Uncleared Transactions						
Checks and Payments - 2 items						
Check	01/14/2022	226	Weaverville Element...		-125.00	-125.00
Check	04/28/2022	233	McKinleyville Middle...		-20.00	-145.00
Total Checks and Payments					-145.00	-145.00
Total Uncleared Transactions					-145.00	-145.00
Register Balance as of 05/31/2022					2,912.09	11,900.47
New Transactions						
Checks and Payments - 1 item						
Check	06/15/2022	234	Weaverville Element...		-125.00	-125.00
Total Checks and Payments					-125.00	-125.00
Total New Transactions					-125.00	-125.00
Ending Balance					2,787.09	11,775.47

Ferndale Elementary School Athletic Account

Profit & Loss - 5-31-22

July 2021 through May 2022

	<u>Jul '21 - May 22</u>
Income	
Donation Income	5,700.00
Other Types of Income	
Miscellaneous Revenue	0.87
Other Types of Income - Other	16,746.00
Total Other Types of Income	<u>16,746.87</u>
Total Income	<u>22,446.87</u>
Gross Profit	22,446.87
Expense	
Donation Expense	2,400.00
Facilities and Equipment	948.25
Other Types of Expenses	14,228.97
Total Expense	<u>17,577.22</u>
Net Income	<u><u>4,869.65</u></u>

ADDRESS SERVICE REQUESTED

>009495 2220791 0001 93528 10Z 87

COUNTY OF HUMBOLDT
 FERNDALE UNIFIED SCHOOL DISTRI
 ATHLETIC
 164 SHAW AVE
 FERNDALE CA 95536-9781

00662770
 R304



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EQUAL HOUSING LENDER NMLS#458732

Member FDIC

Overall Balance Summary

Account Type	Account Number	Ending Balance
Small Business Interest Chkg	551036467	\$12,045.47

Small Business Interest Chkg-551036467

Account Summary

Date	Description	Amount
05/01/2022	Beginning Balance	\$8,988.38
	4 Credit(s) This Period	\$4,025.09
	3 Debit(s) This Period	\$968.00
05/31/2022	Ending Balance	\$12,045.47

Interest Summary

Description	Amount
Interest Earned From 05/01/2022 Through 05/31/2022	
Annual Percentage Yield Earned	0.01%
Days in Statement Cycle	31
Interest and/or Reward Paid	\$0.09
Interest Paid this Statement Cycle	\$0.09
Interest Paid Year-to-Date	\$0.41

Deposits

Date	Description	Amount
05/12/2022	DEPOSIT	\$3,500.00
05/12/2022	DEPOSIT	\$250.00
05/24/2022	DEPOSIT	\$275.00

Other Credits

Date	Description	Amount
05/31/2022	INT PMT SYS-GEN	\$0.09



Small Business Interest Chkg-551036467 (continued)

Electronic Debits

Date	Description	Amount
05/25/2022	POS PUR 3136 LOTUS MOUN LOTUS MOUNTAIN 707-682-6182 CA	\$318.00

Other Debits

Date	Description	Amount
05/24/2022	ADVICE OF DIFFERENCE	\$200.00

Checks Cleared

Check Nbr	Date	Amount
231	05/09/2022	\$450.00

* Indicates skipped check number



COUNTY OF HUMBOLDT
 FERNDALE UNIFIED SCHOOL DISTRI
 ATHLETIC
 164 SHAW AVE
 FERNDALE CA 95536-9416

Customer Notification of Account Adjustment

Original Amount: \$275.00 Correct Amount: \$75.00 Adjustment Amount: \$200.00

We have adjusted your account to correct an error in your deposit. For convenience, we have provided the images of the deposit correction, including your deposit ticket. If you have any questions or need any assistance, please call us at 1-800-922-8742. Thank you for doing business at Tri Counties Bank.

Debit (Decrease)	Deposit Correction		
Tri Counties Bank	Original Amount: \$275.00	Date: 5/24/22	
	Correct Amount: \$75.00	Auxiliary On-us: 888010680	
	Adjustment Amount: -\$200.00	Routing Number: 551036467	
Remarks: all items scanned			

CHECKING DEPOSIT CASH ▶	
ACCOUNT NUMBER 551036467	AMOUNT CASH 275.00
Date	TOTAL FROM OTHER SIDE ▶ 275.00
Name 551036467	BUS TOTAL ▶ 275.00
	LESS CASH RECEIVED ▶
	NET DEPOSIT \$ 275.00
⑆ 121135045⑆	

Deposit \$275.00 (Original Credit)

>121135045< Tri Counties Bank #087 2022-05-24 0087259137 Batch 161019568	
5/24/2022 15:54	\$275.00
8703 TIRDDep	
*****6467	

Deposit \$275.00 (Original Credit) Back

*5-24-22
 Journal # 235
 \$ 200.00*

3:26 PM

05/24/22

Ferndale Elementary School 8th Grade
Reconciliation Summary - 4-30-22
Checking, Period Ending 04/30/2022

	Apr 30, 22
Beginning Balance	69,824.26
Cleared Transactions	
Checks and Payments - 3 items	-3,390.64
Deposits and Credits - 2 items	450.57
Total Cleared Transactions	-2,940.07
Cleared Balance	66,884.19
Uncleared Transactions	
Checks and Payments - 1 item	-8,100.00
Total Uncleared Transactions	-8,100.00
Register Balance as of 04/30/2022	58,784.19
New Transactions	
Checks and Payments - 1 item	-500.00
Total New Transactions	-500.00
Ending Balance	58,284.19

Ferndale Elementary School 8th Grade
Reconciliation Detail - 4-30-22
 Checking, Period Ending 04/30/2022

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						69,824.26
Cleared Transactions						
Checks and Payments - 3 items						
General Journal	04/04/2022	381	San Francisco Giants	X	-333.50	-333.50
General Journal	04/18/2022	382	Graduation Source	X	-871.13	-1,204.63
General Journal	04/26/2022	383	Embassy Suites	X	-2,186.01	-3,390.64
Total Checks and Payments					-3,390.64	-3,390.64
Deposits and Credits - 2 items						
Deposit	04/04/2022			X	450.00	450.00
Deposit	04/30/2022			X	0.57	450.57
Total Deposits and Credits					450.57	450.57
Total Cleared Transactions					-2,940.07	-2,940.07
Cleared Balance					-2,940.07	66,884.19
Uncleared Transactions						
Checks and Payments - 1 item						
Check	04/28/2022	1533	Bus-Man Holiday To...		-8,100.00	-8,100.00
Total Checks and Payments					-8,100.00	-8,100.00
Total Uncleared Transactions					-8,100.00	-8,100.00
Register Balance as of 04/30/2022					-11,040.07	58,784.19
New Transactions						
Checks and Payments - 1 item						
Check	05/16/2022	1534	The Barn by Fernbri...		-500.00	-500.00
Total Checks and Payments					-500.00	-500.00
Total New Transactions					-500.00	-500.00
Ending Balance					-11,540.07	58,284.19

Ferndale Elementary School 8th Grade
Profit & Loss - 4-30-22
July 2021 through April 2022

	<u>Jul '21 - Apr 22</u>
Income	
Chili Feed/Carnival	26,923.00
Donations	
Donation In.Chili Feed/Carnival	3,460.00
Donations - Other	484.00
Total Donations	<u>3,944.00</u>
Grad. Income	671.25
Misc. Income	255.32
Total Income	<u>31,793.57</u>
Gross Profit	31,793.57
Expense	
Chili Feed/Carnival Ex.	1,306.12
Graduation Ex.	1,083.08
Misc. Ex.	618.50
Trip Expense	
Alcatraz	1,306.60
Baseball Game	583.50
Bus Ex.	8,100.00
Motel Ex.	2,186.01
Trip Expense - Other	474.17
Total Trip Expense	<u>12,650.28</u>
Total Expense	<u>15,657.98</u>
Net Income	<u><u>16,135.59</u></u>

3:30 PM
05/24/22

Ferndale Elementary School 8th Grade
Check Detail - 4-30-22

April 2022




Type	Num	Date	Name	Memo	Account	Paid Amount	Original Amount
Check	1533	04/28/2022	Bus-Man Holiday ...	8th Grade Trip Bus	Checking		-8,100.00
				8th Grade Trip Bus	Bus Ex.	-8,100.00	8,100.00
TOTAL						-8,100.00	8,100.00

ADDRESS SERVICE REQUESTED

>014262 8713768 0001 93528 10Z 87

 01040197
 MSP 1111
 COUNTY OF HUMBOLDT
 FERNDALE UNIFIED SD 8TH GRD ACCT
 164 SHAW AVE
 FERNDALE CA 95536-9781

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 EQUAL HOUSING LENDER NMLS #458732

Member FDIC



Overall Balance Summary

Account Type	Account Number	Ending Balance
Small Business Interest Chkg	551036261	\$66,884.19

Small Business Interest Chkg-551036261

Account Summary

Date	Description	Amount
04/01/2022	Beginning Balance	\$69,824.26
	2 Credit(s) This Period	\$450.57
	3 Debit(s) This Period	\$3,390.64
04/30/2022	Ending Balance	\$66,884.19

Interest Summary

Description	Amount
Interest Earned From 04/01/2022 Through 04/30/2022	
Annual Percentage Yield Earned	0.01%
Days in Statement Cycle	30
Interest and/or Reward Paid	\$0.57
Interest Paid this Statement Cycle	\$0.57
Interest Paid Year-to-Date	\$2.33

Deposits

Date	Description	Amount
04/04/2022	DEPOSIT	\$450.00

Other Credits

Date	Description	Amount
04/29/2022	INT PMT SYS-GEN	\$0.57

Small Business Interest Chkg-551036261 (continued)

Electronic Debits

Date	Description	Amount
04/04/2022	POS PUR 6051 SAN FRANCI SAN FRANCISCO GIANT 800-352-0212 CA	\$333.50
04/18/2022	POS PUR 6051 GRADUATION GRADUATIONSOURCE 800-3526162 NY	\$871.13
04/26/2022	POS PUR 6051 EMBASSY SU EMBASSY SUITES SCRM 916-3265000 CA	\$2,186.01



Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 6.4

DATE: June 22, 2022

SUBJECT:

Personnel Activity Report

DEPARTMENT/PROGRAM:

Administration/Personnel

ACTION REQUESTED:

Approve Personnel Activity Report

PREVIOUS STAFF/BOARD ACTION:

Board receives a report when there is any personnel activity.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Attached is a list of personnel activity.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal

FERNDALE UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT
June 17, 2022

CURRENT VACANCIES – 2022-2023 SCHOOL YEAR

CERTIFICATED PERSONNEL

None

CLASSIFIED PERSONNEL

None

COACHING PERSONNEL

TBD

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 6.5

DATE: June 22, 2022

SUBJECT:

District Stipends for 2022-2023

DEPARTMENT/PROGRAM:

Various District Programs

ACTION REQUESTED:

Approve District Stipends for 2022-2023

PREVIOUS STAFF/BOARD ACTION:

The Board regularly reviews and approves District Stipends.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The 2010-2011 Audit recommended the School Board should annually approve the District stipends for the upcoming school year.

FISCAL IMPLICATIONS:

No new stipends.

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal

Stipends 2022-23

	\$		#	Acct.
Drama K-8 (3rd gr play)	\$	636.00	1	01-0000-0-1110-1000-1132-001-0210 01-0000-0-1110-1000-1132-001-0210
Grade Level Chair	\$	636.00	3	01-0000-0-1110-1000-1132-001-0210 01-0000-0-1110-1000-1132-001-0210 01-0000-0-1110-1000-1132-001-0210
SST Coordinator	\$	636.00	1	01-0000-0-1110-1000-1132-001-0210
Student Council Advisor	\$	955.00	1	01-0000-0-1110-1000-1132-001-0210
Wolf Creek	\$	636.00	1	01-0000-0-1110-1000-1132-001-0210 01-0000-0-1110-1000-1132-001-0210
Yearbook Advisor 7/8	\$	636.00	1	01-0000-0-1110-1000-1132-001-0210
Class Advisors - 9-12 (split \$1248 per GL)	\$	499	12	01-0000-0-1110-1000-1132-401-0210 01-0000-0-1110-1000-1132-401-0210 01-0000-0-1110-1000-1132-401-0210 01-0000-0-1110-1000-1132-401-0210 01-0000-0-1110-1000-1132-401-0210 01-0000-0-1110-1000-1132-401-0210 01-0000-0-1110-1000-1132-401-0210 01-0000-0-1110-1000-1132-401-0210 01-0000-0-1110-1000-1132-401-0210 01-0000-0-1110-1000-1132-401-0210 01-0000-0-1110-1000-1132-401-0210
Dept. Chair	\$	636.00	3	01-0000-0-1110-1000-1132-401-0210 01-0000-0-1110-1000-1132-401-0210 01-0000-0-1110-1000-1132-401-0210
Yearbook Advisor 9-12	\$	636.00	1	01-0000-0-1110-1000-1132-401-0210
Daily Rate for PD		\$200		
BTSA				01-4035-0-1110-1000-1150-000-0000 01-4035-0-1110-1000-1150-000-0000

Sport	Season	Schedule	Site
Football - Varsity	Fall	A	FHS
Football - Junior Varsity	Fall	B	FHS
Soccer - Girls	Fall	A	FHS
Soccer- Boys	Fall	A	FHS
Volleyball - Varsity	Fall	A	FHS
Volleyball - Junior Varsity	Fall	B	FHS
Cheerleading - Football	Fall	A	FHS
Volleyball - 6th Grade	Fall	D	FES
Volleyball - 7th Grade	Fall	D	FES
Volleyball - 8th Grade	Fall	D	FES
Basketball - Girls Junior Varsity	Winter	B	FHS
Basketball - Girls Varsity	Winter	A	FHS
Basketball - Boys Junior Varsity	Winter	B	FHS
Basketball - Boys Varsity	Winter	A	FHS
Cheerleading - Boys Basketball	Winter	A	FHS
Wrestling	Winter	A	FHS
Basketball - 5th Grade Girls	Winter	D	FES
Basketball - 6th Grade Girls	Winter	D	FES
Basketball - 7th Grade Girls	Winter	D	FES
Basketball - 8th Grade Girls	Winter	C	FES
Basketball - 5th Grade Boys	Winter	D	FES
Basketball - 6th Grade Boys	Winter	D	FES
Basketball - 7th Grade Boys	Winter	D	FES
Basketball - 8th Grade Boys	Winter	C	FES
Cheerleading - 8th Grade Basketball	Winter	C	FES
Softball	Spring	A	FHS
Baseball	Spring	A	FHS
Golf	Spring	A	FHS
Tennis	Spring	A	FHS
Track	Spring	A	FHS
Track	Spring	D	FES
Athletic Director	year round	A	FES
Athletic Director (if not a certificated staff member)	year round	A	FHS

2022-2023 COACHING STIPENDS

	A	B	C	D
1	1610	1395	1223	1052
2	1691	1465	1284	1105
3	1775	1539	1349	1160
4	1864	1615	1417	1218
5	1958	1695	1487	1279
6	2055	1780	1562	1343
7	2159	1870	1640	1410
8	2266	1963	1721	1480
9	2380	2061	1808	1555
10	2499	2164	1897	1632
11	2624	2272	1993	1714
12	2687	2328	2042	1756

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM # 7.1

DATE: June 22, 2022

SUBJECT:

2022-2023 Local Control Accountability Plan (LCAP)

DEPARTMENT/PROGRAM:

Administration/Business

ACTION REQUESTED:

Adopt 2022-2023 Local Control Accountability Plan (LCAP)

PREVIOUS STAFF/BOARD ACTION:

A public hearing on the LCAP was held at the June 21, 2022, meeting.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

As part of the Local Control Funding Formula (LCFF), a Local Control Accountability Plan (LCAP) must be developed that is aligned to the budget. Public hearings must be held on both at a separate meeting from adoption. The FUSD LCAP describes services aligned to the eight priorities established in Ed Code 52060 and 52066. The LCAP addresses services for all students as well as for Low Income, Foster Youth and English Learners. There report must include: input from stakeholders, goals that address the priorities, methods of measuring progress on goals, actions to achieve goals and expenditures of LCFF monies. The plan must be completed on the CDE authorized template. The FUSD LCAP will be submitted to HCOE for approval and to the CDE for review. The LCAP is available for review at the District office.

FISCAL IMPLICATIONS:

Both the LCAP and the budget must be adopted by July 1, or Ferndale USD could receive no funding from the state.

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal

The LCAP draft is available in the board packet from the Public Hearing on June 21, 2022. A copy can also be requested at the district office at 1231 Main Street in Ferndale, CA, 707-786-5900. Once approved the LCAP will also be available online at ferndalek12.org. Thank you.

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM# 7.2

DATE: June 22, 2022

SUBJECT:

2022-2023 Budget Adoption

DEPARTMENT/PROGRAM:

Administration/Business

ACTION REQUESTED:

Adopt the 2022-2023 Ferndale Unified School District Budget

PREVIOUS STAFF/BOARD ACTION:

District Administrative staff has attended HCOE budget workshops and have been working on details of the 2022-2023 Fiscal Year Budget. The 2022-2023 Fiscal Year Budget has been technically approved by the Humboldt County Office of Education, and has been made available for public review as provided by law.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The 2022-2023 Fiscal Year Budget has been prepared using information provided by the Humboldt County Office of Education. Revenue information has been updated with the Governor's May Revise. Any revisions based on the State adopted budget are not included. A Public Hearing was held on June 21, 2022 and the budget is available for review at the District Office.

FISCAL IMPLICATIONS:

Please see attached for budget summary.

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal

The Budget Adoption Report for 2022-2023 will be available at the Ferndale Unified School District Office, 1231 Main Street, Ferndale, CA 95536 and will be posted once approved on the district website www.ferndalek12.org .

If you have any questions, please contact Denise Grinsell, Business Manager, Ferndale Unified School District, at 786-5900. Thank you.

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM # 7.3

DATE: June 22, 2022

SUBJECT:

Universal PreKindergarten Plan

DEPARTMENT/PROGRAM:

Administration, Curriculum and Instruction

ACTION REQUESTED:

Review newly required UPK Template/Plan

PREVIOUS STAFF/BOARD ACTION:

N/A

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

With the addition of TK as the state's newest official grade and the eventual inclusion of all 4 year olds in TK, every district in California will need to have a board reviewed UPK template/plan in place by June 30, 2022.

FISCAL IMPLICATIONS:

Unknown

CONTACT PERSON(S):

Beth Anderson, Superintendent

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies

Released – December 17, 2021

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Universal Prekindergarten Planning and Implementation Grant Program - Planning
Template

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other

local and community-based partnerships.¹ It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code (EC)* Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine

¹ In addition, \$100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The \$100 million available for workforce development will not be addressed in this document.

hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.²

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the

² See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.

June 30, 2022, deadline for LEAs to present their plans to their governing boards.³

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

³ The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and Implementation process.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the *EC* Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.⁴

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.⁵

⁴ The CDE may collect additional data related to UPK implementation in future years as well.

⁵ LEAs can obtain a list of licensed ELC providers operating within the LEA's enrollment zip codes by contacting their county R&R. LEAs can also collaborate with APPs in their county to share information about the engagement activities with ELC providers in the county. See the CDE Guidance Document to learn more about R&Rs and APPs and how to find the R&R(s) and APP(s) in your county. In addition, as local partnerships, LEAs should and can work with local Head Start grantees to discuss the Head Start needs assessment allowing for better coordination and collaboration.

5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.⁶
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by **June 30, 2022**.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

⁶ The purpose of this engagement process is to ensure that diverse community voices and interests are uplifted and used to inform the development of a UPK Plan that meets families' and communities' needs. The LEA should develop a process that allows for authentic, inclusive, and meaningful input.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Ferndale Unified School District	Beth Anderson, Superintendent	banderson@ferndalek12.org	707-786-5900

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)?

- No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? [open response]

- N/A

Projected Enrollment and Needs Assessment

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA’s TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.⁷ Complete the following tables.⁸

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	7	5	8	12	15	18

⁷ If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher’s assistants will be needed, in addition to those estimates that are required for reporting to CDE.

⁸ See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

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Type of Student	2019-20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022-23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023-24 (TK-eligible children turn five between September 2 and April 2, inclusive)4	2024-25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025-26 (TK-eligible children turn four by September 1)
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Facilities Estimates (Cumulative)

Type of Facility	2019-20	Current	2022-23	2023-24	2024-25	2025-26
TK Classrooms	.5	.5	.5	1	1	1
CSPP Classrooms	0	0	0	0	0	0
Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

Table: Staffing Estimates (Cumulative)

Type of Staff	2019-20	Current	2022-23	2023-24	2024-25	2025-26
TK	.5	.5	.5	1	1	1
TK Teacher's Assistants	.5	.5	.5	1	1	1

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Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Other CSPP Classroom Staff (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Early Education District-level staffing (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following pro

grams:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019-20	Current	2022-23	2023-24	2024-25	2025-26
N/A	N/A	N/A	N/A	N/A	N/A

Table: Projected Number of Slots Available for TK Students

Slot Type	2019-20	Current	2022-23	2023-24	2024-25	2025-26
CSPP	N/A	N/A	N/A	N/A	N/A	N/A
Head Start	N/A	N/A	N/A	N/A	N/A	N/A
ASES Program/ELO-P	N/A	N/A	N/A	N/A	N/A	N/A

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK? [
 - The district will provide a quality educational program in a student-centered approach which will use adopted TK curriculum to focus on academic achievement, social-emotional development, and the needed skills in preparation for kindergarten.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.
 - The district is researching and studying after school program models and will implement an after school program model to support the families of students. Additionally, free breakfast is provided daily beginning at 8:00.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

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- The district will rely on existing administrative structure and staff at the elementary school to implement, support and monitor the UPK program.
4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).
- Beth Anderson, Superintendent, will oversee the overall implementation of the UPK program.
 - Denise Grinsell, District Business manager will oversee correct use of UPK related funding.
 - Danielle Ceresin, Ferndale Elementary Principal, will oversee the site level implementation and monitoring of the program and will oversee the hiring of needed certificated and classified staff.
 - Kim Wilson, the FES Special Education Coordinator will oversee the implementation of any needed special education services.
 - Kristy Millsap, District Meal Program Coordinator will manage the free/reduced meal program.
5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.
- The district will include administration meetings, open board meetings, School Site Council meetings and grade level department meetings as part of the decision making process.
6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.
- The district's TK program will be included in the LCAP process moving forward as the programs already included in the actions/services provided to students through the existing TK/K program. Input sessions and surveys will include the expansion to universal PK and this open input process and survey results will affect changes in the program as needed.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

- Administration will regularly meet with its TK certificated staff to address the needs of all students. Students who are identified as possibly needing special education services will be assessed and appropriately served through the district's existing special education programs.

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

- The district will work with the site administration and TK staff to fully implement UPK programs. The teaching staff has been attending trainings/PLCs through the Humboldt County Office of Education and will continue to be provided with appropriate training and professional development opportunities related to the UPK program.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

- a. TK offered at all sites
- b. TK offered at some sites
- c. TK stand-alone classes
- d. TK and kindergarten combination classes
- e. CSPP and TK combination classes (CSPP funding and ADA funding)
- f. Locally-funded preschool and TK combination classes
- g. CSPP stand-alone classes
- h. Head Start stand-alone classes
- i. Other [describe, open response]

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2. Does the LEA plan to implement full-day TK, part-day TK, or both?⁹ [select one]
 - Full Day TK, Part Day TK, Both

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.
 - The district intends to continue to provide full day TK or TK/K classes. If warranted by research and information gathering, the district may implement partial day TK classes once full implementation is reached.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?
 - No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract?
 - N/A

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
 - a. 2022–23 (Birthdays February 3 or after)
 - No
 - b. 2023–24 (Birthdays April 3 or after)
 - Maybe
 - c. 2024–25 (Birthdays June 3 or after) [select one]
 - Maybe

⁹ The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA's UPK Plan prioritize parental needs and choices?
 - The district will prioritize parental needs and choices by utilizing surveys, individual parent conferences and meetings with school staff.
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?
 - The district will reach out to groups and individuals that offer after school care to encourage extended opportunities for serving and supporting TK students.
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?
 - At this time the district does not intend to partner with local R&Rs, LPCs, or other existing early education, child care or expanded learning providers other than those previously identified and known to the district.
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?
 - The district will maintain it's positive and productive working relationship with the special education department at the Humboldt County Office of Education as well as neighboring districts and the Humboldt-Del Norte SELPA.

5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.
 - Current Schedule:
 - 8:00 School breakfast offered
 - 8:30 School begins
 - 2:15 TK/K Dismissal

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan.
 - Family or parent surveys, English Learner Advisory Committee (ELAC), School Site Council, LCAP educational partners input sessions
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
 - Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?
 - The district will recruit certificated staff in the same way it currently does for all certificated and classified positions. The district will post/advertise vacancies on the Humboldt County Office of Education website and EdJoin as needed.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?
 - The superintendent will work with the elementary principal, TK staff and grade level teaching partners to identify professional development needs and opportunities. The district will utilize the Humboldt County Office of Education for their many TK professional development opportunities in addition to other opportunities identified and selected as needed.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P-3 continuum? Plans might include the following:
 - a. Who will receive this professional learning?
 - Administrators, TK Teachers, TK support staff, Instructional Coaches and additional certificated and classified staff as determined necessary

 - b. What content will professional learning opportunities cover?
 - Effective adult-child interactions, Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*), Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*), Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*), Implicit bias and culturally- and linguistically-responsive practice, Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice, Curriculum selection and implementation, Creating developmentally-informed environments, Administration and use of child assessments to inform instruction, Support for multilingual learners, including home language development and strategies for a bilingual classroom, Serving children with disabilities in inclusive settings, including Universal Design for Learning and Engaging culturally- and linguistically-diverse families

 - c. How will professional learning be delivered?
 - Coaching and mentoring, Classroom observations and demonstration lessons with colleagues, Workshops with external professional development providers and Internally-delivered professional learning workshops and trainings

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?
 - The district will continue to utilize the existing primary grade (TK-3) grade level PLC to collaborate to support student transitions, monitor student progress and make data informed improvements to the program.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential?
 - The LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators
2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)?
 - The LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC
3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit
 - The LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year?
 - LEA-based, grade level benchmarks and a report card

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals?
- Effective adult-child interaction, Children’s literacy and language development (aligned with the *Preschool Learning Foundations and Frameworks*), Children’s developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*), Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*), Implicit bias and culturally- and linguistically-responsive practice, ACEs and trauma- and healing-informed practice, Curriculum selection and implementation, Creating developmentally-informed environments, Administration and use of child assessments to inform instruction, Support for multilingual learners, including home language development and strategies for a bilingual classroom, Serving children with disabilities in inclusive settings, including Universal Design for Learning and Engaging culturally- and linguistically-diverse families

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*.
 - The district will continue to implement its TK/K curriculum and transition to an adopted TK curriculum by the 2025-2026 school year.
2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.
 - The district will continue to implement its TK/K curriculum and transition to an adopted TK curriculum by the 2025-2026 school year. The district will continue to use primary grades PLCs to regularly evaluate the program and will get input from primary teachers regarding TK curriculum selection and implementation including the vertical integration of that curriculum into the K curriculum and program if needed.
3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?
 - The site principal will monitor classroom management practices and strategies. Teachers can be provided with professional development in this area as needed/requested.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.
 - The district utilizes PLCs to evaluate ongoing programs and get input from teachers regarding curriculum, instructional practices and student progress and development.
5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?
 - The district uses PBIS, Restorative Practices and MTSS to address the needs of all students and provide supports and interventions as needed. The district also has a counselor at the elementary site to provide social-emotional support for students.
6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?
 - The district has a successful EL program and will continue to provide EL support for EL students.
7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?
 - The district has a successful EL program and will continue to provide EL support for EL students.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students?
 - English-only instruction with home-language support
2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students?
 - English-only instruction with home-language support

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas.
 - Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts), Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings, Use developmental observations to identify children's emerging skills and support their development through daily interactions, Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction and Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming?
 - Implement Universal Design for Learning, Provide adaptations to instructional materials, Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models and Implement social-emotional strategies
5. What assessments does the LEA plan to use in TK or kindergarten?
 - LEA-based grade level benchmarks and a report card

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?
 - The district does not anticipate any displacement of and current or ongoing early education programs
2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year?
 - Yes
3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)?
 - Yes
4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment?
 - Yes

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5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming?
 - Yes
6. In which of the following areas does the LEA intend to make updates to facilities?
 - None of the above
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
 - Transportation to and from the TK program
8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?
 - No

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs?
 - Support for parent surveys to gauge interest in service delivery models and Data analysis capacity building to support staff to refine enrollment projections based on community context
2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence?
 - Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms), Technical assistance on how to integrate UPK and P-3 in the district LCAP and Guidance on best practices for smooth transitions through the P-3 continuum
3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships?
 - Support for parent surveys and engagement activities to understand parent needs and support authentic choice, Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning?
 - Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P-3 vision and Creating professional learning opportunities to provide site leaders with more early childhood knowledge

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics?
 - Curriculum selection and implementation, creating developmentally-informed environments and Engaging culturally- and linguistically-diverse families
6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms?
 - Coaching and mentoring, Classroom observations and demonstration lessons with colleagues, Workshops with external professional development providers
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment
 - Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms), Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades, Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings, Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students, Specific instructional strategies to support specific skills including, but not limited to, children’s social-emotional development and home language development and Guidance on appropriate assessment selection and utilization
8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students?
 - Using manipulatives to develop fine motor skills, Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities, Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children’s learning experiences, Using differentiated groups that include individual, small, and large group experiences, Considering the structure of the daily routine to enhance individual and group learning experiences, Encouraging purposeful

play, choice, social interactions, and collaboration, Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment, Using child development knowledge to guide instructional approaches, Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms and Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations?
 - Guidance on how to modify an elementary school classroom to serve young children and Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC Section 48000 [d]*).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community

partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK? [open response]
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA? [open response]
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels? [open response]
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)? [open response]
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment? [open response]

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs? [open response]
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy? [open response]

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California*

Preschool Curriculum Frameworks, California Common Core State Standards,
and the Curriculum Frameworks. [open response]

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.) [open response]
10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students? [open response]

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families. [open response]
5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments. [open response]
6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. [open response]