KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT GOVERNING BOARD MEETING

January 17, 2023

Kingsburg Elementary Charter School District Professional Development Building 1310 Stroud Avenue Kingsburg, California 93631

4:00 p.m. – PUBLIC SESSION 5:00 p.m. – CLOSED SESSION 6:00 p.m. – PUBLIC SESSION

(Please note: Designated times are approximate)

AGENDA

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 897-2331. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

Public records relating to a public session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 1310 Stroud Avenue, Kingsburg, California.

PUBLIC SESSION AND PUBLIC COMMENT ON AGENDIZED AND NON-AGENDIZED ITEMS

- 1. Call to Order and Roll Call
- 2. Pledge of Allegiance
- 3. Moment of Contemplative Silence
- 4. Approval of Agenda

DISCUSSION

- 5. Superintendent's Report
 - 5.1. Rafer Johnson Jr. High MESA Student Presentation
 - 5.2. Communications/Recognitions
- 6. Assistant Superintendent's Report
- CBO's Report
 7.1. Presentation of Audit Report Scott Faeth, Borchardt, Corona, Faeth & Zakarian
- 8. Board Member Reports
- 9. First Reading: Board Policies/Administrative Regulations/Exhibits
 - 9.1. Revised AR 4161.4, 4261.4, 4361.4: Vacation
 - 9.2. Revised AR 6159.4: Behavioral Interventions for Special Education Students

ADJOURN FOR PUBLIC HEARING

PUBLIC HEARING

Quarterly Report on Williams Uniform Complaints

RECONVENE PUBLIC SESSION

ACTION

NOTICE TO PUBLIC – CONSENT AGENDA

All matters listed under the Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion will enact all consent agenda items. There will be no separate discussion of these items prior to the time the Board of Trustees votes on the motion unless members of the board, staff or public request specific items to be discussed or moved from the consent agenda for separate action. The district administration recommends approval of the following consent agenda items:

- 10. Consent Agenda
 - 10.1. Consider Approval of Minutes December 14, 2022 Board Meeting
 - 10.2. Consider Approval of Cash Balances
 - 10.3. Consider Approval of Budget Report
 - 10.4. Consider Approval of Accounts Payable Report
 - 10.5. Consider Approval of Request to Surplus Equipment
 - 10.6. Consider Approval of Comprehensive School Safety Plans
 - 10.7. Consider Approval of School Accountability Report Cards
 - 10.8. Consider Approval of Renewal Agreement with Funds for Learning, LLC

BUSINESS SERVICES

- 11. Consider Approval of Kingsburg Elementary Charter School District Audit Report, Year Ended June 30, 2022
- 12. Consider Approval of KECSD Internal Purchasing Policy 2022-23
- 13. Consider Approval of Proposal from EMCOR Services Mesa Energy Systems, Inc. for Evaporator Coil for Walk-in Freezer at Lincoln School
- 14. Consider Approval of Proposal from EMCOR Services Mesa Energy Systems, Inc. for A/C Unit at Roosevelt Elementary School
- 15. Consider Approval of Purchase for CTE Woodshop Tables
- 16. Consider Approval of Quote from California Teaching Fellows for Expanded Learning Opportunity Program at Washington, Roosevelt, Lincoln, Reagan, and Rafer Johnson Jr. High

HUMAN RESOURCES

Consider Approval of New Job Description
 17.1. Academic Coach- Special Education/Student Services

ADMINISTRATIVE SERVICES

- 18. Consider Approval of Quarterly Report on Williams Uniform Complaints
- 19. Consider Approval of Board Policies/Administrative Regulations/Exhibits 19.1. Revised BP 6158: Independent Study
 - 19.2. Revised AR 6158: Independent Study
 - 19.3. Revised AR 6161.1: Selection and Evaluation of Instructional Materials
 - 19.4. Revised AR 6162.51: State Academic Achievement Tests
 - 19.5. Revised BB 9250: Remuneration, Reimbursement and Other Benefits

PUBLIC COMMENT

PUBLIC COMMENT

The Public Comment portion of the agenda provides an opportunity for the public to address the Governing Board on items within the Board's jurisdiction and which are not already on the agenda. The Board of Education is prohibited by law from taking action on matters discussed that are not on the Agenda, and no adverse conclusions should be drawn if the Board does not respond to public comment at this time. Concerns will be referred to the Superintendent's office for review and response. Our policy states that during the public comment portion of the Board meeting, speakers should limit their comments to three (3) minutes with a total of fifteen (15) minutes per issue allowed. That policy will be enforced for all speakers. Any person who wishes to speak during this time should rise; state their name, and the subject of their remarks.

- 20. Public Comment on Agendized and Non-Agendized Items
- 21. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Tuesday, February 21, 2023, 4:00 p.m., Professional Development Building

CLOSED SESSION

REVIEW OF PERSONNEL MATTERS PURSUANT TO GOVERNMENT CODES 11126 AND 54957

Review of personnel matters is limited to consideration of the appointment, employment, evaluation of performance, change of status, or dismissal of a public employee; or to hear "complaints or charges brought against such employee by another person or employee unless the employee requests a public session."

- 22. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)
- 23. Anticipated Litigation (Government Code Section 54956.9(b))
- 24. Student Discipline and Other Confidential Student Matters (Education Code Sections 35146, Ed. Code, §48900 et seq.)
 - 24.1. The Governing Board Will Meet in Closed Session to Consider Student Expulsion Recommendations per California Education Codes 48916, 49073-49079
 - 24.1.1. Case No. 23-15
 - 24.1.2. Case No. 23-16
 - 24.1.3. Case No. 23-17

25. Public Employee Employment

25.1. Certificated Personnel

- 25.1.1. Consider Approval of Student Teachers for the 2022-2023 Spring Semester
- 25.1.2. Consider Acceptance of Resignation: RSP Teacher, Reagan Elementary School
- 25.2. Classified Personnel
 - 25.2.1. Consider Approval of Leave of Absence
 - 25.2.2. Consider Approval of Leave of Absence
 - 25.2.3. Consider Acceptance of Resignation: Paraprofessional, Reagan Elementary
 - 25.2.4. Consider Acceptance of Resignation: Paraprofessional- RSP, Special Education
 - 25.2.5. Consider Approval of Request to Hire: School Secretary, Reagan Elementary School
 - 25.2.6. Consider Approval of Request to Hire: Administrative Assistant, Human Resources
- 26. Pupil Personnel
 - 26.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
 - 26.1.1. Consider Approval of 2022-23 New Attendance Requests Site-Based Program
 - 26.1.2. Consider Approval of 2022-23 New Attendance Requests Central Valley Home School

RECONVENE PUBLIC SESSION

ACTION

- 27. Report of Actions Taken in Closed Session
- 28. Adjourn

Notes for Board Policy/Administrative Regulation/Exhibit Revisions January 17, 2023

AR 4161.4, 4261.4, 4361.4 – Vacation

(Revised AR- All Three Are the Same)

To correct the payroll cutoff date in the policy and clarify unused vacation days can be paid out at any time during the fiscal year, not just in July.

AR 6159.4 – Behavorial Interventions for Special Education Students

(Revised AR)

This policy is being revised per the CSBA recommendation following a review of several outdated special education policies. The previous revision date was 2/21/12 and many laws and requirements have changed since then.

Regulation 4161.4: ^Vacation

Status: DRAFT

Last Revised Date: 04/25/2022

Vacation Leave

Classified Employees

Vacation Leave is accumulated by full-time (12 month) employees and earned as follows:

Less than 1 year	5/6 of 1 day for each month of service
1-5 years	10 days
IN+ VAARS	10 days +1 day for each year beyond 5 years not to exceed 20 days

New employees to the District must complete six (6) months of employment to be eligible for vacation. For vacation computation purposes, a month shall be interpreted as more than one-half the normal working days of a regular employee's work month. Vacation benefits are earned on a fiscal year basis to be used in the subsequent fiscal year. Employees who work less than twelve (12) months shall be entitled to vacation benefit on a prorated basis and are paid as part of his/her monthly compensation.

The term and duration of employment to be used for determining vacation time shall be based on the time served by the employee during the fiscal year, July 1 to June 30 of the prior year.

Upon separation from service with the District, employees shall be entitled to a lump-sum compensation for all accrued and unused vacation, except that employees who have not completed six months of employment shall not be entitled to such compensation.

Classified employees may carry over up to forty (40) days of vacation into the succeeding fiscal year. No more than sixty (60) days of accrued, unused vacation shall be accumulated at any time. Employees may cash-out all or part of the unused portion of his/her earned vacation allotment at the end of the fiscal year in lieu of carrying-over vacation days. Employees who choose to cash-out all or part of the earned unused portion of his/her annual vacation allotment must complete the District provided Vacation Payoff Request form. The Vacation Payoff Request form must be submitted to the District Office by July 5th of each fiscal year. Requests can be made once per year and, at the discretion of the Director-Human Resources, vacation pay-out can be in one lump sum or paid out in installments. Vacation pay shall not be treated as creditable compensation for retirement purposes unless allowed by law. Unused, accrued vacation shall be paid at the salary rate effective at the time of payment.

All vacation schedules shall be mutually agreed upon between the employee and the employee's direct supervisor. Each employee's vacation schedule must be approved in advance by his/her immediate supervisor.

The Superintendent, or, the Board of Trustees, reserve the right to direct employees to take their vacation days when the District determines, within its sole discretion, that unfunded liability for vacation pay-outs has become too significant.

Twelve Month Certificated Management/Twelve Month Classified Senior Management,

Certificated management and classified senior management employees may be granted vacation during the school year even though not accrued at the time the vacation is taken. If an employee is terminated and was granted vacation which was not yet accrued at the time of termination, the District shall deduct from the employee's final check the full amount of salary which was paid for unearned days of vacation taken. All vacation schedules shall be mutually agreed upon between the employee and the employee's direct supervisor. Each employee's vacation schedule must be approved in advance by his/her immediate supervisor. Upon separation from service with the District, employees shall be entitled to a lump-sum compensation for all accrued and unused vacation.

Certificated management and classified senior management employees may carry over up to forty (40) days of vacation into the succeeding fiscal year. No more than sixty (60) days of accrued, unused vacation shall be accumulated at any time. Employees may cash-out all or part of the unused portion of his/her earned vacation allotment at the end of the fiscal year in lieu of carrying over vacation days. Employees who choose to cash-out all or part of the earned unused portion of his/her annual vacation allotment must complete the District provided

Vacation Payoff Request form. The Vacation Payoff Request form must be submitted to the District Office by the July payroll cutoff date of each fiscal year. Requests can be made once per year and, at the discretion of the Director-Human Resources, vacation pay-out can be in one lump sum or paid out in installments. Upon special circumstances, an employee can request vacation payout at any other time during the fiscal year upon approval of the Superintendent or designee. Vacation pay shall not be treated as creditable compensation for retirement purposes unless allowed by law. Unused, accrued vacation shall be paid at the salary rate effective at the time of payment. The employee, regardless of the language stated in their contract, may elect to use this board policy when paying out their vacation.

All vacation schedules shall be mutually agreed upon between the employee and the employee's direct supervisor. Each employee's vacation schedule must be approved in advance by his/her immediate supervisor.

The Superintendent, or, the Board of Trustees, reserve the right to direct employees to take their vacation days when the District determines, within its sole discretion, that unfunded liability for vacation pay-outs has become too significant.

(cf. EC 45197)

OPAK OPAK

Regulation 6159.4: Behavioral Interventions For Special Education Students	Status: DRAFT
Original Adopted Date: 10/13/1999 Last Revised Date: 02/21/2012	

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 USC 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of his/her disability.

However, when the behavior of a student with a disability impedes his/her learning or the learning of others, the student's individualized education program (IEP) team shall consider the use of positive behavioral interventions and supports and other strategies consistent with 20 USC 1414(d) to address the student's behavior. (Education Code 56521.2; 34 CFR 300.324)

If, pursuant to a manifestation determination conducted as specified in 34 CFR 300.530, the student's behavior is determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the student. If a BIP is already in place for the student, the IEP team shall review and modify the BIP to address the student's behavior. (Education Code 56520; 34 CFR 300.324, 300.530)

In addition, when the disciplinary removal of a student with a disability will result in a change in the student's placement as specified in 34 CFR 300.530, the student shall receive an FBA and behavioral intervention services and modifications designed to address the student's behavior so that it does not recur. (34 CFR 300.530)

Functional Behavioral Assessment

Any FBA to be conducted for a student with a disability shall focus on identifying the function or purpose of the student's behavior.

Before any FBA is conducted, the Superintendent of designee shall notify the student's parent/guardian in accordance with Education Code 56321 and obtain the parent/guardian's consent. (Education Code 56321; 34 CFR 300.324)

If the parent/guardian disagrees with the result of an FBA, he/she has the right to obtain an independent educational evaluation at district expense, subject to the conditions specified in 34 CFR 300.502.

Behavioral Intervention Plan

Within 10 business days after removing a student for more than 10 school days in a school year or commencing a removal that constitutes a change in placement, the district shall implement a behavioral intervention plan in accordance with 34 CFR 300.530, Board policy and administrative regulation.

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Based on the functional assessment, the IEP team shall meet to determine whether a behavioral intervention plan is needed. If such a plan is needed, the IEP team shall be expanded to include a behavioral intervention case manager, qualified staff knowledgeable of the student's health needs, and others with expertise as deemed necessary by the parent/guardian, district or Special Education Local Plan Area (SELPA). This team shall develop a written behavioral intervention plan which includes: (5 CCR 3001)

1. A summary of relevant and determinative information gathered from the functional analysis assessment

2. An objective and measurable description of the targeted maladaptive behavior(s) and replacement positive behavior(s)

3. The student's goals and objectives specific to the behavioral intervention plan

4. A detailed description of interventions to be used and the circumstances for their use

5. Specific schedules for recording the frequency of intervention use and the frequency of the targeted and replacement behaviors, including specific criteria for discontinuing an intervention for lack of effectiveness or replacing it with a specified and identified alternative

6. Criteria by which the procedure will be faded or phased-out, or less intense/restrictive intervention schedules or techniques that will be used

7. Those behavioral interventions which will be used in the home, residential facility, work site or other noneducational settings

8. Specific dates when the IEP team will periodically review the efficacy of the program

9. The frequency of the consultation to be provided by the behavioral intervention case manager to the staff and parents/guardians who are responsible for implementing the plan

Based on the results of the functional analysis assessment, interventions specified in the plan may include: (5 CCR 3052)

1. Altering the identified antecedent event to prevent the occurrence of the behavior

2. Teaching the student alternative behaviors that produce the same consequences as the inappropriate behavior

3. Teaching the student adaptive behaviors which ameliorate negative conditions that promote the display of inappropriate behaviors

4. Manipulating the consequences for the display of inappropriate behaviors and alternative, acceptable behaviors, so that the alternative behaviors more effectively produce desired outcomes

Acceptable responses to targeted behavior may include, but are not limited to, one or more of the following: (5 CCR 3052)

1. The behavior is ignored, but not the student.

- 2. The student is verbally or verbally and physically redirected to an activity.
- 3. The student is provided with feedback.
- 4. The message of the behavior is acknowledged.
- 5. A brief physical prompt is provided to interrupt or prevent aggression, self-abuse or property destruction.

The behavioral intervention plan shall become a part of the student's IEP and shall be sufficiently detailed so as to direct the plan's implementation. (5 CCR 3052)

A copy of the behavioral intervention plan shall be provided to the person or agency responsible for implementation in noneducational settings. (5 CCR 3001)

At intervals scheduled by the IEP team, the behavioral intervention case manager, parent/guardian and others as appropriate shall evaluate the effectiveness of the behavioral intervention plan in accordance with law. This review may be conducted in meetings, by telephone conference, or by other means, as agreed upon by the IEP team. (5 CCR 3052)

If the IEP team determines that changes in the behavioral intervention plan are necessary, the teacher and behavioral intervention case manager shall conduct additional functional analysis assessments and, based on the outcomes, propose changes to the plan. (5 CCR 3052)

The parent/guardian and the behavioral intervention case manager or qualified designee may make minor modifications without an IEP team meeting. The parent/guardian shall be notified of the need for modification and shall be able to review the existing program evaluation data prior to implementing the modification. Parents/guardians shall be informed of their right to question any modification to the plan through the IEP procedures. (5 CCR 3052)

The IEP team also may include in the plan contingency schedules for altering specified procedures, their frequency or their duration, without reconvening the IEP team. (5 CCR 3052)

Emergency Interventions

Emergency interventions may be used only to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the student or others and that cannot be immediately prevented by a

response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for a systematic BIP that is designed to change, replace, modify, or eliminate a targeted behavior. (Education Code 56521.1)

No emergency intervention shall be used for longer than is necessary to contain the behavior. For any situation that requires a prolonged use of an emergency intervention, staff shall seek assistance of the principal or law enforcement agency, as applicable to the situation. (Education Code 56521.1)

Emergency interventions shall not involve the use of force exceeding what is reasonable and necessary under the circumstances. In addition, use of locked seclusion or a device, material, or objects that simultaneously immobilize all hands and feet shall not be allowed except as allowed by law. (Education Code 56521.1)

- 1. Parents/guardians and, if appropriate, residential care providers shall be notified within one school day whenever emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Superintendent or designee for review. This report shall include all of the following information: (Education Code 56521.1)
- 2. The name and age of the student
- 3. The setting and location of the incident
- 4. The name of the staff or other persons involved
- 5. A description of the incident and the emergency intervention used
- 6. A statement of whether the student is currently engaged in a systematic BIP
- 7. Details of any injuries sustained by the student or others, including staff, as a result of the incident
- 8. If the behavior emergency report is for a student who does not have a BIP, the Superintendent or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for an FBA, and determine the necessity for an interim BIP. The IEP team shall document the reasons for not conducting the FBA and/or not developing the interim BIP. (Education Code 56521.1)

If the behavior emergency report is for a student who has a BIP, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's plan needs to be modified. (Education Code 56521.1)

Prohibited Interventions

The district prohibits the use of corporal punishment as defined in Education Code 49001 as an intervention. In addition, the district prohibits all of the following: (Education Code 56521.2)

- 1. Any intervention designed or likely to cause physical pain, including, but not limited to, electric shock
- 2. Any intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances near the student's face
- 3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities
- 4. Any intervention that is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation or that can be expected to cause excessive emotional trauma
- 5. Any restrictive intervention that uses a device, material, or objects which simultaneously immobilize all hands and feet, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained staff as a limited emergency intervention
- 6. Locked seclusion, unless in a facility otherwise licensed or permitted by state law to use a locked room
- 7. Any intervention that precludes adequate supervision of the student
- 8. Any intervention that deprives the student of one or more of his/her senses



WESLEY SEVER, ED.D. Superintendent

MATT STOVALL Assistant Superintendent

BOBBY RODRIGUEZ Chief Business Official

CAROL BRAY Director, Human Resources

ERIN PASILLAS Director, Special Education, Student Services

Notice of Public Hearing

The Kingsburg Elementary Charter School District hereby gives notice that a Public Hearing will be held during the regularly scheduled board meeting as follows:

TOPIC:	Williams Uniform Complaints
HEARING DATE:	January 17, 2023
TIME:	4:00 p.m.
LOCATION:	Professional Development Building
	Kingsburg Elementary Charter School District
	1310 Stroud Avenue
	Kingsburg, CA 93631

Dr. Wesley Sever, Superintendent Kingsburg Elementary Charter School District County of Fresno State of California

> Posted on December 19, 2022 Locations of Posting: District Office, School Sites, and District Website

1310 Stroud Avenue • Kingsburg, California 93631

(559) 897-2331 • Fax (559) 897-4784

Our mission is simple, "We will find a way for ALL students to learn!"

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT GOVERNING BOARD MEETING AND ORGANIZATIONAL MEETING

December 14, 2022

Kingsburg Elementary Professional Development Building 1310 Stroud Avenue Kingsburg, California 93631

3:30 p.m.

MINUTES

PUBLIC SESSION AND PUBLIC COMMENT ON AGENDIZED AND NON-AGENDIZED ITEMS

1. Call to Order and Roll Call Board President, Karyll Smith Quinn, called the meeting to order at 3:30 p.m.

Board Members Present:

Karyll Smith Quinn, President Brad Bergstrom, Clerk Constance Lunde, Member Shane Murray, Member Frank Yanes, Member

District Office Administrators Present:

Wesley Sever, Ed.D., Superintendent Matt Stovall, Assistant Superintendent Bobby Rodriguez, Chief Business Official Carol Bray, Director, Human Resources

- 2. Pledge of Allegiance
- 3. Moment of Contemplative Silence
- 4. Approval of Agenda with the following addenda:

Moved: Mr. Yanes; Seconded: Mrs. Lunde, to approve the December 14, 2022, Board agenda with the following addenda:

- <u>Addenda to Agenda</u>
 - ✓ New Discussion Item 10.3.: First Reading: Board Policies/Administrative Regulations/Exhibits AR 6161.1: Selection and Evaluation of Instructional Materials
 - ✓ New Discussion Item 10.4.: First Reading: Board Policies/Administrative Regulations/Exhibits AR 6162.51: State Academic Achievement Tests
 - ✓ New Discussion Item 10.5.: First Reading: Board Policies/Administrative Regulations/Exhibits BB 9250: Remuneration, Reimbursement and Other Benefits
 - ✓ New Consent Item 18.8.: Consider Approval of Minutes December 5, 2022 Special Board Meeting

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

DISCUSSION

- 5. Superintendent's Report
 - 5.1. Communications/Recognitions
 - 5.1.1 Rafer Johnson Jr. High Choir performed two songs for the Board and audience. Three students stayed after and sang a traditional Swedish Christmas song.
 - 5.1.2 Dr. Sever announced the 2023 KECSD Employees of the Year- Classified Employee of the Year- Roberto Vega, Certificated Employee of the Year- Sarah Schmal, Administrator of the Year- Amy Winchell.
 - 5.1.3 Dr. Sever reviewed the revised mandatory COVID-19 Safety Plan. Changes to the plan were required but did not change current practices.
 - 5.1.4 Mrs. Regier is working on creating a mentorship program at Island Community Day School. A meeting took place last week, and Mrs. Lunde was able to attend. Students at Island Community Day School need positive adult role models. Community members and other organizations are coming together for this project, and we look forward to hearing more about this at a future Board meeting.
 - 5.1.5 MAGEC (Multi-Agency Gang Enforcement Consortium) recently presented at Island Community Day School. As noted in the below Board Member Reports, it was very moving to hear the officers share stories about their childhoods, and many of the students were able to connect with them and have powerful conversations.
 - 5.1.6 A new Donation Acceptance Form will be used for all monetary or material donations moving forward. This will help the District stay consistent with accepted standards, location tracking, and safety requirements for items such as anchoring cabinets.
 - 5.1.7 The KECSD Christmas Luncheon is on Monday, December 19th, at 2 p.m. at Lincoln School.
- 6. Assistant Superintendent's Report
 - 6.1. The Kingsburg Reads One Book committee has chosen Escape from Mr. Lemoncello's Library as the book for this year. The author, Chris Grabenstein, will be able to do in-person assemblies at Washington, Roosevelt, Lincoln, and Reagan schools.
 - 6.2. Bilingual Night on December 1 was a successful celebration, with 19 of 26 students and their families attending. Mr. Rick Alonzo presented his story and did three paintings.
 - 6.3. Reagan Elementary received first place in the children's division at the Santa Lucia Parade.
 - 6.4. Mr. Stovall was able to go with Central Valley Home School as they went caroling around town and visited with businesses and community members.
- 7. Chief Business Official's Report
 - 7.1. The Taste of KECSD event had a great turnout. The speaker and the information presented was very useful for parents. A lot of food vendors attended and provided raffle gifts and food samples. Food Services will be trying to incorporate a new food item each month.
 - 7.2. From around the District:
 - 7.2.1 The grounds are looking good. Our grounds teams are working hard and enjoying having their own site to showcase. Ponch received feedback from 6th grade staff at Reagan wanting a walkway from Kern Street through the gate. He placed cobblestones in one of the walkways, and the project turned out very nice.
 - 7.2.2 We are still working with Mark Wilson Construction on the window project and should receive a budget number soon. Then, we will go out to bid and be on track to have new windows installed in Washington, Roosevelt, and Lincoln during the summer.

- 7.2.3 Spyglass will be looking at the AT&T bills to find any cost savings. If there are recommendations, we will bring them back to the Board.
- 7.2.4 The Audit is almost complete and will be presented to the Board at the January Board meeting.
- 7.2.5 Friday, December 23rd, at noon, MOT will be BBQing at Lincoln to celebrate the holidays. The Board members and other working staff are invited.
- 7.2.6 During the winter break, the Roosevelt wall will be put up in the hallway so visitors can only access the main office.
- 7.2.7 The Washington countertops in the kitchen will be replaced during winter break.
- 7.2.8 Room 40 at Lincoln School will house the new Expanded Learning Office and should be finished soon.
- 7.2.9 One of the office spaces in the District Office has been renovated, and Mrs. Vaquera will be moving in soon. The new Administrative Assistant for Human Resources will be taking Mac's office.
- 7.2.10 We received an email from the state that they made an error on the apportionment for the Expanded Learning Opportunity Program which lowers our entitlement by \$400,000.
- 7.2.11 We are looking to add an additional portable on the other side of Student Services. We will keep the same grade, have a retaining wall, and a fence to 14th street. Knowing we will need additional spaces in the future, this is the time to complete this project. We don't know who will occupy it yet. Darden has given us options for what parking could look like, and we will update the Board as this project progresses.
- 8. Director of Maintenance and Operations Annual MOT Update
 - 8.1. Mr. Danny McIntyre reported. The Board thanked Danny and his departments for all they do, above and beyond, to keep KECSD moving forward and looking its best.
- 9. Board Member Reports
 - 9.1. Mr. Yanes discussed the recent meeting and presentation with students at Island Community Day School and Multi-Agency Gang Enforcement Consortium (MAGEC). It was very moving to hear the officers share stories about their childhoods, and many of the students were able to connect with them and have powerful conversations. Mrs. Smith Quinn and Mr. Yanes will be in contact with a few of the students at Island for mentoring in the coming months.
- 10. First Reading: Board Policies/Administrative Regulations/Exhibits
 - 10.1. Revised BP 6158: Independent Study
 - 10.2. Revised AR 6158: Independent Study
 - 10.3. Revised AR 6161.1: Selection and Evaluation of Instructional Materials
 - 10.4. Revised AR 6162.51: State Academic Achievement Tests
 - 10.5. Revised BB 9250: Remuneration, Reimbursement and Other Benefits

No changes were made to the policies as submitted. They will be brought back to the next Board meeting for approval.

CONVENE ORGANIZATIONAL MEETING

11. Consider Adoption of Resolution No. 23-06: In the Matter of Insufficient Nominations of Governing Board Elections; No Election; Seating at Annual Organizational Meeting

Moved: Mrs. Lunde; Seconded: Mr. Yanes

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Mr. Yanes – Yes Motion Carried: 5-0

- 12. Swearing in of Board Members Dr. Sever swore in incumbent Board members Brad Bergstrom, Shane Murray, and Karyll Smith Quinn.
- 13. Election of Officers 13.1. President

Moved: Mrs. Lunde; Seconded: Mr. Murray, to nominate Mr. Bergstrom as President for 2023

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

13.2. Clerk

Moved: Mrs. Lunde; Seconded: Mr. Murray, to nominate Mr. Yanes as Clerk for 2023

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

13.3. Secretary

Moved: Mrs. Lunde; Seconded: Mr. Murray, to nominate Dr. Sever as Secretary for 2023.

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

14. Consider Approval of Statement of Facts

Moved: Mr. Murray; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

15. Consider Approval of Voting Certificate: Representative and Alternate Representative – County Committee on School District Organization

Moved: Mrs. Lunde; Seconded: Mrs. Smith Quinn, to nominate Mr. Bergstrom as Representative and Mr. Yanes as Alternate Representative

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

16. Consider Approval of Authorized Signature and Mailing Permits

Moved: Mr. Yanes; Seconded: Mr. Murray

Approved: Mr. Bergstrom - Yes; Mrs. Lunde - Yes; Mr. Murray - Yes; Mrs. Smith Quinn - Yes;

Mr. Yanes – Yes Motion Carried: 5-0

17. Consider Approval of Proposed 2023 Board Meeting Dates

Moved: Mrs. Lunde; Seconded: Mr. Yanes

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

RECONVENE REGULAR MEETING

ACTION

18. Consent Agenda

- 18.1. Consider Approval of Minutes November 14, 2022 Board Meeting
- 18.2. Consider Approval of Cash Balances
- 18.3. Consider Approval of Budget Report
- 18.4. Consider Approval of Accounts Payable Report
- 18.5. Consider Approval of Request to Surplus Equipment
- 18.6. Consider Approval of Annual Purchase of Books for Kingsburg Reads One Book
- 18.7. Consider Approval of Revised 2023-2024 School Calendar
- 18.8. Consider Approval of Minutes December 5, 2022 Special Board Meeting

<u>Items 18.1. – 18.8.:</u> Moved: Mrs. Smith Quinn: Seconded: Mr. Murray

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

BUSINESS SERVICES

19. Consider Adoption and Certification of 2022-23 First Interim Budget Report

Moved: Mr. Yanes; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

20. Consider Adoption of Resolution No. 23-07: In the Matter of Reviewing Development Fees on Residential and Commercial and Industrial Development Collected During the 2021-2022 School Year

Moved: Mr. Murray; Seconded: Mrs. Smith Quinn

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0 21. Consider Adoption of Contract Renewal and Resolution No. 23-08 Authorizing Designated Personnel to Sign Documents for Child Development Services

Moved: Mr. Yanes; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

22. Consider Approval of Quote from Sound Contracting for Rafer Johnson Jr. High Gym Video Equipment Upgrades

Moved: Mrs. Smith Quinn; Seconded: Mr. Yanes

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

23. Consider Approval of Quote from Sound Contracting for Rafer Johnson Jr. High Gym Additional Gym Speakers

Moved: Mrs. Smith Quinn; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

24. Consider Approval of Estimate from Koala Tree Service to Remove Trees at Reagan Elementary School

Moved: Mrs. Lunde; Seconded: Mr. Yanes

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

25. Consider Approval of Equipment Repair Estimate from EMCOR Mesa Energy Systems to Replace Lincoln Bus Garage Air Conditioning

Moved: Mr. Murray; Seconded: Mrs. Smith Quinn

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

26. Consider Approval of Proposal from Amparan Flooring to Install New Flooring at the Washington School Kitchen

Moved: Mrs. Lunde; Seconded: Mr. Murray

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes

Motion Carried: 5-0

27. Consider Approval of Proposal from Valley Fence Company to Remove Existing 4' Fencing in Front of Washington School and Replace with New 6' Fencing

Moved: Mr. Yanes; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

28. Consider Approval of Quote from Bobcat for E32 R2-Series Bobcat Compact Excavator

Moved: Mr. Yanes; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

29. Consider Approval of Quote from J's Communications, Inc. for Additional Radios at School Sites

Moved: Mr. Yanes; Seconded: Mr. Murray

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

HUMAN RESOURCES

30. Consider Approval of New Job Description 30.1. Community Schools- Coordinator of Special Projects

Moved: Mrs. Smith Quinn; Seconded: Mr. Murray

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

31. Consider Approval of Revised 2022-2023 Certificated Management Salary Schedule

Moved: Mr. Yanes; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

32. Consider Approval of Request to Offer a \$1,000 Retirement Incentive if Employee Submits Letter of Resignation for the Purposes of Retirement by Friday, February 3, 2023, at 4:00 p.m., Completes Their 2022-23 Contract, and Has a Retirement Date No Later Than June 30, 2023

Moved: Mr. Yanes; Seconded: Mr. Murray

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

ADMINISTRATIVE SERVICES

33. Consider Approval of Board Policies/Administrative Regulations/Exhibits
33.1. BP 4118: Discipline/Suspension/Disciplinary Action
33.2. AR 4118: Discipline/Suspension/Disciplinary Action
33.3. BP 4119.1, 4219.1, 4319.1: Civil and Legal Rights
33.4. BP 4151, 4251, 4351: Employee Compensation
33.5. AR 4161.5, 4261.5, 4361.5: Military Leave
33.6. BP 4218: Dismissal/Suspension/Disciplinary Action
33.7. AR 4218: Dismissal/Suspension/Disciplinary Action
33.8. AR 4253: Overtime Pay/Compensatory Time Off- Delete
33.9. BP 6164.2: Guidance/Counseling Services
33.10. BP 7150: Site Selection and Development
33.12. BB 9100: Organization

Moved: Mr. Yanes; Seconded: Mrs. Smith Quinn

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

PUBLIC COMMENT

- 34. Public Comment on Agendized and Non-Agendized Items 34.1. No comments were received from the public.
- 35. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Tuesday, January 17, 2023, 4:00 p.m., Professional Development Building

CLOSED SESSION

- 36. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)
- 37. Anticipated Litigation (Government Code Section 54956.9(b))
- 38. Public Employee Employment
 - 38.1. Classified Personnel
 - 38.1.1 Consider Acceptance of Resignation: Paraprofessional- Categorical, Reagan Elementary School
 - 38.1.2 Consider Acceptance of Resignation for the Purposes of Retirement: Secretary Assistant, Paraprofessional- Categorical, Central Valley Home School/Island Community Day School
- 39. Pupil Personnel
 - 39.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
 - 39.1.1 Consider Approval of 2022-23 New Attendance Requests Site-Based Program
 - 39.1.2 Consider Approval of 2022-23 New Attendance Requests Central Valley Home School

40. Public Employee Performance Evaluation (Government Code Section 54957) 40.1. Superintendent

RECONVENE PUBLIC SESSION

ACTION

41. Report of Actions Taken in Closed Session

Action taken on agenda items 38.1.1. - 38.1.2.:

Moved: Mr. Yanes; Seconded: Mrs. Lunde, to take the following action:

- Accepted Resignation: Michelle Barcellos, Paraprofessional- Categorical, Reagan Elementary School
- Accepted Resignation for the Purposes of Retirement: Martha Smith Risenhoover, Secretary Assistant, Paraprofessional- Categorical, Central Valley Home School/Island Community Day School

Action taken on agenda items 39.1.1. – 39.1.2.:

Moved: Mrs. Smith Quinn; Seconded: Mr. Murray, to take the following action:

- 2022-23 New Attendance Requests Site-Based Program Approved all requests
- 2022-23 Renewal Attendance Requests Central Valley Home School Approved all requests

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

Action taken on agenda item 40.1 .:

Moved: Mr. Yanes; Seconded: Mrs. Smith Quinn, to take the following action:

• The Superintendent received a positive evaluation from the Governing Board.

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0

42. Adjourn

Meeting was adjourned at 6:32 p.m.

		JULY	AUGUST	SEPT	ОСТ	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2020-21													
60001	GE	5,722,479	4,873,477	7,007,517	6,600,648	5,792,859	7,045,495	7,554,021	6,316,523	6,057,488	5,671,708	4,598,462	7,282,294
60012	CHDE	50,296	64,587	53,825	48,064	45,783	42,812	36,638	4,580	101,291	146,122	120,959	120,404
60008	CAFÉ	125,457	32,486	3,849	13,503	1,528	166,035	232,596	138,816	651	146,282	173,481	248,033
60020	SPRES	1,409,710	1,409,710	1,416,139	1,416,655	1,416,655	1,416,655	1,422,860	1,422,860	1,427,928	1,428,381	1,428,381	2,128,381
65334	16 B	6,055	6,055	6,074	6,076	6,076	6,076	6,103	6,103	6,125	6,126	6,126	6,126
60006	DF	379,948	566,643	595,163	537,961	589,764	589,764	640,690	610,197	368,446	284,457	284,457	312,970
65066	04 A	93	93	160	160	160	160	161	161	161	162	162	162
65104	06 Refund	60,029	60,827	65,870	66,125	66,125	66,125	67,420	67,787	84,567	84,830	84,836	85,884
65215	13 Refi	92,478	92,478	92,900	92,933	92,933	92,933	93,340	93,340	93,673	93,703	93,703	93,703
65276	Bond Intrst	13,479	14,178	15,554	15,628	15,628	15,628	208,021	210,896	215,895	422,082	438,804	460,520
65281	16 Refi	30,542	33,040	37,546	37,824	37,824	37,824	24,201	25,477	40,886	86,533	90,770	96,563
65335	16 B Debt	66,663	66,663	67,523	67,562	67,562	67,562	44,103	45,374	45,650	122,919	129,646	137,644
2021-22													
60001	GE	3,410,135	5,266,346	6,542,516	5,712,348	5,632,298	8,371,269	8,814,793	9,001,010	9,997,896	11,061,778	10,714,235	12,760,654
60012	CHDE	112,776	88,642	175,917	151,216	154,577	177,060	152,969	189,272	169,439	187,034	158,114	138,385
60008	CAFÉ	218,960	106,714	220,380	128,078	130,885	146,079	187,644	205,563	187,297	202,290	218,037	164,745
60020	SPRES	2,133,586	2,133,586	2,138,487	2,139,136	2,139,136	2,139,136	2,146,807	2,146,807	2,153,107	2,153,675	2,153,675	2,160,094
65098	04 B	0	0	0	0	0	0	0	0	0	0	0	0
65334	16 B	6,149	6,149	6,168	6,170	6,170	6,170	6,192	6,192	6,210	6,212	6,212	6,230
60006	DF	277,887	277,887	418,532	249,139	655,440	637,377	691,263	1,062,316	1,196,054	930,239	1,042,845	1,116,434
65066	04 A	163	236	236	236	236	236	237	237	238	238	238	468
65104	06 Refund	86,154	86,588	89,582	89,611	89,609	89,609	89,927	89,927	90,191	90,387	90,387	90,660
65215	13 Refi	94,042	94,157	94,455	94,484	94,484	94,484	94,822	94,822	95,100	95,125	95,125	95,772
65276	Bond Intrst	466,252	45,832	47,890	48,216	48,782	205,806	230,450	236,221	270,378	464,848	467,338	65,001
65281	16 Refi	23,150	24,413	25,899	25,982	26,102	88,263	20,388	21,864	29,269	83,817	84,543	95,226
65335	16 B Debt	17,532	18,829	19,194	19,328	19,541	131,493	21,408	24,088	37,006	134,781	136,023	154,683
2022-23													
60001	GE	11,462,106	10,509,697	11,595,955	12,050,047	13,862,360	17,648,124						
60012	CHDE	123,576	165,679	147,787	162,548	168,141	213,137						
60008	CAFÉ	8,350	67,670	133,058	21,429	16,622	173,493						
60020	SPRES	2,154,262	2,160,638	2,167,387	2,167,960	2,167,960	2,175,888						
65334	16 B	6,214	6,232	6,251	6,253	6,253	6,276						
60006	DF	1,074,175	1,075,041	1,083,296	1,143,381	1,150,954	1,129,707						
65066	04 A	468	479	480	480	480	482						
65104	06 Refund	90,416	90,683	90,966	90,990	90,990	91,323						
65215	13 Refi	95,515	95,826	96,125	96,150	96,150	96,502						
65276	Bond Intrst	69,142	73,379	74,201	74,919	74,919	241,435						
65281	16 Refi	21,888	22,909	22,403	22,606	22,606	86,540						
65335	16 B Debt	29,497	31,253	30,954	31,327	31,327	140,620						

34 Kingsburg Joint Union Elementary FiscalYear: 2023 Requested by rcrodriguez

Report Coverpage Board Report From 12/01/2022 thru 12/31/2022

01/11/2023 08:35:27 AM

Budget Type:	Approved, Working, Current
Page Breaks:	Fu
Details On:	N/A
Suppress Zeros:	No
Totals Only:	Yes
Account Selections:	All

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 0100 General Fund

		Expended				Unencumbe	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$31,546,010.29	\$45,855,434.22	\$5,678,447.43	\$18,322,592.48	\$0.00	\$27,532,841.74	60.0
Expenditures							
Total: 1000 Certificated	\$11,600,440.08	\$12,147,457.52	\$999,751.18	\$5,029,315.30	\$0.00	\$7,118,142.22	58.6
Total: 2000 Classified	4,260,532.39	4,617,833.65	387,674.32	2,121,864.02	0.00	2,495,969.63	54.1
Total: 3000 Benefits	8,650,502.78	9,052,028.50	554,053.27	3,409,704.34	527,397.75	5,114,926.41	56.5
Total: 1000 - 3000	24,511,475.25	25,817,319.67	1,941,478.77	10,560,883.66	527,397.75	14,729,038.26	57.1
Total: 4000 Books & Supplies	3,268,905.98	9,313,915.09	54,011.42	574,094.91	305,660.15	8,434,160.03	90.6
Total: 5000 Services & Other	3,907,737.83	8,286,882.35	224,462.05	1,990,079.98	1,306,779.53	4,990,022.84	60.2
Total: 4000 - 5000	7,176,643.81	17,600,797.44	278,473.47	2,564,174.89	1,612,439.68	13,424,182.87	76.3
Total: 1000 - 5000	31,688,119.06	43,418,117.11	2,219,952.24	13,125,058.55	2,139,837.43	28,153,221.13	64.8
Total: 6000 Capital Outlay	1,200,000.00	2,739,674.61	38,064.03	93,534.74	170,741.43	2,475,398.44	90.4
Total: 7000 Other Outgo/Financing Uses	574,336.05	586,336.05	3,332.00	17,030.00	133,647.00	435,659.05	74.3
Total: 1000 - 7000	33,462,455.11	46,744,127.77	2,261,348.27	13,235,623.29	2,444,225.86	31,064,278.62	66.5
Total: Net Increase/(Decrease) in Fund Balance	(\$1,916,444.82)	(\$888,693.55)	\$3,417,099.16	\$5,086,969.19	(\$2,444,225.86)	(\$3,531,436.88)	397.4
Total: Beginning Balance	7,202,323.27	12,412,373.28	0.00	12,412,373.28			
Total: Ending Fund Balance (9790)	\$5,285,878.45	\$11,523,679.73	\$3,417,099.16	\$17,499,342.47			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(888,693.55)			
Total: Undesignated	5,285,878.45	11,523,679.73	3,417,099.16	18,388,036.02			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 0800 Student Activity Special Revenue Fun

		Expended					ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	0/0
Revenues							
Total: 8000 Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: Beginning Balance	185,112.14	169,862.74	0.00	169,862.74			
Total: Ending Fund Balance (9790)	\$185,112.14	\$169,862.74	\$0.00	\$169,862.74			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	185,112.14	169,862.74	0.00	169,862.74			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 1200 Child Development Fund

				Unencumbered			
	Approved	Working	Current	Year To Date	Encumbered	Balance	olo
Revenues							
Total: 8000 Revenues	\$281,784.74	\$289,078.19	\$64,572.98	\$196,536.17	\$0.00	\$92,542.02	32.0
Expenditures							
Total: 1000 Certificated	\$80,073.10	\$100,434.61	\$9,858.78	\$39,510.66	\$0.00	\$60,923.95	60.7
Total: 2000 Classified	94,033.86	77,503.21	5,572.29	36,869.11	0.00	40,634.10	52.4
Total: 3000 Benefits	82,251.33	91,497.32	6,114.92	35,457.84	13,892.25	42,147.23	46.1
Total: 1000 - 3000	256,358.29	269,435.14	21,545.99	111,837.61	13,892.25	143,705.28	53.3
Total: 4000 Books & Supplies	84,939.46	135,943.42	0.00	5,254.00	1,826.10	128,863.32	94.8
Total: 5000 Services & Other	6,339.67	1,618.50	65.39	568.95	523.12	526.43	32.5
Total: 4000 - 5000	91,279.13	137,561.92	65.39	5,822.95	2,349.22	129,389.75	94.1
Total: 1000 - 5000	347,637.42	406,997.06	21,611.38	117,660.56	16,241.47	273,095.03	67.1
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	17,415.09	17,415.09	0.00	0.00	0.00	17,415.09	100.0
Total: 1000 - 7000	365,052.51	424,412.15	21,611.38	117,660.56	16,241.47	290,510.12	68.5
Total: Net Increase/(Decrease) in Fund Balance	(\$83,267.77)	(\$135,333.96)	\$42,961.60	\$78,875.61	(\$16,241.47)	(\$197,968.10)	146.3
Total: Beginning Balance	83,267.77	135,333.96	0.00	135,333.96			
Total: Ending Fund Balance (9790)	\$0.00	\$0.00	\$42,961.60	\$214,209.57			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(135,333.96)			
Total: Undesignated	0.00	0.00	42,961.60	349,543.53			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 1300 Cafeteria Fund

			Unencumbe	ered			
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$1,323,907.33	\$1,325,080.95	\$285,300.51	\$429,184.50	\$0.00	\$895,896.45	67.6
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	457,762.95	465,364.63	37,184.70	204,806.58	0.00	260,558.05	56.0
Total: 3000 Benefits	252,399.39	255,937.18	14,792.45	107,083.32	37,761.75	111,092.11	43.4
Total: 1000 - 3000	710,162.34	721,301.81	51,977.15	311,889.90	37,761.75	371,650.16	51.5
Total: 4000 Books & Supplies	444,628.14	588,865.89	78,535.82	267,407.50	277,366.23	44,092.16	7.5
Total: 5000 Services & Other	45,327.47	45,669.47	3,140.68	21,277.26	11,819.41	12,572.80	27.5
Total: 4000 - 5000	489,955.61	634,535.36	81,676.50	288,684.76	289,185.64	56,664.96	8.9
Total: 1000 - 5000	1,200,117.95	1,355,837.17	133,653.65	600,574.66	326,947.39	428,315.12	31.6
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	38,794.86	38,794.86	0.00	0.00	0.00	38,794.86	100.0
Total: 1000 - 7000	1,238,912.81	1,394,632.03	133,653.65	600,574.66	326,947.39	467,109.98	33.5
Total: Net Increase/(Decrease) in Fund Balance	\$84,994.52	(\$69,551.08)	\$151,646.86	(\$171,390.16)	(\$326,947.39)	\$428,786.47	-616.5
Total: Beginning Balance	286,016.94	296,836.80	0.00	296,836.80			
Total: Ending Fund Balance (9790)	\$371,011.46	\$227,285.72	\$151,646.86	\$125,446.64			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(120,580.88)			
Total: Undesignated	371,011.46	227,285.72	151,646.86	246,027.52			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 1700 Special Reserve Fund for Other Than

			Unencumbered				
	Approved	Working	Current	Year To Date	Encumbered	Balance	olo
Revenues							
Total: 8000 Revenues	\$7,444.28	\$7,444.28	\$7,928.05	\$8,500.99	\$0.00	(\$1,056.71)	-14.2
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: Net Increase/(Decrease) in Fund Balance	\$7,444.28	\$7,444.28	\$7,928.05	\$8,500.99	\$0.00	(\$1,056.71)	-14.2
Total: Beginning Balance	2,669,931.46	2,691,386.73	0.00	2,691,386.73			
Total: Ending Fund Balance (9790)	\$2,677,375.74	\$2,698,831.01	\$7,928.05	\$2,699,887.72			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	7,444.28			
Total: Undesignated	2,677,375.74	2,698,831.01	7,928.05	2,692,443.44			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 2104 Building Fund

		Expended					
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$0.00	\$0.00	\$22.87	\$24.53	\$0.00	(\$24.53)	0.0
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$22.87	\$24.53	\$0.00	(\$24.53)	0.0
Total: Beginning Balance	6,168.07	6,251.40	0.00	6,251.40			
Total: Ending Fund Balance (9790)	\$6,168.07	\$6,251.40	\$22.87	\$6,275.93			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	6,168.07	6,251.40	22.87	6,275.93			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 2500 Capital Facilities Fund

			Unencumbered				
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$560,433.70	\$560,433.70	(\$14,047.85)	\$88,416.09	\$0.00	\$472,017.61	84.2
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	5,178.01	5,178.01	0.00	0.00	0.00	5,178.01	100.0
Total: 5000 Services & Other	3,850.00	3,850.00	0.00	3,850.00	0.00	0.00	0.0
Total: 4000 - 5000	9,028.01	9,028.01	0.00	3,850.00	0.00	5,178.01	57.4
Total: 1000 - 5000	9,028.01	9,028.01	0.00	3,850.00	0.00	5,178.01	57.4
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	337,000.00	337,000.00	7,199.94	74,735.61	134,737.49	127,526.90	37.8
Total: 1000 - 7000	346,028.01	346,028.01	7,199.94	78,585.61	134,737.49	132,704.91	38.4
Total: Net Increase/(Decrease) in Fund Balance	\$214,405.69	\$214,405.69	(\$21,247.79)	\$9,830.48	(\$134,737.49)	\$339,312.70	158.3
Total: Beginning Balance	297,942.47	1,119,887.30	0.00	1,119,887.30			
Total: Ending Fund Balance (9790)	\$512,348.16	\$1,334,292.99	(\$21,247.79)	\$1,129,717.78			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	214,405.69			
Total: Undesignated	512,348.16	1,334,292.99	(21,247.79)	915,312.09			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 5100 Bond Interest and Redemption Fund

			E	Unencumb	ered		
	Approved	Working	Current	Year To Date	Encumbered	Balance	olo
Revenues							
Total: 8000 Revenues	\$55.00	\$55.00	\$0.00	\$0.00	\$0.00	\$55.00	100.0
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	55.00	55.00	0.00	0.00	0.00	55.00	100.0
Total: 1000 - 7000	55.00	55.00	0.00	0.00	0.00	55.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: Beginning Balance	260,716.82	0.00	0.00	0.00			
Total: Ending Fund Balance (9790)	\$260,716.82	\$0.00	\$0.00	\$0.00			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	260,716.82	0.00	0.00	0.00			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 5101 Bond Interest and Redemption Fund

	Expended						ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$225,500.00	\$225,500.00	\$1.74	\$12.59	\$0.00	\$225,487.41	100.0
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	225,500.00	225,500.00	0.00	0.00	0.00	225,500.00	100.0
Total: 1000 - 7000	225,500.00	225,500.00	0.00	0.00	0.00	225,500.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$1.74	\$12.59	\$0.00	(\$12.59)	0.0
Total: Beginning Balance	0.00	469.41	0.00	469.41			
Total: Ending Fund Balance (9790)	\$0.00	\$469.41	\$1.74	\$482.00			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	469.41	1.74	482.00			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 5102 Bond Interest and Redemption Fund

			Unencumb	ered			
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$1,100.00	\$1,100.00	\$0.00	\$0.00	\$0.00	\$1,100.00	100.0
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	1,100.00	1,100.00	0.00	0.00	0.00	1,100.00	100.0
Total: 1000 - 7000	1,100.00	1,100.00	0.00	0.00	0.00	1,100.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: Beginning Balance	0.00	0.00	0.00	0.00			
Total: Ending Fund Balance (9790)	\$0.00	\$0.00	\$0.00	\$0.00			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	0.00	0.00	0.00			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 5103 Bond Interest and Redemption Fund

			Unencumbe	ered			
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$285,400.00	\$285,400.00	\$332.74	\$356.73	\$0.00	\$285,043.27	99.9
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	285,400.00	285,400.00	0.00	0.00	0.00	285,400.00	100.0
Total: 1000 - 7000	285,400.00	285,400.00	0.00	0.00	0.00	285,400.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$332.74	\$356.73	\$0.00	(\$356.73)	0.0
Total: Beginning Balance	0.00	90,965.80	0.00	90,965.80			
Total: Ending Fund Balance (9790)	\$0.00	\$90,965.80	\$332.74	\$91,322.53			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	90,965.80	332.74	91,322.53			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 5104 Bond Interest and Redemption Fund

		Expended					
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$8,300.00	\$8,300.00	\$351.58	\$406.80	\$0.00	\$7,893.20	95.1
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	8,300.00	8,300.00	0.00	0.00	0.00	8,300.00	100.0
Total: 1000 - 7000	8,300.00	8,300.00	0.00	0.00	0.00	8,300.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$351.58	\$406.80	\$0.00	(\$406.80)	0.0
Total: Beginning Balance	0.00	96,094.87	0.00	96,094.87			
Total: Ending Fund Balance (9790)	\$0.00	\$96,094.87	\$351.58	\$96,501.67			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	96,094.87	351.58	96,501.67			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 5106 Bond Interest and Redemption Fund

			Unencum	bered			
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$100,142.62	\$100,142.62	\$228,898.67	\$238,188.48	\$0.00	(\$138,045.86)	-137.8
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	100,142.62	100,197.62	0.00	825.00	0.00	99,372.62	99.2
Total: 1000 - 7000	100,142.62	100,197.62	0.00	825.00	0.00	99,372.62	99.2
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	(\$55.00)	\$228,898.67	\$237,363.48	\$0.00	(\$237,418.48)	431,670.0
Total: Beginning Balance	0.00	66,453.79	0.00	66,453.79			
Total: Ending Fund Balance (9790)	\$0.00	\$66,398.79	\$228,898.67	\$303,817.27			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	66,398.79	228,898.67	303,817.27			

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 5107 Bond Interest and Redemption Fund

			Unencumbe	red			
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$323,500.00	\$323,500.00	\$63,933.04	\$66,447.02	\$0.00	\$257,052.98	79.5
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	398,062.71	398,062.71	0.00	75,387.84	0.00	322,674.87	81.1
Total: 1000 - 7000	398,062.71	398,062.71	0.00	75,387.84	0.00	322,674.87	81.1
Total: Net Increase/(Decrease) in Fund Balance	(\$74,562.71)	(\$74,562.71)	\$63,933.04	(\$8,940.82)	\$0.00	(\$65,621.89)	88.0
Total: Beginning Balance	0.00	95,480.35	0.00	95,480.35			
Total: Ending Fund Balance (9790)	(\$74,562.71)	\$20,917.64	\$63,933.04	\$86,539.53			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(74,562.71)			
Total: Undesignated	(74,562.71)	20,917.64	63,933.04	161,102.24			

Board Report

From 12/01/2022 thru 12/31/2022

Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 5108 Bond Interest and Redemption Fund

		Expended				Unencumbered		
	Approved	Working	Current	Year To Date	Encumbered	Balance	00	
Revenues								
Total: 8000 Revenues	\$503,455.36	\$503,455.36	\$109,292.22	\$113,521.24	\$0.00	\$389,934.12	77.5	
Expenditures								
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0	
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 7000 Other Outgo/Financing Uses	625,618.07	625,618.07	0.00	127,987.83	0.00	497,630.24	79.5	
Total: 1000 - 7000	625,618.07	625,618.07	0.00	127,987.83	0.00	497,630.24	79.5	
Total: Net Increase/(Decrease) in Fund Balance	(\$122,162.71)	(\$122,162.71)	\$109,292.22	(\$14,466.59)	\$0.00	(\$107,696.12)	88.2	
Total: Beginning Balance	0.00	155,086.15	0.00	155,086.15				
Total: Ending Fund Balance (9790)	(\$122,162.71)	\$32,923.44	\$109,292.22	\$140,619.56				
Components of Ending Fund Balance								
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00				
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00				
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00				
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00				
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(625,618.07)				
Total: Undesignated	(122,162.71)	32,923.44	109,292.22	766,237.63				

ACCOUNTS PAYABLE BOARD REPORT

Paid Date(s) From: 12/3/2022 To: 1/11/2023

0100-General	Fund
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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
33-Amazon.com LLC	512501709	PO-230718	Custodial- Dynamic HZ002400 Kl	0100-81500-0-0000-8110-430000-000		49.00
		PO-230719	ASUS Chromebox 4 with Intel® C	0100-09000-0-1110-2420-440000-090		515.84
		PO-230720	Roosevelt, Wheelchair Lift Project 2	0100-67620-0-0000-8110-640000-269		277.70
					Warrant Total:	842.54
	512502811	PO-230724	Dell Dock WD 195 USB-C 180W P	0100-11000-0-1110-1000-430000-080		379.24
		PO-230738	AVERY Print/Write Self-Adhesive	0100-09000-0-1110-1000-430000-000		114.18
		PO-230733	Shure PS24US replacement power s	0100-11000-0-1110-1000-430000-080		18.46
		PO-230734	Yamaha Padded Bag with Wheels f	0100-00000-0-1110-1000-430000-082		130.77
					Warrant Total:	642.65
	512504802	PO-230739	Gumdrop Drop Tech USB B2 over	0100-32160-0-1110-1000-430000-080		1,136.00
		PO-230737	Pacon-103031 True-Ray Heavywei	0100-11000-0-1110-1000-430000-080		796.36
					Warrant Total:	1,932.36
	512505963	PO-230736	Washington, Cafeteria Heating Un	0100-81500-0-0000-8110-430000-000		56.64
	512505705	PO-230751	Tulip 41408 Dimensional Fabric P	0100-63000-0-1110-1000-430000-080		11.22
		PO-230752	TOPS Docket Gold Writing Pads, 8	0100-11000-0-0000-7300-430000-000		51.98
		PO-230753	Zeny bathroom Floor Storage Cabi	0100-63000-0-1110-1000-430000-080		72.99
		10 200700	Zeny bulliosin'i ion Storage Cubi		Warrant Total:	192.83
	512508804	CM-230055	230743	0100-81500-0-0000-8110-430000-000		(15.04)
	512508804	PO-230741	Maintenance Office- Webcam C92	0100-81500-0-0000-8110-430000-000		130.74
		PO-230741	Washington, Cafeteria Breaker Re	0100-81500-0-0000-8110-430000-000		130.74
		PO-230743	Washington, Cafeteria Breaker Re	0100-81500-0-0000-8110-430000-000		15.04
		PO-230761	Rafer, HVAC Replacement Part- S	0100-81500-0-0000-8110-430000-000		2,171.15
		10 250/01	Rulei, II VIC Replacement Fut 5	0100 01500 0 0000 0110 450000 000	Warrant Total:	2,316.00
					Vendor Total:	5,926.38
					venuor rotai:	
3724-Apex As-Builts	512505964	PO-230494	Washington, Roosevelt, Lincoln W	0100-00000-0-0000-8500-620019-265		14,892.45
					Warrant Total:	14,892.45
					Vendor Total:	14,892.45
3602-Armando's Smog	512505965	PO-230742	Smog Inspection- Pass	0100-81500-0-0000-8110-560000-000		60.00
		PO-230742	Smog Inspection- Pass	0100-81500-0-0000-8110-560000-000		60.00
		PO-230742	Smog Inspection- Pass	0100-81500-0-0000-8110-560000-000		60.00
		PO-230742	Smog Inspection- Pass	0100-81500-0-0000-8110-560000-000		60.00
		PO-230742	Smog Inspection- Pass	0100-81500-0-0000-8110-560000-000		60.00
		PO-230742	Smog Inspection- Pass	0100-81500-0-0000-8110-560000-000		60.00
		PO-230742	Smog Inspection- Pass	0100-81500-0-0000-8110-560000-000		60.00
					Warrant Total:	420.00

ACCOUNTS PAYABLE BOARD REPORT

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Paid Date(s) From: 12/3/2022 To: 1/11/2023

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	420.00
3641-AT&T	512504803	PO-230709	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		573.59
		PO-230709	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		573.59
		PO-230709	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		573.59
		PO-230709	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		573.59
		PO-230709	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		573.59
		PO-230709	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		573.59
					Warrant Total:	3,441.54
3636-AT&T	512505966	PO-230708	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		1,255.15
					Warrant Total:	1,255.15
					Vendor Total:	4,696.69
1794-AT&T Global Services	512502813	PO-230009	Monthly Charges for District	0100-00000-0-0000-8200-590004-000		1,425.82
		PO-230010	Monthly Charges/CVHS Site July	0100-00000-0-0000-2700-590004-082		178.26
		PO-230011	HSI BUS Elite-S Service July 1,	0100-00000-0-1110-1000-590008-082		230.40
					Warrant Total:	1,834.48
					Vendor Total:	1,834.48
3451-AXA Equitable Life Insurance C	512505967	PO-230002	Employee Life Insurance Benefit P	0100-00000-0-0000-0000-951400-000		661.80
1			1 5		Warrant Total:	661.80
					Vendor Total:	661.80
3706-Banner Pest Control Inc	512506748	PO-230566	District Wide Pest Control Services	0100-81500-0-0000-8110-580000-000		130.00
		PO-230566	District Wide Pest Control Services	0100-81500-0-0000-8110-580000-000		130.00
		PO-230566	District Wide Pest Control Services	0100-81500-0-0000-8110-580000-000		130.00
		PO-230566	District Wide Pest Control Services	0100-81500-0-0000-8110-580000-000		130.00
		PO-230566	District Wide Pest Control Services	0100-81500-0-0000-8110-580000-000		130.00
					Warrant Total:	650.00
					Vendor Total:	650.00
2887-Belmont Nursery Inc	512508805	PO-230548	Washington- Pisacia C. Keith Dav	0100-81500-0-0000-8110-430000-000		422.70
	012000000	10 2000 10			Warrant Total:	422.70
					Vendor Total:	422.70
3191-BSN Sports LLC	512502814	PO-230638	EL shirts for bilingual night youth	0100-42030-0-1110-1000-580000-000		524.76
	512502014	10-230030	Le sints for onligual light youth	0100-42050-0-1110-1000-500000-000	Warrant Total:	524.76
	512504804	PO-230305	MacGragor V1000 Composite V	0100-00000-0-1135-1000-430000-090	marant roult	329.98
	312304804	PU-230305	MacGregor X1000 Composite - V	0100-00000-0-1155-1000-450000-090	Warrant Total:	329.98 329.98
					warrant rotal:	349.98

ACCOUNTS PAYABLE BOARD REPORT

Paid Date(s) From: 12/3/2022 To: 1/11/2023

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	854.74
2614-CAASFEP	512502815	PO-230722	CAASFEP 2022 PD Institute Pre	0100-40350-0-1110-1000-520000-000		190.00
					Warrant Total:	190.00
					Vendor Total:	190.00
803-California Dept of Justice	512502816	CM-230050	RozalynnOferrall/141405	0100-00000-0-0000-7300-580015-000		(32.00)
		PO-230021	Fingerprint Charges July 1, 2022 th	0100-00000-0-0000-7300-580015-000		211.00
					Warrant Total:	179.00
					Vendor Total:	179.00
3050-California Teaching Fellows	512505970	PO-230184	Teaching Fellows - Reagan - After	0100-26000-0-1110-1000-580000-000		16,927.90
		PO-230184	Teaching Fellows - Reagan - After	0100-26000-0-1110-1000-580000-000		14,970.88
		PO-230344	California Teaching Fellows Staff	0100-30100-0-1110-1000-580000-082		1,085.71
		PO-230485	5 Teaching Fellows starting 08/09/	0100-74220-0-1110-1000-580000-000		7,236.08
					Warrant Total:	40,220.57
					Vendor Total:	40,220.57
2671-Canon Financial Services Inc	512505971	PO-230440	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-060		1,165.84
		PO-230440	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-080		1,238.02
		PO-230440	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-070		1,355.66
		PO-230440	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-085		1,234.58
		PO-230440	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-090		1,199.55
		PO-230440	Monthly Payment-Canon	0100-00000-0-1110-1000-560000-082		791.96
		PO-230440	Monthly Payment-Canon	0100-00000-0-0000-7300-560000-000		236.35
		PO-230440	Monthly Payment-Canon	0100-81500-0-0000-8110-560000-000		185.71
		PO-230440	Monthly Payment-Canon	0100-65000-0-5760-1120-560000-000		219.31
					Warrant Total:	7,626.98
					Vendor Total:	7,626.98
149-CDW Government LLC	512504805	PV-230070	PO 230196	0100-00000-0-0000-2420-580000-000		1,532.00
		PV-230070	ро 230196	0100-11000-0-0000-7300-580000-000		1,792.00
					Warrant Total:	3,324.00
	512508806	PO-230744	Samsung Galaxy Chromebook 2 - 1	0100-26000-0-1110-2420-440000-000		1,320.00
					Warrant Total:	1,320.00
					Vendor Total:	4,644.00
3745-Chris Grabenstein LLC	512506749	PO-230770	Kingsburg Reads One Book - Auth	0100-09000-0-1110-1000-580000-000		4,500.00
					Warrant Total:	4,500.00

ACCOUNTS PAYABLE BOARD REPORT

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Paid Date(s) From: 12/3/2022 To: 1/11/2023

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	4,500.00
166-City of Kingsburg	512501710	PO-230019	Monthly District Garbage Fees	0100-00000-0-0000-8200-550008-000		8,329.69
		PO-230019	Monthly District Garbage Fees	0100-00000-0-0000-8200-550009-000		1,555.71
					Warrant Total:	9,885.40
	512508807	PO-230019	Monthly District Garbage Fees	0100-00000-0-0000-8200-550008-000		8,241.20
		PO-230019	Monthly District Garbage Fees	0100-00000-0-0000-8200-550009-000	Warrant Total:	510.29 8,751.49
					Vendor Total:	18,636.89
3726-Comcast Corporation	512506750	PO-230481	Internet Services at the Roosevelt S	0100-00000-0-0000-7200-590008-000		401.64
					Warrant Total:	401.64
					Vendor Total:	401.64
3321-Consolidated Electrical Distri	512508808	PO-230637	EL Extended Learning Directors O	0100-26000-0-0000-8500-620000-268		90.68
					Warrant Total:	90.68
					Vendor Total:	90.68
3742-Davila, Miah	512505974 PV-230073 Fingerprint/Reimb 0100-00000-0-0000-7300-580015-000		69.00			
					Warrant Total:	69.00
					Vendor Total:	69.00
2587-EMCOR Service - Mesa Energy Sy	512508809	PO-230624	Washington Room 16 AC Replace	0100-67620-0-0000-8110-640000-000		15,711.00
					Warrant Total:	15,711.00
					Vendor Total:	15,711.00
3153-Executive Business Products	512508810	PO-230570	Olson Stack Chair - Lava Shell Car	0100-11000-0-1110-1000-430000-090		1,179.92
		PO-230723	District Office, Administrative	0100-11000-0-0000-7300-580000-000		2,089.96
					Warrant Total:	3,269.88
					Vendor Total:	3,269.88
293-FACSCO	512502817	PO-230716	EL/Extended Learning Directors	0100-26000-0-0000-8500-620000-268		349.11
			C		Warrant Total:	349.11
					Vendor Total:	349.11
2331-Ferguson Enterprises Inc	512501711	PO-230649	Maintenance- ZZ83600XL Zurn L	0100-81500-0-0000-8110-430000-000		2,610.12
	012001.11	10 200019			Warrant Total:	2,610.12
					Vendor Total:	2,610.12
309-Follett Educational Services	512505975	PO-230728	District Member LM - Hosted	0100-09000-0-1110-1000-430000-000		5,886.72
507-roneu Educational Services	512505715	10-230720	District Member LWI - Hosted	0100-02000-0-1110-1000-430000-000		5,000.72

ACCOUNTS PAYABLE BOARD REPORT

Paid Date(s) From: 12/3/2022 To: 1/11/2023

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Warrant Total:	5,886.72
					Vendor Total:	5,886.72
324-Fresno County Superintendent	512505976	PV-230075	230235	0100-09000-0-1110-1000-580000-000		16,150.00
					Warrant Total:	16,150.00
	512506751	PO-230075	Registration to Professional	0100-40350-0-1110-1000-580000-000		850.00
		PO-230076	Registration to Professional	0100-40350-0-1110-1000-580000-000		850.00
		PO-230198	Registration to Professional	0100-40350-0-1110-1000-580000-000		850.00
					Warrant Total:	2,550.00
					Vendor Total:	18,700.00
343-Gas Company, The	512505977	PO-230028	Monthly Utility Fees	0100-00000-0-0000-8200-550003-000		16,047.62
					Warrant Total:	16,047.62
					Vendor Total:	16,047.62
2787-Goodfellow Occupational Therap	512506752	PO-230308	2022-23 SCHOOL YEAR	0100-90530-0-0000-3140-580000-000		125.00
					Warrant Total:	125.00
					Vendor Total:	125.00
3101-Hansen, Erin	512501712	PO-230223	Mileage Reimbursement	0100-00000-0-1110-1000-580000-082		74.38
					Warrant Total:	74.38
					Vendor Total:	74.38
3733-Jack Martin SignWorks	512508812	PO-230574	Rafer, Counseling Office Signs- 3m	0100-81500-0-0000-8110-430000-000		268.59
-					Warrant Total:	268.59
					Vendor Total:	268.59
3544-Jacobsen Trailers	512502819	PO-230731	2023 Big Tex Dump Trailer- Mode	0100-81500-0-0000-8110-640000-000		8,933.74
					Warrant Total:	8,933.74
					Vendor Total:	8,933.74
3599-Joes Battery Service	512505978	PO-230715	Maintenance, Lincoln 4 Passenger C	0100-32120-0-0000-8200-430000-000		1,798.49
					Warrant Total:	1,798.49
					Vendor Total:	1,798.49
465-KENOYER PUMP COMPANY INC	512508813	PO-230758	Washington Irrigation Pump-	0100-81500-0-0000-8110-430000-000		1,801.23
					Warrant Total:	1,801.23
					Vendor Total:	1,801.23
3167-Kings Industrial Occ Med Ctr I	512506753	PO-230030	Physicals/Drug Screening/E&M Se	0100-81500-0-0000-8110-580025-000		159.00
5167 Telligo industrial Oce Med Cu I	512500155	10 230030	ing brug bereening/Leeff be	0100 01000 0 0000-0110-000020-000		157.00

ACCOUNTS PAYABLE BOARD REPORT

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Warrant Total:	159.00
					Vendor Total:	159.00
482-Kingsburg Jt Un Elementary	512506754	PO-230765	Fuel Purchases	0100-81500-0-0000-8110-430009-000		2,386.74
					Warrant Total:	2,386.74
					Vendor Total:	2,386.74
3513-Koala Tree Service	512508814	PO-230773	Reagan- Prune 10 trees and remove	0100-81500-0-0000-8110-580000-000		13,200.00
					Warrant Total:	13,200.00
					Vendor Total:	13,200.00
2266-Lee Silva Village Tire Sales	512502821	PO-230735	2007 GMC W4500 FS Truck Vin# 3	0100-81500-0-0000-8110-560000-000		838.28
					Warrant Total:	838.28
					Vendor Total:	838.28
3668-Leon Environmental Services	512501713	PO-230714	Washington Kitchen Remodel, Pr	0100-70280-0-0000-3700-640000-270		575.00
					Warrant Total:	575.00
					Vendor Total:	575.00
520-Lozano Smith LLP	512505980	PO-230689	Legal Services July 1, 2022 throug	0100-00000-0-0000-7100-580018-000		1,686.00
		PO-230689	Legal Services July 1, 2022 throug	0100-00000-0-0000-7100-580018-000		1.25
		PO-230689 PO-230689	Legal Services July 1, 2022 throug	0100-00000-0-0000-7100-580018-000		64.77 174.14
		PO-250089	Legal Services July 1, 2022 throug	0100-00000-0-0000-7100-580018-000	Warrant Total:	1,926.16
					Vendor Total:	1,926.16
3522-Mid-Valley Disposal LLC	512505981	PO-230100	Roll Off Bin Charges during July 1	0100-00000-0-0000-8200-550008-000		101.50
5522-Wild-Valley Disposal ELC	512505701	10-250100	Kon On Din Charges during July 1	0100-0000-0-0000-0200-0000-000	Warrant Total:	101.50
	512508815	PO-230100	Roll Off Bin Charges during July 1	0100-00000-0-0000-8200-550008-000		101.52
		PO-230759	Washington- 50 yard roll off bin r	0100-81500-0-0000-8110-560000-000		458.00
					Warrant Total:	559.52
					Vendor Total:	661.02
578-Morgan's Village Flooring	512508816	PO-230654	EL/Extended Learning Directors	0100-26000-0-0000-8500-620000-268		5,149.36
					Warrant Total:	5,149.36
					Vendor Total:	5,149.36
1450-NAPA Auto Parts of Selma	512504808	PO-230101	Maintenance Supplies purchased	0100-81500-0-0000-8110-430000-000		121.20
		PO-230101	Maintenance Supplies purchased	0100-81500-0-0000-8110-430000-000		285.43
		CM-230054	NAPA Auto Parts of Selma	0100-81500-0-0000-8110-430000-000		(47.95)

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512504808	PO-230101	Maintenance Supplies purchased	0100-81500-0-0000-8110-430000-000		81.47
		PO-230101	Maintenance Supplies purchased	0100-81500-0-0000-8110-430000-000		602.83
					Warrant Total:	1,042.98
	512508817	PO-230101	Maintenance Supplies purchased	0100-81500-0-0000-8110-430000-000		8.05
		PO-230101	Maintenance Supplies purchased	0100-81500-0-0000-8110-430000-000		228.84
		PO-230101	Maintenance Supplies purchased	0100-81500-0-0000-8110-430000-000		10.89
		PO-230101	Maintenance Supplies purchased	0100-81500-0-0000-8110-430000-000		90.80
		PO-230101	Maintenance Supplies purchased	0100-81500-0-0000-8110-430000-000		30.50
		PO-230101	Maintenance Supplies purchased	0100-81500-0-0000-8110-430000-000		34.85
					Warrant Total:	403.93
					Vendor Total:	1,446.91
3687-Navia Benefit Solutions Inc	512505982	PO-230763	Plan Year Fee	0100-00000-0-0000-7200-580000-000		250.00
					Warrant Total:	250.00
	512506755	PO-230783	Plan Amendment Fee	0100-00000-0-0000-7200-580000-000		150.00
					Warrant Total:	150.00
					Vendor Total:	400.00
595-Nelson's Ace Hardware	512502822	PO-230102	Maintenance Materials and	0100-81500-0-0000-8110-430000-000		2,379.22
					Warrant Total:	2,379.22
					Vendor Total:	2,379.22
3683-ODP Business Solutions LLC	512502823	PO-230061	Classroom Materials and Supplies	0100-63000-0-1110-1000-430000-090		57.65
		PO-230167	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000		142.21
		PO-230167	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000		383.42
		PO-230061	Classroom Materials and Supplies	0100-63000-0-1110-1000-430000-090		198.84
		PO-230679	Not to exceed \$3000 on materials a	0100-63000-0-1110-1000-430000-070		341.38
					Warrant Total:	1,123.50
	512504809	PO-230696	Oxford Linen-finish Certificate	0100-42030-0-1110-1000-430000-000		111.09
		PO-230167	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000		20.80
		PO-230055	Beginning of the year school	0100-11000-0-1110-1000-430000-085		53.18
		PO-230061	Classroom Materials and Supplies	0100-63000-0-1110-1000-430000-090		23.53
		PO-230061	Classroom Materials and Supplies	0100-63000-0-1110-1000-430000-090		195.58
		PO-230055	Beginning of the year school	0100-11000-0-1110-1000-430000-085		231.01
					Warrant Total:	635.19
	512505983	PO-230524	Office and general classroom suppl	0100-11000-0-1110-1000-430000-060		156.53
		PO-230055	Beginning of the year school	0100-11000-0-1110-1000-430000-085		34.52
	PO-230055	Beginning of the year school	0100-11000-0-1110-1000-430000-085		13.60	

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512505983	PO-230055	Beginning of the year school	0100-11000-0-1110-1000-430000-085		321.27
		PO-230667	Replenish office Depot account for o	0100-11000-0-1110-1000-430000-080		238.81
		PO-230679	Not to exceed \$3000 on materials a	0100-63000-0-1110-1000-430000-070		19.76
		PO-230287	Office Supplies for the 2022- 2023	0100-11000-0-0000-7300-430000-000		3.04
		PO-230667	Replenish office Depot account for o	0100-11000-0-1110-1000-430000-080		778.93
		PO-230667	Replenish office Depot account for o	0100-11000-0-1110-1000-430000-080		310.32
		PO-230679	Not to exceed \$3000 on materials a	0100-63000-0-1110-1000-430000-070		168.39
					Warrant Total:	2,045.17
	512508818	PO-230667	Replenish office Depot account for o	0100-11000-0-1110-1000-430000-080		30.27
		PO-230667	Replenish office Depot account for o	0100-11000-0-1110-1000-430000-080		159.86
		PO-230679	Not to exceed \$3000 on materials a	0100-63000-0-1110-1000-430000-070		161.03
		PO-230061	Classroom Materials and Supplies	0100-63000-0-1110-1000-430000-090		123.24
		PO-230061	Classroom Materials and Supplies	0100-63000-0-1110-1000-430000-090		53.04
		PO-230061	Classroom Materials and Supplies	0100-63000-0-1110-1000-430000-090		77.36
		PO-230055	Beginning of the year school	0100-11000-0-1110-1000-430000-085		105.84
		PO-230524	Office and general classroom suppl	0100-11000-0-1110-1000-430000-060		582.75
					Warrant Total:	1,293.39
					Vendor Total:	5,097.25
1036-Oriental Trading Company	512505984	PO-230601	13791260 Camo Fidget Spinners- 1	0100-41270-0-1110-1000-430000-080		357.98
					Warrant Total:	357.98
					Vendor Total:	357.98
618-Pacific Gas & Electric	512502826	PO-230034	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000		73.61
					Warrant Total:	73.61
	512506756	PO-230034	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000		20,623.76
		PO-230034	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000		134.54
		PO-230034	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000		145.30
					Warrant Total:	20,903.60
	512508820	PO-230034	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000		57.10
					Warrant Total:	57.10
					Vendor Total:	21,034.31
3425-Pacific Shredding	512502827	PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		52.50
		PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		56.00
		PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		56.00
		PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		56.00
			с		Warrant Total:	220.50

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512506757	PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		56.00
		PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		51.52
		PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		56.00
		PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		56.00
		PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		56.00
		PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		56.00
		PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		56.00
					Warrant Total:	387.52
					Vendor Total:	608.02
2974-Print Theory	512504811	PO-230646	3' x 2' Corrugated Board	0100-41270-0-1110-1000-580000-080		283.91
					Warrant Total:	283.91
					Vendor Total:	283.91
3432-Quadient Inc	512504813	PO-230033	District Postage July 1, 2022 throug	0100-00000-0-0000-7300-590010-000		1,000.00
					Warrant Total:	1,000.00
					Vendor Total:	1,000.00
3431-Quadient Leasing USA Inc	512506758	PO-230036	Postage Machine Lease Payment J	0100-00000-0-0000-7300-580000-000		589.70
					Warrant Total:	589.70
					Vendor Total:	589.70
683-RAINBOW RESOURCE CENTER	512506759	PO-230768	062314 Zaner Bloser Manuscript/	0100-30100-0-1110-1000-430000-082		520.14
					Warrant Total:	520.14
					Vendor Total:	520.14
3140-Read to Them	512501714	PO-230727	One district, one book - one readin	0100-09000-0-1110-2420-420000-000		15,337.45
					Warrant Total:	15,337.45
					Vendor Total:	15,337.45
693-Really Good Stuff	512501715	PO-230688	Classroom Wall Calendar #171328	0100-09000-0-1110-1000-430000-082		137.69
					Warrant Total:	137.69
					Vendor Total:	137.69
2649-Rush Advertising Specialties	512505986	PO-230476	PBIS Mini Plastic Football	0100-41270-0-1110-1000-580000-070		583.50
		PO-230476	PBIS Mini Plastic Football	0100-41270-0-1110-1000-580000-070		584.75
					Warrant Total:	1,168.25
					Vendor Total:	1,168.25
718-S & S Metal Fabrication Inc	512506760	PO-230757	Utility Trailer- Repaired broken we	0100-81500-0-0000-8110-560000-000		692.50
	212300700	10 200101	canty france repaired broken we			072.00

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Warrant Total:	692.50
					Vendor Total:	692.50
3710-Sanchez, Arllette G	512505987	PO-230747	MILEAGE REIMBURSEMENT	0100-65000-0-5760-3600-580000-000	Warrant Total:	269.50 269.50
	512506761	PO-230777	MILEAGE REIMBUREMENT	0100-65000-0-5760-3600-580000-000	Warrant Total:	211.75 211.75
					Vendor Total:	481.25
2540-Schofield, Heather	512501716	PO-230732	Reimbursement for tuition for Ear	0100-60530-0-0000-2700-580000-000	Warrant Total:	2,500.00 2,500.00
					Vendor Total:	2,500.00
746-Scholastic Book Fairs	512505988	PO-230507	the next step forward in guided read	0100-09000-0-1110-1000-430000-000	Warrant Total:	463.13 463.13
					Vendor Total:	463.13
3519-Sebastian	512508821	PO-230135	Phone System maintenance and re	0100-81500-0-0000-8110-580000-000	Warrant Total:	253.75 253.75
					Vendor Total:	253.75
3645-Seesaw Learning Inc	512508822	PO-230492 PO-230492	Seesaw for Schools - Washington, R Seesaw for Schools - Washington, R	0100-32100-0-1110-1000-580000-000 0100-32120-0-1110-1000-580000-000		2,942.13 5,177.87
					Warrant Total:	8,120.00
					Vendor Total:	8,120.00
3535-Sequoia Construction Company	512508823	PO-230666	EL/Extended Learning Directors O	0100-26000-0-0000-8500-620000-268	Warrant Total:	2,640.00 2,640.00
					Vendor Total:	2,640.00
2349-Sever, Wesley	512508824	PO-230122	Monthly Expenses/Mileage, Meals	0100-00000-0-0000-7100-520000-000	Warrant Total:	891.88 891.88
					Vendor Total:	891.88
1294-SouthCounty Support Services	512504814	PO-230071 PO-230071	Transportation Fees, Home to Scho Transportation Fees, Home to Scho	0100-07230-0-0000-3600-510000-000 0100-09000-0-0000-3600-510000-000	Warrant Total:	26,278.36 46,088.05 72,366.41
	512506762	PO-230594 PO-230047	Intervention Program Transportation Fees/Field Trips Di	0100-26000-0-0000-3600-510000-000 0100-09000-0-0000-3600-580014-000	, urrant 19tai.	1,007.74 5,862.55
					Warrant Total:	6,870.29

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	79,236.70
2010-Sparkletts	512505989	PO-230106	Maintenance- Drinking water for B	0100-81500-0-0000-8110-430000-000		83.91
					Warrant Total:	83.91
	512508825	PO-230106	Maintenance- Drinking water for B	0100-81500-0-0000-8110-430000-000		73.92
		PO-230106	Maintenance- Drinking water for B	0100-81500-0-0000-8110-430000-000		93.90
					Warrant Total:	167.82
					Vendor Total:	251.73
821-Stone, Michelle	512505990	PV-230074	Reimb/BTSA	0100-09000-0-0000-2700-580000-000		39.43
					Warrant Total:	39.43
					Vendor Total:	39.43
3680-TALK Team, The	512501717	PO-230174	2022-2023 SCHOOL YEAR	0100-90530-0-0000-3140-580000-000		1,560.00
5080-TALK Team, The	512501717	10-230174	2022-2023 SCHOOL TEAK	0100-20330-0-0000-3140-380000-000	Warrant Total:	1,560.00
					Vendor Total:	1,560.00
3119-Textbook Warehouse	512501718	PO-230690	A CHRISTMAS CAROL: THE	0100-00000-0-1110-1000-430000-082		678.42
					Warrant Total:	678.42
					Vendor Total:	678.42
3285-THE HOME DEPOT PRO	512504816	CM-230053	THE HOME DEPOT PRO	0100-00000-0-0000-8200-430000-070		(84.53)
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-070		1,148.19
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-070		56.17
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085		1,243.48
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-090		193.80
		CM-230051	THE HOME DEPOT PRO	0100-00000-0-0000-8200-430000-070		(246.60)
		CM-230052	THE HOME DEPOT PRO	0100-00000-0-0000-8200-430000-070		(246.50)
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-082		130.68
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-082		282.55
					Warrant Total:	2,477.24
	512505991	PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085		42.57
					Warrant Total:	42.57
	512508827	PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-090		161.12
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080		39.10
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-070		106.41
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085		1,681.66
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080		574.86
					Warrant Total:	2,563.15

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	5,082.96
3320-The Positivity Project	512505992	PV-230071	2244/3028	0100-11000-0-1110-1000-430000-085		9,215.13
	012000772	1 . 2000/1			Warrant Total:	9,215.13
					Vendor Total:	9,215.13
2330-Total Compensation Systems Inc	512502831	PO-230037	GASB 75 Valuation Services	0100-00000-0-0000-7300-580000-000		1,462.50
2550 Your Compensation Systems me	512502051	10 230037	Gridd 75 Valuation betvices		Warrant Total:	1,462.50
					Vendor Total:	1,462.50
3349-UniFirst Corporation	512502832	PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		70.07
L		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		101.25
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		141.69
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		101.51
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		121.96
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		33.69
					Warrant Total:	570.17
	512504817	PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		70.07
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		101.25
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		152.39
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		101.51
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		121.96
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		33.69
					Warrant Total:	580.87
	512508828	PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		70.07
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		98.83
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		133.09
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		112.40
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		121.96
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		33.69
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		70.07
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		98.83
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		133.00
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		107.56
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		121.96
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		33.69
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		98.83
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		70.07
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		133.00

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512508828	PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		107.56
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		121.96
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		33.69
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		69.32
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		98.08
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		132.25
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		106.81
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		121.21
		PO-230108	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000		32.94
					Warrant Total:	2,260.87
					Vendor Total:	3,411.91
2939-University of Minnesota	512508829	PO-230077	2.5-3 hr Session Virtual, Synchronou	0100-62660-0-1110-1000-580000-000		19,450.00
					Warrant Total:	19,450.00
					Vendor Total:	19,450.00
2534-US Bank National Association	512502833	PO-230445	Professional Development	0100-09000-0-1110-1000-430000-000		20.00
		PV-230069	4246-0455-5572-0782	0100-00000-0-0000-7100-430000-000		261.54
		PO-230445	Professional Development	0100-09000-0-1110-1000-430000-000		85.22
		PO-230445	Professional Development	0100-09000-0-1110-1000-430000-000		28.89
		PO-230445	Professional Development	0100-09000-0-1110-1000-430000-000		21.50
		PO-230445	Professional Development	0100-09000-0-1110-1000-430000-000		29.00
		CM-230048	4246-0455-5572-0782	0100-00000-0-0000-7100-430000-000		(62.11)
		PV-230068	4246-0455-5572-0782	0100-42030-0-1110-1000-430000-000		211.98
		PO-230445	Professional Development	0100-09000-0-1110-1000-430000-000		112.12
		PO-230445	Professional Development	0100-09000-0-1110-1000-430000-000		48.71
		PO-230445	Professional Development	0100-09000-0-1110-1000-430000-000		40.73
		PO-230645	Water for Staff Meetings and	0100-11000-0-0000-7300-430000-000		54.33
		PO-230635	Book Creator Subscribtion	0100-09000-0-1110-1000-430000-080		60.00
		PO-230645	Water for Staff Meetings and	0100-11000-0-0000-7300-430000-000		50.60
		PO-230645	Water for Staff Meetings and	0100-11000-0-0000-7300-430000-000		7.00
		CM-230047	4246-0445-5572-0782	0100-00000-0-0000-7100-520000-000		(359.00)
		PO-230429	HOTEL RESERVATIONS; FOR	0100-32120-0-0000-2700-520000-000		745.19
		PV-230068	4246-0455-5572-0782	0100-40350-0-1110-1000-520000-000		475.48
		PO-230726	Hotel Stay: Dr. Wesley Sever	0100-00000-0-0000-7100-520000-000		977.34
		PO-230602	Hotel Reservation for CUE	0100-09000-0-1110-1000-520000-000		100.00
		PO-230429	HOTEL RESERVATIONS; FOR	0100-32120-0-0000-2700-520000-000		773.37
		PO-230429	HOTEL RESERVATIONS; FOR	0100-32120-0-0000-2700-520000-000		745.19

ACCOUNTS PAYABLE BOARD REPORT

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Paid Date(s) From: 12/3/2022 To: 1/11/2023

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512502833	PV-230067	4246-0445-5572-0782	0100-09000-0-1110-1000-530000-000		60.00
		PV-230067	4246-0455-5572-0782	0100-09000-0-1110-1000-530000-000		60.00
		PV-230067	4246-0445-5572-0782	0100-09000-0-1110-1000-530000-000		60.00
		PV-230067	4246-0445-5572-0782	0100-09000-0-1110-1000-530000-000		60.00
		PV-230067	4246-0445-5572-0782	0100-09000-0-1110-1000-530000-000		57.00
		PV-230067	4246-0445-5572-0782	0100-09000-0-1110-1000-530000-000		83.99
		PV-230067	4246-0445-5572-0782	0100-09000-0-1110-1000-530000-000		60.00
		PV-230067	4246-0445-5572-0782	0100-09000-0-1110-1000-530000-000		60.00
		PV-230067	4246-0445-5572-0782	0100-09000-0-1110-1000-530000-000		60.00
		PO-230682	2005 Dodge Ram PU Vin# 0608-	0100-81500-0-0000-8110-560000-000		1,433.28
		PO-230081	CrashPlan Pro Back-up Service	0100-00000-0-0000-7100-580000-000		9.99
		PO-230082	Quickbooks On-Line Cafeteria	0100-00000-0-0000-7300-580000-000		55.00
		PO-230083	Monthly Renewal for Tech Dept	0100-00000-0-0000-2420-580000-000		34.95
		PV-230068	4246-0455-5572-0782	0100-00000-0-0000-7300-580000-000		6.00
		PV-230068	4246-0455-5572-0782	0100-00000-0-0000-7300-580000-000		0.39
		PO-230631	Book Creator License - Writing In	0100-32160-0-1110-1000-580000-070		220.00
		PO-230631	Book Creator License - Writing In	0100-32160-0-1110-1000-580000-070		360.00
					Warrant Total:	7,107.68
					Vendor Total:	7,107.68
3413-Vector Solutions	512506763	PO-230707	EXCEPTIONAL CHILD	0100-33050-0-5760-1120-580000-000		1,092.73
	512500705	10 200707		0100 22020 0 2700 1120 200000 000	Warrant Total:	1,092.73
					Vendor Total:	1,092.73
1567-Verizon Wireless	512501719	PO-230040	Cell Phone Useage July 1, 2022 th	0100-81500-0-0000-8110-590006-000		952.77
					Warrant Total:	952.77
	512506764	PO-230040	Cell Phone Useage July 1, 2022 th	0100-81500-0-0000-8110-590006-000		940.36
	512500704	FO-230040	Cent Filone Oseage July 1, 2022 ui	0100-81300-0-0000-8110-390000-000	Warrant Total:	940.30 940.36
					Vendor Total:	1,893.13
					venuor rotai.	1,075.15
3743-Yellow Dog Signs & Graphics	512506765	PO-230776	Custom Logo Design (school disco	0100-00000-0-3550-1000-580000-081		80.00
					Warrant Total:	80.00
					Vendor Total:	80.00
				Total # of Warrants: 102	Fund Total:	404,355.10

ACCOUNTS PAYABLE BOARD REPORT

Paid Date(s) From: 12/3/2022 To: 1/11/2023

1200-Child Development Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
3451-AXA Equitable Life Insurance C	512505968	PO-230002	Employee Life Insurance Benefit P	1200-00010-0-0000-0000-951400-000		6.00
					Warrant Total:	6.00
					Vendor Total:	6.00
2671-Canon Financial Services Inc	512505972	PO-230440	Monthly Payment-Canon	1200-61050-0-0001-2700-560000-000		65.39
					Warrant Total:	65.39
					Vendor Total:	65.39
3683-ODP Business Solutions LLC	512508819	CM-230056	ODP Business Solutions LLC	1200-61050-0-0001-1000-430000-000		(9.46)
		PO-230320	SUPPLIES FOR 2022-23	1200-61050-0-0001-1000-430000-000		226.67
		PO-230320	SUPPLIES FOR 2022-23	1200-61050-0-0001-1000-430000-000		15.25
					Warrant Total:	232.46
					Vendor Total:	232.46
				Total # of Warrants: 3	Fund Total:	303.85

ACCOUNTS PAYABLE BOARD REPORT

Paid Date(s) From: 12/3/2022 To: 1/11/2023

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
33-Amazon.com LLC	512502812	PO-230625	Cool Coolers by Fit + Fresh, XL F	1300-53100-0-0000-3700-430000-000		33.92
		PO-230626	Natural Wood Grain Tablecloths R	1300-53100-0-0000-3700-430000-000		126.30
					Warrant Total:	160.22
					Vendor Total:	160.22
3451-AXA Equitable Life Insurance C	512505969	PO-230002	Employee Life Insurance Benefit P	1300-00010-0-0000-0000-951400-000		12.00
					Warrant Total:	12.00
					Vendor Total:	12.00
2671-Canon Financial Services Inc	512505973	PO-230440	Monthly Payment-Canon	1300-53100-0-0000-3700-560000-000		265.07
					Warrant Total:	265.07
					Vendor Total:	265.07
2279-Glacier Refrigeration & Air In	512504806	PO-230126	Food Service Equipment Service a	1300-53100-0-0000-3700-560000-000		390.00
C C		PO-230126	Food Service Equipment Service a	1300-53100-0-0000-3700-560000-000		330.99
		PO-230126	Food Service Equipment Service a	1300-53100-0-0000-3700-560000-000		1,714.38
					Warrant Total:	2,435.37
					Vendor Total:	2,435.37
349-GOLD STAR FOODS INC	512502818	PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		11,041.06
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		2,263.00
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		2,699.40
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		493.24
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		2,909.60
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		1,592.43
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		5,392.88
		CM-230046	GOLD STAR FOODS INC	1300-53100-0-0000-3700-470000-000		(107.27)
		CM-230045	GOLD STAR FOODS INC	1300-53100-0-0000-3700-470000-000		(820.27)
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		3,177.96
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		663.60
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		611.00
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-560000-000		3.80
					Warrant Total:	29,920.43
	512504807	PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		587.20
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		254.88
					Warrant Total:	842.08
	512508811	CM-230057	GOLD STAR FOODS INC	1300-53100-0-0000-3700-470000-000		(138.94)
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		769.43
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		9,508.06

ACCOUNTS PAYABLE BOARD REPORT

Paid Date(s) From: 12/3/2022 To: 1/11/2023

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512508811	PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		3,894.14
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		1,879.92
					Warrant Total:	15,912.61
					Vendor Total:	46,675.12
3735-Laton Unified School District	512502820	PO-230087	2022-23 SY Tri-County Co-Op An	1300-53100-0-0000-3700-530000-000		250.00
					Warrant Total:	250.00
					Vendor Total:	250.00
3533-LeBoeuf, Kristy	512505979	PV-230072	Reimb	1300-53100-0-0000-3700-520000-000		145.00
					Warrant Total:	145.00
					Vendor Total:	145.00
3683-ODP Business Solutions LLC	512502824	PO-230120	Food Service Office Supply	1300-53100-0-0000-3700-430000-000		88.44
		PO-230120	Food Service Office Supply	1300-53100-0-0000-3700-430000-000		22.76
					Warrant Total:	111.20
	512504810	PO-230120	Food Service Office Supply	1300-53100-0-0000-3700-430000-000		24.37
					Warrant Total:	24.37
					Vendor Total:	135.57
2581-P & R Paper Supply Company Inc	512502825	PO-230118	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000		537.64
		PO-230118	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000		1,323.19
		PO-230118	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000		392.31
		PO-230118	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000		1,135.20
		PO-230118	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000		1,592.12
					Warrant Total:	4,980.46
					Vendor Total:	4,980.46
3425-Pacific Shredding	512502828	PO-230085	Food Service- Bi-Monthly Documen	1300-53100-0-0000-3700-580000-000		41.44
					Warrant Total:	41.44
					Vendor Total:	41.44
2322-PRODUCERS DAIRY FOODS INC	512502829	PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		810.23
		PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		1,122.87
		PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		1,464.90
		PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000		88.50
		PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000		88.50
		PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000		88.50
		PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		471.36

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Paid Date(s) From: 12/3/2022 To: 1/11/2023

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512502829	PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		1,303.20
		PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		554.88
		PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		485.59
		PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		604.57
		PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		579.78
		PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000		88.50
					Warrant Total:	7,751.38
	512504812	PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000		89.30
		PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		1,391.30
		PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		835.92
		PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		602.28
					Warrant Total:	2,918.80
	512505985	PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		1,018.92
		PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		461.64
		PO-230575	SCA Funds-Minimally Process	1300-54660-0-0000-3700-470000-000		429.18
					Warrant Total:	1,909.74
					Vendor Total:	12,579.92
835-SYSCO FOODSERVICES OF MODEST	512502830	PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-430000-000		1,278.44
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-430000-000		165.70
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-430000-000		137.40
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-430000-000		96.54
		PO-230618	SSO & NSLP ASSP Additional	1300-53200-0-0000-3700-470000-000		53.80
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		2,800.30
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		3,588.87
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		2,063.83
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		3,138.57
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		11,422.70
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		128.40
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		592.00
		PO-230618	SSO & NSLP ASSP Additional	1300-53200-0-0000-3700-470000-000		111.60
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		3,020.30
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		2,060.31
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		149.07
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		399.99
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		69.48
					Warrant Total:	31,277.30

ACCOUNTS PAYABLE BOARD REPORT

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Paid Date(s) From: 12/3/2022 To: 1/11/2023

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512504815	PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-430000-000		386.51
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		456.00
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		641.13
					Warrant Total:	1,483.64
	512508826	PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-430000-000		1,213.44
		CM-230058	SYSCO FOODSERVICES OF MO	1300-53100-0-0000-3700-470000-000		(26.19)
		PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		3,070.16
					Warrant Total:	4,257.41
					Vendor Total:	37,018.35
				Total # of Warrants: 19	Fund Total:	104,698.52

ACCOUNTS PAYABLE BOARD REPORT

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Paid Date(s) From: 12/3/2022 To: 1/11/2023

2500-Capital Facilities Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
1035-USBank Corp Trust Service	512502834	CM-230049	Credit 112041000	2500-90510-0-0000-9100-743800-000		(0.06)
		PO-230044	COP Payment/Reagan Principal	2500-00000-0-0000-9100-743800-000		7,200.00
					Warrant Total:	7,199.94
					Vendor Total:	7,199.94
				Total # of Warrants: 1	Fund Total:	7,199.94

ACCOUNTS PAYABLE BOARD REPORT

Paid Date(s) From: 12/3/2022 To: 1/11/2023

RECAP BY FUND OF WARRANTS ISSUED

	Total # of Warrants:	125	Grand Total:	516,557.41
2500-Capital Facilities Fund		1		7,199.94
1300-Cafeteria Fund		19		104,698.52
1200-Child Development Fund		3		303.85
0100-General Fund		102		404,355.10

Date12/20/22	
Asset No	Remove asset label and affix here to
Site Reagan	return to District Office
BldgOffice Room_Data Rm	
Equipment Description	5
Manufacturer	
Model No S	Serial No
Current Value Over \$2,500? <i>(circle one)</i> Per BP/AR 3270 property over \$2,500 MUST be so	Y N Id via bid process
ltem was lost or stolen - Being reported for inve	entory purposes
Reason for Surplus	
Site Approval The River Site Approval Please send completed forms to the CBO at the Dis	PRINT strict Office.
District Office Approval- CBO Must have Board	d approval prior to disposal
District Of	fice Use Only
Presented to Board for approval on:	Initials:
Removed from Inventory System on:	Initials:
Method of Disposal:	cle or Destroyed 270 property over \$2,500 MUST be sold via a bid process

Date 12/20/22	20
Asset No	Remove asset label and affix here to
Site Reagan	return to District Office
BldgOfficeRoom_Data Rm	-
Equipment Description	
Manufacturer	
Model No	Serial No
Current Value Over \$2,500? (circle one) Per BP/AR 3270 property over \$2,500 MUST be se	Y N old via bid process
Item was lost or stolen - Being reported for inv	ventory purposes
Reason for Surplus	line and an experimentation of
Site Approval The Trice	PRINT
Please send completed forms to the CBO at the D)istrict Office.
District Office Approval- CBO	rd approval prior to disposal
District C	Office Use Only
Presented to Board for approval on:	Initials:
Removed from Inventory System on:	Initials:
Method of Disposal:	sycle or Destroyed 3270 property over \$2,500 MUST be sold via a bid process

Date12/20/22	
Asset No	Remove asset label and affix here to return to District Office
Site Reagan	
BldgOffice Room_Data Rm	
Equipment Description	
Manufacturer	
Model No Se	erial No
Current Value Over \$2,500? <i>(circle one)</i> Per BP/AR 3270 property over \$2,500 MUST be sold	Y N I via bid process
Item was lost or stolen - Being reported for inver	ntory purposes
Reason for Surplus	(en land a second se
Site Approval They Price	PRINT
Please send completed forms to the CBO at the Dist	rict Office.
District Office Approval- CBO	Sector disposed
Must have Board	approval prior to disposal
District Offic	ce Use Only
Presented to Board for approval on:	Initials:
Removed from Inventory System on:	Initials:
Method of Disposal: Sold- Per BP/AR 3270	le or Destroyed 0 property over \$2,500 MUST be sold via a bid process

Date 12/20/22	
Asset No	Remove asset label and affix here to return to District Office
Site Reagan	
BldgOfficeRoom_Data Rm	
Equipment Description	
Manufacturer	
Model No Se	erial No
Current Value Over \$2,500? <i>(circle one)</i> Per BP/AR 3270 property over \$2,500 MUST be sold	Y N d via bid process
Item was lost or stolen - Being reported for inve	ntory purposes
Reason for Surplus	for the art of the state of the
	PRINT
Site Approval Thing Full	
Please send completed forms to the CBO at the Dis District Office Approval- CBO	
	approval prior to disposal
District Off	ice Use Only
Presented to Board for approval on:	Initials:
Removed from Inventory System on:	Initials;
Method of Disposal:	le or Destroyed
Sold- Per BP/AR 327	'0 property over \$2,500 MUST be sold via a bid process

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Kingsburg Elementary Charter School District Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date. *All Board items are subject to approval by the Board President.

- 1. Agenda Item: Comprehensive School Safety Plans
- 2. Agenda Item Category:
 - ✓ Consent Agenda Action Item Presentation Public Hearing Closed Session
- 3. Submitted By: Matt Stovall
- 4. Attachments:
 - Not Applicable
 - ✓ To Be Enclosed with Board Packets
 - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. Purpose:

Each school completes a safety plan to make sure they create learning environments that are safe and secure. Schools must be prepared to respond to emergencies including natural and man-made hazards, and strive to prevent violence and behavior issues that undermine safety and security. Each plan includes strategies aimed at

the prevention of, and education about, potential incidents involving crime and violence on the school campus.

- 6. Financial Impact:
 - N/A
- 7. Funding Source:
 - N/A
- 8. District Goals This Item Will Meet:
 - ✓ Increase Student Achievement
 - Provide a Safe, Positive and Healthy Learning Environment Develop 21st Century Skills by Furthering the Use of Technology in the Classroom

Increase Parent Involvement and Continue to Promote Public Relations Maintain a Sound Fiscal Condition - "Keep the Family Together!"

Kingsburg Elementary Charter School District Washington Elementary School

2022-2023

Comprehensive School Safety Plan

Plan Developed By:	Washington School
Administrator:	Amy Winchell
Teacher:	LeighAnn Spitzer
Parent:	Val MacAdam
Classified Employee:	Dalaina Masterson
Law Enforcement Representative:	Kingsburg Police Department
Student Representative:	NA

Board Meeting/Public Hearing Date: January 17, 2023

Date adopted by School Site Council: January 10, 2023

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I. Assessment of Current Status

School Description and Profile:

The original Washington School was a two-story brick building built sometime in the early 1900s. During the early days of its existence, Washington was an elementary school on the ground floor and a high school on the second floor. In 1918 or 1919 Kingsburg High School was built, and Washington became what it is today, a primary school. In 1938 and 1939 the present building was erected using Work Progress Administration funds. During much of the time between the building of the present school and 1989 Washington School also served as the District Office.

Washington is a unique school as part of one of the few charter districts in California and is a grade-specific school. All schools in Kingsburg Elementary School are grade specific. Washington includes Preschool, Transitional Kindergarten, and Kindergarten. The student population is approximately 400 ages 3-6, including 386 kinder and TK students, and preschool students.

The combination of being part of a charter district and having early childhood education students means that Washington School has the autonomy and flexibility to assure that our students get the best early childhood education possible. Washington uses the California Preschool Foundations, Common Core Standards, and character education to provide a balanced educational program. The mission of Washington School is to provide a safe, secure environment in which the staff will nurture the intellectual, physical, social, and moral capacities of each child to the fullest extent possible. We also believe that each child will become a life-long learner, ultimately leading a fulfilling life as productive workers and citizens of the United States and the world. We believe we can accomplish this only through the combined efforts of staff, students, parents, and the community.

Summary of School Crime Data:

There were zero expulsions at Washington School.

Other Data:

Summary of Data

Washington School has implemented Character Counts and PBIS. Students are given due process during principal meetings and counseled on how to change their actions. The number of behavioral incidents has gone down significantly since the teachers were trained in Character Counts, and PBIS.

II. Component 1 Action Plan: People and Programs

How will you create a caring and connected school climate?

Washington School believes in positive relationships with students, parents, and staff. When a person walks onto campus they are happily greeted by our cheerful office staff. Character building is used as the foundation to teach students trustworthiness, respect, responsibility, citizenship, caring, and fairness. Students demonstrating these character traits receive STAR tickets that they can use to receive fun rewards. The staff has also been trained in PBIS, so they can recognize the signs of misbehavior, intervene and prevent escalation. Each month the principal sends home a newsletter to connect with families. The principal and teachers have open doors so parents know they can partner with the school to make it safe and caring.

Goal Statement

Washington Staff will make a safe and caring environment for preschool, kindergarten students and their families.

Objective #1

PBIS will continue to be the foundation of our character program.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
PBIS Assembly	Morris Brothers		August 2022	Student involvement
PBIS	Title IV, Lottery		Fall and Spring 2022-2023	decrease in documented behavioral incidents causing removal from classroom

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

III. Component 2 Action Plan: Place

How will you create a physical environment that communicates respect for learning and for individuals? Washington School is one of the oldest schools in the district yet is maintained in good condition. The school installed fences and gates in the front of the school to keep children safe and away from street access in the summer of 2012. The phone, bell, and intercom systems were updated in the summer of 2013. The campus is daily inspected for safety, graffiti, and cleanliness. Any concerns are reported and fixed using the district work order system. The play equipment is inspected daily on both the kindergarten and preschool playgrounds. Rooms are cleaned daily to ensure a positive learning environment. One set of restrooms was reconstructed in 2015-16. In 2019-2020 the campus was under construction. New safe playground equipment was put in for TK and K students. The preschool was relocated to the northwest corner of campus. This was done for safety purposes. Preschool now has its own fencing and parking lot. Preschool also now has its own playground that is specific to their age and ability. In the Summer & Fall of 2020 new cleaning procedures were put into place due to COVID-19.

Goal Statement

Washington School will be maintained to create a safe and positive learning environment.

Objective #1

Clean and safe physical environment

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Daily inspection for safety and cleanliness	cleaning supplies, etc.	Day Custodian	Daily	safe and clean
Playground equipment maintained	paint	Day Custodian and Director of MOT	as needed	safe

Objective #2 (optional)

Staff will be trained in emergency procedures and reviewed quarterly.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
The staff will have training in emergency procedures.	Local PD	staff, PD	continual	increased knowledge of emergency procedures
Students and staff will practice emergency procedures monthly when school is in full session.		principal	2022-2023	ability to complete drill quickly (1-4 minutes)

IV. Procedures for Complying With Existing School Safety Laws

Child Abuse Reporting Duty to Report Board Policy Manual Kingsburg Elementary Charter School District Regulation 5141.4: Child Abuse Prevention And Reporting Status: ADOPTED Original Adopted Date: 02/22/2011 | Last Revised Date: 11/16/2021

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6) 1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Kingsburg Police Department 1300 California St. Kingsburg, CA 93631 559-897-2931 When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. 1. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)No employee

shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

5 CCR 3200-3205 Filing complaints with CDE; special education students

CCP. 340.1 Damages suffered as result of childhood sexual abuse

Ed. Code 215.5 Student identification cards; inclusion of safety hotlines

Ed. Code 32280-32289.5 School safety plans

Ed. Code 33133.5 Posters of telephone number for students to report child abuse or neglect

Ed. Code 33195 Heritage schools, mandated reporters

Ed. Code 33308.1 Guidelines on procedure for filing child abuse complaints

Ed. Code 44252 Teacher credentialing

Ed. Code 44691 Staff development in the detection of child abuse and neglect

Ed. Code 44807 Teachers' duty concerning conduct of students

Ed. Code 48906 Notification when student released to peace officer

Ed. Code 48987 Dissemination of reporting guidelines to parents

Ed. Code 49001 Prohibition of corporal punishment

Ed. Code 51220.5 Parenting skills education

Ed. Code 51900.6 Sexual abuse and sexual assault awareness and prevention instruction

Pen. Code 11164-11174.3 Child Abuse and Neglect Reporting Act

Pen. Code 152.3 Duty to report murder, rape, or lewd or lascivious act

Pen. Code 273a Willfully causing unjustifiable pain or mental suffering of child; endangering life or health

Pen. Code 286 Crime of sodomy

Pen. Code 288 Crime of oral copulation

Pen. Code 288 Definition of lewd or lascivious act requiring reporting

Pen. Code 289 Crime of sexual penetration

W&I Code 15630-15637 Dependent adult abuse reporting

Federal Description

42 USC 11434a McKinney-Vento Homeless Assistance Act; definitions

Management Resources Description

California Department of Education Publication Health Education Content Standards for California Public Schools,

Kindergarten Through Grade Twelve

California Department of Education Publication Health Framework for California Public Schools, Kindergarten Through Grade Twelve

Court Decision Camreta v. Greene (2011) 131 S.Ct. 2020

CSBA Publication Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019 Website CSBA District and County Office of Education Legal Services

Website California Department of Social Services, Information Resources Guide

Website California Department of Education, Child Abuse Prevention Training and Resources

Website U.S. Department of Health and Human Services, Child Welfare Information Gateway

Website California Attorney General's Office, Suspected Child Abuse Report Form

Cross References Code Description 0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

0470 COVID-19 Mitigation Plan

- 1240 Volunteer Assistance
- 1240 Volunteer Assistance
- 1240-E PDF(1) Volunteer Assistance
- 1312.1 Complaints Concerning District Employees
- 1312.1 Complaints Concerning District Employees
- 1312.3 Uniform Complaint Procedures
- 1312.3 Uniform Complaint Procedures
- 1312.3-E(1) Uniform Complaint Procedures
- 1312.3-E(2) Uniform Complaint Procedures
- 1400 Relations Between Other Governmental Agencies And The Schools
- 3320 Claims And Actions Against The District
- 3320 Claims And Actions Against The District
- 4112.6 Personnel Files
- 4112.9 Employee Notifications
- 4119.21 Professional Standards
- 4119.21-E PDF(1) Professional Standards
- 4119.23 Unauthorized Release Of Confidential/Privileged Information
- 4127 Temporary Athletic Team Coaches
- 4127 Temporary Athletic Team Coaches
- 4131 Staff Development
- 4131 Staff Development
- 4212.6 Personnel Files
- 4212.9 Employee Notifications
- 4219.21 Professional Standards
- 4219.23 Unauthorized Release Of Confidential/Privileged Information
- 4227 Temporary Athletic Team Coaches
- 4227 Temporary Athletic Team Coaches
- 4231 Staff Development
- 4231 Staff Development
- 4312.6 Personnel Files
- Comprehensive School Safety Plan

- 4312.9 Employee Notifications
- 4317.7 Employment Status Reports
- 4319.21 Professional Standards
- 4319.21-E PDF(1) Professional Standards
- 4319.23 Unauthorized Release Of Confidential/Privileged Information
- 4327 Temporary Athletic Team Coaches
- 4327 Temporary Athletic Team Coaches
- 4331 Staff Development
- 4331 Staff Development
- 5131 Conduct
- 5131.7 Weapons And Dangerous Instruments
- 5131.7 Weapons And Dangerous Instruments
- 5141.5 Mental Health
- 5141.52 Suicide Prevention
- 5141.52 Suicide Prevention
- 5142 Safety
- 5142 Safety
- 5144 Discipline
- 5144 Discipline
- 5145.11 Questioning And Apprehension By Law Enforcement
- 5145.13 Response To Immigration Enforcement
- 5145.13 Response To Immigration Enforcement
- 5145.3 Nondiscrimination/Harassment
- 5145.3 Nondiscrimination/Harassment
- 5145.7 Sexual Harassment
- 5145.7 Sexual Harassment
- 5145.71 Title IX Sexual Harassment Complaint Procedures
- 6142.7 Physical Education And Activity
- 6142.7 Physical Education And Activity
- Comprehensive School Safety Plan

- 6142.8 Comprehensive Health Education
- 6142.8 Comprehensive Health Education
- 6143 Courses Of Study
- 6143 Courses Of Study
- 6145.2 Athletic Competition
- 6145.2 Athletic Competition
- 6159.4 Behavioral Interventions For Special Education Students
- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 6164.5 Student Success Teams
- 6164.5 Student Success Teams

Disaster Procedures

School response to a variety of disaster situations can be found on the flip chart entitled "Classroom Emergency Procedures Guide." This flip chart is posted next to the door of every room on site. It covers procedures for Classroom Emergency Management, Fire/Explosion, Bomb threats/Suspicious Package, Evacuation, Lockdown, Earthquake, Weapon on School Grounds, Fighting, Assault, Suicide Attempt, Lost/Missing Child, Medical Emergency, Gas Leak, Hazardous Material Spills, Utility Failure/Power Outage, and Dealing with the Media. We conduct monthly fire drills and the recommended amount of earthquake and lockdown drills. School staff is notified of fire drills, earthquakes, and lockdown drills before they happen. In addition, all district staff members (classified and certificated) were provided with Active Shooter Training (Seconds to Survive) facilitated by the Kingsburg Police Department.

Lockdown:

In the event that a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

When a lockdown lasts an extended period, please adhere to the procedures below for restroom use.

During a Priority 1 lockdown, teachers are to make provisions for children to toilet (if need be) using buckets provided and antibacterial wipes.

During a Priority 2 lockdown, students needing to use the restroom should be escorted to and from the facility by the site administrator or other designated staff.

Earthquake/Severe Weather Safety Procedures

The principal or designee will announce severe weather or you will feel an earthquake.

Teachers

- 1. In an earthquake only, teachers should ensure that the classroom door remain completely pushed open, to ensure that the door does not become blocked, due to possible damage from the earthquake movement or falling debris
- 2. The classroom doors should only be closed and secured if there is a fire in the classroom or severe weather.
- 3. Teachers should advise students to Duck, Cover and Hold On.
 - DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops and students receive further instructions from the teacher
- 4. Students should go under a table, desk, or chair as quickly as possible
- 5. Once under the table, desk or chair, students and staff should hold onto the furniture leg
 - Students and staff should cover their head and neck to protect from flying or falling debris
- 6. Students and staff should stay away from windows, bookcases or other stacked items
- 7. After the earthquake has stopped, everyone should perform a quick self-inspection for injuries
- 8. All injuries should immediately be reported to the teacher or other staff members in the classroom
- 9. If there are no injuries stated, the teacher should announce "Ok --- All Clear" if it is deemed safe to exit from the tables and desks
- 10. If it is determined that evacuation of the building is necessary, teachers should instruct students in the classroom to gather their belongings and begin to exit out of the classroom
- 11. Students with medical needs should have a back-up supply of vital medication, equipment or supplies with them, at school. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
 - During the earthquake, students with medical needs or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through routine practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.
- 12. Teachers should first conduct an assessment of their immediate hallway and exit routes to ensure that they are safe to maneuver through
- 13. Once shaking has stopped, students and staff should get back up, and continue to exit out of the building in a safe and orderly manner
- 14. If there are injuries, the teacher shall immediately assess the injuries to determine if further medical attention is needed

- 15. Once safe to do so, teachers will then have the class exit out of the building to a predetermined area that the principal/designee (Incident Commander) has determined
- 16. Once safely escorted outside, teachers should further assess any injured students and seek additional medical assistance from the school nurse
- 17. If severe injuries are observed, (Emergency) 911 should be called immediately for further medical assistance
- 18. As staff and students exit the building, staff members must first ensure that all evacuation routes are safe to maneuver through, avoiding downed light fixtures, debris or chemical spills
- 19. Report to your designated fire drill evacuation area
- 20. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 21. Under no circumstances should students or adults attempt to return to the building during an earthquake
- 22. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

If the Earthquake/Severe Weather Occurs at Recess or Lunch

- For any classes that may be held outside (physical education classes, recess), students and staff should immediately DUCK and COVER, protecting their head and neck areas. Once safe to do so, students and staff should travel to a large open area, avoiding the school building, large trees, downed power lines, or gas line breaks. If natural gas is smelled, immediately move as far away from the breakage or gas smell. Emergency personnel (Emergency---911) must be called as soon as possible.
- 2. Outside staging areas should be in large open spaces, away from buildings, overhead power lines, underground gas and sewer lines and large trees
- 3. Building administrators and school staff shall take attendance immediately after the building is evacuated, to determine if any students or staff are missing and unaccounted for
- 4. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 5. Under no circumstances should students or adults attempt to return to the building during an earthquake

Administrator/Other Staff

- 1. DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops
- 2. Once under the table, desk or chair, students and staff should hold onto the furniture leg
- 3. Staff should cover their head and neck to protect from flying or falling debris
- 4. Staff should stay away from windows, bookcases or other stacked items
- 5. Staff should stay covered for at least 90 seconds or until all shaking has stopped
- 6. Principal/Designee along with the Lead Custodian will attempt to determine the extent of the damage and will call the Director of MOT for clearance before having students re---enter the school, if any structural damage is observed
- 7. Do not attempt a rescue inside the building if there is evidence of structural damage. This will require assistance that should be handled by qualified emergency first responders
- 8. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

ADDITIONAL SPECIAL NEEDS CONSIDERATIONS:

- 1. After the earthquake, hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
- 2. During evacuation from classrooms, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
- For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of
 obstacles in their paths or because electric dependent machines are not functioning (i.e. elevator). Special preplanned
 assistance must be provided.
- 4. Any special medications, supplies and equipment for the students with special needs must be transported with them during evacuation.
- 5. If evacuation from the school area is called for, utilize special transportation arrangements.
- 6. Re-establish special power requirements for the equipment of special needs students as soon as possible.

Fire Drill Procedures

In the event of a fire, notify principal or designee. If the fire alarm has not sounded, activate the alarm manually.

If the alarm sounds during a class period:

Teachers

- 1. Before the students exit the room, the teacher needs to verify that there is no fire or any other immediate danger outside their classroom.
- 2. Before leaving, the teacher needs to close all doors and windows, and be sure the classroom is empty before locking the door (A locked door will tell administration and the fire department that the room is secure/empty).
- 3. Teachers will take a copy of their updated roster and green/red placards. Teachers are responsible for making sure their rosters are current.
- 4. Students may line up outside the classroom, but the teacher needs to lead them on a safe path to the evacuation area.
- 5. Students should be lead in a single file line. No talking is permitted.
- Verify attendance of all students under your supervision.
 If you cannot account for a student who should be in attendance, report the absence to an immediate supervisor.
 Do not re-enter the building.
- 7. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 8. Students remain in orderly and silent lines.
- 9. Wait for all-clear signal to return to the building.

If the Alarm Sounds During Recess or Lunch:

- 1. Students will walk to their designated area quickly and quietly.
- 2. Teachers will meet students at their designated area. The secretary will take rosters and extra green/red placards out to those that don't have them. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 3. Wait for all-clear signal to return to the building.

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

- 1. Front Office: Unlock gates near the office.
- 2. Assistant Secretary: Open the front gate and stand out front to direct the fire department. Take absence list.
- 3. Secretary: Assist with directing students/staff to the evacuation area.
- 4. Health-aide: Walk to the evacuation area and if needed, set up a triage station there.
- 5. Custodian: Unlock surrounding gates to allow fire truck entrance if needed.
- If you do not have immediate supervision of students: Move to your evacuation area and check for:
 a. Any students remaining in the building.
 - b. Make sure all doors and windows are closed and lights are off.
- 7. Any parents or visitors must be escorted to the designated evacuation area.
- 8. The principal will time each fire drill and verify attendance.
- 9. A log will be kept in the office of each date and time of fire drills.
- 10. Other duties as specified by the school principal.

Lockdown Procedures

In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

PRIORITY 1 (LOCKDOWN) Principal or Designee (The principal is the incident commander)

- 1. Principal or designee will determine if a threat exists (If the principal is not on site or not available, then this is determined by the Lead Secretary or by immediately calling the District Office.) Our first priority is student safety.
- 2. Principal or secretary will ring the 30 second bell.
- 3. When a lockdown has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Attention. A lockdown of the campus has been ordered. Please remain calm. Teachers, please secure your students in your classroom immediately and begin following lockdown procedures. All other personnel, please secure any students in your area by bringing them to the nearest classroom. All students who are not with an adult in class, quickly and safely get to the nearest classroom. All campus visitors please report to the nearest classroom. Ignore any fire alarms."

4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.

5. The Principal or designee should use the emergency radio channel to alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and business of potential threats, including Kingsburg High School.

- 6. Custodian will secure all entrances if it is safe.
- 7. Office staff will lock all office doors.
- 8. Notify Transportation so that buses traveling to the school may take appropriate action.
- 9. Update emergency responders with pertinent information received from staff.

10. Assure that PA announcements are made as directed or needed, relaying critical situational information.

11. Announce ALL CLEAR when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Keep all students sitting on the floor, away from the door or windows.
- 4. Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.
- 5. Take attendance and prepare a list of missing students and extra students in the room. Send email to office stating student status, GOOD, MISSING, EXTRA in the subject line. List names of missing students in the body of the email. Prepare to take this list with you when you are directed to leave the classroom. If unable to use email, use intercom to the secretary or personal cell phone.
- 6. If there is a phone in the classroom, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 7. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 8. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
- 9. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 10. When a lockdown last s an extended period, teachers are to make provisions for children to toilet (if need be) using buckets provided and antibacterial wipes.
- 11. The Lead Secretary or designee will collect and disseminate all emails and calls during the lockdown. When the office does not receive any notification, your room will be called.
- 12. If DANGER exists in your room, once the office calls, or on your computer, answer with OKIE DOKIE which will send police and help to your room. Remain calm and attempt to defuse/deescalate any aggressive behavior.
- 13. Wait for the ALL CLEAR to end the Lockdown.

Other Personnel

1. Look in your immediate vicinity. If you observe any unsupervised students, bring them to the nearest classroom.

- 2. If there are no students in your immediate vicinity, proceed to the nearest building.
- 3. Lock the door immediately after reaching the designated area.
- 4. If you have students with you:
 - o (a) Keep them sitting on the floor, away from the door or windows.
 - o (b) Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.
 - everything possible is being done to return the situation to normal. o (c) Take attendance. Prepare to take this list with you when you are directed to leave the classroom.
 - o (d) When or if students are moved out of the room, assist them in moving as quietly and quickly as possible.
- 5. If there is a phone in the room, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 6. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 7. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 8. District Office, maintenance, and grounds crews will maintain radio silence and be ready to assist where needed. Maintenance and grounds crews will text the Administrative Assistant for MOT and Principal that they are on campus.

**If a lockdown drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

PRIORITY 2 (LOCKOUT) Principal or Designee

1. When a lockout has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Dr. Sever, you have a call on line 1."

- 2. Custodian will secure all entrance if it is safe.
- 3. Office staff will lock all office doors.
- 4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.
- 5. The Principal or designee must alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and businesses of potential threats, including Kingsburg High School.
- 6. Notify Transportation so that buses traveling to the school may take appropriate action.
- 7. Update emergency responders with pertinent information received from staff.
- 8. Assure that PA announcements are made as directed or needed, relaying critical situational information.
- 9. Announce "Thank you, Dr. Sever" when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Students needing to use the restroom should be escorted to and from the facility by the site administrator or other designated staff.
- 4. Continue work as scheduled with no one leaving the room for anything until the All Clear is sounded by code words "Thank you, Dr. Sever".

District-Wide Lockout

IF the Superintendent calls a DISTRICT-WIDE lockout

- 1. On the emergency radio channel, the District office staff will alert site Leadership team members with description of incident and state DISTRICT LOCKOUT
- 2. District office will follow up with email to all Leadership team members

IF the Superintendent does not call for DISTRICT LOCKOUT

- 1. District office will call the Chief Business Official with description of incident
- 2. District office will email Leadership team members with FYI of incident

**If a lockout drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

Suspension, Expulsion, or Mandatory Expulsion Procedures

The procedures for suspensions and expulsions are detailed on page 21 on the Parent handbook. This handbook is given to all parents and is posted on the district website.

Due process is given to all students and parents are contacted. The teachers are informed of the students that have been suspended and for the number of days.

State law requires students to attend school during compulsory school age. Students dismissed from the Kingsburg Elementary Community Charter Schools are subject to compulsory attendance laws and must find an alternative educational program in order to satisfy their legal requirements of compulsory attendance.

Students attending Kingsburg Elementary Community Charter Schools are expected to maintain acceptable behavior or lose their privilege to attend. All participants in the traditional program must sign the Charter Compact.

The district's Suspensions and Expulsions/Dismissal policies are based upon California Education Code Section 48900 and 48915. More detailed information is located in the Kingsburg Elementary Charter School District Charter located in the Appendix at the back of this Student Handbook. Some examples of such unacceptable behavior include but are not limited to the following:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.

3. Unlawful sale of any controlled substance.

4. Robbery or extortion.

Serious first time offenses resulting in an automatic recommendation for expulsion/dismissal include but may not be limited to the following:

- 1. Possessing, selling or furnishing a firearm without permission
- 2. Brandishing a knife at another person
- 3. Unlawfully selling a controlled substance
- 4. Committing or attempting to commit sexual assault or sexual battery
- 5. Possessing an explosive

The due process procedure for dismissal/expulsion from the Kingsburg Elementary Charter School will flow from Teacher to Administration. Administration to Review Panel, with the final decision being made by the Governing Board of Education. The Governing Board represents the highest authority in the expulsion/dismissal process without further appeal. The School Attendance Review Board (SARB) may or may not be utilized in the due process procedure at the discretion of school administration.

Parents' Rights and Responsibilities

Under the law, parents have a number of responsibilities to their children under 18 years of age. They must provide food, clothing, shelter, education, and other necessary care to the best of their ability. Parents can be held legally and financially liable if:

- 1. They tell a child to commit a wrongful act.
- 2. They know a child is acting in a careless or dangerous manner and take no responsible steps to stop the actions.
- 3. The child damages or destroys school or public property.
- 4. They allow a child to use their automobile and damages result.
- 5. Their child commits any act of intentional misconduct that results in any injury to the person or property of another.

6. Students with poor discipline records, truant attendance records, or unresolved financial obligation may be excluded from privileged or optional activities, sports events, dances, free time, graduation ceremony, field trips, etc.

Procedures to Notify Teachers of Dangerous Students

If a student exhibits dangerous behavior teachers are notified by the principal. The intervention team meets to discuss students with academic and behavioral issues. At these meetings resources are allocated to assist teachers in supporting students with behavioral and academic issues. Using the RtI model, teachers have a written log of a student's behavior. All student records are kept in the student database, Aeries. Aeries puts an asterisk by students that have been identified as dangerous.

Sexual Harassment Policy

Any form of sexual harassment (including cyber-technology) will not be tolerated. Students and/or adults should report any incidence of sexual harassment to the teacher, principal, or principal designee for appropriate action. Such activity can be subject to both penal and education codes.

Schoolwide Dress Code

Board Policy Manual Kingsburg Elementary Charter School District Regulation 5132: Dress And Grooming Status: ADOPTED Original Adopted Date: 02/21/2012 | Last Revised Date: 07/18/2022 | Last Reviewed Date: 07/18/2022

Dress code regulations are adopted to enhance student safety and promote an educational setting conducive to a positive learning environment. Therefore, pupils shall dress safely and appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare.

The District updates the dress code at least annually, taking into consideration parent and staff concerns and requests for clarity. Though the information in the dress code intends to be as defined as possible, there is no way to anticipate every contingency. Knowing the creative nature leading to circumventing the intent of this policy, each site principal is responsible for superseding these guidelines when, in their judgment, the safety or learning environment for students is disrupted. Please note that any apparel, hairstyle, cosmetics, or jewelry, even if not specifically mentioned below, can be prohibited by school officials if it is determined that such items create a safety or health concern, draw undue attention to the wearer, or tend to detract from the education process.

1. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions.

2. Clothes shall be sufficient to conceal undergarments at all times. If wearing layered clothing, the bottom layer must conform to dress code.

3. Clothing which does not cover the student's midriff at all times is not acceptable.

4. Shorts must be at least a 4" inseam when the student is standing. No skin may be exposed above the hem. Skorts are allowed.

5. Dresses, skirts, etc., must be at mid-thigh when the student is standing.

6. Individual tank tops and racer back tank tops must have 1" straps on the shoulders and back. No tank tops should reveal any part of the torso (i.e. nothing below the armpits). Prohibited are underwear-type sleeveless shirts, see-through fabrics which expose the body, as in tube tops and/or bandeaux tops and halter tops.

7. No skin may be exposed above the knee while wearing pants. Pants must be worn around the waist.

8. Pajamas and soft-soled shoes are unacceptable, except during special events.

9. No backless footwear is allowed at any grade level, including flip flops. We highly recommend Croc style shoes be worn with back straps. Shoes will be worn at all times at school or during school activities.

10. No garments or clothing with offensive cartoon-like characters may be worn. Clothing will be deemed unacceptable if a double meaning can be demonstrated as symbolic of destructive/violent, illegal, immoral, discriminating, anti-education, or gang-related messages.

11. Clothing or jewelry that advocates racial, ethnic, gender, or religious prejudice, unlawful acts, or the use of controlled substances is prohibited.

12. Earrings are to be worn in ears only. Exception: Small stud on the side of the nose is allowed but limited to a very small stud that sits flush with the skin. Septum piercings or other facial or body piercings are not allowed. In addition, any jewelry that would create a safety hazard, including large hoops, septum piercings, spikes, and plugs, are not allowed.
 13. Any clothing worn by students to identify themselves as a group, clique, social identity, or other purpose is prohibited. Exceptions will be made for any school-authorized activity or community non-profit groups.

14. Clothing, jewelry, and personal items (such as backpacks, fanny packs, gym bags, purses, water bottles, etc.) shall not display pictures or other insignia which are crude, vulgar, profane, violent, or sexually suggestive. In addition, these items shall not bear drug, alcohol, or tobacco company advertising, promotion, or likeness; shall not promote violence, illegal activity, or relate to gang affiliation or activity; and shall not advocate racial, gender, religious or sexual orientation prejudice; shall not contain pictures or images of weapons of any kind.

15. Attire that may be used as a weapon shall not be worn (e.g., steel-toed boots, chains, items with spikes or studs, etc.).16. Hats, caps, hoods, beanies, and other head coverings may never be worn inside buildings unless for religious reasons or a Dr.'s note is provided. Bandanas are prohibited at all times.

17. Caps, hoods, beanies, and other head coverings may be worn outside; this may include physical education, with teacher or administrator permission. When outside, hats must be worn with the bill facing forward.

18. Dark glasses shall not be worn in classrooms or offices unless a documented health problem exists.

19. Haircuts or hairstyles that draw undue attention to the wearer or detract from the educational process are not acceptable (i.e. no writing in the hair, no unnatural colors, or symbols.) Razor cuts and lines are acceptable. Mohawks, mohawk fades, or faux-hawks are not to be more than 1 ½ inches. Parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.

20. No tattoos, permanent or otherwise, shall be displayed at school. Any tattoo must be covered.

21. Coaches, teachers, or administrators may impose more stringent dress requirements to accommodate the special needs of certain sports, classes, or their school population.

The following conduct code will be followed after a dress code violation:

1st Offense: Warning to student. Notification of parent. Change into appropriate clothing as applicable. Student may be sent home to dress properly, if necessary.

****If referred for haircut or color, parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.

2nd Offense: Site consequence and change of clothing required. Parent notified.

3rd Offense: Parent notified and progressive site discipline. Change of clothing required.

4th Offense: Parent notified. Student placed on Behavior Contract. Change of clothing required.

5th Offense: Parent notified—possible suspension and recommendation for an alternative education program.

Dress Policy: Non-school Youth Organizations

The following policy regards only those local Youth Organizations which desire to have their participants occasionally wear their respective apparel to school during regular hours of operation.

1. All sports and activity apparel must meet District/School dress code policies. This includes logos (must reflect local organizations only), hem lengths, strap thickness, and alterations.

2. If a local Youth Organization wishes to have its participants wear their apparel to school, the organization must provide the affected school site(s) with contact information for the President and at least two (2) designees of that Organization, with whom school officials may contact as necessary.

3. Youth Organization apparel may only be worn on the Friday before a scheduled game or competition unless the game/competition is held during the week, in which case apparel representing the organization may only be worn on the day of the event.

4. If a school administrator or staff member observes a behavior that violates behavior or dress code policies, contact will be made with the designee appointed by the Youth Organization represented by the students whose actions are in violation for the purposes of notifying the organization that the participant's privilege to wear the organization's apparel (jerseys, uniforms, etc.) will be suspended for a period of the following week or next event, whichever occurs first. The notification to the organization's designee will only include information related to that which has been reflected on the team, but will not receive information regarding individual students. When appropriate, parents of students in violation of the policy will be notified independently.

5. If there is an additional incident, as reflected in #4, the privilege of the Youth Organization's privilege to wear team apparel will be suspended for the remainder of the school year. Again, such notification will be made only to a designee of the Youth Organization.

6. A suspension of the privilege or wearing the organization's apparel shall only apply to the students at the school where the violation occurred.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

Ed. Code 212.1 Nondiscrimination based on race or ethnicity

- Ed. Code 220 Prohibition of discrimination
- Ed. Code 32281 School safety plans
- Ed. Code 35183 School dress code; uniforms
- Ed. Code 35183.5 Sun-protective clothing
- Ed. Code 48907 Exercise of free expression; time, place and manner rules and regulations
- Ed. Code 49066 Grades; effect of physical education class apparel
- Management Resources Description

Court Decision Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Court Decision Harper v. Poway Unified School District, (2006) 445 App. 3d 166

Court Decision Hazelwood School District v. Kuhlmeier, (1988) 108 S. Ct. 562

Court Decision Jacobs v. Clark County School District, (2008) 26 F. 3d 419

Court Decision Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459

Court Decision Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Court Decision Hartzell v. Connell, (1984) 35 Cal. 3d 899

Website CSBA District and County Office of Education Legal Services

Cross References Code Description 0450 Comprehensive Safety Plan

- 0450 Comprehensive Safety Plan
- 5020 Parent Rights And Responsibilities
- 5020 Parent Rights And Responsibilities
- 5121 Grades/Evaluation Of Student Achievement
- 5121 Grades/Evaluation Of Student Achievement
- 5131 Conduct
- 5136 Gangs
- 5136 Gangs
- 5144 Discipline
- 5144 Discipline
- 5145.2 Freedom Of Speech/Expression
- 5145.2 Freedom Of Speech/Expression
- 5145.3 Nondiscrimination/Harassment
- 5145.3 Nondiscrimination/Harassment
- 5145.6 Parent/Guardian Notifications
- 5145.6-E PDF(1) Parent/Guardian Notifications
- 5145.7 Sexual Harassment
- 5145.7 Sexual Harassment
- 6173 Education For Homeless Children
- 6173 Education For Homeless Children
- 6173.1 Education For Foster Youth
- 6173.1 Education For Foster Youth

Procedures for Safe Ingress and Egress

The gates around the school are locked during school hours with the exception of the main gate in the front of the school which is closed but unlocked so visitors can enter. All visitors throughout the school day must come to the office and sign in. All visitors must wear a visitors pass. When the tardy bell rings, the gates are closed and locked. Students who are tardy must go through the main gate and to the front office and receive a tardy slip before going to class. If they enter class without the tardy slip, they must go back to the office. Students who leave early must go to the office and the person must sign out and be listed on the students emergency card. All school personnel wear an ID tag with photo. The preschool parents are given an ID tag which they must wear to enter and exit the campus for preschool. Each preschool has a sign in sheet for students and parents. School staff monitor students before and after school until all students are picked up by their guardians/parents or until they are loaded or unloaded form the buses. Any students not picked up within 10 minutes are supervised until they are picked up by someone on their emergency card.

In case of an emergency that requires students being evacuated there are three evacuation plans. The first plan is to evacuate students across the street to the Community Church basement. The first teacher out notifies the church office-897-2388 and they are given access to the basement. All teachers will help each other get students across the street. Once in the basement, attendance will be taken. No child will leave until the teachers have been given permission to excuse students and record who picked up the student. The second plan is for students to be exited through the back gates and walked to Rafer Johnson Junior High down 14th Ave. If the danger is in the back of the school, students will be exited through the front of the school and walked down Ellis street to Memorial Park and then across the street to Kingsburg High School Auditorium. Once the students have been safely exited, the teacher is to take roll and account for all students. Any students not accounted for will be called, or text to the principal via cell phones. The safety procedures for dismissing students will be followed.

Board Policy Manual Kingsburg Elementary Charter School District Regulation 3515: Campus Security Status: ADOPTED Original Adopted Date: 02/21/2012 | Last Revised Date: 04/20/2020 | Last Reviewed Date: 04/20/2020

Campus Security The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to: 1. Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing

These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti and implement campus beautification projects.

4. Control access to keys and other school inventory

5. Detect and intervene with school crime

These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

All staff shall receive training in building and grounds security procedures and emergency response.

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1.9, 1010.1.11)

Keys

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to authorized employees who regularly need a key in order to carry out their job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

District Vehicles

The Superintendent or designees shall determine which district vehicles will have GPS devices installed on the vehicle. The use of the GPS devices is to protect district property, ensure proper use of district vehicles, improve driver safety, and to monitor driving times, mileage, routing efficiency and inventory control.

Employees who routinely operate district vehicles will sign a written acknowledgement/agreement that they are aware of the GPS devices and understand that the employee's whereabouts may be monitored by the district. This acknowledgement/agreement will be obtained from current employees who routinely drive district owned vehicles, and from new employees at the time of initial employment.

Policy Reference Disclaimer:

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24 CCR 1010.1.11 Lockable doors from the inside

24 CCR 1010.1.9 Door operations

CA Constitution Article 1, Section 28(c) Right to Safe Schools

Ed. Code 17070.10-17079.30 Leroy F. Greene School Facilities Act

Ed. Code 17583 Classroom security locks, modernization projects

- Ed. Code 32020 School gates; entrances for emergency vehicles
- Ed. Code 32211 Threatened disruption or interference with classes
- Ed. Code 32280-32289.5 School safety plans
- Ed. Code 35160 Authority of governing boards
- Ed. Code 35160.1 Broad authority of school districts
- Ed. Code 38000-38005 Security departments
- Ed. Code 49050-49051 Searches by school employees
- Ed. Code 49060-49079 Student records

Pen. Code 469 Unauthorized making, duplicating or possession of key to public building

Pen. Code 626-626.11 School crimes

Federal Description

20 USC 1232g Family Educational Rights and Privacy Act (FERPA) of 1974

34 CFR 99.3 Definition of education records

US DOE Publication FAQs on Photos and Videos under FERPA

Management Resources Description

Attorney General Opinion 75 Ops.Cal.Atty.Gen. 155 (1992)

Attorney General Opinion 83 Ops.Cal.Atty.Gen. 257 (2000)

Court Decision Brannum v. Overton County School Board (2008) 516 F. 3d 489

Court Decision New Jersey v. T.L.O. (1985) 469 U.S. 325 CSBA Publication Safe Schools: A Planning Guide for Action, 2002 National Institute of Justice Publication The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, rev. 2005 Website CSBA District and County Office of Education Legal Services

Website U.S. Department of Education, Protecting Student Privacy

Website National Institute of Justice

Website National School Safety Center

Website California Department of Education, Safe Schools

Website CSBA

- Cross References Code Description 0450 Comprehensive Safety Plan
- 0450 Comprehensive Safety Plan
- 1250 Visitors/Outsiders
- 1250 Visitors/Outsiders
- 1330.1 Joint Use Agreements
- 3000 Concepts And Roles
- 3440 Inventories
- 3515.2 Disruptions
- 3515.2 Disruptions
- 3515.4 Recovery For Property Loss Or Damage
- 3515.4 Recovery For Property Loss Or Damage
- 3515.5 Sex Offender Notification
- 3515.5 Sex Offender Notification
- 3516 Emergencies And Disaster Preparedness Plan
- 3516 Emergencies And Disaster Preparedness Plan
- 3516.2 Bomb Threats
- 3530 Risk Management/Insurance
- 3530 Risk Management/Insurance
- 4119.1 Civil And Legal Rights
- 4131 Staff Development
- 4131 Staff Development
- Comprehensive School Safety Plan

- 4158 Employee Security
- 4158 Employee Security
- 4219.1 Civil And Legal Rights
- 4231 Staff Development
- 4231 Staff Development
- 4258 Employee Security
- 4258 Employee Security
- 4319.1 Civil And Legal Rights
- 4331 Staff Development
- 4331 Staff Development
- 4358 Employee Security
- 4358 Employee Security
- 5112.5 Open/Closed Campus
- 5125 Student Records
- 5125 Student Records
- 5125.1 Release Of Directory Information
- 5125.1 Release Of Directory Information
- 5125.1-E PDF(1) Release Of Directory Information
- 5131.1 Bus Conduct
- 5131.1 Bus Conduct
- 5131.2 Bullying
- 5131.2 Bullying
- 5131.5 Vandalism And Graffiti
- 5131.7 Weapons And Dangerous Instruments
- 5131.7 Weapons And Dangerous Instruments
- 5137 Positive School Climate
- 5141.52 Suicide Prevention
- 5141.52 Suicide Prevention
- 5142 Safety

5142 Safety

- 5144 Discipline
- 5144 Discipline
- 5144.1 Suspension And Expulsion/Due Process
- 5144.1 Suspension And Expulsion/Due Process
- 5145.12 Search And Seizure
- 5145.12 Search And Seizure
- 5145.9 Hate-Motivated Behavior
- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 7111 Evaluating Existing Buildings
- 9321 Closed Session

A Safe and Orderly Environment

Students are taught it is their right and responsibility to be part of a safe and orderly school environment. Students are taught clear rules about their behavior in the classroom, playground, cafeteria, and school bus. Students are also made aware of who they should report a problem if it exists. Student infractions are promptly discussed either verbally or in writing with parents. Communication is made with parents about positive things about their children. In our recent parent survey, we were rated high in the area of students being aware of what was expected of them.

The custodial schedule is posted in each room of the school with the responsibilities of custodial staff, teachers, and students. This schedule helps ensure that the rooms are safe and orderly.

All site administrators and other certificated and classified staff members have participated in Handle with Care training, provided by the district. Handle with Care is committed to the emotional and physical safety of behaviorally challenged individuals whose behavior is harmful to themselves or others, and the staff and organizations that support them. Handle with Care is committed to teaching staff how to deal with a behaviorally challenged population in a way that preserves the client's dignity, is safe, and enables continued positive learning and behavioral development by preserving and enhancing therapeutic relationships.

School Discipline

District discipline procedures are listed in the Parent handbook. Site and district administration review and update discipline procedures as needed annually.

Washington School has four PBIS expectations for students: Stay Safe, Take Responsibility, Act Respectfully, and be Ready to Learn. These expectations are posted and reviewed by all teachers. In addition, students are taught the six pillars of Character Counts. Staff members reward good behavior with Starbucks's good behavior tickets. Each classroom uses a classroom management system and at the beginning of the year, they explain it to the parents and students. Discipline can consist of time out in class, time out at recess, a visit to the principal, and or a call home, however, a pattern of behavior can result in behavior academy or school counseling. A list of playground rules is reviewed annually with the staff and students. Bus drivers go over their rules with their riders. Infractions of school rules are noted on documentation slips. These slips include the infraction and consequence. This information is entered into the Aeries database and reviewed by the PBIS staff and school staff on a regular basis to look for trends and find ways to address the problems.

Taking responsibility for one's own accomplishments and consequences has life-long learning implications. Balancing discipline with a positive reward environment promotes excellence. It is necessary that children learn to develop self-discipline in order to further their learning. Discuss with your child the importance of, and the need for, good behavior and a good attitude while at school.

This code is adopted to specify standards of conduct that promote a safe school setting conducive to a positive learning environment. These rules are in force on the way to and from school, on the school grounds, as well as in school buildings.

The District reserves the right to exclude any student with a poor discipline record or unresolved financial obligation from privileged or optional activities, sports events, dances, free time, graduation ceremonies, field trips, etc.

All of the conduct listed below can be cause for suspension or expulsion/dismissal from the district. Whether suspension or dismissal is considered depends on the frequency and/or severity of the actions.

Any conduct on the part of the student, even if not specified below, which creates a concern for the safety of others, is disrespectful to those in authority, or in any way disrupts the educational process is prohibited and causes for disciplinary action to be taken.

1. Students are to show proper respect to others at all times.

a. Pupils are never to disrupt school activities nor defy the authority of school personnel.

b. Pupils are not to engage in behavior that endangers staff and/or students nor harass staff and/or students (such as bullying, intimidation, hazing, or any other verbal, written, or physical conduct) that causes or threatens to cause bodily harm or emotional suffering.

- c. Pupils are not to engage in obscenity, profanity, or vulgarity of any kind.
- d. Pupils shall not extort money or property from another person.
- e. Pupils shall not plagiarize or be dishonest in school work or on tests.
- f. Pupils shall dress according to the policy as described on pages 28 and 29 of this Handbook.
- 2. Students should at all times show respect to school and private property.
- a. Pupils are not to steal nor attempt to steal school or property belonging to district staff or students.
- b. Pupils are not to cause or attempt to cause damage to property belonging to district staff or students.
- 3. Students are to show a concern for the health and safety of others at all times.

a. Pupils are not to possess any dangerous objects of no reasonable use to the student at school. Such dangerous items would include, but not be limited to, firearms, knives, and explosives. California Education Code considers any imitation firearm or air propellant gun to be a violation.

b. Pupils are not to possess, sell, furnish, or be under the influence of alcohol, tobacco, or any controlled substance.

c. Dangerous toys, sharp instruments, tools, water balloons, squirt guns, and toy guns are not to be brought to school.

d. Electronic devices (mp3 players, portable electronic games, radios) and other distracting devices are not to be brought to school.

e. Pupils are not to possess or use laser pointers unless used for a valid instructional or other school-related purposes including employment.

f. No beverages, food, or other items may be brought to school in a glass container.

g. Energy drinks are not acceptable on campus.

4. A student must use every means possible to avoid physical confrontation, including reporting the incident to a staff member. It takes a responsible person to stay out of such a confrontation. "Play fighting" is also dangerous and is not permitted.

5. Throwing any article is not allowed.

6. Students should be orderly in leaving and returning to classes.

7. Public display of affection between students (such as hugging, hand-holding, kissing, etc.) is not allowed at school or during school-related activities. Violations will be dealt with according to the student conduct policy.

A prime factor in a successful school is mutual respect. Each student is considered an important individual with rights and responsibilities. Parents can contribute to a better school for their children by encouraging respect for staff members.

Students who violate district or school rules and regulations may be subject to discipline, including, but not limited to, suspension, expulsion, or transfer to alternative programs in accordance with board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and make appropriate discipline or referral for the offender.

Hate Crimes

Bullying is addressed in the parent handbook. All incidents are investigated and documented in Aeries. The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees establish student safety as a high priority and shall not tolerate bullying of any student.

Board Policy Manual Kingsburg Elementary Charter School District Regulation 5131.2: Bullying Status: ADOPTED Original Adopted Date: 02/18/2020 | Last Reviewed Date: 02/18/2020

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so Staff Development

The Superintendent or designee shall make staff aware of the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training may include:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal, district compliance officer, or immediate supervisor, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

5 CCR 4600-4670 Uniform complaint procedures

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 32282 School safety plans

Ed. Code 32283.5 Bullying; online training

Ed. Code 35181 Governing board authority to set policy on responsibilities of students

Ed. Code 35291-35291.5 Rules

Ed. Code 46600 Student transfers

Ed. Code 48900-48925 Suspension and expulsion

Ed. Code 48985 Notices to parents in language other than English

Ed. Code 52060-52077 Local control and accountability plan

Pen. Code 422.55 Definition of hate crime

Pen. Code 647 Use of camera or other instrument to invade person's privacy; misdemeanor

Pen. Code 647.7 Use of camera or other instrument to invade person's privacy; punishment

Pen. Code 653.2 Electronic communication devices, threats to safety

Federal Description

28 CFR 35.107 Nondiscrimination on basis of disability; complaints

34 CFR 104.7 Designation of responsible employee for Section 504

34 CFR 106.8 Designation of responsible employee for Title IX

34 CFR 110.25 Notification of nondiscrimination on the basis of age

47 USC 254 Universal service discounts (E-rate)

Management Resources Description

CA Office of the Attorney General Publication Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018

California Department of Education Publication Bullying at School, 2003

California Department of Education Publication Bullying Module

California Department of Education Publication California's Social and Emotional Learning: Guiding Principles, 2018 California Department of Education Publication Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

California Department of Education Publication Social and Emotional Learning in California: A Guide to Resources, 2018 Court Decision J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Court Decision Lavine v. Blaine School District, (2002) 279 F.3d 719

Court Decision Wynar v. Douglas County School District, (2013) 728 F.3d 1062

CSBA Publication Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012 CSBA Publication Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009 CSBA Publication Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010 CSBA Publication Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

CSBA Publication Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

CSBA Publication Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

U.S. DOE Office for Civil Rights Publication Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

U.S. DOE Office for Civil Rights Publication Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

U.S. DOE Office for Civil Rights Publication Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on Basis of Sex, Race, Color, Oct 2010

U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Harassment and Bullying, October 2010 Website CSBA District and County Office of Education Legal Services

Website National School Safety Center

Website Partnership for Children and Youth

Website Center on Great Teachers and Leaders

Website Collaborative for Academic Social and Emotional Learning

Website Common Sense Media

Website California Department of Education, Safe Schools

Website California Office of the Attorney General

Website CSBA

Website U.S. Department of Education

Cross References Code Description 0100 Philosophy

0410 Nondiscrimination In District Programs And Activities

0440 District Technology Plan

0440 District Technology Plan

0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

0470 COVID-19 Mitigation Plan

1113 District And School Web Sites

1113 District And School Web Sites

1113-E(1) District And School Web Sites

1313 Civility

3515 Campus Security

Comprehensive School Safety Plan

- 3515 Campus Security
- 4131 Staff Development
- 4131 Staff Development
- 4219.21 Professional Standards
- 4231 Staff Development
- 4231 Staff Development
- 4319.21 Professional Standards
- 4319.21-E PDF(1) Professional Standards
- 5030 Student Wellness
- 5113.1 Chronic Absence And Truancy
- 5113.1 Chronic Absence And Truancy
- 5113.12 District School Attendance Review Board
- 5113.12 District School Attendance Review Board
- 5117 Interdistrict Attendance
- 5117 Interdistrict Attendance
- 5125 Student Records
- 5125 Student Records
- 5131 Conduct
- 5131.8 Mobile Communication Devices
- 5136 Gangs
- 5136 Gangs
- 5137 Positive School Climate
- 5141.27 Food Allergies/Special Dietary Needs
- 5141.27 Food Allergies/Special Dietary Needs
- 5141.52 Suicide Prevention
- 5141.52 Suicide Prevention
- 5144 Discipline
- 5144 Discipline
- 5144.1 Suspension And Expulsion/Due Process
- 5144.1 Suspension And Expulsion/Due Process
- Comprehensive School Safety Plan

5144.2 Suspension And Expulsion/Due Process (Students With Disabilities)

- 5145.12 Search And Seizure
- 5145.12 Search And Seizure
- 5145.2 Freedom Of Speech/Expression
- 5145.2 Freedom Of Speech/Expression
- 5145.3 Nondiscrimination/Harassment
- 5145.3 Nondiscrimination/Harassment
- 5145.7 Sexual Harassment
- 5145.7 Sexual Harassment
- 5145.9 Hate-Motivated Behavior
- 6144 Controversial Issues
- 6144 Controversial Issues
- 6163.4 Student Use Of Technology
- 6163.4 Student Use Of Technology
- 6163.4-E PDF(1) Student Use Of Technology Kingsburg Elementary Charter School District
- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 6173.1 Education For Foster Youth
- 6173.1 Education For Foster Youth

Board Policy Manual Kingsburg Elementary Charter School District Policy 5145.9: Hate-Motivated Behavior Status: ADOPTED Original Adopted Date: 01/19/2010 | Last Revised Date: 05/16/2022 | Last Reviewed Date: 05/16/2022

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that: 1. Includes the development of social-emotional learning

2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

3. Explains the harm and dangers of explicit and implicit biases

4. Discourages discriminatory attitudes and practices

5. Provides strategies to manage conflicts constructively As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal. Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians, and be consistent with the District's Uniform Complaint Procedures.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

5 CCR 4600-4670 Uniform complaint procedures

5 CCR 4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 32282 School safety plans
Ed. Code 48900.3 Suspension for hate violence
Ed. Code 48900.4 Suspension or expulsion for harassment, threats, or intimidation
Gov. Code 11135 Prohibition of discrimination
Pen. Code 422.55 Definition of hate crime
Pen. Code 422.6 Crimes, harassment
Federal Description

28 CFR 35.107 Nondiscrimination on basis of disability; complaints

34 CFR 100.3 Prohibition of discrimination on basis of race, color or national origin

34 CFR 104.7 Designation of responsible employee for Section 504

34 CFR 106.30 Discrimination on the basis of sex in education programs and activities; definitions

34 CFR 106.44 Recipient's response to sexual harassment

34 CFR 106.45 Grievance process for formal complaints of sexual harassment

34 CFR 106.8 Designation of responsible employee for Title IX

34 CFR 110.25 Prohibition of discrimination based on age

Management Resources Description

CA Office of the Attorney General Publication Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018

California Department of Education Publication Bullying at School, 2003

Human Rights Campaign Foundation Publication California LGBTQ Youth Report, January 2019

U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Prohibited Disability Harassment, July 2000

U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Harassment and Bullying, October 2010 Website CSBA District and County Office of Education Legal Services

Website California Association of Human Relations Organizations

Website U.S. Department of Justice

Website California Office of the Attorney General

Website U.S. Department of Health and Human Services

Website CSBA

Website U.S. Department of Education, Office for Civil Rights

Website California Department of Education

Cross References Code Description 0410 Nondiscrimination In District Programs And Activities

0415 Equity

0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

0460 Local Control And Accountability Plan

- 0460 Local Control And Accountability Plan
- 1312.1 Complaints Concerning District Employees
- 1312.1 Complaints Concerning District Employees
- 1312.3 Uniform Complaint Procedures
- 1312.3 Uniform Complaint Procedures
- 1312.3-E(1) Uniform Complaint Procedures
- 1312.3-E(2) Uniform Complaint Procedures
- 1313 Civility
- 1400 Relations Between Other Governmental Agencies And The Schools
- 1700 Relations Between Private Industry And The Schools
- 3515 Campus Security
- 3515 Campus Security
- 3515.4 Recovery For Property Loss Or Damage
- 3515.4 Recovery For Property Loss Or Damage
- 4118 Dismissal/Suspension/Disciplinary Action
- 4118 Dismissal/Suspension/Disciplinary Action
- 4131 Staff Development
- 4131 Staff Development
- 4218 Dismissal/Suspension/Disciplinary Action
- 4218 Dismissal/Suspension/Disciplinary Action
- 4231 Staff Development
- 4231 Staff Development
- 4331 Staff Development
- 4331 Staff Development
- 5131 Conduct
- 5131.2 Bullying
- 5131.2 Bullying
- 5131.4 Student Disturbances
- 5131.4 Student Disturbances
- 5131.5 Vandalism And Graffiti
- Comprehensive School Safety Plan

- 5136 Gangs
- 5136 Gangs
- 5137 Positive School Climate
- 5141.52 Suicide Prevention
- 5141.52 Suicide Prevention
- 5144 Discipline
- 5144 Discipline
- 5144.1 Suspension And Expulsion/Due Process
- 5144.1 Suspension And Expulsion/Due Process
- 5144.2 Suspension And Expulsion/Due Process (Students With Disabilities)
- 5145.11 Questioning And Apprehension By Law Enforcement
- 5145.12 Search And Seizure
- 5145.12 Search And Seizure
- 5145.2 Freedom Of Speech/Expression
- 5145.2 Freedom Of Speech/Expression
- 5145.3 Nondiscrimination/Harassment
- 5145.3 Nondiscrimination/Harassment
- 5145.7 Sexual Harassment
- 5145.7 Sexual Harassment
- 5145.71 Title IX Sexual Harassment Complaint Procedures
- 5148.2 Before/After School Programs
- 5148.2 Before/After School Programs
- 6142.8 Comprehensive Health Education
- 6142.8 Comprehensive Health Education
- 6144 Controversial Issues
- 6144 Controversial Issues
- 6163.4 Student Use Of Technology
- 6163.4 Student Use Of Technology
- 6163.4-E PDF(1) Student Use Of Technology Kingsburg Elementary Charter School District

- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 6173.1 Education For Foster Youth
- 6173.1 Education For Foster Youth

V. Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288

This safety plan is reviewed by all staff and the School Site Council. Community members are invited to the SSC meetings and the agenda is posted 72 hours before the meeting. The Safety plan is reviewed by the City, Police, Fire departments and the Parents Club. This plan is also approved by the School Board at a public School Board meeting. Ed Code 32288

(a) In order to ensure compliance with this article, each

the school shall forward its comprehensive school safety plan to the a school district or county office of education for approval.

(b) (1) Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The school site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the

school site, including the parent-teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the school site.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The school site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

Date of Board Meeting/Public Hearing:		January 17, 2023
Site of Board Meeting/Public Hearing:		District Office Board Room
Law Enforcement Review	Date	: October 2022
Site Council Approval	Date	: December 16, 2021
School Board Approval	Date	: January 17, 2023

Campus Emergency Assignment Worksheet

This worksheet will help the Incident Commander ensure coverage for critical positions during a school emergency. Ensure each position is assigned at the start of each school year and that all positions are assigned even if you th ink that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that back-up personnel also be assigned and that key personnel are cross-trained in critical job requirements. Blank rows are to be used by Incident Commander to add additional positions as needed during an emergency.

Position	Person Assigned	Alternatives
	Mrs. Winchell	1. Erin Pasillas
Incident Commander		2. Kristal Johnston
Safety Officer	Sam Contreras	1. Maria Rivera
Public Information Officer	Dr. Wesley Sever	1. Matt Stovall
	Bobby Rodriguez	1. Jim Riviera
Liaison Officer		2. David Ocanas
Operations Section Chief	Kristal Johnston	1. Heather Schofield
Student Care Group Supervisor	Amy Winchell	
First Aid Group Supervisor	Jennifer Cunningham	1. Erin Pasillas
Search/Rescue Group Supervisor	Kingsburg Police Dept. or other Emergency Services Agency	
Campus Evacuation Group Supervisor	Mrs. Winchell	1. Erin Pasillas
Utilities Group Supervisor	Danny Macintire	1. David Ocanas
Security Group Supervisor	KPD	1. Other emergency services
Student Accountability Group Supervisor	Kristal Johnston	1. Teachers
Student Release Group Supervisor	Amy Winchell	1. Teachers
Planning Section Chief	Amy Winchell	1. Kristal Johnston
Resource Status Unit Leader	Kristal Johnston	1. Heather Schofield
Situation Status Unit Leader	Bobby Rodriguez	1. Heather Schofield
Documentation Unit Leader	Sarah Ballard	1. Sarah Ballard
Logistics Section Chief	Mac Vaquera	1. Bobby Rodriguez
Supply Unit Leader	Bobby Rodriguez	1. Mac Vaquera
Facilities Unit Leader	Jimmy Rivera	1. Bobby Rodriguez
Communications Unit	Jason Wood	1. Scott Lutz
Leader		2. Chris Wiest
Transportation Unit Leader	Bobby Rodriguez	2. Shelley Thompson-SW

Position	Person Assigned	Alternatives
Finance/Admin Section Chief	Bobby Rodriguez	1. Mac Vaquera
Timekeeping Unit Leader	Carol Bray	1. Maria Gutierrez
Purchasing Unit Leader	Bobby Rodriguez	1. Mac Vaquera
		2. Sarah Ballard
Comp/Claims Unit Leader	Carol Bray	1. Maria Gutierrez

Buddy Teacher List

Room #	Teacher	Room #	Buddy	
1	Spitzer	2	Ribeiro	
2	Ribeiro	1	Spitzer	
3	Goodbar	4	Smith	
4	Smith	3	Goodbar	
5	Donabedian	6	Rosales	
6	Rosales	5	Donabedian	
8	Scholfield	7	Koch	
7	Koch	8	Schofield	
9	Estes	11	Knott	
11	Knott	9	Estes	
10	Fry	14	Munarolo	
14	Munarolo	10	Fry	
16	Phillips	15	Davis	
15	Davis	16	Phillips	
А	Special Ed Preschool	В	Educare	
В	Educare	С	Washington Preschool	
В	Educare	A	Special Ed Preschool	

Kingsburg Elementary Charter School District Roosevelt Elementary School

2022-2023

Comprehensive School Safety Plan

Plan Developed By:	Roosevelt Elementary
Administrator:	Shawn Marshall
Teacher:	Alice Garza
Parent:	Rob Sandquist
Classified Employee:	Shawna Gutierrez
Law Enforcement Representative:	Kingsburg Police Department
Student Representative:	Not Applicable/Elementary Level
Other:	Parent: Elisa Campos

Board Meeting/Public Hearing Date: January 17, 2023

Date adopted by School Site Council: November 2, 2022

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I. Assessment of Current Status

School Description and Profile:

Roosevelt is a family of 231 students and 29 staff members with a commitment to serving children. The current building was constructed in 1938 by the Works Project Administration under Franklin D. Roosevelt. Roosevelt was initially established as a sixth, seventh, and eighth grade school and was restructured into a fifth and sixth grade school in 1992. In 2007, Roosevelt School re-invented itself and became a first grade only school. The school underwent a makeover including new carpet, paint, asbestos clean up and improvements to the parking lots and surrounding grounds. The school also received an updated phone system with an electronic bell system. The wiring for the school's internet was also updated throughout the campus. With the unique grade configuration of the schools in our district, there is a common thread that unites the students as they transition into and out of the schools throughout the years. Together, they develop strong friendships where tolerance is accepted and diversity is welcome. The staff takes pride in knowing generations of families. Roosevelt has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, and traditional values are embraced and developed in the framework of a caring community.

Roosevelt's community continues to evolve and become more diverse each year. Of our 231 students, we have 101 female and 130 male students. As of this year, indicators have displayed 64.5% of our students are Hispanic, 27.71% students are White (non-Hispanic). Within these combined groups, we have 2.16% Asian and 3.9% multiple races students.

There are 19 students with disabilities at our school.

Summary of School Crime Data:

There were zero expulsions at Roosevelt School. Last school year there were 13 suspension days.

Other Data:

Summary of Data

II. Component 1 Action Plan: People and Programs

How will you create a caring and connected school climate?

Roosevelt School believes in positive relationships with students, parents and staff. When a person walks onto campus they are happily greeted by our office staff. Teachers focus on building positive relationships in order to make a safe and friendly environment. Character Counts is used as the foundation to teach students trustworthiness, respect, responsibility, citizenship, caring, and fairness. Students demonstrating these character traits receive Character Counts Tickets that they can use to participate in a weekly raffle drawing. The staff has also been trained in Anti-Bullying, so they can recognize the signs of bullying, intervene and prevent bullying. Each month the principal sends home a newsletter to connect with families. The principal and teachers have an open door attitude so parents know they can partner with the school to make it safe and caring. This year we will continue Positive Behavioral Intervention & Supports (PBIS) program within our school site.

Goal Statement

Roosevelt Staff will create and maintain a safe and caring environment for first grade students and their families.

Objective #1

Character Counts will continue to be used to teach the six pillars of character. PBIS will also be incorporated at Roosevelt.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Character Counts Lessons	Props, play/Lessons	Lori Costa, Staff	Fall 2022	Student Involvement
PBIS	Lessons/material s	Christine Stone, Lori Costa, Staff	Fall and Spring 2022-23	Amount of Doc Slips
PBIS	Our District funds the materials	Lori Costa, Brenda Brandon, Christine Stone, Michelle Pauls, Chrystell Jaramillo, Ginger Summers, Shawn Marshall	Fall and Spring 2022-23	Decrease in documented behavioral incidents that require removal from classroom

Objective #2 (optional)

Increase Campus Security

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Rearrange Public foot traffic flow by building a wall that seals the hallway when the doors to the rest of the hallway are locked. The wall will be between the office and room 31		CBO and Director of MOT	To be completed January of 2023	Ongoing

III. Component 2 Action Plan: Place

How will you create a physical environment that communicates respect for learning and for individuals? Roosevelt School is one of the oldest schools in the district yet is maintained in good condition. The campus is inspected for safety, graffiti and cleanliness. Any concerns are reported and fixed using the district work order system. The play equipment is inspected daily on the playgrounds. Rooms are cleaned daily to ensure a positive learning environment and treated to prevent the spread of virus and other illnesses.

Goal Statement

Roosevelt School will be maintained to create a safe and positive learning environment.

Objective #1

Clean and safe physical environment.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Daily inspection for safety and cleanliness.		Custodial/Ground s/Maintenance Staff	Daily	Monthly
Playground equipment maintained.	Paint and repair	Custodial/Ground s/Maintenance Staff	As needed	Monthly
Everyone on campus has the option to wear a face covering.		Admin	As needed	Ongoing
All staff are provided with disinfecting wipes and hand sanitizer upon request.	Disinfecting wipes, hand sanitizer.	All Staff	Daily as needed	Ongoing
Student eating areas are cleaned after each use.	Cleaning Materials	Cafeteria Staff	Ongoing	Ongoing
Every classroom and common area used is treated with disinfectant mist.	Hand held mist sprayer.	Custodial Staff	Daily	Ongoing
Desktops, tabletops where small groups meet are cleaned daily.	Provided as Needed	Custodial Staff	Daily	Ongoing

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

Child Abuse Reporting

Board Policy Manual Kingsburg Elementary Charter School District Regulation 5141.4: Child Abuse Prevention And Reporting Status: ADOPTED Original Adopted Date: 02/22/2011 | Last Revised Date: 11/16/2021

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6) 1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Kingsburg Police Department 1300 California St. Kingsburg, CA 93631 559-897-2931 When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. 1. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)No employee

shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

5 CCR 3200-3205 Filing complaints with CDE; special education students

CCP. 340.1 Damages suffered as result of childhood sexual abuse

Ed. Code 215.5 Student identification cards; inclusion of safety hotlines

Ed. Code 32280-32289.5 School safety plans

Ed. Code 33133.5 Posters of telephone number for students to report child abuse or neglect

Ed. Code 33195 Heritage schools, mandated reporters

Ed. Code 33308.1 Guidelines on procedure for filing child abuse complaints

Ed. Code 44252 Teacher credentialing

Ed. Code 44691 Staff development in the detection of child abuse and neglect

Ed. Code 44807 Teachers' duty concerning conduct of students

Ed. Code 48906 Notification when student released to peace officer

Ed. Code 48987 Dissemination of reporting guidelines to parents

Ed. Code 49001 Prohibition of corporal punishment

Ed. Code 51220.5 Parenting skills education

Ed. Code 51900.6 Sexual abuse and sexual assault awareness and prevention instruction

Pen. Code 11164-11174.3 Child Abuse and Neglect Reporting Act

Pen. Code 152.3 Duty to report murder, rape, or lewd or lascivious act

Pen. Code 273a Willfully causing unjustifiable pain or mental suffering of child; endangering life or health

Pen. Code 286 Crime of sodomy

Pen. Code 288 Crime of oral copulation

Pen. Code 288 Definition of lewd or lascivious act requiring reporting

Pen. Code 289 Crime of sexual penetration

W&I Code 15630-15637 Dependent adult abuse reporting

Federal Description

42 USC 11434a McKinney-Vento Homeless Assistance Act; definitions

Management Resources Description

California Department of Education Publication Health Education Content Standards for California Public Schools,

Kindergarten Through Grade Twelve

California Department of Education Publication Health Framework for California Public Schools, Kindergarten Through Grade Twelve

Court Decision Camreta v. Greene (2011) 131 S.Ct. 2020

CSBA Publication Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019 Website CSBA District and County Office of Education Legal Services

Website California Department of Social Services, Information Resources Guide

Website California Department of Education, Child Abuse Prevention Training and Resources

Website U.S. Department of Health and Human Services, Child Welfare Information Gateway

Website California Attorney General's Office, Suspected Child Abuse Report Form

Disaster Procedures

School response to a variety of disaster situations can be found on the flip chart entitled "Classroom Emergency Procedures Guide." This flip chart is posted next to the door of every room on site. It covers procedures for Classroom Emergency Management, Fire/Explosion, Bomb threats/Suspicious Package, Evacuation, Lockdown, Earthquake, Weapon on School Grounds, Fighting, Assault, Suicide Attempt, Lost/Missing Child, Medical Emergency, Gas Leak, Hazardous Material Spills, Utility Failure/Power Outage, and Dealing with the Media. We conduct monthly fire drills, the recommended amount of earthquake and lockdown drills. School staff is notified of fire drills, earthquake and lockdown drills before they happen. In addition, all district staff members (classified and certificated) were provided with Active Shooter Training (Seconds to Survive) facilitated by the Kingsburg Police Department.

Lockdown:

In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

When a lockdown lasts an extended period, please adhere to the procedures below for restroom use:

During a Priority 1 lockdown, teachers are to make provisions for children to toilet (if need be) using buckets provided and antibacterial wipes.

During a Priority 2 lockdown, students needing to use the restroom should be escorted to and from the facility by the site administrator or other designated staff.

Earthquake/Severe Weather Safety Procedures

The principal or designee will announce severe weather or you will feel an earthquake.

Teachers

- 1. In an earthquake only, teachers should ensure that the classroom door remain completely pushed open, to ensure that the door does not become blocked, due to possible damage from the earthquake movement or falling debris
- 2. The classroom doors should only be closed and secured if there is a fire in the classroom or severe weather.
- 3. Teachers should advise students to Duck, Cover and Hold On.
 - DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops and students receive further instructions from the teacher
- 4. Students should go under a table, desk, or chair as quickly as possible
- 5. Once under the table, desk or chair, students and staff should hold onto the furniture leg
 - Students and staff should cover their head and neck to protect from flying or falling debris
- 6. Students and staff should stay away from windows, bookcases or other stacked items
- 7. After the earthquake has stopped, everyone should perform a quick self-inspection for injuries
- 8. All injuries should immediately be reported to the teacher or other staff members in the classroom
- 9. If there are no injuries stated, the teacher should announce "Ok --- All Clear" if it is deemed safe to exit from the tables and desks
- 10. If it is determined that evacuation of the building is necessary, teachers should instruct students in the classroom to gather their belongings and begin to exit out of the classroom
- 11. Students with medical needs should have a back-up supply of vital medication, equipment or supplies with them, at school. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
 - During the earthquake, students with medical needs or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through routine practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.
- 12. Teachers should first conduct an assessment of their immediate hallway and exit routes to ensure that they are safe to maneuver through
- 13. Once shaking has stopped, students and staff should get back up, and continue to exit out of the building in a safe and orderly manner
- 14. If there are injuries, the teacher shall immediately assess the injuries to determine if further medical attention is needed

- 15. Once safe to do so, teachers will then have the class exit out of the building to a predetermined area that the principal/designee (Incident Commander) has determined
- 16. Once safely escorted outside, teachers should further assess any injured students and seek additional medical assistance from the school nurse
- 17. If severe injuries are observed, (Emergency) 911 should be called immediately for further medical assistance
- 18. As staff and students exit the building, staff members must first ensure that all evacuation routes are safe to maneuver through, avoiding downed light fixtures, debris or chemical spills
- 19. Report to your designated fire drill evacuation area
- 20. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 21. Under no circumstances should students or adults attempt to return to the building during an earthquake
- 22. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

If the Earthquake/Severe Weather Occurs at Recess or Lunch

- For any classes that may be held outside (physical education classes, recess), students and staff should immediately DUCK and COVER, protecting their head and neck areas. Once safe to do so, students and staff should travel to a large open area, avoiding the school building, large trees, downed power lines, or gas line breaks. If natural gas is smelled, immediately move as far away from the breakage or gas smell. Emergency personnel (Emergency---911) must be called as soon as possible.
- 2. Outside staging areas should be in large open spaces, away from buildings, overhead power lines, underground gas and sewer lines and large trees
- 3. Building administrators and school staff shall take attendance immediately after the building is evacuated, to determine if any students or staff are missing and unaccounted for
- 4. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 5. Under no circumstances should students or adults attempt to return to the building during an earthquake

Administrator/Other Staff

- 1. DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops
- 2. Once under the table, desk or chair, students and staff should hold onto the furniture leg
- 3. Staff should cover their head and neck to protect from flying or falling debris
- 4. Staff should stay away from windows, bookcases or other stacked items
- 5. Staff should stay covered for at least 90 seconds or until all shaking has stopped
- 6. Principal/Designee along with the Lead Custodian will attempt to determine the extent of the damage and will call the Director of MOT for clearance before having students re---enter the school, if any structural damage is observed
- 7. Do not attempt a rescue inside the building if there is evidence of structural damage. This will require assistance that should be handled by qualified emergency first responders
- 8. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

ADDITIONAL SPECIAL NEEDS CONSIDERATIONS:

- 1. After the earthquake, hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
- 2. During evacuation from classrooms, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
- For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of
 obstacles in their paths or because electric dependent machines are not functioning (i.e. elevator). Special preplanned
 assistance must be provided.
- 4. Any special medications, supplies and equipment for the students with special needs must be transported with them during evacuation.
- 5. If evacuation from the school area is called for, utilize special transportation arrangements.
- 6. Re-establish special power requirements for the equipment of special needs students as soon as possible.

Fire Drill Procedures

In the event of a fire, notify principal or designee. If the fire alarm has not sounded, activate the alarm manually.

If the alarm sounds during a class period:

Teachers

- 1. Before the students exit the room, the teacher needs to verify that there is no fire or any other immediate danger outside their classroom.
- 2. Before leaving, the teacher needs to close all doors and windows, and be sure the classroom is empty before locking the door (A locked door will tell administration and the fire department that the room is secure/empty).
- 3. Teachers will take a copy of their updated roster and green/red placards. Teachers are responsible for making sure their rosters are current.
- 4. Students may line up outside the classroom, but the teacher needs to lead them on a safe path to the evacuation area.
- 5. Students should be lead in a single file line. No talking is permitted.
- Verify attendance of all students under your supervision.
 If you cannot account for a student who should be in attendance, report the absence to an immediate supervisor.
 Do not re-enter the building.
- 7. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 8. Students remain in orderly and silent lines.
- 9. Wait for all-clear signal to return to the building.

If the Alarm Sounds During Recess or Lunch:

- 1. Students will walk to their designated area quickly and quietly.
- 2. Teachers will meet students at their designated area. The secretary will take rosters and extra green/red placards out to those that don't have them. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 3. Wait for all-clear signal to return to the building.

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

- 1. Front Office: Unlock gates near the office.
- 2. Assistant Secretary: Open the front gate and stand out front to direct the fire department. Take absence list.
- 3. Secretary: Assist with directing students/staff to the evacuation area.
- 4. Health-aide: Walk to the evacuation area and if needed, set up a triage station there.
- 5. Custodian: Unlock surrounding gates to allow fire truck entrance if needed.
- If you do not have immediate supervision of students: Move to your evacuation area and check for:
 a. Any students remaining in the building.
 - b. Make sure all doors and windows are closed and lights are off.
- 7. Any parents or visitors must be escorted to the designated evacuation area.
- 8. The principal will time each fire drill and verify attendance.
- 9. A log will be kept in the office of each date and time of fire drills.
- 10. Other duties as specified by the school principal.

Lockdown Procedures

In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

PRIORITY 1 (LOCKDOWN) Principal or Designee (The principal is the incident commander)

- 1. Principal or designee will determine if a threat exists (If the principal is not on site or not available, then this is determined by the Lead Secretary or by immediately calling the District Office.) Our first priority is student safety.
- 2. Principal or secretary will ring the 30 second bell.
- 3. When a lockdown has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Attention. A lockdown of the campus has been ordered. Please remain calm. Teachers, please secure your students in your classroom immediately and begin following lockdown procedures. All other personnel, please secure any students in your area by bringing them to the nearest classroom. All students who are not with an adult in class, quickly and safely get to the nearest classroom. All campus visitors please report to the nearest classroom. Ignore any fire alarms."

4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.

5. The Principal or designee should use the emergency radio channel to alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and business of potential threats, including Kingsburg High School.

- 6. Custodian will secure all entrances if it is safe.
- 7. Office staff will lock all office doors.
- 8. Notify Transportation so that buses traveling to the school may take appropriate action.
- 9. Update emergency responders with pertinent information received from staff.

10. Assure that PA announcements are made as directed or needed, relaying critical situational information.

11. Announce ALL CLEAR when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Keep all students sitting on the floor, away from the door or windows.
- 4. Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.
- 5. Take attendance and prepare a list of missing students and extra students in the room. Send email to office stating student status, GOOD, MISSING, EXTRA in the subject line. List names of missing students in the body of the email. Prepare to take this list with you when you are directed to leave the classroom. If unable to use email, use intercom to the secretary or personal cell phone.
- 6. If there is a phone in the classroom, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 7. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 8. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
- 9. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 10. When a lockdown last s an extended period, teachers are to make provisions for children to toilet (if need be) using buckets provided and antibacterial wipes.
- 11. The Lead Secretary or designee will collect and disseminate all emails and calls during the lockdown. When the office does not receive any notification, your room will be called.
- 12. If DANGER exists in your room, once the office calls, or on your computer, answer with OKIE DOKIE which will send police and help to your room. Remain calm and attempt to defuse/deescalate any aggressive behavior.
- 13. Wait for the ALL CLEAR to end the Lockdown.

Other Personnel

1. Look in your immediate vicinity. If you observe any unsupervised students, bring them to the nearest classroom.

- 2. If there are no students in your immediate vicinity, proceed to the nearest building.
- 3. Lock the door immediately after reaching the designated area.
- 4. If you have students with you:
 - o (a) Keep them sitting on the floor, away from the door or windows.
 - o (b) Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.
 - everything possible is being done to return the situation to normal. o (c) Take attendance. Prepare to take this list with you when you are directed to leave the classroom.
 - o (d) When or if students are moved out of the room, assist them in moving as quietly and quickly as possible.
- 5. If there is a phone in the room, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 6. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 7. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 8. District Office, maintenance, and grounds crews will maintain radio silence and be ready to assist where needed. Maintenance and grounds crews will text the Administrative Assistant for MOT and Principal that they are on campus.

**If a lockdown drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

PRIORITY 2 (LOCKOUT) Principal or Designee

1. When a lockout has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Dr. Sever, you have a call on line 1."

- 2. Custodian will secure all entrance if it is safe.
- 3. Office staff will lock all office doors.
- 4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.
- 5. The Principal or designee must alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and businesses of potential threats, including Kingsburg High School.
- 6. Notify Transportation so that buses traveling to the school may take appropriate action.
- 7. Update emergency responders with pertinent information received from staff.
- 8. Assure that PA announcements are made as directed or needed, relaying critical situational information.
- 9. Announce "Thank you, Dr. Sever" when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Students needing to use the restroom should be escorted to and from the facility by the site administrator or other designated staff.
- 4. Continue work as scheduled with no one leaving the room for anything until the All Clear is sounded by code words "Thank you, Dr. Sever".

District-Wide Lockout

IF the Superintendent calls a DISTRICT-WIDE lockout

- 1. On the emergency radio channel, the District office staff will alert site Leadership team members with description of incident and state DISTRICT LOCKOUT
- 2. District office will follow up with email to all Leadership team members

IF the Superintendent does not call for DISTRICT LOCKOUT

- 1. District office will call the Chief Business Official with description of incident
- 2. District office will email Leadership team members with FYI of incident

**If a lockout drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

Suspension, Expulsion, or Mandatory Expulsion Procedures

We work daily to improve behavior so that suspensions from school are not necessary.

The procedures for suspensions and expulsions are detailed in the Parent Handbook. This handbook is given to all parents and is posted on the district website. Due process is given to all students and parents are contacted.

State law requires students to attend school during compulsory school age. Students dismissed from the Kingsburg Elementary Community Charter Schools are subject to compulsory attendance laws and must find an alternative educational program in order to satisfy their legal requirements of compulsory attendance.

Students attending Kingsburg Elementary Community Charter Schools are expected to maintain acceptable behavior or lose their privilege to attend. All participants in the traditional program must sign the Charter Compact.

The district's Suspensions and Expulsions/Dismissal policies are based upon California Education Code Section 48900 and 48915. More detailed information is located in the Kingsburg Elementary Charter School District Charter located in the Appendix at the back of this Student Handbook. Some examples of such unacceptable behavior include but are not limited to the following:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.

- 3. Unlawful sale of any controlled substance.
- 4. Robbery or extortion.

Serious first time offenses resulting in an automatic recommendation for expulsion/dismissal include but may not be limited to the following:

- 1. Possessing, selling or furnishing a firearm without permission
- 2. Brandishing a knife at another person
- 3. Unlawfully selling a controlled substance
- 4. Committing or attempting to commit sexual assault or sexual battery
- 5. Possessing an explosive

The due process procedure for dismissal/expulsion from the Kingsburg Elementary Charter School will flow from Teacher to Administration. Administration to Review Panel, with the final decision being made by the Governing Board of Education. The Governing Board represents the highest authority in the expulsion/dismissal process without further appeal. The School Attendance Review Board (SARB) may or may not be utilized in the due process procedure at the discretion of school administration.

Parents' Rights and Responsibilities

Under the law, parents have a number of responsibilities to their children under 18 years of age. They must provide food, clothing, shelter, education, and other necessary care to the best of their ability. Parents can be held legally and financially liable if:

- 1. They tell a child to commit a wrongful act.
- 2. They know a child is acting in a careless or dangerous manner and take no responsible steps to stop the actions.
- 3. The child damages or destroys school or public property.
- 4. They allow a child to use their automobile and damages result.

5. Their child commits any act of intentional misconduct that results in any injury to the person or property of another.

6. Students with poor discipline records, truant attendance records, or unresolved financial obligation may be excluded from privileged or optional activities, sports events, dances, free time, graduation ceremony, field trips, etc.

Procedures to Notify Teachers of Dangerous Students

If a student is suspended or expelled teachers are notified by the principal. If there is a dangerous student, teachers are notified. As part of the RTI model, PBIS, the Behavior Intervention Team (BIT) meets regularly to discuss students with academic and behavioral issues. At these meetings resources are allocated to assist teachers in supporting students with behavioral and academic issues. All student records are kept in the student database, Aeries. This year we have added a K-3 Counselor and increased the hours of our Behavior Support Assistant.

Sexual Harassment Policy

Any form of sexual harassment (including cyber-technology) will not be tolerated. Students and/or adults should report any incidence of sexual harassment to the teacher, principal, principal designee, or school district administrator for appropriate action.

Such activity can be subject to both penal and education codes in accordance with the age of the student.

Board Policy Regulation 5145.7: Sexual Harassment Status: ADOPTED Original Adopted Date: 07/20/2009 | Last Revised Date: 06/07/2021

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916) Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity. Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44) A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291 Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to: Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Assistant Superintendent or Designee 1310 Stroud Avenue Kingsburg, CA 93631 559-897-2331 msembritzki@kesd.org

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall: Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State Description

5 CCR 4600-4670 Uniform complaint procedures

5 CCR 4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

Civ. Code 1714.1 Liability of parent or guardian for act of willful misconduct by a minor

- Civ. Code 51.9 Liability for sexual harassment; business, service and professional relationships
- Ed. Code 200-262.4 Prohibition of discrimination
- Ed. Code 48900 Grounds for suspension or expulsion
- Ed. Code 48900.2 Additional grounds for suspension or expulsion; sexual harassment
- Ed. Code 48904 Liability of parent/guardian for willful student misconduct
- Ed. Code 48980 Parent/Guardian notifications

Ed. Code 48985 Notices to parents in language other than English

Gov. Code 12950.1 Sexual harassment training

Federal Description

20 USC 1092 Definition of sexual assault

20 USC 1221 Application of laws

20 USC 1232g Family Educational Rights and Privacy Act (FERPA) of 1974

20 USC 1681-1688 Title IX of the Education Amendments of 1972; discrimination based on sex

34 CFR 106.1-106.82 Nondiscrimination on the basis of sex in education programs

34 CFR 99.1-99.67 Family Educational Rights and Privacy

34 USC 12291 Definition of dating violence, domestic violence, and stalking

42 USC 1983 Civil action for deprivation of rights

42 USC 2000d-2000d-7 Title VI, Civil Rights Act of 1964

42 USC 2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

Management Resources Description

Court Decision Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Court Decision Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Court Decision Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Court Decision Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Court Decision Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Court Decision Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Court Decision Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

CSBA Publication Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

CSBA Publication Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

U.S. DOE, Office For Civil Rights Publication Dear Colleague Letter: Title IX Coordinators, April 2015

U.S. DOE, Office for Civil Rights Publication Q&A on Campus Sexual Misconduct, September 2017

U.S. DOE, Office for Civil Rights Publication Sexual Harassment: It's Not Academic, September 2008

U.S. DOE, Office for Civil Rights Publication Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DOE, Office for Civil Rights Publication Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Website CSBA District and County Office of Education Legal Services

Website California Department of Education

Website CSBA

Website U.S. Department of E

Schoolwide Dress Code

Board Policy Manual Kingsburg Elementary Charter School District Regulation 5132: Dress And Grooming Status: ADOPTED Original Adopted Date: 02/21/2012 | Last Revised Date: 07/18/2022 | Last Reviewed Date: 07/18/2022

Dress code regulations are adopted to enhance student safety and promote an educational setting conducive to a positive learning environment. Therefore, pupils shall dress safely and appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare.

The District updates the dress code at least annually, taking into consideration parent and staff concerns and requests for clarity. Though the information in the dress code intends to be as defined as possible, there is no way to anticipate every contingency. Knowing the creative nature leading to circumventing the intent of this policy, each site principal is responsible for superseding these guidelines when, in their judgment, the safety or learning environment for students is disrupted. Please note that any apparel, hairstyle, cosmetics, or jewelry, even if not specifically mentioned below, can be prohibited by school officials if it is determined that such items create a safety or health concern, draw undue attention to the wearer, or tend to detract from the education process.

1. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions.

2. Clothes shall be sufficient to conceal undergarments at all times. If wearing layered clothing, the bottom layer must conform to dress code.

3. Clothing which does not cover the student's midriff at all times is not acceptable.

4. Shorts must be at least a 4" inseam when the student is standing. No skin may be exposed above the hem. Skorts are allowed.

5. Dresses, skirts, etc., must be at mid-thigh when the student is standing.

6. Individual tank tops and racer back tank tops must have 1" straps on the shoulders and back. No tank tops should reveal any part of the torso (i.e. nothing below the armpits). Prohibited are underwear-type sleeveless shirts, see-through fabrics which expose the body, as in tube tops and/or bandeaux tops and halter tops.

7. No skin may be exposed above the knee while wearing pants. Pants must be worn around the waist.

8. Pajamas and soft-soled shoes are unacceptable, except during special events.

9. No backless footwear is allowed at any grade level, including flip flops. We highly recommend Croc style shoes be worn with back straps. Shoes will be worn at all times at school or during school activities.

10. No garments or clothing with offensive cartoon-like characters may be worn. Clothing will be deemed unacceptable if a double meaning can be demonstrated as symbolic of destructive/violent, illegal, immoral, discriminating, anti-education, or gang-related messages.

11. Clothing or jewelry that advocates racial, ethnic, gender, or religious prejudice, unlawful acts, or the use of controlled substances is prohibited.

12. Earrings are to be worn in ears only. Exception: Small stud on the side of the nose is allowed but limited to a very small stud that sits flush with the skin. Septum piercings or other facial or body piercings are not allowed. In addition, any jewelry that would create a safety hazard, including large hoops, septum piercings, spikes, and plugs, are not allowed.
 13. Any clothing worn by students to identify themselves as a group, clique, social identity, or other purpose is prohibited. Exceptions will be made for any school-authorized activity or community non-profit groups.

14. Clothing, jewelry, and personal items (such as backpacks, fanny packs, gym bags, purses, water bottles, etc.) shall not display pictures or other insignia which are crude, vulgar, profane, violent, or sexually suggestive. In addition, these items shall not bear drug, alcohol, or tobacco company advertising, promotion, or likeness; shall not promote violence, illegal activity, or relate to gang affiliation or activity; and shall not advocate racial, gender, religious or sexual orientation prejudice; shall not contain pictures or images of weapons of any kind.

15. Attire that may be used as a weapon shall not be worn (e.g., steel-toed boots, chains, items with spikes or studs, etc.).16. Hats, caps, hoods, beanies, and other head coverings may never be worn inside buildings unless for religious reasons or a Dr.'s note is provided. Bandanas are prohibited at all times.

17. Caps, hoods, beanies, and other head coverings may be worn outside; this may include physical education, with teacher or administrator permission. When outside, hats must be worn with the bill facing forward.

18. Dark glasses shall not be worn in classrooms or offices unless a documented health problem exists.

19. Haircuts or hairstyles that draw undue attention to the wearer or detract from the educational process are not acceptable (i.e. no writing in the hair, no unnatural colors, or symbols.) Razor cuts and lines are acceptable. Mohawks, mohawk fades, or faux-hawks are not to be more than 1 ½ inches. Parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.

20. No tattoos, permanent or otherwise, shall be displayed at school. Any tattoo must be covered.

21. Coaches, teachers, or administrators may impose more stringent dress requirements to accommodate the special needs of certain sports, classes, or their school population.

The following conduct code will be followed after a dress code violation:

1st Offense: Warning to student. Notification of parent. Change into appropriate clothing as applicable. Student may be sent home to dress properly, if necessary.

****If referred for haircut or color, parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.

2nd Offense: Site consequence and change of clothing required. Parent notified.

3rd Offense: Parent notified and progressive site discipline. Change of clothing required.

4th Offense: Parent notified. Student placed on Behavior Contract. Change of clothing required.

5th Offense: Parent notified—possible suspension and recommendation for an alternative education program.

Dress Policy: Non-school Youth Organizations

The following policy regards only those local Youth Organizations which desire to have their participants occasionally wear their respective apparel to school during regular hours of operation.

1. All sports and activity apparel must meet District/School dress code policies. This includes logos (must reflect local organizations only), hem lengths, strap thickness, and alterations.

2. If a local Youth Organization wishes to have its participants wear their apparel to school, the organization must provide the affected school site(s) with contact information for the President and at least two (2) designees of that Organization, with whom school officials may contact as necessary.

3. Youth Organization apparel may only be worn on the Friday before a scheduled game or competition unless the game/competition is held during the week, in which case apparel representing the organization may only be worn on the day of the event.

4. If a school administrator or staff member observes a behavior that violates behavior or dress code policies, contact will be made with the designee appointed by the Youth Organization represented by the students whose actions are in violation for the purposes of notifying the organization that the participant's privilege to wear the organization's apparel (jerseys, uniforms, etc.) will be suspended for a period of the following week or next event, whichever occurs first. The notification to the organization's designee will only include information related to that which has been reflected on the team, but will not receive information regarding individual students. When appropriate, parents of students in violation of the policy will be notified independently.

5. If there is an additional incident, as reflected in #4, the privilege of the Youth Organization's privilege to wear team apparel will be suspended for the remainder of the school year. Again, such notification will be made only to a designee of the Youth Organization.

6. A suspension of the privilege or wearing the organization's apparel shall only apply to the students at the school where the violation occurred.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

Ed. Code 212.1 Nondiscrimination based on race or ethnicity

- Ed. Code 220 Prohibition of discrimination
- Ed. Code 32281 School safety plans
- Ed. Code 35183 School dress code; uniforms
- Ed. Code 35183.5 Sun-protective clothing
- Ed. Code 48907 Exercise of free expression; time, place and manner rules and regulations
- Ed. Code 49066 Grades; effect of physical education class apparel

Management Resources Description

Court Decision Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Court Decision Harper v. Poway Unified School District, (2006) 445 App. 3d 166

Court Decision Hazelwood School District v. Kuhlmeier, (1988) 108 S. Ct. 562

Court Decision Jacobs v. Clark County School District, (2008) 26 F. 3d 419

Court Decision Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459

Court Decision Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Court Decision Hartzell v. Connell, (1984) 35 Cal. 3d 899

Website CSBA District and County Office of Education Legal Services

Procedures for Safe Ingress and Egress

Board Policy Manual Kingsburg Elementary Charter School District Regulation 3515: Campus Security Status: ADOPTED Original Adopted Date: 02/21/2012 | Last Revised Date: 04/20/2020 | Last Reviewed Date: 04/20/2020

Campus Security The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to: 1. Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing

These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti and implement campus beautification projects.

- 4. Control access to keys and other school inventory
- 5. Detect and intervene with school crime

These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

All staff shall receive training in building and grounds security procedures and emergency response.

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1.9, 1010.1.11)

Keys

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to authorized employees who regularly need a key in order to carry out their job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

District Vehicles

The Superintendent or designees shall determine which district vehicles will have GPS devices installed on the vehicle. The use of the GPS devices is to protect district property, ensure proper use of district vehicles, improve driver safety, and to monitor driving times, mileage, routing efficiency and inventory control.

Employees who routinely operate district vehicles will sign a written acknowledgement/agreement that they are aware of the GPS devices and understand that the employee's whereabouts may be monitored by the district. This acknowledgement/agreement will be obtained from current employees who routinely drive district owned vehicles, and from new employees at the time of initial employment.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

24 CCR 1010.1.11 Lockable doors from the inside

24 CCR 1010.1.9 Door operations

CA Constitution Article 1, Section 28(c) Right to Safe Schools

Ed. Code 17070.10-17079.30 Leroy F. Greene School Facilities Act

Ed. Code 17583 Classroom security locks, modernization projects Ed. Code 32020 School gates; entrances for emergency vehicles Ed. Code 32211 Threatened disruption or interference with classes Ed. Code 32280-32289.5 School safety plans Ed. Code 35160 Authority of governing boards Ed. Code 35160.1 Broad authority of school districts Ed. Code 38000-38005 Security departments Ed. Code 49050-49051 Searches by school employees Ed. Code 49060-49079 Student records Pen. Code 469 Unauthorized making, duplicating or possession of key to public building Pen. Code 626-626.11 School crimes Federal Description 20 USC 1232g Family Educational Rights and Privacy Act (FERPA) of 1974 34 CFR 99.3 Definition of education records US DOE Publication FAQs on Photos and Videos under FERPA Management Resources Description Attorney General Opinion 75 Ops.Cal.Atty.Gen. 155 (1992) Attorney General Opinion 83 Ops.Cal.Atty.Gen. 257 (2000) Court Decision Brannum v. Overton County School Board (2008) 516 F. 3d 489 Court Decision New Jersey v. T.L.O. (1985) 469 U.S. 325 CSBA Publication Safe Schools: A Planning Guide for Action. 2002 National Institute of Justice Publication The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, rev. 2005 Website CSBA District and County Office of Education Legal Services Website U.S. Department of Education, Protecting Student Privacy

Website National Institute of Justice

Website National School Safety Center

Website California Department of Education, Safe Schools

Website CSBA

A Safe and Orderly Environment

Students are taught it is their right and responsibility to be part of a safe and orderly school environment. Students taught clear rules about their behavior in the classroom, playground, cafeteria, and school bus. Students are also made aware of who they should report a problem if it exists. Student infractions are promptly discussed either verbally or in writing with parents. Communication is also made with parents about positive things their children do. Students are taught to meet STAR behavior expectations.

All site administrators and other certificated (RSP) and classified staff members have participated in Handle with Care training, provided by the district and Fresno County. Handle with Care is committed to the emotional and physical safety of behaviorally challenged individuals whose behavior is harmful to themselves or others, and the staff and organizations that support them. Handle with Care specializes in safely managing behaviorally challenged and disruptive behaviors. Handle with Care is committed to teaching staff how to deal with a behaviorally challenged population in a way that preserves the client's dignity, is safe, and enables continued positive learning and behavioral development by preserving and enhancing therapeutic relationship.

Regulation 5131.2: Bullying Status: ADOPTED Original Adopted Date: 02/18/2020 | Last Reviewed Date: 02/18/2020 see more Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so Staff Development

The Superintendent or designee shall make staff aware of the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training may include:

Discuss the diversity of the student body and school community, including their varying immigration experiences

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal, district compliance officer, or immediate supervisor, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State Description

5 CCR 4600-4670 Uniform complaint procedures

- Ed. Code 200-262.4 Prohibition of discrimination
- Ed. Code 32282 School safety plans
- Ed. Code 32283.5 Bullying; online training
- Ed. Code 35181 Governing board authority to set policy on responsibilities of students
- Ed. Code 35291-35291.5 Rules
- Ed. Code 46600 Student transfers
- Ed. Code 48900-48925 Suspension and expulsion
- Ed. Code 48985 Notices to parents in language other than English
- Ed. Code 52060-52077 Local control and accountability plan
- Pen. Code 422.55 Definition of hate crime
- Pen. Code 647 Use of camera or other instrument to invade person's privacy; misdemeanor
- Pen. Code 647.7 Use of camera or other instrument to invade person's privacy; punishment
- Pen. Code 653.2 Electronic communication devices, threats to safety
- Federal Description
- 28 CFR 35.107 Nondiscrimination on basis of disability; complaints
- 34 CFR 104.7 Designation of responsible employee for Section 504
- 34 CFR 106.8 Designation of responsible employee for Title IX
- 34 CFR 110.25 Notification of nondiscrimination on the basis of age
- 47 USC 254 Universal service discounts (E-rate)

School Discipline

District discipline procedures are listed in the Parent handbook. Site and district administration review and update discipline procedures as needed annually. School Site Council and the English Learner Advisory Council also review these policies.

Roosevelt School has behavioral expectations for students: Character Counts. These expectations are posted and reviewed by all teachers. In addition students are taught the six pillars of Character Counts. Staff reward good behavior with Caught with Character Tickets. Each classroom uses a classroom management system and at the beginning of the year they explain it to the parents and students. Discipline can consist of time out in class, time out at recess, a visit to the principal, and or a call home. A list of playground rules are reviewed annually with the staff and students. Bus drivers go over their rules with their riders. Infractions of school rules are noted on documentation slips. These slips include the infraction and consequence. This information is entered into Aeries database and reviewed by the principal. Taking responsibility for one's own accomplishments and consequences has life-long learning implications. Balancing discipline with a positive reward environment promotes excellence. It is necessary that children learn to develop self discipline in order to further their learning. Discuss with your child the importance of, and the need for, good behavior and a good attitude while at school.

This code is adopted to specify standards of conduct that promote a safe school setting conducive to a positive learning environment. These rules are in force on the way to and from school, on the school grounds, as well as in school buildings.

The District reserves the right to exclude any student with a poor discipline record or unresolved financial obligation from privileged or optional activities, sports events, dances, free time, graduation ceremony, field trips, etc.

All of the conduct listed below can be cause for suspension or expulsion/dismissal from the district. Whether suspension or dismissal is considered depends on the frequency and/or severity of the actions.

Any conduct on the part of the student, even if not specified below, which creates a concern for the safety of others, is disrespectful to those in authority, or in any way disrupts the educational process is prohibited and cause for disciplinary action to be taken.

- 1. Students are to show proper respect to others at all times.
- a. Pupils are never to disrupt school activities nor defy the authority of school personnel.

b. Pupils are not to engage in behavior that endangers staff and/or students nor harass staff and/or students (such as bullying, intimidation, hazing, or any other verbal, written, or physical conduct) that causes or threatens to cause bodily harm or emotional suffering.

- c. Pupils are not to engage in obscenity, profanity, or vulgarity of any kind.
- d. Pupils shall not extort money or property from another person.
- e. Pupils shall not plagiarize or be dishonest in school work or on tests.
- f. Pupils shall dress according to policy as described on pages 28 and 29 of this Handbook.
- 2. Students should at all times show respect to school and private property.
- a. Pupils are not to steal nor attempt to steal school or property belonging to district staff or students.
- b. Pupils are not to cause or attempt to cause damage to property belonging to district staff or students.
- 3. Students are to show a concern for the health and safety of others at all times.

a. Pupils are not to possess any dangerous objects of no reasonable use to the student at school. Such dangerous items would include, but not be limited to, firearms, knives, and explosives. California Education Code considers any imitation firearm or air propellant gun to be a violation.

- b. Pupils are not to possess, sell, furnish, or be under the influence of alcohol, tobacco, or any controlled substance.
- c. Dangerous toys, sharp instruments, tools, water balloons, squirt guns, toy guns are not to be brought to school.

d. Electronic devices (mp3 players, portable electronic games, radios) and other distracting devices are not to be brought to school.

e. Pupils are not to possess or use laser pointers unless used for a valid instructional or other school-related purpose including employment.

f. No beverages, food, or other item may be brought to school in a glass container.

g. Energy drinks are not acceptable on campus.

4. A student must use every means possible to avoid physical confrontation, including reporting the incident to a staff member. It takes a responsible person to stay out of such a confrontation. "Play fighting" is also dangerous and is not permitted.

5. Throwing any article is not allowed.

6. Students should be orderly in leaving and returning to classes.

7. Public display of affection between students (such as hugging, hand-holding, kissing, etc.) is not allowed at school or during school-related activities. Violations will be dealt with according to the student conduct policy.

A prime factor in a successful school is mutual respect. Each student is considered an important individual with rights and responsibilities. Parents' can contribute to a better school for your child by encouraging respect for staff members.

Students who violate district or school rules and regulations may be subject to discipline, including, but not limited to, suspension, expulsion, or transfer to alternative programs in accordance with board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and make appropriate discipline or referral for the offender.

Hate Crimes

Board Policy Manual Kingsburg Elementary Charter School District Regulation 5131.2: Bullying Status: ADOPTED Original Adopted Date: 02/18/2020 | Last Reviewed Date: 02/18/2020

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so Staff Development

The Superintendent or designee shall make staff aware of the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training may include:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal, district compliance officer, or immediate supervisor, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

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5 CCR 4600-4670 Uniform complaint procedures

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 32282 School safety plans

Ed. Code 32283.5 Bullying; online training

Ed. Code 35181 Governing board authority to set policy on responsibilities of students

Ed. Code 35291-35291.5 Rules

Ed. Code 46600 Student transfers

Ed. Code 48900-48925 Suspension and expulsion

Ed. Code 48985 Notices to parents in language other than English

Ed. Code 52060-52077 Local control and accountability plan

Pen. Code 422.55 Definition of hate crime

Pen. Code 647 Use of camera or other instrument to invade person's privacy; misdemeanor

Pen. Code 647.7 Use of camera or other instrument to invade person's privacy; punishment

Pen. Code 653.2 Electronic communication devices, threats to safety

Federal Description

28 CFR 35.107 Nondiscrimination on basis of disability; complaints

34 CFR 104.7 Designation of responsible employee for Section 504

34 CFR 106.8 Designation of responsible employee for Title IX

34 CFR 110.25 Notification of nondiscrimination on the basis of age

47 USC 254 Universal service discounts (E-rate)

Management Resources Description

CA Office of the Attorney General Publication Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018

California Department of Education Publication Bullying at School, 2003

California Department of Education Publication Bullying Module

California Department of Education Publication California's Social and Emotional Learning: Guiding Principles, 2018

California Department of Education Publication Health Education Content Standards for California Public Schools:

Kindergarten Through Grade Twelve, 2008

California Department of Education Publication Social and Emotional Learning in California: A Guide to Resources, 2018 Court Decision J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Court Decision Lavine v. Blaine School District, (2002) 279 F.3d 719

Court Decision Wynar v. Douglas County School District, (2013) 728 F.3d 1062

CSBA Publication Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

CSBA Publication Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CSBA Publication Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

CSBA Publication Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

CSBA Publication Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 CSBA Publication Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

U.S. DOE Office for Civil Rights Publication Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

U.S. DOE Office for Civil Rights Publication Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

U.S. DOE Office for Civil Rights Publication Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on Basis of Sex, Race, Color, Oct 2010

U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Harassment and Bullying, October 2010 Website CSBA District and County Office of Education Legal Services

Website National School Safety Center

Website Partnership for Children and Youth

Website Center on Great Teachers and Leaders

Website Collaborative for Academic Social and Emotional Learning

Website Common Sense Media

Website California Department of Education, Safe Schools

Website California Office of the Attorney General

Website CSBA

Website U.S. Department of Education

Board Policy Manual Kingsburg Elementary Charter School District Policy 5145.9: Hate-Motivated Behavior Status: ADOPTED Original Adopted Date: 01/19/2010 | Last Revised Date: 05/16/2022 | Last Reviewed Date: 05/16/2022

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that: 1. Includes the development of social-emotional learning 2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

3. Explains the harm and dangers of explicit and implicit biases

4. Discourages discriminatory attitudes and practices

5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that: 1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal. Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians, and be consistent with the District's Uniform Complaint Procedures.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

5 CCR 4600-4670 Uniform complaint procedures

5 CCR 4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 32282 School safety plans

Ed. Code 48900.3 Suspension for hate violence

Ed. Code 48900.4 Suspension or expulsion for harassment, threats, or intimidation

Gov. Code 11135 Prohibition of discrimination

Pen. Code 422.55 Definition of hate crime

Pen. Code 422.6 Crimes, harassment

Federal Description

28 CFR 35.107 Nondiscrimination on basis of disability; complaints

34 CFR 100.3 Prohibition of discrimination on basis of race, color or national origin

34 CFR 104.7 Designation of responsible employee for Section 504

34 CFR 106.30 Discrimination on the basis of sex in education programs and activities; definitions

34 CFR 106.44 Recipient's response to sexual harassment

34 CFR 106.45 Grievance process for formal complaints of sexual harassment

34 CFR 106.8 Designation of responsible employee for Title IX

34 CFR 110.25 Prohibition of discrimination based on age

Management Resources Description

CA Office of the Attorney General Publication Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018

California Department of Education Publication Bullying at School, 2003

Human Rights Campaign Foundation Publication California LGBTQ Youth Report, January 2019

U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Prohibited Disability Harassment, July 2000

U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Harassment and Bullying, October 2010

Website CSBA District and County Office of Education Legal Services

Website California Association of Human Relations Organizations

Website U.S. Department of Justice

Website California Office of the Attorney General

Website U.S. Department of Health and Human Services

Website CSBA

Website U.S. Department of Education, Office for Civil Rights

Website California Department of Education

V. Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288

This safety plan is reviewed by all staff and the School Site Council. Community members are invited to the SSC meetings and the agenda is posted 72 hours before the meeting. The Safety plan is reviewed by the City, Police, Fire departments and the Parents Club. This plan is also approved by the School Board at a public School Board meeting.

Ed Code 32288.

(a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the

school district or county office of education for approval. (b) (1) Before adopting its comprehensive school safety plan, the

schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The schoolsite council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the

schoolsite, including the parent teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the schoolsite.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The schoolsite council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

Date of Board Meeting/Public Hearing:		January 17, 2023		
Site of Board Meeting/Public Hearing:		PD Building 1310 Stroud Ave		
Law Enforcement Review	Date):	October 7, 2022	
Site Council Approval	Date	:	November 2, 2022	

School Board Approval Date: January 17, 2023

Campus Emergency Assignment Worksheet

This worksheet will help the Incident Commander ensure coverage for critical positions during a school emergency. Ensure each position is assigned at the start of each school year and that all positions are assigned even if you th ink that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that back-up personnel also be assigned and that key personnel are cross-trained in critical job requirements. Blank rows are to be used by Incident Commander to add additional positions as needed during an emergency.

Position	Person Assigned	Alternatives
	Shawn Marshall	1. Rosa Mendez
Incident Commander		2. Lesli Garst
	Danny Lopez	1. Shawn Marshall
Safety Officer		2. Rosa Mendez
	Dr. Wesley Sever	1. Matt Stovall
Public Information Officer		2. Bobby Rodriguez
	Bobby Rodriguez	1. Jimmy Rivera
Liaison Officer		2. David Ocanas
Operations Section Chief	Rosa Mendez	1. Rachelle Toliver
Student Care Group Supervisor	Rosa Mendez	1. Rachelle Toliver
First Aid Group Supervisor	Julia Romero	1. Nicole Leal
Search/Rescue Group Supervisor	Kingsburg Police Dept. or other Emergency Services Agency	
Campus Evacuation Group	Shawn Marshall	1. Rosa Mendez
Supervisor		2. Rachelle Toliver
Utilities Group Supervisor Bobby Rodriguez		1. David Ocanas
Security Group Supervisor	Kingsburg Police Department or other emergency service agencies	
Student Accountability Group Supervisor	Roosevelt Teachers	
Student Release Group Supervisor	Rachelle Toliver	
Planning Section Chief	Dr. Wesley Sever	
Resource Status Unit Leader	Sarah Ballard	1. Rachelle Toliver
Situation Status Unit	Bobby Rodriguez	1. Jimmy Rivera
Leader		2. David Ocanas
Documentation Unit Leader	Sarah Ballard	1. Sarah Ballard
Logistics Section Chief	Mac Vacquera	1. Bobby Rodriguez
Supply Unit Leader	Bobby Rodriguez	1. Mac Vacquera

Position	Person Assigned	Alternatives		
Facilities Unit Leader	Jimmy Rivera	1. Danny McIntyre		
Communications Unit	Jason Wood	1. Scott Lutz		
Leader		2. Chris Wiest		
Transportation Unit Leader	Danny McIntyre	1. Christopher Hall - Southwest Transporation		
Finance/Admin Section Chief	Bobby Rodriguez	1. Mac Vacquera		
Timekeeping Unit Leader	Carol Bray	1. Maria Gutierrez		
	Bobby Rodriguez	1. Mac Vaquera		
Purchasing Unit Leader		2. Sarah Ballard		
Comp/Claims Unit Leader	Carol Bray	1. Maria Gutierrez		

Buddy Teacher List

Room #	Teacher	Room #	Buddy
32	Denise Heredia	31	Kim Martinez
20	Mollie Taylor	21	Susan Robinson
11	Brenda Brandon or Lori Costa - job share	10	Jennifer Shamp
4	Lesli Garst	3 Amanda Campbell Escoto	
14	Alice Garza	2 & 22	Christine Stone, Dana Abdo

Kingsburg Elementary Charter School District Lincoln Elementary School

2022-2023

Comprehensive School Safety Plan

Plan Developed By:	Lincoln Staff
Administrator:	Lauren Galli
Teacher:	Stephanie Beer
Classified Employee:	Jillian Protzmann
Law Enforcement Representative:	Kingsburg Police Department
Student Representative:	

Board Meeting/Public Hearing Date: January 17, 2023

Date adopted by School Site Council: December 8, 2022

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I. Assessment of Current Status

School Description and Profile:

Lincoln Elementary is a 2nd and 3rd grade elementary school with 413 students. It serves almost all of Kingsburg's 2nd and 3rd graders that attend regular public school. Lincoln currently has nine 2nd grades, nine third grades, one Extended Day class, two RSP teachers, one speech teacher, one academic learning director, one library tech, one music teacher, and a principal. One of five school sites in the Kingsburg Elementary Charter School District, it is located in Kingsburg, approximately 20 miles south of Fresno. Lincoln was built in 1952 and thus has served several generations of Kingsburg residents. Many parents of today's students are former students themselves. Lincoln is located right off Highway 99 in the center of Kingsburg. Lincoln is a 2020 California Distinguished School, a Title 1 Academic Achievement Award School winner. Lincoln School was awarded the California Gold Ribbon in 2015-2016. In 2018-2019, Lincoln School was awarded the California Honor Roll School award. Also, we received PBIS Gold level award in 2017-2018.

Summary of School Crime Data:

Lincoln Elementary had no expulsions last year. There were 7 suspensions and 7 suspension days in 2021-2022.

Other Data:

Summary of Data

Possibly due to the primary (2nd-3rd) grade configuration, Lincoln has a low number of suspensions, expulsions, and serious behavior problems.

II. Component 1 Action Plan: People and Programs

How will you create a caring and connected school climate?

How will you create a caring and connected school climate?

The philosophy of Lincoln Elementary is first and foremost to encourage good behavior and citizenship. We have a Student of the Month Program to recognize good behavior. Teachers have access to lessons following the Olweus Anti-Bullying program that they can use with their students. We are using the Character Counts program to work in conjunction with our other existing programs. Students demonstrating good behavior receive rewards and public recognition in the local newspaper, principal newsletters, and on our website We are proud of our high degree of parent support and communication, which results in sharing of good behavior as well as nipping bad behavior in the bud. The district office shares and reviews the plan with the Kingsburg Police Department. We use the Positive Behavioral Intervention & Supports (PBIS) program within our school site. We have been awarded the Gold level award for PBIS. Also, we use a program called The Positivity Project to promote positive behavior.

Goal Statement

Lincoln Elementary will create a caring and connected school climate by striving to continue to advance positive social development as well as academic success.

Objective #1

Lincoln has many ways to recognize good behavior in students. Students with social and behavior challenges may receive extra help in the form of counseling from the school principal, school psychologist, behavioral specialist, or school counselor. In most cases teachers with concerns about students (either academic or behavior,) brainstorm with their colleagues to solve issues before requesting professional help. Parents are informed and involved in these interventions. PBIS is also incorporated at Lincoln.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Character Counts	Posters	Teachers	Monthly	Student Involvement
Olweus Bullying Prevention and other District Bullying Prevention Materials	Lessons	Teachers, Academic/Tech. Coach	Fall and Spring 22-23	Low number of bullying incidents
PBIS	District funds supports the program	Lauren Galli - Admin. Ashley Valdez - Admin.	Fall and Spring 22-23	Low number of documented behavioral incidents that require removal from classroom. Awarded Gold award from PBIS.
The Positivity Project	Online Program	Teachers	2022-2023 School Year	23rd year of using this successful program.

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Comprehensive School Safety Plan	4 of 49			1/10/23

III. Component 2 Action Plan: Place

How will you create a physical environment that communicates respect for learning and for individuals? Lincoln Elementary continues to have a traditionally pleasing environment while adding modern safety features. The school installed gates around the perimeter of the school. The gates are locked during the school day, requiring guests to enter through the office to check in. Teachers have keys to all gates in case a quick egress is needed. We recently upgraded our phone and bell systems. We constantly monitor the campus to keep it clean, fully functioning, and litter and graffiti free. We continually update our playground equipment and monitor our playing fields for increased student safety. In 2021, we had a shade structure installed. In previous years the parent survey revealed high marks for a safe and secure campus. The Kingsburg Police Department reviews our district's/school's safety and disaster policies to ensure our students and staff are kept safe.

Goal Statement

Lincoln Elementary will continue to assess feedback we receive from parents, students, staff, and community to keep our campus safe.

Objective #1

Lincoln Elementary will create a physical environment that communicates respect for learning and safety.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Student created School Garden	school funds	Quattrin	2022-2023 school year	self evaluation
Daily inspection for safety and cleanliness		Carlos Esparza	Daily	
Playground equipment maintained	paint and repair	Carlos Esparza, Danny McIntyre & Bobby Rodriguez	as needed	monthly

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

Child Abuse Reporting

Regulation 5141.4: Child Abuse Prevention And Reporting Status: ADOPTED Original Adopted Date: 02/22/2011 | Last Revised Date: 11/16/2021

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6) 1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety,

depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Kingsburg Police Department 1300 California St. Kingsburg, CA 93631 559-897-2931 When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. 1. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

5 CCR 3200-3205 Filing complaints with CDE; special education students

CCP. 340.1 Damages suffered as result of childhood sexual abuse

Ed. Code 215.5 Student identification cards; inclusion of safety hotlines

Ed. Code 32280-32289.5 School safety plans

Ed. Code 33133.5 Posters of telephone number for students to report child abuse or neglect

Ed. Code 33195 Heritage schools, mandated reporters

Ed. Code 33308.1 Guidelines on procedure for filing child abuse complaints

Ed. Code 44252 Teacher credentialing

Ed. Code 44691 Staff development in the detection of child abuse and neglect

Ed. Code 44807 Teachers' duty concerning conduct of students

Ed. Code 48906 Notification when student released to peace officer

Ed. Code 48987 Dissemination of reporting guidelines to parents

Ed. Code 49001 Prohibition of corporal punishment

Ed. Code 51220.5 Parenting skills education

Ed. Code 51900.6 Sexual abuse and sexual assault awareness and prevention instruction

Pen. Code 11164-11174.3 Child Abuse and Neglect Reporting Act

Pen. Code 152.3 Duty to report murder, rape, or lewd or lascivious act

Pen. Code 273a Willfully causing unjustifiable pain or mental suffering of child; endangering life or health

Pen. Code 286 Crime of sodomy

Pen. Code 288 Crime of oral copulation

Pen. Code 288 Definition of lewd or lascivious act requiring reporting

Pen. Code 289 Crime of sexual penetration

W&I Code 15630-15637 Dependent adult abuse reporting

Federal Description

42 USC 11434a McKinney-Vento Homeless Assistance Act; definitions

Management Resources Description

California Department of Education Publication Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve

California Department of Education Publication Health Framework for California Public Schools, Kindergarten Through Grade Twelve

Court Decision Camreta v. Greene (2011) 131 S.Ct. 2020

CSBA Publication Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019 Website CSBA District and County Office of Education Legal Services

Website California Department of Social Services, Information Resources Guide

Website California Department of Education, Child Abuse Prevention Training and Resources

Website U.S. Department of Health and Human Services, Child Welfare Information Gateway

Website California Attorney General's Office, Suspected Child Abuse Report Form

Cross References Code Description 0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

0470 COVID-19 Mitigation Plan

1240 Volunteer Assistance

1240 Volunteer Assistance

- 1240-E PDF(1) Volunteer Assistance
- 1312.1 Complaints Concerning District Employees
- 1312.1 Complaints Concerning District Employees
- 1312.3 Uniform Complaint Procedures
- 1312.3 Uniform Complaint Procedures
- 1312.3-E(1) Uniform Complaint Procedures
- 1312.3-E(2) Uniform Complaint Procedures
- 1400 Relations Between Other Governmental Agencies And The Schools
- 3320 Claims And Actions Against The District
- 3320 Claims And Actions Against The District
- 4112.6 Personnel Files
- 4112.9 Employee Notifications
- 4119.21 Professional Standards
- 4119.21-E PDF(1) Professional Standards
- 4119.23 Unauthorized Release Of Confidential/Privileged Information
- 4127 Temporary Athletic Team Coaches
- 4127 Temporary Athletic Team Coaches
- 4131 Staff Development
- 4131 Staff Development
- 4212.6 Personnel Files
- 4212.9 Employee Notifications
- 4219.21 Professional Standards
- 4219.23 Unauthorized Release Of Confidential/Privileged Information
- 4227 Temporary Athletic Team Coaches
- 4227 Temporary Athletic Team Coaches
- 4231 Staff Development
- 4231 Staff Development
- 4312.6 Personnel Files
- 4312.9 Employee Notifications
- 4317.7 Employment Status Reports
- Comprehensive School Safety Plan

- 4319.21 Professional Standards
- 4319.21-E PDF(1) Professional Standards
- 4319.23 Unauthorized Release Of Confidential/Privileged Information
- 4327 Temporary Athletic Team Coaches
- 4327 Temporary Athletic Team Coaches
- 4331 Staff Development
- 4331 Staff Development
- 5131 Conduct
- 5131.7 Weapons And Dangerous Instruments
- 5131.7 Weapons And Dangerous Instruments
- 5141.5 Mental Health
- 5141.52 Suicide Prevention
- 5141.52 Suicide Prevention
- 5142 Safety
- 5142 Safety
- 5144 Discipline
- 5144 Discipline
- 5145.11 Questioning And Apprehension By Law Enforcement
- 5145.13 Response To Immigration Enforcement
- 5145.13 Response To Immigration Enforcement
- 5145.3 Nondiscrimination/Harassment
- 5145.3 Nondiscrimination/Harassment
- 5145.7 Sexual Harassment
- 5145.7 Sexual Harassment
- 5145.71 Title IX Sexual Harassment Complaint Procedures
- 6142.7 Physical Education And Activity
- 6142.7 Physical Education And Activity
- 6142.8 Comprehensive Health Education
- 6142.8 Comprehensive Health Education
- Comprehensive School Safety Plan

- 6143 Courses Of Study
- 6143 Courses Of Study
- 6145.2 Athletic Competition
- 6145.2 Athletic Competition
- 6159.4 Behavioral Interventions For Special Education Students
- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 6164.5 Student Success Teams
- 6164.5 Student Success Teams

Disaster Procedures

School response to a variety of disaster situations can be found on the flip chart entitled "Classroom Emergency Procedures Guide." This flip chart is posted next to the door of every room on site. It covers procedures for Classroom Emergency Management, Fire/Explosion, Bomb threats/Suspicious Package, Evacuation, Lockdown, Earthquake, Weapon on School Grounds, Fighting, Assault, Suicide Attempt, Lost/Missing Child, Medical Emergency, Gas Leak, Hazardous Material Spills, Utility Failure/Power Outage, and Dealing with the Media. We conduct monthly fire drills, the recommended amount of earthquake and lockdown drills. School staff is notified of fire drills, earthquake and lockdown drills before they happen. In addition, all district staff members ((classified and certificated) in previous years were provided with Active Shooter Training (Seconds to Survive) facilitated by the Kingsburg Police Department.

Lockdown:

In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

When a lockdown lasts an extended period, please adhere to the procedures below for restroom use.

During a Priority 1 lockdown, teachers are to make provisions for children to toilet (if need be) using buckets provided and antibacterial wipes.

During a Priority 2 lockdown, students needing to use the restroom should be escorted to and from the facility by the site administrator or other designated staff.

Earthquake/Severe Weather Safety Procedures

The principal or designee will announce severe weather or you will feel an earthquake.

Teachers

- 1. In an earthquake only, teachers should ensure that the classroom door remain completely pushed open, to ensure that the door does not become blocked, due to possible damage from the earthquake movement or falling debris
- 2. The classroom doors should only be closed and secured if there is a fire in the classroom or severe weather.
- 3. Teachers should advise students to Duck, Cover and Hold On.
 - DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops and students receive further instructions from the teacher
- 4. Students should go under a table, desk, or chair as quickly as possible
- 5. Once under the table, desk or chair, students and staff should hold onto the furniture leg
 - Students and staff should cover their head and neck to protect from flying or falling debris
- 6. Students and staff should stay away from windows, bookcases or other stacked items
- 7. After the earthquake has stopped, everyone should perform a quick self-inspection for injuries
- 8. All injuries should immediately be reported to the teacher or other staff members in the classroom
- 9. If there are no injuries stated, the teacher should announce "Ok --- All Clear" if it is deemed safe to exit from the tables and desks
- 10. If it is determined that evacuation of the building is necessary, teachers should instruct students in the classroom to gather their belongings and begin to exit out of the classroom
- 11. Students with medical needs should have a back-up supply of vital medication, equipment or supplies with them, at school. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
 - During the earthquake, students with medical needs or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through routine practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.
- 12. Teachers should first conduct an assessment of their immediate hallway and exit routes to ensure that they are safe to maneuver through
- 13. Once shaking has stopped, students and staff should get back up, and continue to exit out of the building in a safe and orderly manner
- 14. If there are injuries, the teacher shall immediately assess the injuries to determine if further medical attention is needed

- 15. Once safe to do so, teachers will then have the class exit out of the building to a predetermined area that the principal/designee (Incident Commander) has determined
- 16. Once safely escorted outside, teachers should further assess any injured students and seek additional medical assistance from the school nurse
- 17. If severe injuries are observed, (Emergency) 911 should be called immediately for further medical assistance
- 18. As staff and students exit the building, staff members must first ensure that all evacuation routes are safe to maneuver through, avoiding downed light fixtures, debris or chemical spills
- 19. Report to your designated fire drill evacuation area
- 20. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 21. Under no circumstances should students or adults attempt to return to the building during an earthquake
- 22. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

If the Earthquake/Severe Weather Occurs at Recess or Lunch

- For any classes that may be held outside (physical education classes, recess), students and staff should immediately DUCK and COVER, protecting their head and neck areas. Once safe to do so, students and staff should travel to a large open area, avoiding the school building, large trees, downed power lines, or gas line breaks. If natural gas is smelled, immediately move as far away from the breakage or gas smell. Emergency personnel (Emergency---911) must be called as soon as possible.
- 2. Outside staging areas should be in large open spaces, away from buildings, overhead power lines, underground gas and sewer lines and large trees
- 3. Building administrators and school staff shall take attendance immediately after the building is evacuated, to determine if any students or staff are missing and unaccounted for
- 4. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 5. Under no circumstances should students or adults attempt to return to the building during an earthquake

Administrator/Other Staff

- 1. DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops
- 2. Once under the table, desk or chair, students and staff should hold onto the furniture leg
- 3. Staff should cover their head and neck to protect from flying or falling debris
- 4. Staff should stay away from windows, bookcases or other stacked items
- 5. Staff should stay covered for at least 90 seconds or until all shaking has stopped
- 6. Principal/Designee along with the Lead Custodian will attempt to determine the extent of the damage and will call the Director of MOT for clearance before having students re---enter the school, if any structural damage is observed
- 7. Do not attempt a rescue inside the building if there is evidence of structural damage. This will require assistance that should be handled by qualified emergency first responders
- 8. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

ADDITIONAL SPECIAL NEEDS CONSIDERATIONS:

- 1. After the earthquake, hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
- 2. During evacuation from classrooms, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
- For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of
 obstacles in their paths or because electric dependent machines are not functioning (i.e. elevator). Special preplanned
 assistance must be provided.
- 4. Any special medications, supplies and equipment for the students with special needs must be transported with them during evacuation.
- 5. If evacuation from the school area is called for, utilize special transportation arrangements.
- 6. Re-establish special power requirements for the equipment of special needs students as soon as possible.

Fire Drill Procedures

In the event of a fire, notify principal or designee. If the fire alarm has not sounded, activate the alarm manually.

If the alarm sounds during a class period:

Teachers

- 1. Before the students exit the room, the teacher needs to verify that there is no fire or any other immediate danger outside their classroom.
- 2. Before leaving, the teacher needs to close all doors and windows, and be sure the classroom is empty before locking the door (A locked door will tell administration and the fire department that the room is secure/empty).
- 3. Teachers will take a copy of their updated roster and green/red placards. Teachers are responsible for making sure their rosters are current.
- 4. Students may line up outside the classroom, but the teacher needs to lead them on a safe path to the evacuation area.
- 5. Students should be lead in a single file line. No talking is permitted.
- Verify attendance of all students under your supervision.
 If you cannot account for a student who should be in attendance, report the absence to an immediate supervisor.
 Do not re-enter the building.
- 7. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 8. Students remain in orderly and silent lines.
- 9. Wait for all-clear signal to return to the building.

If the Alarm Sounds During Recess or Lunch:

- 1. Students will walk to their designated area quickly and quietly.
- 2. Teachers will meet students at their designated area. The secretary will take rosters and extra green/red placards out to those that don't have them. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 3. Wait for all-clear signal to return to the building.

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

- 1. Front Office: Unlock gates near the office.
- 2. Assistant Secretary: Open the front gate and stand out front to direct the fire department. Take absence list.
- 3. Secretary: Assist with directing students/staff to the evacuation area.
- 4. Health-aide: Walk to the evacuation area and if needed, set up a triage station there.
- 5. Custodian: Unlock surrounding gates to allow fire truck entrance if needed.
- If you do not have immediate supervision of students: Move to your evacuation area and check for:
 a. Any students remaining in the building.
 - b. Make sure all doors and windows are closed and lights are off.
- 7. Any parents or visitors must be escorted to the designated evacuation area.
- 8. The principal will time each fire drill and verify attendance.
- 9. A log will be kept in the office of each date and time of fire drills.
- 10. Other duties as specified by the school principal.

Lockdown Procedures

In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

PRIORITY 1 (LOCKDOWN) Principal or Designee (The principal is the incident commander)

- 1. Principal or designee will determine if a threat exists (If the principal is not on site or not available, then this is determined by the Lead Secretary or by immediately calling the District Office.) Our first priority is student safety.
- 2. Principal or secretary will ring the 30 second bell.
- 3. When a lockdown has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Attention. A lockdown of the campus has been ordered. Please remain calm. Teachers, please secure your students in your classroom immediately and begin following lockdown procedures. All other personnel, please secure any students in your area by bringing them to the nearest classroom. All students who are not with an adult in class, quickly and safely get to the nearest classroom. All campus visitors please report to the nearest classroom. Ignore any fire alarms."

4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.

5. The Principal or designee should use the emergency radio channel to alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and business of potential threats, including Kingsburg High School.

- 6. Custodian will secure all entrances if it is safe.
- 7. Office staff will lock all office doors.
- 8. Notify Transportation so that buses traveling to the school may take appropriate action.
- 9. Update emergency responders with pertinent information received from staff.

10. Assure that PA announcements are made as directed or needed, relaying critical situational information.

11. Announce ALL CLEAR when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Keep all students sitting on the floor, away from the door or windows.
- 4. Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.
- 5. Take attendance and prepare a list of missing students and extra students in the room. Send email to office stating student status, GOOD, MISSING, EXTRA in the subject line. List names of missing students in the body of the email. Prepare to take this list with you when you are directed to leave the classroom. If unable to use email, use intercom to the secretary or personal cell phone.
- 6. If there is a phone in the classroom, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 7. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 8. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
- 9. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 10. When a lockdown last s an extended period, teachers are to make provisions for children to toilet (if need be) using buckets provided and antibacterial wipes.
- 11. The Lead Secretary or designee will collect and disseminate all emails and calls during the lockdown. When the office does not receive any notification, your room will be called.
- 12. If DANGER exists in your room, once the office calls, or on your computer, answer with OKIE DOKIE which will send police and help to your room. Remain calm and attempt to defuse/deescalate any aggressive behavior.
- 13. Wait for the ALL CLEAR to end the Lockdown.

Other Personnel

1. Look in your immediate vicinity. If you observe any unsupervised students, bring them to the nearest classroom.

- 2. If there are no students in your immediate vicinity, proceed to the nearest building.
- 3. Lock the door immediately after reaching the designated area.
- 4. If you have students with you:
 - o (a) Keep them sitting on the floor, away from the door or windows.
 - o (b) Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.
 - everything possible is being done to return the situation to normal. o (c) Take attendance. Prepare to take this list with you when you are directed to leave the classroom.
 - o (d) When or if students are moved out of the room, assist them in moving as quietly and quickly as possible.
- 5. If there is a phone in the room, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 6. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 7. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 8. District Office, maintenance, and grounds crews will maintain radio silence and be ready to assist where needed. Maintenance and grounds crews will text the Administrative Assistant for MOT and Principal that they are on campus.

**If a lockdown drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

PRIORITY 2 (LOCKOUT) Principal or Designee

1. When a lockout has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Dr. Sever, you have a call on line 1."

- 2. Custodian will secure all entrance if it is safe.
- 3. Office staff will lock all office doors.
- 4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.
- 5. The Principal or designee must alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and businesses of potential threats, including Kingsburg High School.
- 6. Notify Transportation so that buses traveling to the school may take appropriate action.
- 7. Update emergency responders with pertinent information received from staff.
- 8. Assure that PA announcements are made as directed or needed, relaying critical situational information.
- 9. Announce "Thank you, Dr. Sever" when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Students needing to use the restroom should be escorted to and from the facility by the site administrator or other designated staff.
- 4. Continue work as scheduled with no one leaving the room for anything until the All Clear is sounded by code words "Thank you, Dr. Sever".

District-Wide Lockout

IF the Superintendent calls a DISTRICT-WIDE lockout

- 1. On the emergency radio channel, the District office staff will alert site Leadership team members with description of incident and state DISTRICT LOCKOUT
- 2. District office will follow up with email to all Leadership team members

IF the Superintendent does not call for DISTRICT LOCKOUT

- 1. District office will call the Chief Business Official with description of incident
- 2. District office will email Leadership team members with FYI of incident

**If a lockout drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

Suspension, Expulsion, or Mandatory Expulsion Procedures

State law requires students to attend school during compulsory school age. Students dismissed from the Kingsburg Elementary Community Charter Schools are subject to compulsory attendance laws and must find an alternative educational program in order to satisfy their legal requirements of compulsory attendance.

Students attending Kingsburg Elementary Community Charter Schools are expected to maintain acceptable behavior or lose their privilege to attend. All participants in the traditional program must sign the Charter Compact.

The district's Suspensions and Expulsions/Dismissal policies are based upon California Education Code Section 48900 and 48915. More detailed information is located in the Kingsburg Elementary Charter School District Charter located in the Appendix at the back of this Student Handbook. Some examples of such unacceptable behavior include but are not limited to the following:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.

- 3. Unlawful sale of any controlled substance.
- 4. Robbery or extortion.

Serious first time offenses resulting in an automatic recommendation for expulsion/dismissal include but may not be limited to the following:

- 1. Possessing, selling or furnishing a firearm without permission
- 2. Brandishing a knife at another person
- 3. Unlawfully selling a controlled substance
- 4. Committing or attempting to commit sexual assault or sexual battery
- 5. Possessing an explosive

The due process procedure for dismissal/expulsion from the Kingsburg Elementary Charter School will flow from Teacher to Administration. Administration to Review Panel, with the final decision being made by the Governing Board of Education. The Governing Board represents the highest authority in the expulsion/dismissal process without further appeal. The School Attendance Review Board (SARB) may or may not be utilized in the due process procedure at the discretion of school administration.

Parents' Rights and Responsibilities

Under the law, parents have a number of responsibilities to their children under 18 years of age. They must provide food, clothing, shelter, education, and other necessary care to the best of their ability. Parents can be held legally and financially liable if:

1. They tell a child to commit a wrongful act.

- 2. They know a child is acting in a careless or dangerous manner and take no responsible steps to stop the actions.
- 3. The child damages or destroys school or public property.
- 4. They allow a child to use their automobile and damages result.

5. Their child commits any act of intentional misconduct that results in any injury to the person or property of another.

6. Students with poor discipline records, truant attendance records, or unresolved financial obligation may be excluded from privileged or optional activities, sports events, dances, free time, graduation ceremony, field trips, etc.

Procedures to Notify Teachers of Dangerous Students

Upon the receipt of records of a new student, records are routed to the office manager, school nurse, special education personnel, principal, EL coordinator as needed, then back to the office clerk. Evidence of dangerous students is given to the school principal who relays the information to the student's teacher. If suspensions occur throughout the school year, the incident is discussed with the teacher.

Sexual Harassment Policy

Any form of sexual harassment (including cyber-technology) will not be tolerated. Students and/or adults are told to report any incidence of sexual harassment to the teacher, principal, or principal designee for appropriate action. Sexual harassment is discussed at the first staff meeting of the year, and each staff did individual training using Keenan Safe Schools.

Such activity can be subject to both penal and education codes.

Schoolwide Dress Code

Regulation 5132: Dress And Grooming Status: ADOPTED Original Adopted Date: 02/21/2012 | Last Revised Date: 07/18/2022 | Last Reviewed Date: 07/18/2022

Dress code regulations are adopted to enhance student safety and promote an educational setting conducive to a positive learning environment. Therefore, pupils shall dress safely and appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare.

The District updates the dress code at least annually, taking into consideration parent and staff concerns and requests for clarity. Though the information in the dress code intends to be as defined as possible, there is no way to anticipate every contingency. Knowing the creative nature leading to circumventing the intent of this policy, each site principal is responsible for superseding these guidelines when, in their judgment, the safety or learning environment for students is disrupted. Please note that any apparel, hairstyle, cosmetics, or jewelry, even if not specifically mentioned below, can be prohibited by school officials if it is determined that such items create a safety or health concern, draw undue attention to the wearer, or tend to detract from the education process.

1. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions.

2. Clothes shall be sufficient to conceal undergarments at all times. If wearing layered clothing, the bottom layer must conform to dress code.

3. Clothing which does not cover the student's midriff at all times is not acceptable.

4. Shorts must be at least a 4" inseam when the student is standing. No skin may be exposed above the hem. Skorts are allowed.

5. Dresses, skirts, etc., must be at mid-thigh when the student is standing.

6. Individual tank tops and racer back tank tops must have 1" straps on the shoulders and back. No tank tops should reveal any part of the torso (i.e. nothing below the armpits). Prohibited are underwear-type sleeveless shirts, see-through fabrics which expose the body, as in tube tops and/or bandeaux tops and halter tops.

7. No skin may be exposed above the knee while wearing pants. Pants must be worn around the waist.

8. Pajamas and soft-soled shoes are unacceptable, except during special events.

9. No backless footwear is allowed at any grade level, including flip flops. We highly recommend Croc style shoes be worn with back straps. Shoes will be worn at all times at school or during school activities.

10. No garments or clothing with offensive cartoon-like characters may be worn. Clothing will be deemed unacceptable if a double meaning can be demonstrated as symbolic of destructive/violent, illegal, immoral, discriminating, anti-education, or gang-related messages.

11. Clothing or jewelry that advocates racial, ethnic, gender, or religious prejudice, unlawful acts, or the use of controlled substances is prohibited.

12. Earrings are to be worn in ears only. Exception: Small stud on the side of the nose is allowed but limited to a very small stud that sits flush with the skin. Septum piercings or other facial or body piercings are not allowed. In addition, any jewelry that would create a safety hazard, including large hoops, septum piercings, spikes, and plugs, are not allowed. 13. Any clothing worn by students to identify themselves as a group, clique, social identity, or other purpose is prohibited. Exceptions will be made for any school-authorized activity or community non-profit groups.

14. Clothing, jewelry, and personal items (such as backpacks, fanny packs, gym bags, purses, water bottles, etc.) shall not display pictures or other insignia which are crude, vulgar, profane, violent, or sexually suggestive. In addition, these items shall not bear drug, alcohol, or tobacco company advertising, promotion, or likeness; shall not promote violence, illegal activity, or relate to gang affiliation or activity; and shall not advocate racial, gender, religious or sexual orientation prejudice; shall not contain pictures or images of weapons of any kind.

15. Attire that may be used as a weapon shall not be worn (e.g., steel-toed boots, chains, items with spikes or studs, etc.).16. Hats, caps, hoods, beanies, and other head coverings may never be worn inside buildings unless for religious reasons or a Dr.'s note is provided. Bandanas are prohibited at all times.

17. Caps, hoods, beanies, and other head coverings may be worn outside; this may include physical education, with teacher or administrator permission. When outside, hats must be worn with the bill facing forward.

18. Dark glasses shall not be worn in classrooms or offices unless a documented health problem exists.

19. Haircuts or hairstyles that draw undue attention to the wearer or detract from the educational process are not acceptable (i.e. no writing in the hair, no unnatural colors, or symbols.) Razor cuts and lines are acceptable. Mohawks, mohawk fades, or faux-hawks are not to be more than 1 ½ inches. Parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.

20. No tattoos, permanent or otherwise, shall be displayed at school. Any tattoo must be covered.

21. Coaches, teachers, or administrators may impose more stringent dress requirements to accommodate the special needs of certain sports, classes, or their school population.

The following conduct code will be followed after a dress code violation:

1st Offense: Warning to student. Notification of parent. Change into appropriate clothing as applicable. Student may be sent home to dress properly, if necessary.

****If referred for haircut or color, parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.

2nd Offense: Site consequence and change of clothing required. Parent notified.

3rd Offense: Parent notified and progressive site discipline. Change of clothing required.

4th Offense: Parent notified. Student placed on Behavior Contract. Change of clothing required.

5th Offense: Parent notified—possible suspension and recommendation for an alternative education program.

Dress Policy: Non-school Youth Organizations

The following policy regards only those local Youth Organizations which desire to have their participants occasionally wear their respective apparel to school during regular hours of operation.

1. All sports and activity apparel must meet District/School dress code policies. This includes logos (must reflect local organizations only), hem lengths, strap thickness, and alterations.

2. If a local Youth Organization wishes to have its participants wear their apparel to school, the organization must provide the affected school site(s) with contact information for the President and at least two (2) designees of that Organization, with whom school officials may contact as necessary.

3. Youth Organization apparel may only be worn on the Friday before a scheduled game or competition unless the game/competition is held during the week, in which case apparel representing the organization may only be worn on the day of the event.

4. If a school administrator or staff member observes a behavior that violates behavior or dress code policies, contact will be made with the designee appointed by the Youth Organization represented by the students whose actions are in violation for the purposes of notifying the organization that the participant's privilege to wear the organization's apparel (jerseys, uniforms, etc.) will be suspended for a period of the following week or next event, whichever occurs first. The notification to the organization's designee will only include information related to that which has been reflected on the team, but will not receive information regarding individual students. When appropriate, parents of students in violation of the policy will be notified independently.

5. If there is an additional incident, as reflected in #4, the privilege of the Youth Organization's privilege to wear team apparel will be suspended for the remainder of the school year. Again, such notification will be made only to a designee of the Youth Organization.

6. A suspension of the privilege or wearing the organization's apparel shall only apply to the students at the school where the violation occurred.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

Ed. Code 212.1 Nondiscrimination based on race or ethnicity

Ed. Code 220 Prohibition of discrimination

Ed. Code 32281 School safety plans

Ed. Code 35183 School dress code; uniforms

Ed. Code 35183.5 Sun-protective clothing

Ed. Code 48907 Exercise of free expression; time, place and manner rules and regulations

Ed. Code 49066 Grades; effect of physical education class apparel

Management Resources Description

Court Decision Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Court Decision Harper v. Poway Unified School District, (2006) 445 App. 3d 166

Court Decision Hazelwood School District v. Kuhlmeier, (1988) 108 S. Ct. 562

Court Decision Jacobs v. Clark County School District, (2008) 26 F. 3d 419

Court Decision Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459

Court Decision Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Court Decision Hartzell v. Connell, (1984) 35 Cal. 3d 899

Website CSBA District and County Office of Education Legal Services

Cross References

Code Description 0450 Comprehensive Safety Plan 0450 Comprehensive Safety Plan 5020 Parent Rights And Responsibilities 5020 Parent Rights And Responsibilities 5121 Grades/Evaluation Of Student Achievement 5121 Grades/Evaluation Of Student Achievement 5131 Conduct 5136 Gangs 5136 Gangs 5144 Discipline 5144 Discipline 5145.2 Freedom Of Speech/Expression 5145.2 Freedom Of Speech/Expression 5145.3 Nondiscrimination/Harassment 5145.3 Nondiscrimination/Harassment 5145.6 Parent/Guardian Notifications

- 5145.6-E PDF(1) Parent/Guardian Notifications
- 5145.7 Sexual Harassment
- 5145.7 Sexual Harassment
- 6173 Education For Homeless Children
- 6173 Education For Homeless Children
- 6173.1 Education For Foster Youth
- 6173.1 Education For Foster Youth

Procedures for Safe Ingress and Egress

The gates around the school are closed during school hours and are open before school and after school. When the tardy bell rings, all gates are closed. Students who are tardy must go through the front office and receive a tardy slip before reporting to class. Students who leave early must also go through the office to be signed out by a person listed on their emergency card. All visitors through the school day must come through the office to access the campus. All visitors must wear a visitor's badge. All school personnel wear an ID tag with a photo. School staff monitor students before and after school. Teachers are on duty after school to supervise students as they get on the busses. There are three locations for students to be picked up by vehicles. All locations are supervised by school personnel. Any students not picked up after 10 minutes are escorted to the office where a phone call is made to whomever was responsible to pick up the student. The student is supervised in the office until they are picked up by someone on their emergency card.

Regulation 3515: Campus Security Status: ADOPTED Original Adopted Date: 02/21/2012 | Last Revised Date: 04/20/2020 | Last Reviewed Date: 04/20/2020

Campus Security The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to: 1. Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing

These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti and implement campus beautification projects.

- 4. Control access to keys and other school inventory
- 5. Detect and intervene with school crime

These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

All staff shall receive training in building and grounds security procedures and emergency response.

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1.9, 1010.1.11)

Keys

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to authorized employees who regularly need a key in order to carry out their job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned. Comprehensive School Safety Plan 27 of 49 Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

District Vehicles

The Superintendent or designees shall determine which district vehicles will have GPS devices installed on the vehicle. The use of the GPS devices is to protect district property, ensure proper use of district vehicles, improve driver safety, and to monitor driving times, mileage, routing efficiency and inventory control.

Employees who routinely operate district vehicles will sign a written acknowledgement/agreement that they are aware of the GPS devices and understand that the employee's whereabouts may be monitored by the district. This acknowledgement/agreement will be obtained from current employees who routinely drive district owned vehicles, and from new employees at the time of initial employment.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

24 CCR 1010.1.11 Lockable doors from the inside

24 CCR 1010.1.9 Door operations

CA Constitution Article 1, Section 28(c) Right to Safe Schools

Ed. Code 17070.10-17079.30 Leroy F. Greene School Facilities Act

Ed. Code 17583 Classroom security locks, modernization projects

Ed. Code 32020 School gates; entrances for emergency vehicles

Ed. Code 32211 Threatened disruption or interference with classes

Ed. Code 32280-32289.5 School safety plans

Ed. Code 35160 Authority of governing boards

Ed. Code 35160.1 Broad authority of school districts

Ed. Code 38000-38005 Security departments

Ed. Code 49050-49051 Searches by school employees

Ed. Code 49060-49079 Student records

Pen. Code 469 Unauthorized making, duplicating or possession of key to public building

Pen. Code 626-626.11 School crimes

Federal Description

20 USC 1232g Family Educational Rights and Privacy Act (FERPA) of 1974

34 CFR 99.3 Definition of education records

US DOE Publication FAQs on Photos and Videos under FERPA

Management Resources Description

Attorney General Opinion 75 Ops.Cal.Atty.Gen. 155 (1992)

Attorney General Opinion 83 Ops.Cal.Atty.Gen. 257 (2000)

Court Decision Brannum v. Overton County School Board (2008) 516 F. 3d 489

Court Decision New Jersey v. T.L.O. (1985) 469 U.S. 325

CSBA Publication Safe Schools: A Planning Guide for Action, 2002

National Institute of Justice Publication The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, rev. 2005

Website CSBA District and County Office of Education Legal Services

Website U.S. Department of Education, Protecting Student Privacy

Website National Institute of Justice

Website National School Safety Center

Website California Department of Education, Safe Schools

Website CSBA

Cross References Code Description 0450 Comprehensive Safety Plan

- 0450 Comprehensive Safety Plan
- 1250 Visitors/Outsiders
- 1250 Visitors/Outsiders
- 1330.1 Joint Use Agreements
- 3000 Concepts And Roles
- 3440 Inventories
- 3515.2 Disruptions
- 3515.2 Disruptions
- 3515.4 Recovery For Property Loss Or Damage
- 3515.4 Recovery For Property Loss Or Damage
- 3515.5 Sex Offender Notification
- 3515.5 Sex Offender Notification
- 3516 Emergencies And Disaster Preparedness Plan
- 3516 Emergencies And Disaster Preparedness Plan
- 3516.2 Bomb Threats
- 3530 Risk Management/Insurance
- 3530 Risk Management/Insurance
- 4119.1 Civil And Legal Rights
- 4131 Staff Development
- 4131 Staff Development
- 4158 Employee Security
- 4158 Employee Security
- 4219.1 Civil And Legal Rights
- 4231 Staff Development
- 4231 Staff Development
- 4258 Employee Security
- 4258 Employee Security
- Comprehensive School Safety Plan

- 4319.1 Civil And Legal Rights
- 4331 Staff Development
- 4331 Staff Development
- 4358 Employee Security
- 4358 Employee Security
- 5112.5 Open/Closed Campus
- 5125 Student Records
- 5125 Student Records
- 5125.1 Release Of Directory Information
- 5125.1 Release Of Directory Information
- 5125.1-E PDF(1) Release Of Directory Information
- 5131.1 Bus Conduct
- 5131.1 Bus Conduct
- 5131.2 Bullying
- 5131.2 Bullying
- 5131.5 Vandalism And Graffiti
- 5131.7 Weapons And Dangerous Instruments
- 5131.7 Weapons And Dangerous Instruments
- 5137 Positive School Climate
- 5141.52 Suicide Prevention
- 5141.52 Suicide Prevention
- 5142 Safety
- 5142 Safety
- 5144 Discipline
- 5144 Discipline
- 5144.1 Suspension And Expulsion/Due Process
- 5144.1 Suspension And Expulsion/Due Process
- 5145.12 Search And Seizure
- 5145.12 Search And Seizure
- Comprehensive School Safety Plan

- 5145.9 Hate-Motivated Behavior
- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 7111 Evaluating Existing Buildings
- 9321 Closed Session

IV. Procedures for Complying With Existing School Safety Laws (continued)

A Safe and Orderly Environment

Students are taught it is their right and responsibility to be a part of a safe and orderly school environment. Students are taught clear rules about their behavior in the classroom, playground, cafeteria, and school bus. Students are also made aware of who they should report to if a problem exists. The staff brainstorms solutions to problems such a running in the hallways, litter on the school grounds, etc., at staff meetings. Student infractions are promptly discussed either verbally or in writing with parents. Communication is also made with parents about the positive things their children do. In previous years our parent survey revealed we were rated very high in the area of students being aware of what was expected of them.

All site administrators and other certificated and classified staff members have participated in Handle with Care training, provided by the district. Handle with Care is committed to the emotional and physical safety of behaviorally challenged individuals whose behavior is harmful to themselves or others, and the staff and organizations that support them. Handle with Care is committed to teaching staff how to deal with a behaviorally challenged population in a way that preserves the client's dignity, is safe, and enables continued positive learning and behavioral development by preserving and enhancing therapeutic relationship.

IV. Procedures for Complying With Existing School Safety Laws (continued)

School Discipline

District discipline procedures are listed in the parent handbook. Site and district administration review and modify discipline procedures as needed once a year. On site, each teacher has class rules posted in his/her classroom. These rules are reviewed with students and parents at the beginning of the school year. If new situations arise throughout the school year, the staff meets and brainstorms ways to address new types of problems and how to deal with them. New policies are discussed with stakeholders, such as students and parents. Written rules for behavior in the cafeteria are posted and reviewed periodically with the students. A list of playground rules is reviewed yearly with the staff and yard duty teachers. These rules are also reviewed with the students. Bus drivers go over rules with their riders. Infractions of school rules are noted on documentation slips. These slips include the infraction and consequence. This information is entered into the Aeries database. Consequences can vary from Time Out, a visit to the principal's office, suspension, or a Personal Responsibility point. Too many PR points result in the loss of privileges for the student. Taking responsibility for one's own accomplishments and consequences has life-long learning implications. Balancing discipline with a positive reward environment promotes excellence. It is necessary that children learn to develop self-

discipline with a positive reward environment promotes excellence. It is necessary that children learn to develop selfdiscipline in order to further their learning. Discuss with your child the importance of, and the need for, good behavior and a good attitude while at school.

This code is adopted to specify standards of conduct that promote a safe school setting conducive to a positive learning environment. These rules are in force on the way to and from school, on the school grounds, as well as in school buildings.

The District reserves the right to exclude any student with a poor discipline record or unresolved financial obligation from privileged or optional activities, sports events, dances, free time, graduation ceremonies, field trips, etc.

All of the conduct listed below can be cause for suspension or expulsion/dismissal from the district. Whether suspension or dismissal is considered depends on the frequency and/or severity of the actions.

Any conduct on the part of the student, even if not specified below, which creates a concern for the safety of others, is disrespectful to those in authority, or in any way disrupts the educational process is prohibited and causes for disciplinary action to be taken.

- 1. Students are to show proper respect to others at all times.
- a. Pupils are never to disrupt school activities nor defy the authority of school personnel.

b. Pupils are not to engage in behavior that endangers staff and/or students nor harass staff and/or students (such as bullying, intimidation, hazing, or any other verbal, written, or physical conduct) that causes or threatens to cause bodily harm or emotional suffering.

- c. Pupils are not to engage in obscenity, profanity, or vulgarity of any kind.
- d. Pupils shall not extort money or property from another person.
- e. Pupils shall not plagiarize or be dishonest in school work or on tests.
- f. Pupils shall dress according to policy as described on pages 28 and 29 of this Handbook.
- 2. Students should at all times show respect to school and private property.
- a. Pupils are not to steal nor attempt to steal school or property belonging to district staff or students.
- b. Pupils are not to cause or attempt to cause damage to property belonging to district staff or students.
- 3. Students are to show a concern for the health and safety of others at all times.

a. Pupils are not to possess any dangerous objects of no reasonable use to the student at school. Such dangerous items would include, but not be limited to, firearms, knives, and explosives. California Education Code considers any imitation firearm or air propellant gun to be a violation.

- b. Pupils are not to possess, sell, furnish, or be under the influence of alcohol, tobacco, or any controlled substance.
- c. Dangerous toys, sharp instruments, tools, water balloons, squirt guns, toy guns are not to be brought to school.

d. Electronic devices (mp3 players, portable electronic games, radios) and other distracting devices are not to be brought to school.

e. Pupils are not to possess or use laser pointers unless used for a valid instructional or other school-related purposes including employment.

f. No beverages, food, or other items may be brought to school in a glass container.

g. Energy drinks are not acceptable on campus.

4. A student must use every means possible to avoid physical confrontation, including reporting the incident to a staff member. It takes a responsible person to stay out of such a confrontation. "Play fighting" is also dangerous and is not permitted.

5. Throwing any article is not allowed.

6. Students should be orderly in leaving and returning to classes.

7. Public display of affection between students (such as hugging, hand-holding, kissing, etc.) is not allowed at school or during school-related activities. Violations will be dealt with according to the student conduct policy.

A prime factor in a successful school is mutual respect. Each student is considered an important individual with rights and responsibilities. Parents' can contribute to a better school for their child by encouraging respect for staff members.

Students who violate district or school rules and regulations may be subject to discipline, including, but not limited to, suspension, expulsion, or transfer to alternative programs in accordance with board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and make appropriate discipline or referral for the offender.

IV. Procedures for Complying With Existing School Safety Laws (continued)

Hate Crimes

Regulation 5131.2: Bullying Status: ADOPTED Original Adopted Date: 02/18/2020 | Last Reviewed Date: 02/18/2020

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so Staff Development

The Superintendent or designee shall make staff aware of the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training may include:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal, district compliance officer, or immediate supervisor, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

5 CCR 4600-4670 Uniform complaint procedures

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 32282 School safety plans

Ed. Code 32283.5 Bullying; online training

Ed. Code 35181 Governing board authority to set policy on responsibilities of students

Ed. Code 35291-35291.5 Rules

Ed. Code 46600 Student transfers

Ed. Code 48900-48925 Suspension and expulsion

Ed. Code 48985 Notices to parents in language other than English

Ed. Code 52060-52077 Local control and accountability plan

Pen. Code 422.55 Definition of hate crime

Pen. Code 647 Use of camera or other instrument to invade person's privacy; misdemeanor

Pen. Code 647.7 Use of camera or other instrument to invade person's privacy; punishment

Pen. Code 653.2 Electronic communication devices, threats to safety

Federal Description

28 CFR 35.107 Nondiscrimination on basis of disability; complaints

34 CFR 104.7 Designation of responsible employee for Section 504

34 CFR 106.8 Designation of responsible employee for Title IX

34 CFR 110.25 Notification of nondiscrimination on the basis of age

47 USC 254 Universal service discounts (E-rate)

Management Resources Description

CA Office of the Attorney General Publication Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018

California Department of Education Publication Bullying at School, 2003

California Department of Education Publication Bullying Module

California Department of Education Publication California's Social and Emotional Learning: Guiding Principles, 2018

California Department of Education Publication Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

California Department of Education Publication Social and Emotional Learning in California: A Guide to Resources, 2018 Court Decision J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Court Decision Lavine v. Blaine School District, (2002) 279 F.3d 719

Court Decision Wynar v. Douglas County School District, (2013) 728 F.3d 1062

CSBA Publication Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

CSBA Publication Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CSBA Publication Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

CSBA Publication Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

CSBA Publication Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

CSBA Publication Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

U.S. DOE Office for Civil Rights Publication Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

U.S. DOE Office for Civil Rights Publication Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

U.S. DOE Office for Civil Rights Publication Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on Basis of Sex, Race, Color, Oct 2010 U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Harassment and Bullying, October 2010 Website CSBA District and County Office of Education Legal Services

Website National School Safety Center

Website Partnership for Children and Youth

Website Center on Great Teachers and Leaders

Website Collaborative for Academic Social and Emotional Learning

Website Common Sense Media

Website California Department of Education, Safe Schools

Website California Office of the Attorney General

Website CSBA

Website U.S. Department of Education

Cross References Code Description 0100 Philosophy

0410 Nondiscrimination In District Programs And Activities

0440 District Technology Plan

0440 District Technology Plan

0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

0470 COVID-19 Mitigation Plan

1113 District And School Web Sites

1113 District And School Web Sites

1113-E(1) District And School Web Sites

1313 Civility

- 3515 Campus Security
- 3515 Campus Security
- 4131 Staff Development
- 4131 Staff Development
- 4219.21 Professional Standards

- 4231 Staff Development
- 4231 Staff Development
- 4319.21 Professional Standards
- 4319.21-E PDF(1) Professional Standards
- 5030 Student Wellness
- 5113.1 Chronic Absence And Truancy
- 5113.1 Chronic Absence And Truancy
- 5113.12 District School Attendance Review Board
- 5113.12 District School Attendance Review Board
- 5117 Interdistrict Attendance
- 5117 Interdistrict Attendance
- 5125 Student Records
- 5125 Student Records
- 5131 Conduct
- 5131.8 Mobile Communication Devices
- 5136 Gangs
- 5136 Gangs
- 5137 Positive School Climate
- 5141.27 Food Allergies/Special Dietary Needs
- 5141.27 Food Allergies/Special Dietary Needs
- 5141.52 Suicide Prevention
- 5141.52 Suicide Prevention
- 5144 Discipline
- 5144 Discipline
- 5144.1 Suspension And Expulsion/Due Process
- 5144.1 Suspension And Expulsion/Due Process
- 5144.2 Suspension And Expulsion/Due Process (Students With Disabilities)
- 5145.12 Search And Seizure
- 5145.12 Search And Seizure
- 5145.2 Freedom Of Speech/Expression
- Comprehensive School Safety Plan

- 5145.2 Freedom Of Speech/Expression
- 5145.3 Nondiscrimination/Harassment
- 5145.3 Nondiscrimination/Harassment
- 5145.7 Sexual Harassment
- 5145.7 Sexual Harassment
- 5145.9 Hate-Motivated Behavior
- 6144 Controversial Issues
- 6144 Controversial Issues
- 6163.4 Student Use Of Technology
- 6163.4 Student Use Of Technology

6163.4-E PDF(1) Student Use Of Technology - Kingsburg Elementary Charter School District

- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 6173.1 Education For Foster Youth
- 6173.1 Education For Foster Youth

Policy 5145.9: Hate-Motivated Behavior Status: ADOPTED Original Adopted Date: 01/19/2010 | Last Revised Date: 05/16/2022 | Last Reviewed Date: 05/16/2022

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that: 1. Includes the development of social-emotional learning 2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

3. Explains the harm and dangers of explicit and implicit biases

4. Discourages discriminatory attitudes and practices

5. Provides strategies to manage conflicts constructively As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated

behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that: 1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal. Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians, and be consistent with the District's Uniform Complaint Procedures.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

5 CCR 4600-4670 Uniform complaint procedures

5 CCR 4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 32282 School safety plans

Ed. Code 48900.3 Suspension for hate violence

Ed. Code 48900.4 Suspension or expulsion for harassment, threats, or intimidation

Gov. Code 11135 Prohibition of discrimination

Pen. Code 422.55 Definition of hate crime

Pen. Code 422.6 Crimes, harassment

Federal Description

28 CFR 35.107 Nondiscrimination on basis of disability; complaints

34 CFR 100.3 Prohibition of discrimination on basis of race, color or national origin

34 CFR 104.7 Designation of responsible employee for Section 504

34 CFR 106.30 Discrimination on the basis of sex in education programs and activities; definitions

34 CFR 106.44 Recipient's response to sexual harassment

34 CFR 106.45 Grievance process for formal complaints of sexual harassment

34 CFR 106.8 Designation of responsible employee for Title IX

34 CFR 110.25 Prohibition of discrimination based on age

Management Resources Description

CA Office of the Attorney General Publication Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018

California Department of Education Publication Bullying at School, 2003

Human Rights Campaign Foundation Publication California LGBTQ Youth Report, January 2019

U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Prohibited Disability Harassment, July 2000

U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Harassment and Bullying, October 2010

Website CSBA District and County Office of Education Legal Services

Website California Association of Human Relations Organizations

Website U.S. Department of Justice

Website California Office of the Attorney General

Website U.S. Department of Health and Human Services

Website CSBA

Website U.S. Department of Education, Office for Civil Rights

Website California Department of Education

Cross References Code Description 0410 Nondiscrimination In District Programs And Activities

0415 Equity

0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

0460 Local Control And Accountability Plan

0460 Local Control And Accountability Plan

1312.1 Complaints Concerning District Employees

1312.1 Complaints Concerning District Employees

1312.3 Uniform Complaint Procedures

- 1312.3 Uniform Complaint Procedures
- 1312.3-E(1) Uniform Complaint Procedures
- 1312.3-E(2) Uniform Complaint Procedures
- 1313 Civility
- 1400 Relations Between Other Governmental Agencies And The Schools
- 1700 Relations Between Private Industry And The Schools
- 3515 Campus Security
- 3515 Campus Security
- 3515.4 Recovery For Property Loss Or Damage
- 3515.4 Recovery For Property Loss Or Damage
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- 5145.11 Questioning And Apprehension By Law Enforcement
- 5145.12 Search And Seizure
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- 6163.4 Student Use Of Technology
- 6163.4 Student Use Of Technology
- 6163.4-E PDF(1) Student Use Of Technology Kingsburg Elementary Charter School District
- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 6173.1 Education For Foster Youth
- 6173.1 Education For Foster Youth
- Comprehensive School Safety Plan

V. Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288 Ed Code 32288.

(a) In order to ensure compliance with this article, each

school shall forward its comprehensive school safety plan to the school district or county office of education for approval.
(b) (1) Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The schoolsite council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the schoolsite, including the parent teacher association and parent

teacher clubs.

(D) A representative of each teacher organization at the schoolsite.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The schoolsite council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

Date of Board Meeting/Public Heari	ng: J	anuary 17, 2023		
Site of Board Meeting/Public Hearing:		KESD Board Room		
Law Enforcement Review	Date:	October 2022		
Site Council Approval	Date:	December 8, 2022		
School Board Approval	Date:	January 17, 2023		

Campus Emergency Assignment Worksheet

This worksheet will help the Incident Commander ensure coverage for critical positions during a school emergency. Ensure each position is assigned at the start of each school year and that all positions are assigned even if you th ink that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that back-up personnel also be assigned and that key personnel are cross-trained in critical job requirements. Blank rows are to be used by Incident Commander to add additional positions as needed during an emergency.

Position	Person Assigned	Alternatives
	Lauren Galli	1. Ashley Valdez
Incident Commander		2. Jillian Protzmann
	Carlos Esparza	1. Danny McIntyre
Safety Officer		2. Jim Rivera
Public Information Officer	Dr. Wesley Sever	1. Matt Stovall
	Danny McIntyre	1. Jimmy Rivera
Liaison Officer		2. David Ocanas
Operations Section Chief	Jillian Protzmann	1. Stephanie Webber
Student Care Group Supervisor	Stephanie Webber	1. Michelle Brewster
First Aid Group Supervisor	Sandee Proctor	1. District Nurse
Search/Rescue Group Supervisor	Kingsburg Police Dept. or other Emergency Services Agency	
Campus Evacuation Group Supervisor	Principals	1. Jillian Protzmann
Utilities Group Supervisor	Danny McIntyre	1. David Ocanas
Security Group Supervisor	Kingsburg Police Department or other emergency service agencies	
Student Accountability Group Supervisor	Jillian Protzmann	1. Stephanie Webber
Student Release Group Supervisor	Stephanie Webber	2. Kathryn Guerrero
Planning Section Chief	Lauren Galli	1. Ashley Valdez
		2. Jillian Protzmann
Resource Status Unit Leader	Jillian Protzmann	1. Stephanie Webber
Situation Status Unit	Danny McIntyre	1. Jim Rivera
Leader		2. David Ocanas
Documentation Unit Leader	Sarah Ballard	1. Maria Gutierrez
Logistics Section Chief	Mac Vaquera	1. Bobby Rodriguez
Supply Unit Leader	Bobby Rodriguez	1. Mac Vaquera
Facilities Unit Leader	Jim Rivera	1. Danny McIntyre

Position	Person Assigned	Alternatives
Communications Unit	Jason Wood	1. Scott Lutz
Leader		2. Chris Wiest
Transportation Unit Leader	Danny McIntyre	1. Joyce Weber - Southwest Transportation
Finance/Admin Section Chief	Bobby Rodriguez	1. Mac Vaquera
Timekeeping Unit Leader	Carol Bray	1. Frances Sanchez
	Bobby Rodriguez	1. Mac Vaquera
Purchasing Unit Leader		2. Sarah Ballard
Comp/Claims Unit Leader	Carol Bray	1. Frances Sanchez

Buddy Teacher List

Room #	Teacher	Room #	Buddy
1	Matic	10 and 11	Alves and Dutra
33	Collins	34	Peterson
15	Coddington	14	Olson
35	Guerrero	36	Rosas
17	Quattrin	16	Kalender
20	Clifton	21	Rosales
22	Vargas	23	East
25	Johnson/Rogers	26	Snyder
13	Tickle	12	Witters
29	Beer	31 and 30	Sorenson and Bermudez
28	Iturralde	27	Price

Kingsburg Elementary Charter School District Ronald W. Reagan Elementary School

2022-2023

Comprehensive School Safety Plan

Plan Developed By:	Kerry Pickrell
Administrator:	Kerry Pickrell
Teacher:	Jodi Dias
Parent:	Kari Larson
Classified Employee:	Daniel Enns
Law Enforcement Representative:	Kingsburg Police Department
Student Representative:	

Board Meeting/Public Hearing Date: January 17, 2023

Date adopted by School Site Council: November 14, 2022

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I. Assessment of Current Status

School Description and Profile:

School Beliefs

Reagan School has a unique configuration of having all of the 4th, 5th, and 6th grade children of the Kingsburg Elementary Charter School District on their campus. Reagan's focus is to develop knowledge and skills, utilizing the technology students need to become life long learners, productive workers, and successful citizens. Together with parents, students, community members, staff and administration, the school's vision of, "We will find a way for ALL students to learn," includes fostering a team atmosphere with the community, and provides a standards-based education. The school community has unpacked the state standards together reaching consensus on what the 4th, 5th and 6th grade students need to master upon leaving Reagan School. We believe that we must work especially hard to meet the needs of our diverse and at-risk population in order to continue the "Traditions of Excellence" that have long been our district's trademark. We recognize that it is our responsibility to prepare all students for success in this new millennium. The staff at Reagan School is committed to preserving the traditional small-town atmosphere by promoting high expectations, focusing on student achievement, and nurturing success within a safe school environment.

Student Population And Student Needs

Ronald W. Reagan Elementary School is a 4th, 5th, and 6th grade elementary school rich in both history and tradition. Reagan School is located in the center of the city of Kingsburg, in Fresno County and is mainly an urban family setting. Currently, Reagan Elementary School serves 673 students. Of those students 53 are currently English Language Learners, 95 are Reclassified Fluent English Proficient, and 64 are Special Education students.

Summary of School Crime Data:

During the 2021-2022 school year Ronald W. Reagan Elementary had 1 expulsion and 19 suspensions that violated California Education Code 48900.

Other Data:

Summary of Data

Ronald W. Reagan's expulsion and suspension data is the result of consistent discipline practices with the assistance of PBIS that maintain consistency and a safe school environment.

II. Component 1 Action Plan: People and Programs

How will you create a caring and connected school climate?

At Ronald W. Reagan Elementary there is a strong partnership between the staff, students, and community that contributes to a caring and connected school climate. At Reagan Elementary, the school has adopted PBIS (Positive Behavioral Intervention and Supports). PBIS is a way for our staff to look at behaviors and find other alternatives to rehabilitate students who choose to break a school or educational rule. The behavior expectation is HONOR, in which students are expected to demonstrate positive behavior while tying in the "Character Counts" curriculum that is prevalent not only in the classroom but also throughout the campus. Students of the Month are selected by their demonstration of the character trait of the month as well as demonstrating HONOR. We also have the Positivity Project that we have been implementing for the past four years. This year we were able to purchase shirts so each week all 21 teachers select one of their students who lives by that character trait.

Goal Statement

Through the continued implementation of PBIS (Gold Level), character education(Positivity Project), and anti-bullying policies, Reagan Elementary will continue to provide a safe and caring learning environment for all of its students.

Objective #1

School events, classroom activities and school policies will result in a reduction of student issues with regards to situation of bullying and one that will reinforce students acting with positive character.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Students of the Month selected by Character Counts and HONOR traits	N/A	Classroom teachers, Amy Winchell	All Year	Recognition of positive student behavior
Ripple Effects	online curriculum	Winchell, Pickrell, Behavior specialist	All Year	reduce repeat offenders of behavior issues
Positivity Project	online curriculum and resources	Classroom Teachers	All Year	Teaching students character traits to make an overall better and more well rounded student.
Undercover Anti-Bullying Team	NA	Winchell, Pickrell, Gonzalez	All Year	Teaching students how to stand up and recognize bullying to prevent or identifying bullying behaviors.

Objective #2 (optional) N/Å

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Comprehensive School Safety Plan	4 of 49			1/10/23

III. Component 2 Action Plan: Place

How will you create a physical environment that communicates respect for learning and for individuals? Ronald W. Reagan Elementary is a modern campus with extremely clean and student-centered facilities. On a daily basis, the students, all staff (classified, certificated, and custodial) work together to keep the school a learning centered, safe and clean environment. Students who demonstrate excellent campus behavior and who assist staff in keeping the campus clean are rewarded with positive behavior HONOR slips. If students earn 5 HONOR slips they will be able to negate a PR point they may have earned or they will be able to choose a snack bar item . Teachers work hand in hand with the custodial and classified staff to maximize the efficiency of the cleaning of the campus on a daily basis.

Goal Statement

The entire school community at Ronald W. Reagan Elementary will continue to work together to maintain a physical environment that will create a respectful and learning based environment.

Objective #1

Students who demonstrate excellent dedication to the environment of the campus will be recognized for this positive behavior with the issuance of positive behavior HONOR slips. Every week a drawing will be held for students who have received blue HONOR slips to receive a reward that will help them in their respective classrooms, negate a PR point that they may have earned, or choose a snack bar item.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Daily HONOR slip issuance to students	school created HONOR slips (different grade levels will have different colors	All Reagan Elementary Staff	All year	PR point take away and snack bar items every Wednesday

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

IV. Procedures for Complying With Existing School Safety Laws

Child Abuse Reporting

Board Policy Manual Kingsburg Elementary Charter School District Regulation 5141.4: Child Abuse Prevention And Reporting Status: ADOPTED Original Adopted Date: 02/22/2011 | Last Revised Date: 11/16/2021

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6) 1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Kingsburg Police Department 1300 California St. Kingsburg, CA 93631 559-897-2931 When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. 1. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)No employee

shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

5 CCR 3200-3205 Filing complaints with CDE; special education students

CCP. 340.1 Damages suffered as result of childhood sexual abuse

Ed. Code 215.5 Student identification cards; inclusion of safety hotlines

Ed. Code 32280-32289.5 School safety plans

Ed. Code 33133.5 Posters of telephone number for students to report child abuse or neglect

Ed. Code 33195 Heritage schools, mandated reporters

Ed. Code 33308.1 Guidelines on procedure for filing child abuse complaints

Ed. Code 44252 Teacher credentialing

Ed. Code 44691 Staff development in the detection of child abuse and neglect

Ed. Code 44807 Teachers' duty concerning conduct of students

Ed. Code 48906 Notification when student released to peace officer

Ed. Code 48987 Dissemination of reporting guidelines to parents

Ed. Code 49001 Prohibition of corporal punishment

Ed. Code 51220.5 Parenting skills education

Ed. Code 51900.6 Sexual abuse and sexual assault awareness and prevention instruction

Pen. Code 11164-11174.3 Child Abuse and Neglect Reporting Act

Pen. Code 152.3 Duty to report murder, rape, or lewd or lascivious act

Pen. Code 273a Willfully causing unjustifiable pain or mental suffering of child; endangering life or health

Pen. Code 286 Crime of sodomy

Pen. Code 288 Crime of oral copulation

Pen. Code 288 Definition of lewd or lascivious act requiring reporting

Pen. Code 289 Crime of sexual penetration

W&I Code 15630-15637 Dependent adult abuse reporting

Federal Description

42 USC 11434a McKinney-Vento Homeless Assistance Act; definitions

Management Resources Description

California Department of Education Publication Health Education Content Standards for California Public Schools,

Kindergarten Through Grade Twelve

California Department of Education Publication Health Framework for California Public Schools, Kindergarten Through Grade Twelve

Court Decision Camreta v. Greene (2011) 131 S.Ct. 2020

CSBA Publication Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019 Website CSBA District and County Office of Education Legal Services

Website California Department of Social Services, Information Resources Guide

Website California Department of Education, Child Abuse Prevention Training and Resources

Website U.S. Department of Health and Human Services, Child Welfare Information Gateway

Website California Attorney General's Office, Suspected Child Abuse Report Form

Cross References Code Description 0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

0470 COVID-19 Mitigation Plan

- 1240 Volunteer Assistance
- 1240 Volunteer Assistance
- 1240-E PDF(1) Volunteer Assistance
- 1312.1 Complaints Concerning District Employees
- 1312.1 Complaints Concerning District Employees
- 1312.3 Uniform Complaint Procedures
- 1312.3 Uniform Complaint Procedures
- 1312.3-E(1) Uniform Complaint Procedures
- 1312.3-E(2) Uniform Complaint Procedures
- 1400 Relations Between Other Governmental Agencies And The Schools
- 3320 Claims And Actions Against The District
- 3320 Claims And Actions Against The District
- 4112.6 Personnel Files
- 4112.9 Employee Notifications
- 4119.21 Professional Standards
- 4119.21-E PDF(1) Professional Standards
- 4119.23 Unauthorized Release Of Confidential/Privileged Information
- 4127 Temporary Athletic Team Coaches
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- 4227 Temporary Athletic Team Coaches
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- 5145.7 Sexual Harassment
- 5145.71 Title IX Sexual Harassment Complaint Procedures
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- 6142.8 Comprehensive Health Education
- 6143 Courses Of Study
- 6143 Courses Of Study
- 6145.2 Athletic Competition
- 6145.2 Athletic Competition
- 6159.4 Behavioral Interventions For Special Education Students
- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 6164.5 Student Success Teams
- 6164.5 Student Success Teams

Disaster Procedures

School response to a variety of disaster situations can be found on the flip chart entitled "Classroom Emergency Procedures Guide." This flip chart is posted next to the door of every room on site. It covers procedures for Classroom Emergency Management, Fire/Explosion, Bomb threats/Suspicious Package, Evacuation, Lockdown, Earthquake, Weapon on School Grounds, Fighting, Assault, Suicide Attempt, Lost/Missing Child, Medical Emergency, Gas Leak, Hazardous Material Spills, Utility Failure/Power Outage, and Dealing with the Media. We conduct monthly fire drills, the recommended amount of earthquake and lockdown drills. School staff is notified of fire drills, earthquake and lockdown drills before they happen. In addition, all district staff members (classified and certificated) were provided with Active Shooter Training (Seconds to Survive) facilitated by the Kingsburg Police Department.

Lockdown:

In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

When a lockdown lasts an extended period, please adhere to the procedures below for restroom use.

During a Priority 1 lockdown, teachers are to make provisions for children to toilet (if need be) using buckets provided and antibacterial wipes.

During a Priority 2 lockdown, students needing to use the restroom should be escorted to and from the facility by the site administrator or other designated staff.

Earthquake/Severe Weather Safety Procedures

The principal or designee will announce severe weather or you will feel an earthquake.

Teachers

- 1. In an earthquake only, teachers should ensure that the classroom door remain completely pushed open, to ensure that the door does not become blocked, due to possible damage from the earthquake movement or falling debris
- 2. The classroom doors should only be closed and secured if there is a fire in the classroom or severe weather.
- 3. Teachers should advise students to Duck, Cover and Hold On.
 - DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops and students receive further instructions from the teacher
- 4. Students should go under a table, desk, or chair as quickly as possible
- 5. Once under the table, desk or chair, students and staff should hold onto the furniture leg
 - Students and staff should cover their head and neck to protect from flying or falling debris
- 6. Students and staff should stay away from windows, bookcases or other stacked items
- 7. After the earthquake has stopped, everyone should perform a quick self-inspection for injuries
- 8. All injuries should immediately be reported to the teacher or other staff members in the classroom
- 9. If there are no injuries stated, the teacher should announce "Ok --- All Clear" if it is deemed safe to exit from the tables and desks
- 10. If it is determined that evacuation of the building is necessary, teachers should instruct students in the classroom to gather their belongings and begin to exit out of the classroom
- 11. Students with medical needs should have a back-up supply of vital medication, equipment or supplies with them, at school. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
 - During the earthquake, students with medical needs or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through routine practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.
- 12. Teachers should first conduct an assessment of their immediate hallway and exit routes to ensure that they are safe to maneuver through
- 13. Once shaking has stopped, students and staff should get back up, and continue to exit out of the building in a safe and orderly manner
- 14. If there are injuries, the teacher shall immediately assess the injuries to determine if further medical attention is needed

- 15. Once safe to do so, teachers will then have the class exit out of the building to a predetermined area that the principal/designee (Incident Commander) has determined
- 16. Once safely escorted outside, teachers should further assess any injured students and seek additional medical assistance from the school nurse
- 17. If severe injuries are observed, (Emergency) 911 should be called immediately for further medical assistance
- 18. As staff and students exit the building, staff members must first ensure that all evacuation routes are safe to maneuver through, avoiding downed light fixtures, debris or chemical spills
- 19. Report to your designated fire drill evacuation area
- 20. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 21. Under no circumstances should students or adults attempt to return to the building during an earthquake
- 22. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

If the Earthquake/Severe Weather Occurs at Recess or Lunch

- For any classes that may be held outside (physical education classes, recess), students and staff should immediately DUCK and COVER, protecting their head and neck areas. Once safe to do so, students and staff should travel to a large open area, avoiding the school building, large trees, downed power lines, or gas line breaks. If natural gas is smelled, immediately move as far away from the breakage or gas smell. Emergency personnel (Emergency---911) must be called as soon as possible.
- 2. Outside staging areas should be in large open spaces, away from buildings, overhead power lines, underground gas and sewer lines and large trees
- 3. Building administrators and school staff shall take attendance immediately after the building is evacuated, to determine if any students or staff are missing and unaccounted for
- 4. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 5. Under no circumstances should students or adults attempt to return to the building during an earthquake

Administrator/Other Staff

- 1. DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops
- 2. Once under the table, desk or chair, students and staff should hold onto the furniture leg
- 3. Staff should cover their head and neck to protect from flying or falling debris
- 4. Staff should stay away from windows, bookcases or other stacked items
- 5. Staff should stay covered for at least 90 seconds or until all shaking has stopped
- 6. Principal/Designee along with the Lead Custodian will attempt to determine the extent of the damage and will call the Director of MOT for clearance before having students re---enter the school, if any structural damage is observed
- 7. Do not attempt a rescue inside the building if there is evidence of structural damage. This will require assistance that should be handled by qualified emergency first responders
- 8. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

ADDITIONAL SPECIAL NEEDS CONSIDERATIONS:

- 1. After the earthquake, hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
- 2. During evacuation from classrooms, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
- For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of
 obstacles in their paths or because electric dependent machines are not functioning (i.e. elevator). Special preplanned
 assistance must be provided.
- 4. Any special medications, supplies and equipment for the students with special needs must be transported with them during evacuation.
- 5. If evacuation from the school area is called for, utilize special transportation arrangements.
- 6. Re-establish special power requirements for the equipment of special needs students as soon as possible.

Fire Drill Procedures

In the event of a fire, notify principal or designee. If the fire alarm has not sounded, activate the alarm manually.

If the alarm sounds during a class period:

Teachers

- 1. Before the students exit the room, the teacher needs to verify that there is no fire or any other immediate danger outside their classroom.
- 2. Before leaving, the teacher needs to close all doors and windows, and be sure the classroom is empty before locking the door (A locked door will tell administration and the fire department that the room is secure/empty).
- 3. Teachers will take a copy of their updated roster and green/red placards. Teachers are responsible for making sure their rosters are current.
- 4. Students may line up outside the classroom, but the teacher needs to lead them on a safe path to the evacuation area.
- 5. Students should be lead in a single file line. No talking is permitted.
- Verify attendance of all students under your supervision.
 If you cannot account for a student who should be in attendance, report the absence to an immediate supervisor.
 Do not re-enter the building.
- 7. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 8. Students remain in orderly and silent lines.
- 9. Wait for all-clear signal to return to the building.

If the Alarm Sounds During Recess or Lunch:

- 1. Students will walk to their designated area quickly and quietly.
- 2. Teachers will meet students at their designated area. The secretary will take rosters and extra green/red placards out to those that don't have them. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 3. Wait for all-clear signal to return to the building.

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

- 1. Front Office: Unlock gates near the office.
- 2. Assistant Secretary: Open the front gate and stand out front to direct the fire department. Take absence list.
- 3. Secretary: Assist with directing students/staff to the evacuation area.
- 4. Health-aide: Walk to the evacuation area and if needed, set up a triage station there.
- 5. Custodian: Unlock surrounding gates to allow fire truck entrance if needed.
- If you do not have immediate supervision of students: Move to your evacuation area and check for:
 a. Any students remaining in the building.
 - b. Make sure all doors and windows are closed and lights are off.
- 7. Any parents or visitors must be escorted to the designated evacuation area.
- 8. The principal will time each fire drill and verify attendance.
- 9. A log will be kept in the office of each date and time of fire drills.
- 10. Other duties as specified by the school principal.

Lockdown Procedures

In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

PRIORITY 1 (LOCKDOWN) Principal or Designee (The principal is the incident commander)

- 1. Principal or designee will determine if a threat exists (If the principal is not on site or not available, then this is determined by the Lead Secretary or by immediately calling the District Office.) Our first priority is student safety.
- 2. Principal or secretary will ring the 30 second bell.
- 3. When a lockdown has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Attention. A lockdown of the campus has been ordered. Please remain calm. Teachers, please secure your students in your classroom immediately and begin following lockdown procedures. All other personnel, please secure any students in your area by bringing them to the nearest classroom. All students who are not with an adult in class, quickly and safely get to the nearest classroom. All campus visitors please report to the nearest classroom. Ignore any fire alarms."

4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.

5. The Principal or designee should use the emergency radio channel to alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and business of potential threats, including Kingsburg High School.

- 6. Custodian will secure all entrances if it is safe.
- 7. Office staff will lock all office doors.
- 8. Notify Transportation so that buses traveling to the school may take appropriate action.
- 9. Update emergency responders with pertinent information received from staff.

10. Assure that PA announcements are made as directed or needed, relaying critical situational information.

11. Announce ALL CLEAR when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Keep all students sitting on the floor, away from the door or windows.
- 4. Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.
- 5. Take attendance and prepare a list of missing students and extra students in the room. Send email to office stating student status, GOOD, MISSING, EXTRA in the subject line. List names of missing students in the body of the email. Prepare to take this list with you when you are directed to leave the classroom. If unable to use email, use intercom to the secretary or personal cell phone.
- 6. If there is a phone in the classroom, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 7. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 8. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
- 9. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 10. When a lockdown last s an extended period, teachers are to make provisions for children to toilet (if need be) using buckets provided and antibacterial wipes.
- 11. The Lead Secretary or designee will collect and disseminate all emails and calls during the lockdown. When the office does not receive any notification, your room will be called.
- 12. If DANGER exists in your room, once the office calls, or on your computer, answer with OKIE DOKIE which will send police and help to your room. Remain calm and attempt to defuse/deescalate any aggressive behavior.
- 13. Wait for the ALL CLEAR to end the Lockdown.

Other Personnel

1. Look in your immediate vicinity. If you observe any unsupervised students, bring them to the nearest classroom.

- 2. If there are no students in your immediate vicinity, proceed to the nearest building.
- 3. Lock the door immediately after reaching the designated area.
- 4. If you have students with you:
 - o (a) Keep them sitting on the floor, away from the door or windows.
 - o (b) Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.
 - everything possible is being done to return the situation to normal. o (c) Take attendance. Prepare to take this list with you when you are directed to leave the classroom.
 - o (d) When or if students are moved out of the room, assist them in moving as quietly and quickly as possible.
- 5. If there is a phone in the room, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 6. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 7. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 8. District Office, maintenance, and grounds crews will maintain radio silence and be ready to assist where needed. Maintenance and grounds crews will text the Administrative Assistant for MOT and Principal that they are on campus.

**If a lockdown drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

PRIORITY 2 (LOCKOUT) Principal or Designee

1. When a lockout has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Dr. Sever, you have a call on line 1."

- 2. Custodian will secure all entrance if it is safe.
- 3. Office staff will lock all office doors.
- 4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.
- 5. The Principal or designee must alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and businesses of potential threats, including Kingsburg High School.
- 6. Notify Transportation so that buses traveling to the school may take appropriate action.
- 7. Update emergency responders with pertinent information received from staff.
- 8. Assure that PA announcements are made as directed or needed, relaying critical situational information.
- 9. Announce "Thank you, Dr. Sever" when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Students needing to use the restroom should be escorted to and from the facility by the site administrator or other designated staff.
- 4. Continue work as scheduled with no one leaving the room for anything until the All Clear is sounded by code words "Thank you, Dr. Sever".

District-Wide Lockout

IF the Superintendent calls a DISTRICT-WIDE lockout

- 1. On the emergency radio channel, the District office staff will alert site Leadership team members with description of incident and state DISTRICT LOCKOUT
- 2. District office will follow up with email to all Leadership team members

IF the Superintendent does not call for DISTRICT LOCKOUT

- 1. District office will call the Chief Business Official with description of incident
- 2. District office will email Leadership team members with FYI of incident

**If a lockout drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

Suspension, Expulsion, or Mandatory Expulsion Procedures

The procedures for suspensions and expulsions are detailed in the Parent Handbook. This handbook is given to all parents and is posted on the district website. Due process is given to all students and parents are contacted.

State law requires students to attend school during compulsory school age. Students dismissed from the Kingsburg Elementary Community Charter Schools are subject to compulsory attendance laws and must find an alternative educational program in order to satisfy their legal requirements of compulsory attendance.

Students attending Kingsburg Elementary Community Charter Schools are expected to maintain acceptable behavior or lose their privilege to attend. All participants in the traditional program must sign the Charter Compact.

The district's Suspensions and Expulsions/Dismissal policies are based upon California Education Code Section 48900 and 48915. More detailed information is located in the Kingsburg Elementary Charter School District Charter located in the Appendix at the back of this Student Handbook. Some examples of such unacceptable behavior include but are not limited to the following:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.

- 3. Unlawful sale of any controlled substance.
- 4. Robbery or extortion.

Serious first time offenses resulting in an automatic recommendation for expulsion/dismissal include but may not be limited to the following:

- 1. Possessing, selling or furnishing a firearm without permission
- 2. Brandishing a knife at another person
- 3. Unlawfully selling a controlled substance
- 4. Committing or attempting to commit sexual assault or sexual battery
- 5. Possessing an explosive

The due process procedure for dismissal/expulsion from the Kingsburg Elementary Charter School will flow from Teacher to Administration. Administration to Review Panel, with the final decision being made by the Governing Board of Education. The Governing Board represents the highest authority in the expulsion/dismissal process without further appeal. The School Attendance Review Board (SARB) may or may not be utilized in the due process procedure at the discretion of school administration.

Parents' Rights and Responsibilities

Under the law, parents have a number of responsibilities to their children under 18 years of age. They must provide food, clothing, shelter, education, and other necessary care to the best of their ability. Parents can be held legally and financially liable if:

- 1. They tell a child to commit a wrongful act.
- 2. They know a child is acting in a careless or dangerous manner and take no responsible steps to stop the actions.
- 3. The child damages or destroys school or public property.
- 4. They allow a child to use their automobile and damages result.
- 5. Their child commits any act of intentional misconduct that results in any injury to the person or property of another.

6. Students with poor discipline records, truant attendance records, or unresolved financial obligation may be excluded from privileged or optional activities, sports events, dances, free time, graduation ceremony, field trips, etc.

Procedures to Notify Teachers of Dangerous Students

When a new student enrolls at Reagan Elementary, the student records are routed to the lead secretary, school nurse, EL site coordinator, Learning Director, Principal, and special education personnel. Evidence of dangerous students is given to the school principal and Learning Director who then relays the information to the student's teacher. If suspensions occur throughout the school year, specific details are given to the teacher so that they can be aware of what to look for once the student returns from suspension and the plan for rehabilitation. At staff meetings, administration updates teachers on behavior trends and is proactive in identifying potential hot spots. In the office a PBIS wall has been created to show staff the current behavior statistics and goals for the year.

Sexual Harassment Policy

Any form of sexual harassment committed by an employee or a student will not be tolerated. Violations will be handled according to the California Education Code as well as the Kingsburg Elementary Charter School District's Board Policies.

Schoolwide Dress Code

Dress code regulations are adopted to enhance student safety and promote an educational setting conducive to a positive learning environment. Pupils shall dress safely and appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare.

The District updates the dress code at least annually, taking into consideration parent and staff concerns and requests for clarity. Though the information in the dress code intends to be as defined as possible, there is no way to anticipate every contingency. Knowing the creative nature leading to circumventing the intent of this policy, each site principal is responsible to supersede these guidelines when, in his/her judgment, the safety or learning environment for students is disrupted. Please note that any apparel, hairstyle, cosmetics, or jewelry, even if not specifically mentioned below, can be prohibited by school officials if it is determined that such items create a safety or health concern, draw undue attention to the wearer, or tend to detract from the education process.

We at Kingsburg Elementary Charter School District believe that student dress and overall appearance should foster a positive and productive environment and should reflect pride in one's self as well as in our school. We further believe that student dress and appearance are a shared responsibility of the home and the school. It is our sincere desire to provide adequate leeway for individuality, but at the same time to maintain a standard of good grooming and personal modesty. To help support our rules and policies, we ask that you speak with your student(s) about the policy and guidelines and consider these expectations when shopping for clothing or evaluating their day-to-day dressing and grooming habits. Please contact your child's school principal if you have additional questions or concerns.

Beginning with the 2022-2023 school year, the Dress Code is as follows: 1. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions.

2. Clothes shall be sufficient to conceal undergarments at all times. If wearing layered clothing, the bottom layer must conform to the dress code.

3. Clothing which does not cover the student's midriff at all times is not acceptable.

4. Shorts must be at least a 4" inseam when the student is standing. No skin may be exposed above the hem. Skorts are allowed.

5. Dresses, skirts, etc., must be at mid-thigh when the student is standing.

6. Individual tank tops and racerback tank tops must have 1" straps on the shoulders and back. No tank tops should reveal any part of the torso (i.e. nothing below the armpits). Prohibited are underwear-type sleeveless shirts, see-through fabrics which expose the body, as in tube tops and/or bandeaux tops and halter tops.

7. No skin may be exposed above the knee while wearing pants. Pants must be worn around the waist.

8. Pajamas and soft-soled shoes are unacceptable, except during special events.

9. No backless footwear is allowed at any grade level, including flip-flops. We highly recommend Croc style shoes be worn with back straps. Shoes will be worn at all times at school or during school activities.

10. No garments or clothing with offensive cartoon-like characters may be worn. Clothing will be deemed unacceptable if a double meaning can be demonstrated as symbolic of destructive/violent, illegal, immoral, discriminating, anti-education, or gang-related messages.

11. Clothing or jewelry that advocates racial, ethnic, gender, or religious prejudice, unlawful acts, or the use of controlled substances is prohibited.

12. Earrings are to be worn in ears only. Exception: Small stud on the side of the nose is allowed but limited to a very small stud that sits flush with the skin. Septum piercings or other facial or body piercings are not allowed. In addition, any jewelry that would create a safety hazard, including large hoops, septum piercings, spikes, and plugs, are not allowed.

13. Any clothing worn by students to identify themselves as a group, clique, social identity, or other purpose is prohibited. Exceptions will be made for any school-authorized activity or community non-profit groups.

14. Clothing, jewelry, and personal items (such as backpacks, fanny packs, gym bags, purses, water bottles, etc.) shall not display pictures or other insignia which are crude, vulgar, profane, violent, or sexually suggestive. In addition, these items shall not bear drug, alcohol, or tobacco company advertising, promotion, or likeness; shall not promote violence, illegal activity, or relate to gang affiliation or activity; and shall not advocate racial, gender, religious or sexual orientation prejudice; shall not contain pictures or images of weapons of any kind.

15. Attire that may be used as a weapon shall not be worn (e.g., steel-toed boots, chains, items with spikes or studs, etc.).

16. Hats, caps, hoods, beanies, and other head coverings may never be worn inside buildings unless for religious reasons or a doctor's note is provided. Bandanas are prohibited at all times.

17. Caps, hoods, beanies, and other head coverings may be worn outside; this may include physical education, with teacher or administrator permission. When outside, hats must be worn with the bill facing forward.

18. Dark glasses shall not be worn in classrooms or offices unless a documented health problem exists.

19. Haircuts or hairstyles that draw undue attention to the wearer or detract from the educational process are unacceptable (i.e. no writing in the hair, no unnatural colors, or symbols.) Razor cuts and lines are acceptable. Mohawks, mohawk fades, or faux-hawks are not to be more than 1 ½ inches. Parents will be called, and the student will be sent home and cannot return until the student's hair is in compliance with the dress code.

20. No tattoos, permanent or otherwise, shall be displayed at school. Any tattoo must be covered.

21. Coaches, teachers, or administrators may impose more stringent dress requirements to accommodate the special needs of certain sports, classes, or their school population.

The following conduct code will be followed after a dress code violation:

1st Offense: Warning to the student. Notification of parent. Change into appropriate clothing as applicable. Student may be sent home to dress properly, if necessary.

****If referred for haircut or color, parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with the dress code.

2nd Offense: Site consequence and change of clothing required. Parent notified.

3rd Offense: Parent notified and progressive site discipline. Change of clothing required.

4th Offense: Parent notified. Student placed on Behavior Contract. Change of clothing required.

5th Offense: Parent notified—possible suspension and recommendation for an alternative education program.

Dress Policy: Non-school Youth Organizations

The following policy regards only those local Youth Organizations which desire to have their participants occasionally wear their respective apparel to school during regular hours of operation.

1. All sports and activity apparel must meet District/School dress code policies. This includes logos (must reflect local organizations only), hem lengths, strap thickness, and alterations.

2. If a local Youth Organization wishes to have its participants wear their apparel to school, the organization must provide the affected school site(s) with contact information for the President and at least two (2) designees of that Organization, with whom school officials may contact as necessary.

3. Youth Organization apparel may only be worn on the Friday before a scheduled game or competition unless the game/competition is held during the week, in which case apparel representing the organization may only be worn on the day of the event.

4. If a school administrator or staff member observes behavior that violates behavior or dress code policies, contact will be made with the designee appointed by the Youth Organization represented by the students whose actions are in violation

for the purposes of notifying the organization that the participant's privilege to wear the organization's apparel (jerseys, uniforms, etc.) will be suspended for a period of the following week or next event, whichever occurs first. The notification to the organization's designee will only include information related to that which has been reflected on the team, but will not receive information regarding individual students. When appropriate, parents of students in violation of the policy will be notified independently.

5. If there is an additional incident, as reflected in #4, the privilege of the Youth Organization's privilege to wear team apparel will be suspended for the remainder of the school year. Again, such notification will be made only to a designee of the Youth Organization.

6. A suspension of the privilege or wearing the organization's apparel shall only apply to the students at the school where the violation occurred.

Board Policy 5132- Dress and Grooming Administrative Regulation 5132- Dress and Grooming Approved: July 18, 2022

Procedures for Safe Ingress and Egress

The gates around the school are closed during school hours and are open a half an hour before school begins and 3 minutes prior to students being dismissed from school. When the tardy bell rings, all gates are closed. Students who are tardy must go though the front office and receive a tardy slip before reporting to class. Students who leave early must also go through the office to be signed out by a person listed on their emergency card. All visitors through the school day must come through the office to access the campus. All visitors must wear a visitors badge. All school personnel wear an ID tag with a photo daily and any substitute or Kingsburg High School Aides also wear ID badges. School staff monitor students before and after school. Teachers are on duty after school to supervise students as they get on the buses and leave campus from the front and rear parking lots where students can be picked up in a safe and orderly manner. All locations are supervised by school personnel. Students not picked up after 20 minutes are escorted to the office where a phone call is made to whomever was responsible to pick up the student. The student is supervised in the office until they are picked up by someone on their emergency card.

Board Policy Manual Kingsburg Elementary Charter School District Regulation 3515: Campus Security Status: ADOPTED Original Adopted Date: 02/21/2012 | Last Revised Date: 04/20/2020 | Last Reviewed Date: 04/20/2020

Campus Security The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to: 1. Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing

These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti and implement campus beautification projects.

4. Control access to keys and other school inventory

5. Detect and intervene with school crime

These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

All staff shall receive training in building and grounds security procedures and emergency response.

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1.9, 1010.1.11)

Keys

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to authorized employees who regularly need a key in order to carry out their job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

District Vehicles

The Superintendent or designees shall determine which district vehicles will have GPS devices installed on the vehicle. The use of the GPS devices is to protect district property, ensure proper use of district vehicles, improve driver safety, and to monitor driving times, mileage, routing efficiency and inventory control.

Employees who routinely operate district vehicles will sign a written acknowledgement/agreement that they are aware of the GPS devices and understand that the employee's whereabouts may be monitored by the district. This acknowledgement/agreement will be obtained from current employees who routinely drive district owned vehicles, and from new employees at the time of initial employment.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

24 CCR 1010.1.11 Lockable doors from the inside

24 CCR 1010.1.9 Door operations

CA Constitution Article 1, Section 28(c) Right to Safe Schools

Ed. Code 17070.10-17079.30 Leroy F. Greene School Facilities Act

Ed. Code 17583 Classroom security locks, modernization projects

Ed. Code 32020 School gates; entrances for emergency vehicles

- Ed. Code 32211 Threatened disruption or interference with classes
- Ed. Code 32280-32289.5 School safety plans
- Ed. Code 35160 Authority of governing boards
- Ed. Code 35160.1 Broad authority of school districts
- Ed. Code 38000-38005 Security departments
- Ed. Code 49050-49051 Searches by school employees
- Ed. Code 49060-49079 Student records

Pen. Code 469 Unauthorized making, duplicating or possession of key to public building

Pen. Code 626-626.11 School crimes

Federal Description

20 USC 1232g Family Educational Rights and Privacy Act (FERPA) of 1974

34 CFR 99.3 Definition of education records

US DOE Publication FAQs on Photos and Videos under FERPA

Management Resources Description

Attorney General Opinion 75 Ops.Cal.Atty.Gen. 155 (1992)

Attorney General Opinion 83 Ops.Cal.Atty.Gen. 257 (2000)

Court Decision Brannum v. Overton County School Board (2008) 516 F. 3d 489

Court Decision New Jersey v. T.L.O. (1985) 469 U.S. 325

CSBA Publication Safe Schools: A Planning Guide for Action, 2002

National Institute of Justice Publication The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, rev. 2005

Website CSBA District and County Office of Education Legal Services

Website U.S. Department of Education, Protecting Student Privacy

Website National Institute of Justice

Website National School Safety Center

Website California Department of Education, Safe Schools

Website CSBA

Cross References Code Description 0450 Comprehensive Safety Plan

- 0450 Comprehensive Safety Plan
- 1250 Visitors/Outsiders
- 1250 Visitors/Outsiders
- 1330.1 Joint Use Agreements
- 3000 Concepts And Roles
- 3440 Inventories
- 3515.2 Disruptions
- 3515.2 Disruptions
- 3515.4 Recovery For Property Loss Or Damage
- 3515.4 Recovery For Property Loss Or Damage
- 3515.5 Sex Offender Notification
- 3515.5 Sex Offender Notification
- 3516 Emergencies And Disaster Preparedness Plan
- 3516 Emergencies And Disaster Preparedness Plan
- 3516.2 Bomb Threats
- 3530 Risk Management/Insurance
- 3530 Risk Management/Insurance
- 4119.1 Civil And Legal Rights
- 4131 Staff Development
- 4131 Staff Development
- 4158 Employee Security
- 4158 Employee Security
- 4219.1 Civil And Legal Rights
- 4231 Staff Development
- 4231 Staff Development
- Comprehensive School Safety Plan

- 4258 Employee Security
- 4258 Employee Security
- 4319.1 Civil And Legal Rights
- 4331 Staff Development
- 4331 Staff Development
- 4358 Employee Security
- 4358 Employee Security
- 5112.5 Open/Closed Campus
- 5125 Student Records
- 5125 Student Records
- 5125.1 Release Of Directory Information
- 5125.1 Release Of Directory Information
- 5125.1-E PDF(1) Release Of Directory Information
- 5131.1 Bus Conduct
- 5131.1 Bus Conduct
- 5131.2 Bullying
- 5131.2 Bullying
- 5131.5 Vandalism And Graffiti
- 5131.7 Weapons And Dangerous Instruments
- 5131.7 Weapons And Dangerous Instruments
- 5137 Positive School Climate
- 5141.52 Suicide Prevention
- 5141.52 Suicide Prevention
- 5142 Safety
- 5142 Safety
- 5144 Discipline
- 5144 Discipline
- 5144.1 Suspension And Expulsion/Due Process
- 5144.1 Suspension And Expulsion/Due Process
- Comprehensive School Safety Plan

- 5145.12 Search And Seizure
- 5145.12 Search And Seizure
- 5145.9 Hate-Motivated Behavior
- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 7111 Evaluating Existing Buildings
- 9321 Closed Session

A Safe and Orderly Environment

Reagan Elementary maintains a school environment where student safety and their supervision is a top priority. There are multiple staff members on supervision duty (before, during, and after school) whenever students are present on campus. In addition, a School Wide Safety Assembly is presented on the first day of school every year where school safety rules are reviewed with students in detail with regards to the expectations our staff has of them while they are on campus. During the assembly students are also given information about where school staff is located and the procedures for them to follow while on campus (i.e. no running in the hallways or on walkways), where to lineup to meet their teachers, and procedures to follow while exiting the campus (i.e. using the crosswalks that are supervised by school employees).

All site administrators and other certificated and classified staff members have participated in Handle with Care training, provided by the district. Handle with Care is committed to the emotional and physical safety of behaviorally challenged individuals whose behavior is harmful to themselves or others, and the staff and organizations that support them. Handle with Care is committed to teaching staff how to deal with a behaviorally challenged population in a way that preserves the client's dignity, is safe, and enables continued positive learning and behavioral development by preserving and enhancing therapeutic relationships.

School Discipline

Taking responsibility for one's own accomplishments and consequences has life-long learning implications. Balancing discipline with a positive reward environment promotes excellence. It is necessary that children learn to develop self discipline in order to further their learning. Discuss with your child the importance of, and the need for, good behavior and a good attitude while at school.

This code is adopted to specify standards of conduct that promote a safe school setting conducive to a positive learning environment. These rules are in force on the way to and from school, on the school grounds, as well as in school buildings.

The District reserves the right to exclude any student with a poor discipline record or unresolved financial obligation from privileged or optional activities, sports events, dances, free time, graduation ceremony, field trips, etc.

All of the conduct listed below can be cause for suspension or expulsion/dismissal from the district. Whether suspension or dismissal is considered depends on the frequency and/or severity of the actions.

Any conduct on the part of the student, even if not specified below, which creates a concern for the safety of others, is disrespectful to those in authority, or in any way disrupts the educational process is prohibited and cause for disciplinary action to be taken.

1. Students are to show proper respect to others at all times.

a. Pupils are never to disrupt school activities nor defy the authority of school personnel.

b. Pupils are not to engage in behavior that endangers staff and/or students nor harass staff and/or students (such as bullying, intimidation, hazing, or any other verbal, written, or physical conduct) that causes or threatens to cause bodily harm or emotional suffering.

c. Pupils are not to engage in obscenity, profanity, or vulgarity of any kind.

- d. Pupils shall not extort money or property from another person.
- e. Pupils shall not plagiarize or be dishonest in school work or on tests.
- f. Pupils shall dress according to policy as described on pages 28 and 29 of this Handbook.
- 2. Students should at all times show respect to school and private property.
- a. Pupils are not to steal nor attempt to steal school or property belonging to district staff or students.
- b. Pupils are not to cause or attempt to cause damage to property belonging to district staff or students.
- 3. Students are to show a concern for the health and safety of others at all times.

a. Pupils are not to possess any dangerous objects of no reasonable use to the student at school. Such dangerous items would include, but not be limited to, firearms, knives, and explosives. California Education Code considers any imitation firearm or air propellant gun to be a violation.

b. Pupils are not to possess, sell, furnish, or be under the influence of alcohol, tobacco, or any controlled substance.

c. Dangerous toys, sharp instruments, tools, water balloons, squirt guns, toy guns are not to be brought to school.

d. Electronic devices (mp3 players, portable electronic games, radios) and other distracting devices are not to be brought to school.

e. Pupils are not to possess or use laser pointers unless used for a valid instructional or other school-related purpose including employment.

f. No beverages, food, or other item may be brought to school in a glass container.

g. Energy drinks are not acceptable on campus.

4. A student must use every means possible to avoid physical confrontation, including reporting the incident to a staff member. It takes a responsible person to stay out of such a confrontation. "Play fighting" is also dangerous and is not permitted.

5. Throwing any article is not allowed.

6. Students should be orderly in leaving and returning to classes.

7. Public display of affection between students (such as hugging, hand-holding, kissing, etc.) is not allowed at school or during school-related activities. Violations will be dealt with according to the student conduct policy.

A prime factor in a successful school is mutual respect. Each student is considered an important individual with rights and responsibilities. Parents' can contribute to a better school for your child by encouraging respect for staff members.

Students who violate district or school rules and regulations may be subject to discipline, including, but not limited to, suspension, expulsion, or transfer to alternative programs in accordance with board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and make appropriate discipline or referral for the offender.

Hate Crimes

Board Policy Manual Kingsburg Elementary Charter School District Regulation 5131.2: Bullying Status: ADOPTED Original Adopted Date: 02/18/2020 | Last Reviewed Date: 02/18/2020

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so Staff Development

The Superintendent or designee shall make staff aware of the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training may include:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal, district compliance officer, or immediate supervisor, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

5 CCR 4600-4670 Uniform complaint procedures

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 32282 School safety plans

Ed. Code 32283.5 Bullying; online training

Ed. Code 35181 Governing board authority to set policy on responsibilities of students

Ed. Code 35291-35291.5 Rules

Ed. Code 46600 Student transfers

Ed. Code 48900-48925 Suspension and expulsion

Ed. Code 48985 Notices to parents in language other than English

Ed. Code 52060-52077 Local control and accountability plan

Pen. Code 422.55 Definition of hate crime

Pen. Code 647 Use of camera or other instrument to invade person's privacy; misdemeanor

Pen. Code 647.7 Use of camera or other instrument to invade person's privacy; punishment

Pen. Code 653.2 Electronic communication devices, threats to safety

Federal Description

28 CFR 35.107 Nondiscrimination on basis of disability; complaints

34 CFR 104.7 Designation of responsible employee for Section 504

34 CFR 106.8 Designation of responsible employee for Title IX

34 CFR 110.25 Notification of nondiscrimination on the basis of age

47 USC 254 Universal service discounts (E-rate)

Management Resources Description

CA Office of the Attorney General Publication Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018

California Department of Education Publication Bullying at School, 2003

California Department of Education Publication Bullying Module

California Department of Education Publication California's Social and Emotional Learning: Guiding Principles, 2018

California Department of Education Publication Health Education Content Standards for California Public Schools:

Kindergarten Through Grade Twelve, 2008

California Department of Education Publication Social and Emotional Learning in California: A Guide to Resources, 2018 Court Decision J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Court Decision Lavine v. Blaine School District, (2002) 279 F.3d 719

Court Decision Wynar v. Douglas County School District, (2013) 728 F.3d 1062

CSBA Publication Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

CSBA Publication Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CSBA Publication Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

CSBA Publication Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

CSBA Publication Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 CSBA Publication Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

U.S. DOE Office for Civil Rights Publication Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

U.S. DOE Office for Civil Rights Publication Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

U.S. DOE Office for Civil Rights Publication Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on Basis of Sex, Race, Color, Oct 2010

U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Harassment and Bullying, October 2010 Website CSBA District and County Office of Education Legal Services

Website National School Safety Center

Website Partnership for Children and Youth

Website Center on Great Teachers and Leaders

Website Collaborative for Academic Social and Emotional Learning

Website Common Sense Media

Website California Department of Education, Safe Schools

Website California Office of the Attorney General

Website CSBA

Website U.S. Department of Education

Cross References Code Description 0100 Philosophy

0410 Nondiscrimination In District Programs And Activities

0440 District Technology Plan

0440 District Technology Plan

0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

0470 COVID-19 Mitigation Plan

1113 District And School Web Sites

1113 District And School Web Sites

1113-E(1) District And School Web Sites

1313 Civility

3515 Campus Security

3515 Campus Security

Comprehensive School Safety Plan

- 4131 Staff Development
- 4131 Staff Development
- 4219.21 Professional Standards
- 4231 Staff Development
- 4231 Staff Development
- 4319.21 Professional Standards
- 4319.21-E PDF(1) Professional Standards
- 5030 Student Wellness
- 5113.1 Chronic Absence And Truancy
- 5113.1 Chronic Absence And Truancy
- 5113.12 District School Attendance Review Board
- 5113.12 District School Attendance Review Board
- 5117 Interdistrict Attendance
- 5117 Interdistrict Attendance
- 5125 Student Records
- 5125 Student Records
- 5131 Conduct
- 5131.8 Mobile Communication Devices
- 5136 Gangs
- 5136 Gangs
- 5137 Positive School Climate
- 5141.27 Food Allergies/Special Dietary Needs
- 5141.27 Food Allergies/Special Dietary Needs
- 5141.52 Suicide Prevention
- 5141.52 Suicide Prevention
- 5144 Discipline
- 5144 Discipline
- 5144.1 Suspension And Expulsion/Due Process
- 5144.1 Suspension And Expulsion/Due Process

5144.2 Suspension And Expulsion/Due Process (Students With Disabilities)

- 5145.12 Search And Seizure
- 5145.12 Search And Seizure
- 5145.2 Freedom Of Speech/Expression
- 5145.2 Freedom Of Speech/Expression
- 5145.3 Nondiscrimination/Harassment
- 5145.3 Nondiscrimination/Harassment
- 5145.7 Sexual Harassment
- 5145.7 Sexual Harassment
- 5145.9 Hate-Motivated Behavior
- 6144 Controversial Issues
- 6144 Controversial Issues
- 6163.4 Student Use Of Technology
- 6163.4 Student Use Of Technology
- 6163.4-E PDF(1) Student Use Of Technology Kingsburg Elementary Charter School District
- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 6173.1 Education For Foster Youth
- 6173.1 Education For Foster Youth

Board Policy Manual Kingsburg Elementary Charter School District Policy 5145.9: Hate-Motivated Behavior Status: ADOPTED Original Adopted Date: 01/19/2010 | Last Revised Date: 05/16/2022 | Last Reviewed Date: 05/16/2022

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that: 1. Includes the development of social-emotional learning

2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

3. Explains the harm and dangers of explicit and implicit biases

4. Discourages discriminatory attitudes and practices

5. Provides strategies to manage conflicts constructively As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal. Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians, and be consistent with the District's Uniform Complaint Procedures.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

5 CCR 4600-4670 Uniform complaint procedures

5 CCR 4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 32282 School safety plans Ed. Code 48900.3 Suspension for hate violence Ed. Code 48900.4 Suspension or expulsion for harassment, threats, or intimidation Gov. Code 11135 Prohibition of discrimination Pen. Code 422.55 Definition of hate crime Pen. Code 422.6 Crimes, harassment Federal Description

28 CFR 35.107 Nondiscrimination on basis of disability; complaints

34 CFR 100.3 Prohibition of discrimination on basis of race, color or national origin

34 CFR 104.7 Designation of responsible employee for Section 504

34 CFR 106.30 Discrimination on the basis of sex in education programs and activities; definitions

34 CFR 106.44 Recipient's response to sexual harassment

34 CFR 106.45 Grievance process for formal complaints of sexual harassment

34 CFR 106.8 Designation of responsible employee for Title IX

34 CFR 110.25 Prohibition of discrimination based on age

Management Resources Description

CA Office of the Attorney General Publication Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018

California Department of Education Publication Bullying at School, 2003

Human Rights Campaign Foundation Publication California LGBTQ Youth Report, January 2019

U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Prohibited Disability Harassment, July 2000

U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Harassment and Bullying, October 2010 Website CSBA District and County Office of Education Legal Services

Website California Association of Human Relations Organizations

Website U.S. Department of Justice

Website California Office of the Attorney General

Website U.S. Department of Health and Human Services

Website CSBA

Website U.S. Department of Education, Office for Civil Rights

Website California Department of Education

Cross References Code Description 0410 Nondiscrimination In District Programs And Activities

0415 Equity

0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

0460 Local Control And Accountability Plan

- 0460 Local Control And Accountability Plan
- 1312.1 Complaints Concerning District Employees
- 1312.1 Complaints Concerning District Employees
- 1312.3 Uniform Complaint Procedures
- 1312.3 Uniform Complaint Procedures
- 1312.3-E(1) Uniform Complaint Procedures
- 1312.3-E(2) Uniform Complaint Procedures
- 1313 Civility
- 1400 Relations Between Other Governmental Agencies And The Schools
- 1700 Relations Between Private Industry And The Schools
- 3515 Campus Security
- 3515 Campus Security
- 3515.4 Recovery For Property Loss Or Damage
- 3515.4 Recovery For Property Loss Or Damage
- 4118 Dismissal/Suspension/Disciplinary Action
- 4118 Dismissal/Suspension/Disciplinary Action
- 4131 Staff Development
- 4131 Staff Development
- 4218 Dismissal/Suspension/Disciplinary Action
- 4218 Dismissal/Suspension/Disciplinary Action
- 4231 Staff Development
- 4231 Staff Development
- 4331 Staff Development
- 4331 Staff Development
- 5131 Conduct
- 5131.2 Bullying
- 5131.2 Bullying
- 5131.4 Student Disturbances
- 5131.4 Student Disturbances
- 5131.5 Vandalism And Graffiti
- Comprehensive School Safety Plan

- 5136 Gangs
- 5136 Gangs
- 5137 Positive School Climate
- 5141.52 Suicide Prevention
- 5141.52 Suicide Prevention
- 5144 Discipline
- 5144 Discipline
- 5144.1 Suspension And Expulsion/Due Process
- 5144.1 Suspension And Expulsion/Due Process
- 5144.2 Suspension And Expulsion/Due Process (Students With Disabilities)
- 5145.11 Questioning And Apprehension By Law Enforcement
- 5145.12 Search And Seizure
- 5145.12 Search And Seizure
- 5145.2 Freedom Of Speech/Expression
- 5145.2 Freedom Of Speech/Expression
- 5145.3 Nondiscrimination/Harassment
- 5145.3 Nondiscrimination/Harassment
- 5145.7 Sexual Harassment
- 5145.7 Sexual Harassment
- 5145.71 Title IX Sexual Harassment Complaint Procedures
- 5148.2 Before/After School Programs
- 5148.2 Before/After School Programs
- 6142.8 Comprehensive Health Education
- 6142.8 Comprehensive Health Education
- 6144 Controversial Issues
- 6144 Controversial Issues
- 6163.4 Student Use Of Technology
- 6163.4 Student Use Of Technology
- 6163.4-E PDF(1) Student Use Of Technology Kingsburg Elementary Charter School District

- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 6173.1 Education For Foster Youth
- 6173.1 Education For Foster Youth

V. Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288 Ed Code 32288.

(a) In order to ensure compliance with this article, each

school shall forward its comprehensive school safety plan to the school district or county office of education for approval.
(b) (1) Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The schoolsite council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the

schoolsite, including the parent teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the schoolsite.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The schoolsite council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

Date of Board Meeting/Public Hearing:		January 17, 2023	
Site of Board Meeting/Public Hearing:		District Office PD Building	
Law Enforcement Review	Date):	October 2022
Site Council Approval	Date	: :	November 14, 2022
School Board Approval	Date	:	January 17, 2023

Campus Emergency Assignment Worksheet

This worksheet will help the Incident Commander ensure coverage for critical positions during a school emergency. Ensure each position is assigned at the start of each school year and that all positions are assigned even if you th ink that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that back-up personnel also be assigned and that key personnel are cross-trained in critical job requirements. Blank rows are to be used by Incident Commander to add additional positions as needed during an emergency.

Position	Person Assigned	Alternatives
Incident Commander	Amy Winchell	1. Kerry Pickrell
		2. Kristal Johnston
Safety Officer	Daniel Enns	1. Amy Winchell
		2. Kerry Pickrell
	Dr. Wesley Sever	1. Matt Stovall
Public Information Officer		2. Amy Winchell
	Bobby Rodriquez	1. David Ocanas
Liaison Officer		2. Jimmy Rivera
	Kristal Johnston	1. DeAnne Salazar
Operations Section Chief		2. Frances Garcia
Student Care Group	DeAnne Salazar	1. Frances Garcia
Supervisor		2. Carmen Olson
First Aid Crown Sumariaan	Sandra Torosian	1. Kristal Johnston
First Aid Group Supervisor		2. Carmen Olson
Search/Rescue Group Supervisor	Kingsburg Police Dept. or other Emergency Services Agency	
Campus Evacuation Group Supervisor	Amy Winchell	1. Kerry Pickrell
		2. Kristal Johnston
Utilities Group Supervisor	Bobby Rodriguez	1. David Ocanas
		2. Danny McIntyre
Security Group Supervisor	Kingsburg Police Department or other Emergency Service Agencies	
Student Accountability Group Supervisor	Kristal Johnston	1. Frances Garcia
Student Release Group Supervisor	Kristal Johnston	1. Frances Garcia
Planning Section Chief	Amy Winchell	1. Kerry Pickrell
Resource Status Unit Leader	Kristal Johnston	2. Frances Garcia
Situation Status Unit Leader	Bobby Rodriguez	1. Danny McIntyre
		2. David Ocanas

Position	Person Assigned	Alternatives
Documentation Unit Leader	Sarah Ballard	1. Maria Gutierrez
Logistics Section Chief	Mac Vaquera	1. Bobby Rodriguez
Supply Unit Leader	Bobby Rodriguez	1. Mac Vaquera
Facilities Unit Leader	Danny McIntyre	1. Lisa Oehlschlaeger
Communications Unit Leader	Jason Wood	1. Scott Lutz
		2. Chris Wiest
Transportation Unit Leader	Danny McIntyre	1. Shelly Thomas
Finance/Admin Section Chief	Bobby Rodriguez	1. Mac Vaquera
Timekeeping Unit Leader	Carol Bray	1. Frances Sanchez
Purchasing Unit Leader	Bobby Rodriguez	1. Mac Vaquera
		2. Maria Gutierrez
Comp/Claims Unit Leader	Carol Bray	1. Frances Sanchez

Buddy Teacher List

Room #	Teacher	Room #	Buddy
101	Jeanine Cornett	102	Jodi Dias
103	Jennifer Santos	104	Leigh Champlin
105	Kristin Teddleton	106	Paige Olson
107	Kathy Stahlman	108	Lori LeForge
109	Alyssa Smith	104	Leigh Champlin
201	Anna Pendergrass	202	Danielle Ames
204	Mattie Avila	203	Sarah Schmal
206	Angel Reed	205	Brianna Murphy
208	Tyler Williams	207	Theresa Gong
301	Jeff Link	302	Sarah All
303	Breanne Hansen	304	Jill Owens
305	Ben Manuszak	306	Tom Gramza
307	Nicole Gray	308	Kimberly Manley
309	Kristen Gonzalez	304	Nicole Gray
605	Jacob Pasalakis	606	Kimbi Sigle
605	Jacob Pasalakis	606	
502	Courtney Sasai	Library	Caylee Underwood

Kingsburg Elementary Charter School District Rafer Johnson Junior High

2022-2023

Comprehensive School Safety Plan

Plan Developed By:	Rafer Johnson Junior High
Administrator:	Melody Lee
Teacher:	Joshua Fridlund
Classified Employee:	Madeline Armstrong
Law Enforcement Representative:	Kingsburg Police Department
Student Representative:	
Other:	Linda Simmons
Other:	Michael Ruiz

Board Meeting/Public Hearing Date: January 17, 2023

Date adopted by School Site Council: October 20, 2022

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I. Assessment of Current Status

School Description and Profile:

Rafer Johnson Junior High School (RJJH) is a middle school rich in both history and tradition. RJJH is located in the center of the city of Kingsburg, in Fresno County and is mainly an urban family setting. RJJH has a population of 443 students for the 2022-2023 school year. The diversity of the student population consists of 67.41% students of Hispanic or Latino origin, 24.28% white (not Hispanic), 2.75% Asian, and 6.82% other. RJJH has 80.73% of their student population that is socioeconomically disadvantaged and this school year, all students qualify for the free and reduced lunch program.

Rafer Johnson Junior High School is committed to empowering all students with knowledge, regardless of primary language, natural abilities, or ethnicity.

Rafer Johnson Junior High School's comprehensive plan focuses on an educational program aimed at improving student academic performance toward achieving district and state standards. Disaggregated data has been used to provide differentiated instructional strategies within the classroom to more adequately meet the individual needs of students. This insures more intensive instruction in the areas of need for the at-risk students as well as enrichment activities for more advanced students. RSP teachers, RSP paraprofessionals, a school psychologist, and a school psychologist intern provide service to special education students and provide instruction in accordance with their IEP's.

Rafer Johnson Junior High School expects to provide all students with a well-rounded educational program that allows for a variety of educational opportunities by providing and directing specific personnel, services and/or programs for/to students diagnosed as having special needs. The programs and approaches are designed to enhance our student's success and growth by:

- Using diagnostic measures to identify student needs.
- Developing and implementing prescriptive approaches, which supplement and/or modify classroom instruction to enable the students to learn the Academic Content Standards.
- Supporting students' successful learning experiences through maintenance and enrichment practices.
- Providing appropriate instructional strategies, materials, programs, and referrals to accommodate students with special needs.
- Integrating programs for ALL students.
- Expanding the site's capability to provide additional resources/programs to meet identified student needs.
- Providing a planning process that involves communication and collaboration among all staff members.
- Implementing a staff development plan that focuses on instructional and curricular strategies to increase student academic achievement that is supported through District release time (Early Release Days).
- Targeting instruction based on data and use cycle of inquiry to meet school goals.

Summary of School Crime Data:

During the 2021-2022 school year we had 22 suspensions due to violations of the 489000/48915 Education Codes, and 5 expulsion due to violations of the 48900/48915 Education Codes.

Other Data:

Summary of Data

II. Component 1 Action Plan: People and Programs

How will you create a caring and connected school climate?

We believe that education should take place in an inclusive environment where all stakeholders are challenged, yet supported to be "the best they can be" academically and socially by acquiring, articulating, and demonstrating our core values of patience, integrity, justice, humanity, and courage.

Goal Statement

Stakeholders will understand the value of education and importance of creating an inclusive environment where everyone demonstrates our school's core values and strive to be the best they can be.

Objective #1

We will collectively teach, demonstrate, acknowledge, and provide opportunities for our core values to be displayed on campus and in the community by all stakeholders to create exceptional students who are curious, eager learners, and responsible citizens.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Olympian Training Camp: The week before school, teachers will take students on a guided tour to designated areas on campus to explain behavior expectations and values expected in each area on campus.	Behavior Matrix, Campus Blue Line Boundary Map	Administrators, Academic Coach, Teachers, Staff	2022-2023	PBIS Survey
The Positivity Project will be reinforced daily with lessons created by The Positivity Project and taught by our ELA teachers. All teachers will pick activities from The Positivity Project Resources Choice Board to reinforce the weekly theme that aligns to our core values.	Curriculum/Chro mebooks	Administrators, Academic Coach, Teachers, Staff	2022-2023	Student work samples and qualitative conversations with student measured by our PBIS walkthrough form.
Use of Ripple Effects for targeted behavior interventions.	Ripple Effects digital interventions	Administration, Counselor, School Psych Intern, BSA	2022-2023	Decrease repeat offenses by 10%

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

III. Component 2 Action Plan: Place

How will you create a physical environment that communicates respect for learning and for individuals? Rafer Johnson Junior High continues to be an aesthetically pleasing environment. The condition of the buildings, fields, and facilities are well maintained. The campus is well cared for by our maintenance, grounds, and custodial staff. Attention is given to safety issues as they arise. By creating an environment that is maintained regularly we communicate the pride we have in our school. We teach our students to demonstrate their core values to respect the physical environment at our school.

Goal Statement

Rafer Johnson Junior High will address concerns to enhance the campus in order to maintain an appealing environment that demonstrates respect.

Objective #1

RJJH will create a physical environment that demonstrates respect for learning and safety.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Maintain Environmental sensors in student restrooms	District funds	Administration/Te ch Department	2022-2023	Vape detectors in restrooms
Maintain additional security cameras in high traffic areas	District funds/ Site Lottery funds	Administration/Te ch Department	2022-2023	Cameras installed in hallway

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

Child Abuse Reporting

Duty to Report

The Governing Board

The Governing Board recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent or designee shall establish regulations for use by district employees in identifying and reporting such incidents.

District employees are required to take the Mandated Reporting training through Keenan Safe Schools every year. Employees are obligated to report all known or suspected incidents of child abuse and neglect in accordance with law, Board Policy, and Administrative Regulation. Employees shall not investigate any suspected incidents but rather shall fully cooperate with agencies responsible for reporting, investigating, and prosecuting cases of child abuse and neglect.

Parents/guardians may file a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site. The Superintendent or designee shall provide parents/guardians information about reporting procedures in accordance with the law.

The Superintendent or designee shall provide training regarding the reporting duties of district employees mandated by law to report suspected child abuse and neglect.

In the event that training is not provided to the employees mandated to report child abuse and neglect, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided.

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

- 1. A physical injury or death inflicted by other than accidental means on a child by another person
- 2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
- 3. Neglect of a child as defined in Penal Code 11165.2
- 4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
- 5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Kingsburg Police Department 1300 California St. Kingsburg, CA 93631 559-897-2931

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Disaster Procedures

School response to a variety of disaster situations can be found on the flip chart entitled "Classroom Emergency Procedures Guide." This flip chart is posted in every room on site. It covers procedures for Classroom Emergency Management, Fire/Explosion, Bomb threats/Suspicious Package, Evacuation, Lockdown, Earthquake, Weapon on School Grounds, Fighting, Assault, Suicide Attempt, Lost/Missing Child, Medical Emergency, Gas Leak, Hazardous Material Spills, Utility Failure/Power Outage, and Dealing with the Media. We conduct the recommended amount of fire drills, earthquake, and lockdown drills. School staff is notified of fire drills, earthquake and lockdown drills before they happen.

Lockdown:

In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

When a lockdown lasts an extended period, please adhere to the procedures below for restroom use.

During a Priority 1 lockdown, teachers are to make provisions for children to toilet (if need be) using buckets provided and antibacterial wipes.

During a Priority 2 lockdown, students needing to use the restroom should be escorted to and from the facility by the site administrator or other designated staff.

Earthquake/Severe Weather Safety Procedures

The principal or designee will announce severe weather or you will feel an earthquake.

Teachers

- 1. In an earthquake only, teachers should ensure that the classroom door remain completely pushed open, to ensure that the door does not become blocked, due to possible damage from the earthquake movement or falling debris
- 2. The classroom doors should only be closed and secured if there is a fire in the classroom or severe weather.
- 3. Teachers should advise students to Duck, Cover and Hold On.
 - DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops and students receive further instructions from the teacher
- 4. Students should go under a table, desk, or chair as quickly as possible
- 5. Once under the table, desk or chair, students and staff should hold onto the furniture leg
- Students and staff should cover their head and neck to protect from flying or falling debris
- 6. Students and staff should stay away from windows, bookcases or other stacked items
- 7. After the earthquake has stopped, everyone should perform a quick self-inspection for injuries
- 8. All injuries should immediately be reported to the teacher or other staff members in the classroom
- 9. If there are no injuries stated, the teacher should announce "Ok --- All Clear" if it is deemed safe to exit from the tables and desks
- 10. If it is determined that evacuation of the building is necessary, teachers should instruct students in the classroom to gather their belongings and begin to exit out of the classroom
- 11. Students with medical needs should have a back-up supply of vital medication, equipment or supplies with them, at school. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
 - During the earthquake, students with medical needs or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through routine practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.
- 12. Teachers should first conduct an assessment of their immediate hallway and exit routes to ensure that they are safe to maneuver through
- 13. Once shaking has stopped, students and staff should get back up, and continue to exit out of the building in a safe and orderly manner
- 14. If there are injuries, the teacher shall immediately assess the injuries to determine if further medical attention is needed
- 15. Once safe to do so, teachers will then have the class exit out of the building to a predetermined area that the principal/designee (Incident Commander) has determined

Comprehensive School Safety Plan

- 16. Once safely escorted outside, teachers should further assess any injured students and seek additional medical assistance from the school nurse
- 17. If severe injuries are observed, (Emergency) 911 should be called immediately for further medical assistance
- 18. As staff and students exit the building, staff members must first ensure that all evacuation routes are safe to maneuver through, avoiding downed light fixtures, debris or chemical spills
- 19. Report to your designated fire drill evacuation area
- 20. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 21. Under no circumstances should students or adults attempt to return to the building during an earthquake
- 22. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

If the Earthquake/Severe Weather Occurs at Recess or Lunch

- For any classes that may be held outside (physical education classes, recess), students and staff should immediately DUCK and COVER, protecting their head and neck areas. Once safe to do so, students and staff should travel to a large open area, avoiding the school building, large trees, downed power lines, or gas line breaks. If natural gas is smelled, immediately move as far away from the breakage or gas smell. Emergency personnel (Emergency---911) must be called as soon as possible.
- 2. Outside staging areas should be in large open spaces, away from buildings, overhead power lines, underground gas and sewer lines and large trees
- 3. Building administrators and school staff shall take attendance immediately after the building is evacuated, to determine if any students or staff are missing and unaccounted for
- 4. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 5. Under no circumstances should students or adults attempt to return to the building during an earthquake

Administrator/Other Staff

- 1. DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops
- 2. Once under the table, desk or chair, students and staff should hold onto the furniture leg
- 3. Staff should cover their head and neck to protect from flying or falling debris
- 4. Staff should stay away from windows, bookcases or other stacked items
- 5. Staff should stay covered for at least 90 seconds or until all shaking has stopped
- 6. Principal/Designee along with the Lead Custodian will attempt to determine the extent of the damage and will call the Director of MOT for clearance before having students re---enter the school, if any structural damage is observed
- 7. Do not attempt a rescue inside the building if there is evidence of structural damage. This will require assistance that should be handled by qualified emergency first responders
- 8. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

ADDITIONAL SPECIAL NEEDS CONSIDERATIONS:

- 1. After the earthquake, hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
- 2. During evacuation from classrooms, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
- 3. For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or because electric dependent machines are not functioning (i.e. elevator). Special preplanned assistance must be provided.
- 4. Any special medications, supplies and equipment for the students with special needs must be transported with them during evacuation.
- 5. If evacuation from the school area is called for, utilize special transportation arrangements.
- 6. Re-establish special power requirements for the equipment of special needs students as soon as possible.

Fire Drill Procedures

In the event of a fire, notify principal or designee. If the fire alarm has not sounded, activate the alarm manually.

If the alarm sounds during a class period: Teachers

- 1. Before the students exit the room, the teacher needs to verify that there is no fire or any other immediate danger outside their classroom.
- 2. Before leaving, the teacher needs to close all doors and windows, and be sure the classroom is empty before locking the door (A locked door will tell administration and the fire department that the room is secure/empty).
- 3. Teachers will take a copy of their updated roster and green/red placards. Teachers are responsible for making sure their rosters are current.
- 4. Students may line up outside the classroom, but the teacher needs to lead them on a safe path to the evacuation area.
- 5. Students should be lead in a single file line. No talking is permitted.
- 6. Verify attendance of all students under your supervision.
 - If you cannot account for a student who should be in attendance, report the absence to an immediate supervisor. **Do not re-enter the building.**
- 7. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 8. Students remain in orderly and silent lines.
- 9. Wait for all-clear signal to return to the building.

If the Alarm Sounds During Recess or Lunch:

- 1. Students will walk to their designated area quickly and quietly.
- 2. Teachers will meet students at their designated area. The secretary will take rosters and extra green/red placards out to those that don't have them. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 3. Wait for all-clear signal to return to the building.

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

- 1. Front Office: Unlock gates near the office.
- 2. Assistant Secretary: Open the front gate and stand out front to direct the fire department. Take absence list.
- 3. Secretary: Assist with directing students/staff to the evacuation area.
- 4. Health-aide: Walk to the evacuation area and if needed, set up a triage station there.
- 5. Custodian: Unlock surrounding gates to allow fire truck entrance if needed.
- 6. If you do not have immediate supervision of students: Move to your evacuation area and check for:
 - a. Any students remaining in the building.
 - b. Make sure all doors and windows are closed and lights are off.
- 7. Any parents or visitors must be escorted to the designated evacuation area.
- 8. The principal will time each fire drill and verify attendance.
- 9. A log will be kept in the office of each date and time of fire drills.
- 10. Other duties as specified by the school principal.

Lockdown Procedures

In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

PRIORITY 1 (LOCKDOWN)

Principal or Designee (The principal is the incident commander)

1. Principal or designee will determine if a threat exists (If the principal is not on site or not available, then this is determined by the Lead Secretary or by immediately calling the District Office.) Our first priority is student safety.

- 2. Principal or secretary will ring the 30 second bell.
- 3. When a lockdown has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Attention. A lockdown of the campus has been ordered. Please remain calm. Teachers, please secure your students in your classroom immediately and begin following lockdown procedures. All other personnel, please secure any students in your area by bringing them to the nearest classroom. All students who are not with an adult in class, quickly and safely get to the nearest classroom. All campus visitors please report to the nearest classroom. Ignore any fire alarms."

4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.

5. The Principal or designee should use the emergency radio channel to alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and business of potential threats, including Kingsburg High School.

- 6. Custodian will secure all entrances if it is safe.
- 7. Office staff will lock all office doors.
- 8. Notify Transportation so that buses traveling to the school may take appropriate action.
- 9. Update emergency responders with pertinent information received from staff.

10. Assure that PA announcements are made as directed or needed, relaying critical situational information.

11. Announce ALL CLEAR when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Keep all students sitting on the floor, away from the door or windows.
- 4. Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.
- 5. Take attendance and prepare a list of missing students and extra students in the room. Send email to office stating student status, GOOD, MISSING, EXTRA in the subject line. List names of missing students in the body of the email. Prepare to take this list with you when you are directed to leave the classroom. If unable to use email, use intercom to the secretary or personal cell phone.
- 6. If there is a phone in the classroom, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 7. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 8. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
- 9. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 10. When a lockdown last s an extended period, teachers are to make provisions for children to toilet (if need be) using buckets provided and antibacterial wipes.
- 11. The Lead Secretary or designee will collect and disseminate all emails and calls during the lockdown. When the office does not receive any notification, your room will be called.
- 12. If DANGER exists in your room, once the office calls, or on your computer, answer with OKIE DOKIE which will send police and help to your room. Remain calm and attempt to defuse/deescalate any aggressive behavior.
- 13. Wait for the ALL CLEAR to end the Lockdown.

Other Personnel

- 1. Look in your immediate vicinity. If you observe any unsupervised students, bring them to the nearest classroom.
- 2. If there are no students in your immediate vicinity, proceed to the nearest building.
- 3. Lock the door immediately after reaching the designated area.

- 4. If you have students with you:
 - o (a) Keep them sitting on the floor, away from the door or windows.
 - o (b) Advise the students that there is some type of emergency but you are not certain what it is.
 Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.
 - o (c) Take attendance. Prepare to take this list with you when you are directed to leave the classroom.
 o (d) When or if students are moved out of the room, assist them in moving as quietly and quickly as possible.
- 5. If there is a phone in the room, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 6. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 7. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 8. District Office, maintenance, and grounds crews will maintain radio silence and be ready to assist where needed. Maintenance and grounds crews will text the Administrative Assistant for MOT and Principal that they are on campus.

**If a lockdown drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

PRIORITY 2 (LOCKOUT) Principal or Designee

1. When a lockout has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Dr. Sever, you have a call on line 1."

- 2. Custodian will secure all entrance if it is safe.
- 3. Office staff will lock all office doors.
- 4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.
- 5. The Principal or designee must alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and businesses of potential threats, including Kingsburg High School.
- 6. Notify Transportation so that buses traveling to the school may take appropriate action.
- 7. Update emergency responders with pertinent information received from staff.
- 8. Assure that PA announcements are made as directed or needed, relaying critical situational information.
- 9. Announce "Thank you, Dr. Sever" when the situation is over.

Teachers

2.

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Students needing to use the restroom should be escorted to and from the facility by the site administrator or other designated staff.
- 4. Continue work as scheduled with no one leaving the room for anything until the All Clear is sounded by code words "Thank you, Dr. Sever".

District-Wide Lockout

IF the Superintendent calls a DISTRICT-WIDE lockout

- 1. On the emergency radio channel, the District office staff will alert site Leadership team members with description of incident and state DISTRICT LOCKOUT
- District office will follow up with email to all Leadership team members

IF the Superintendent does not call for DISTRICT LOCKOUT

- 1. District office will call the Chief Business Official with description of incident
- 2. District office will email Leadership team members with FYI of incident

**If a lockout drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

Suspension, Expulsion, or Mandatory Expulsion Procedures

State law requires students to attend school during compulsory school age. Students dismissed from the Kingsburg Elementary Community Charter Schools are subject to compulsory attendance laws and must find an alternative educational program in order to satisfy their legal requirements of compulsory attendance.

Students attending Kingsburg Elementary Community Charter Schools are expected to maintain acceptable behavior or lose their privilege to attend. All participants in the traditional program must sign the Charter Compact.

The district's Suspensions and Expulsions/Dismissal policies are based upon California Education Code Section 48900 and 48915. More detailed information is located in the Kingsburg Elementary Charter School District Charter located in the Appendix at the back of the Student Handbook. Some examples of such unacceptable behavior include but are not limited to the following:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.

- 3. Unlawful sale of any controlled substance.
- 4. Robbery or extortion.

Serious first time offenses resulting in an automatic recommendation for expulsion/dismissal include but may not be limited to the following:

- 1. Possessing, selling or furnishing a firearm without permission
- 2. Brandishing a knife at another person
- 3. Unlawfully selling a controlled substance
- 4. Committing or attempting to commit sexual assault or sexual battery
- 5. Possessing an explosive

The due process procedure for dismissal/expulsion from the Kingsburg Elementary Charter School will flow from Teacher to Administration. Administration to Review Panel, with the final decision being made by the Governing Board of Education. The Governing Board represents the highest authority in the expulsion/dismissal process without further appeal. The School Attendance Review Board (SARB) may or may not be utilized in the due process procedure at the discretion of school administration.

Parents' Rights and Responsibilities

Under the law, parents have a number of responsibilities to their children under 18 years of age. They must provide food, clothing, shelter, education, and other necessary care to the best of their ability. Parents can be held legally and financially liable if:

1. They tell a child to commit a wrongful act.

- 2. They know a child is acting in a careless or dangerous manner and take no responsible steps to stop the actions.
- 3. The child damages or destroys school or public property.
- 4. They allow a child to use their automobile and damages result.

5. Their child commits any act of intentional misconduct that results in any injury to the person or property of another.

6. Students with poor discipline records, truant attendance records, or unresolved financial obligation may be excluded from privileged or optional activities, sports events, dances, free time, graduation ceremony, field trips, etc.

Procedures to Notify Teachers of Dangerous Students

Teachers are notified when a student has a dangerous ed code violation through administrative contact. Additionally: (e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

Sexual Harassment Policy

Any form of sexual harassment (including cyber) will not be tolerated. Students and/or adults should report any incidence of sexual harassment to the teacher, principal, or principal designee for appropriate action.

Such activity can be subject to both penal and education codes.

SEXUAL HARASSMENT

Any form of sexual harassment will not be tolerated. Students and/or adults should report any incidence of sexual harassment to the teacher, the principal, or principal designee for appropriate action.

NON-DISCRIMINATION/HARASSMENT

District programs and activities shall be free from discrimination, including harassment, with respect to ethnic group, religion, gender, color, race, national origin, and physical or mental disability.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in instructions, guidance, and supervision.

The schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group, or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student, or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities, or privileges.

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. Any employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that they are being harassed should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed in accordance with administrative regulations. The Superintendent or designee shall determine which complaint procedure is appropriate.

Schoolwide Dress Code

Dress code regulations are adopted to enhance student safety and promote an educational setting conducive to a positive learning environment. Therefore, pupils shall dress safely and appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare.

The District updates the dress code at least annually, taking into consideration parent and staff concerns and requests for clarity. Though the information in the dress code intends to be as defined as possible, there is no way to anticipate every contingency. Knowing the creative nature leading to circumventing the intent of this policy, each site principal is responsible for superseding these guidelines when, in their judgment, the safety or learning environment for students is disrupted. Please note that any apparel, hairstyle, cosmetics, or jewelry, even if not specifically mentioned below, can be prohibited by school officials if it is determined that such items create a safety or health concern, draw undue attention to the wearer, or tend to detract from the education process.

1. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions.

2. Clothes shall be sufficient to conceal undergarments at all times. If wearing layered clothing, the bottom layer must conform to dress code.

3. Clothing which does not cover the student's midriff at all times is not acceptable.

4. Shorts must be at least a 4" inseam when the student is standing. No skin may be exposed above the hem. Skorts are allowed.

5. Dresses, skirts, etc., must be at mid-thigh when the student is standing.

6. Individual tank tops and racer back tank tops must have 1" straps on the shoulders and back. No tank tops should reveal any part of the torso (i.e. nothing below the armpits). Prohibited are underwear-type sleeveless shirts, see-through fabrics which expose the body, as in tube tops and/or bandeaux tops and halter tops.

7. No skin may be exposed above the knee while wearing pants. Pants must be worn around the waist.

8. Pajamas and soft-soled shoes are unacceptable, except during special events.

9. No backless footwear is allowed at any grade level, including flip flops. We highly recommend Croc style shoes be worn with back straps. Shoes will be worn at all times at school or during school activities.

10. No garments or clothing with offensive cartoon-like characters may be worn. Clothing will be deemed unacceptable if a double meaning can be demonstrated as symbolic of destructive/violent, illegal, immoral, discriminating, anti-education, or gang-related messages.

11. Clothing or jewelry that advocates racial, ethnic, gender, or religious prejudice, unlawful acts, or the use of controlled substances is prohibited.

12. Earrings are to be worn in ears only. Exception: Small stud on the side of the nose is allowed but limited to a very small stud that sits flush with the skin. Septum piercings or other facial or body piercings are not allowed. In addition, any jewelry that would create a safety hazard, including large hoops, septum piercings, spikes, and plugs, are not allowed.

13. Any clothing worn by students to identify themselves as a group, clique, social identity, or other purpose is prohibited. Exceptions will be made for any school-authorized activity or community non-profit groups.

14. Clothing, jewelry, and personal items (such as backpacks, fanny packs, gym bags, purses, water bottles, etc.) shall not display pictures or other insignia which are crude, vulgar, profane, violent, or sexually suggestive. In addition, these items shall not bear drug, alcohol, or tobacco company advertising, promotion, or likeness; shall not promote violence, illegal activity, or relate to gang affiliation or activity; and shall not advocate racial, gender, religious or sexual orientation prejudice; shall not contain pictures or images of weapons of any kind.

15. Attire that may be used as a weapon shall not be worn (e.g., steel-toed boots, chains, items with spikes or studs, etc.).

16. Hats, caps, hoods, beanies, and other head coverings may never be worn inside buildings unless for religious reasons or a Dr.'s note is provided. Bandanas are prohibited at all times.

17. Caps, hoods, beanies, and other head coverings may be worn outside; this may include physical education, with teacher or administrator permission. When outside, hats must be worn with the bill facing forward.

18. Dark glasses shall not be worn in classrooms or offices unless a documented health problem exists.

19. Haircuts or hairstyles that draw undue attention to the wearer or detract from the educational process are not acceptable (i.e. no writing in the hair, no unnatural colors, or symbols.) Razor cuts and lines are acceptable. Mohawks, mohawk fades, or faux-hawks are not to be more than 1 ½ inches. Parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.

20. No tattoos, permanent or otherwise, shall be displayed at school. Any tattoo must be covered.

21. Coaches, teachers, or administrators may impose more stringent dress requirements to accommodate the special needs of certain sports, classes, or their school population.

The following conduct code will be followed after a dress code violation:

1st Offense: Warning to student. Notification of parent. Change into appropriate clothing as applicable. Student may be sent home to dress properly, if necessary.

****If referred for haircut or color, parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.

2nd Offense: Site consequence and change of clothing required. Parent notified.

3rd Offense: Parent notified and progressive site discipline. Change of clothing required.

4th Offense: Parent notified. Student placed on Behavior Contract. Change of clothing required.

5th Offense: Parent notified—possible suspension and recommendation for an alternative education program.

Dress Policy: Non-school Youth Organizations

The following policy regards only those local Youth Organizations which desire to have their participants occasionally wear their respective apparel to school during regular hours of operation.

1. All sports and activity apparel must meet District/School dress code policies. This includes logos (must reflect local organizations only), hem lengths, strap thickness, and alterations.

2. If a local Youth Organization wishes to have its participants wear their apparel to school, the organization must provide the affected school site(s) with contact information for the President and at least two (2) designees of that Organization, with whom school officials may contact as necessary.

3. Youth Organization apparel may only be worn on the Friday before a scheduled game or competition unless the game/competition is held during the week, in which case apparel representing the organization may only be worn on the day of the event.

4. If a school administrator or staff member observes a behavior that violates behavior or dress code policies, contact will be made with the designee appointed by the Youth Organization represented by the students whose actions are in violation for the purposes of notifying the organization that the participant's privilege to wear the organization's apparel (jerseys, uniforms, etc.) will be suspended for a period of the following week or next event, whichever occurs first. The notification to the organization's designee will only include information related to that which has been reflected on the team, but will not receive information regarding individual students. When appropriate, parents of students in violation of the policy will be notified independently.

5. If there is an additional incident, as reflected in #4, the privilege of the Youth Organization's privilege to wear team apparel will be suspended for the remainder of the school year. Again, such notification will be made only to a designee of the Youth Organization.

6. A suspension of the privilege or wearing the organization's apparel shall only apply to the students at the school where the violation occurred.

Procedures for Safe Ingress and Egress

Parents are informed of procedures for student drop-off and pick-up. Also, safety procedures and expectations are described for those students who ride the bus, ride bikes, and walk to and from school. Principal's emails and phone calls provide reminders about traffic and campus safety. At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of pupils. Yard supervision is provided by teachers and support staff. Adult supervision is also provided during dismissal. Staff members are vigilant about visitors on campus, and all school guests are required to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the police department may be contacted.

Regulation 3515: Campus Security

Original Adopted Date: 02/21/2012 | Last Revised Date: 04/20/2020 | Last Reviewed Date: 04/20/2020

Campus Security The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to: 1. Secure the campus perimeter and school facilities in order to prevent criminal activity.

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing

These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti and implement campus beautification projects.

- 4. Control access to keys and other school inventory
- 5. Detect and intervene with school crime

These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

All staff shall receive training in building and grounds security procedures and emergency response.

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1.9, 1010.1.11)

Keys

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to authorized employees who regularly need a key in order to carry out their job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

District Vehicles

The Superintendent or designees shall determine which district vehicles will have GPS devices installed on the vehicle. The use of the GPS devices is to protect district property, ensure proper use of district vehicles, improve driver safety, and to monitor driving times, mileage, routing efficiency and inventory control.

Employees who routinely operate district vehicles will sign a written acknowledgement/agreement that they are aware of the GPS devices and understand that the employee's whereabouts may be monitored by the district. This acknowledgement/agreement will be obtained from current employees who routinely drive district owned vehicles, and from new employees at the time of initial employment.

A Safe and Orderly Environment

SCHOOL ENVIRONMENT- Each school in the district will provide a safe, positive learning environment.

- Each student will be recognized as important and unique with rights and feelings, which are acknowledged and protected.
- Students will be taught, encouraged, and supported to live in harmony with their peers, teachers, and parents.
- Parents and teachers, in cooperation, will teach positive values which will guide the students' efforts for achieving personal success.
- Each school will provide a safe, clean, and attractive workplace for students.

All site administrators and other certificated and classified staff members have participated in Handle with Care training, provided by the district. Handle with Care is committed to the emotional and physical safety of behaviorally challenged individuals whose behavior is harmful to themselves or others, and the staff and organizations that support them. Handle with Care specializes in safely managing behaviorally challenged and disruptive behaviors. Handle with Care is committed to teaching staff how to deal with a behaviorally challenged population in a way that preserves the client's dignity, is safe, and enables continued positive learning and behavioral development by preserving and enhancing therapeutic relationship.

School Discipline

Taking responsibility for one's own accomplishments and consequences has life-long learning implications. Balancing discipline with a positive reward environment promotes excellence. It is necessary that students learn to develop self discipline in order to further their learning. Discuss with your student the importance of, and the need for, good behavior and a good attitude while at school.

This code is adopted to specify standards of conduct that promote a safe school setting conducive to a positive learning environment. These rules are in force on the way to and from school, on the school grounds, as well as in school buildings.

The District reserves the right to exclude any student with a poor discipline record or unresolved financial obligation from privileged or optional activities, sports events, dances, free time, promotion ceremony, field trips, etc.

All of the conduct listed below can be cause for suspension or expulsion/dismissal from the district. Whether suspension or dismissal is considered depends on the frequency and/or severity of the actions.

Any conduct on the part of the student, even if not specified below, which creates a concern for the safety of others, is disrespectful to those in authority, or in any way disrupts the educational process is prohibited and cause for disciplinary action to be taken.

1. Students are to show proper respect to others at all times.

a. Pupils are never to disrupt school activities nor defy the authority of school personnel.

b. Pupils are not to engage in behavior that endangers staff and/or students nor harass staff and/or students (such as bullying, intimidation, hazing, or any other verbal, written, or physical conduct) that causes or threatens to cause bodily harm or emotional suffering.

c. Pupils are not to engage in obscenity, profanity, or vulgarity of any kind.

- d. Pupils shall not extort money or property from another person.
- e. Pupils shall not plagiarize or be dishonest in school work or on tests.

f. Pupils shall dress according to policy as described on pages 28 and 29 of the Student Handbook.

2. Students should at all times show respect to school and private property.

a. Pupils are not to steal nor attempt to steal school or property belonging to district staff or students.

b. Pupils are not to cause or attempt to cause damage to property belonging to district staff or students.

3. Students are to show a concern for the health and safety of others at all times.

a. Pupils are not to possess any dangerous objects of no reasonable use to the student at school. Such dangerous items would include, but not be limited to, firearms, knives, and explosives. California Education Code considers any imitation firearm or air propellant gun to be a violation.

b. Pupils are not to possess, sell, furnish, or be under the influence of alcohol, tobacco, or any controlled substance.

c. Dangerous toys, sharp instruments, tools, water balloons, squirt guns, toy guns are not to be brought to school.

d. Electronic devices (mp3 players, portable electronic games, radios) and other distracting devices are not to be brought to school.

e. Pupils are not to possess or use laser pointers unless used for a valid instructional or other school-related purpose including employment.

f. No beverages, food, or other item may be brought to school in a glass container.

g. Energy drinks are not acceptable on campus.

4. A student must use every means possible to avoid physical confrontation, including reporting the incident to a staff member. It takes a responsible person to stay out of such a confrontation. "Play fighting" is also dangerous and is not permitted.

5. Throwing any article is not allowed.

6. Students should be orderly in leaving and returning to classes.

7. Public display of affection between students (such as hugging, hand-holding, kissing, etc.) is not allowed at school or during school-related activities. Violations will be dealt with according to the student conduct policy.

A prime factor in a successful school is mutual respect. Each student is considered an important individual with rights and responsibilities. Parents' can contribute to a better school for your child by encouraging respect for staff members.

Students who violate district or school rules and regulations may be subject to discipline, including, but not limited to, suspension, expulsion, or transfer to alternative programs in accordance with board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and make appropriate discipline or referral for the offender.

Hate Crimes

Bullying is addressed in the Parent/Student Handbook. If an incident occurs, it will be investigated and documented in Aeries.

BULLYING KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT Kingsburg, California Original Adopted Date: 02/18/2020 | Last Reviewed Date: 02/18/2020 Regulation 5131.2:

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
 Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles
 Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
 Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
 Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall make staff aware of the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training may include:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

- 3. Identify the signs of bullying or harassing behavior
- 4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal, district compliance officer, or immediate supervisor, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include,

but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

HATE MOTIVATED BEHAVIOR KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT Kingsburg, California Original Adopted Date: 01/19/2010 | Last Revised Date: 05/16/2022 | Last Reviewed Date: 05/16/2022 Policy 5145.9:

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that: 1. Includes the development of social-emotional learning

2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

3. Explains the harm and dangers of explicit and implicit biases

4. Discourages discriminatory attitudes and practices

5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that: 1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians, and be consistent with the District's Uniform Complaint Procedures.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

V. Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288

Ed Code 32288.

(a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.

(b) (1) Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The school site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs. (D) A representative of each teacher organization at the school site.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The school site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

Date of Board Meeting/Public Hearing:January 17, 2023Site of Board Meeting/Public Hearing:KESD Board RoomLaw Enforcement ReviewDate:October, 2022Site Council ApprovalDate:October 20, 2022School Board ApprovalDate:January 17, 2023

Campus Emergency Assignment Worksheet

This worksheet will help the Incident Commander ensure coverage for critical positions during a school emergency. Ensure each position is assigned at the start of each school year and that all positions are assigned even if you th ink that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that back-up personnel also be assigned and that key personnel are cross-trained in critical job requirements. Blank rows are to be used by Incident Commander to add additional positions as needed during an emergency.

Position	Person Assigned	Alternatives
	Melody Lee	1. Michael Ruiz
Incident Commander		2. Linda Simmons
	Roberto Vega	1. Leonard Lozano
Safety Officer		2. Janie Nicacio
Public Information Officer	Dr. Wesley Sever	1. Matthew Stovall
	Danny McIntyre	1. David Ocanas
Liaison Officer		2. Jim Rivera
Operations Section Chief	Michael Ruiz	1. Madeline Armstrong
Student Care Group	Madeline Armstrong	1. Alyssa Clifton
Supervisor		2. Josefina Elias
First Aid Group Supervisor	Sandra Gregory	1. Stacey Pasalakis
Search/Rescue Group Supervisor	Kingsburg Police Dept. or other Emergency Services Agency	
Campus Evacuation Group	Melody Lee	1. Linda Simmons
Supervisor		2. Madeline Armstrong
Italities Group Supervisor	Danny McIntyre	1. David Ocanas
Utilities Group Supervisor		2. Jim Rivera
Security Group Supervisor	Kingsburg Police Dept. or other Emergency Services Agency	
Student Accountability	Linda Simmons	1. Stacey Pasalakis
Group Supervisor		2. Alyssa Clifton
Student Release Group	Madeline Armstrong	1. Stacey Pasalakis
Supervisor		2. Alyssa Clifton
Planning Section Chief	Melody Lee	1. Michael Ruiz
Planning Section Chief		2. Linda Simmons
Resource Status Unit	Madeline Armstrong	1. Sandra Gregory
Leader		2. Josefina Elias
Situation Status Unit Leader	Danny McIntyre	1. David Ocanas

Position	Person Assigned	Alternatives
		2. Jim Rivera
Documentation Unit Leader	Sarah Ballard	1. Maria Gutierrez
Logistics Section Chief	Mac Vaquera	1. Bobby Rodriguez
Supply Unit Leader	Bobby Rodriguez	1. Mac Vaquera
En silléine bhaid bas dea	Danny McIntyre	1. David Ocanas
Facilities Unit Leader		2. Jim Rivera
Communications Unit	Jason Wood	1. Scott Lutz
Leader		2. Chris Wiest
	Danny McIntyre	1. David Ocanas
Transportation Unit Leader		2. Jim Rivera
Finance/Admin Section Chief	Bobby Rodriguez	1. Mac Vaquera
Timekeeping Unit Leader	Carol Bray	1. Frances Sanchez
_	Bobby Rodriguez	1. Sarah Ballard
Purchasing Unit Leader		2. Maria Gutierrez
Comp/Claims Unit Leader	Carol Bray	1. Frances Sanchez

Buddy Teacher List

Room #	Teacher	Room #	Buddy
1	Wheelis	2	Cann
3	Gai	4	Olmos
5	Benedetta	6	Smothers
6	Smothers	7	Sibley
8	Johnson	9	Encinas
10	Parker	13	Ramos
11	Nikkel	12	Bennett
14	Pasalakis	15	Sigle
16	Kiser	17	Fridlund
18	Allen	19	Fryatt
20	Yarbrough	21	Carender
21	Carender	22	Sandoval
23	Alo	24	Bouck

Kingsburg Elementary Charter School District Central Valley Home School

2022-2023

Comprehensive School Safety Plan

Plan Developed By:	Kingsburg Community Charter Extension
Administrator:	Lisa Regier
Teacher:	Brandi Brandon
Parent:	Wendy Reddell
Classified Employee:	Gina Chrisman
Law Enforcement Representative:	Kingsburg Police Department
Student Representative:	

Board Meeting/Public Hearing Date: January 17, 2023

Date adopted by School Site Council: November 17th, 2022

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I. Assessment of Current Status

School Description and Profile:

Kingsburg Community Charter Extension (Central Valley Home School) is a K-8th grade home school, which is an optional educational alternative that parents/students voluntarily select. Since our school is part of the Kingsburg Elementary Charter School District, we are able to serve families from the following counties: Mono, Inyo, Tulare, Fresno, Madera, Merced, Kings, San Benito, and Monterey. Our families have the option of choosing traditional homeschooling, on-line education in grades 6-8, or a blended program. The responsibility of the school is to assist the parent and students in making the home school experience as academically as rewarding as possible. The overarching objective for the school is for all the students of the school to begin their preparation for college and career. To assist in achieving that goal, Kingsburg Community Charter Extension provides its parents and students with lesson plan design, comprehensive resources, credentialed teachers for support, and educational training for parents. Also, Every 20 school days, parents and teachers will meet to review the student's progress. During this meeting time, teachers will provide lesson plans for the next 20 days.

We believe that we must work especially hard to meet the needs of our diverse, at-risk, and disenfranchised students in order to continue the "Traditions of Excellence" that have long been our trademark. We recognize that it is our responsibility to prepare all students for success. Our Professional Learning Community believes that each of our students should be given the best possible opportunity to attain their highest potential by a solid focus on a standards-based curriculum with a critical eye toward mastery of the grade level essential standards. We recognize that parent involvement is critical to the success of all students and that the power of parent involvement is only as effective as our efforts to engage them in the process of educating their children. We believe that as a team, we must join together in order to provide each and every one of our students with the learning, work, and life skills necessary for life-long success!

We have a strong standards-based program for our K-8 learning environment. Central Valley Home School stresses the development of Reading, Writing, and Mathematics throughout the K-8 grade levels.

Our mission at Central Valley Home School is to create a flexible individualized educational program that aligns all resources with the Common Core Standards to assure that each home school student achieves at his or her highest level.

Summary of School Crime Data:

CVHS had zero expulsions. Since we are a home school, we did not have any ed. code violations. Also, there were zero suspensions.

Other Data:

Summary of Data

II. Component 1 Action Plan: People and Programs

How will you create a caring and connected school climate?

Kingsburg Community Charter Extension believes in positive relationships with students, parents, and staff. Once a person walks onto our campus they are greeted by our positive office staff. At CVHS, we like to say we "keep it REAL". REAL stands for relevant, enriching, accountable, learning. This slogan reminds us of our core values and expectations. In order to maximize learning, it must be relevant and enriching while remaining accountable. Character education has been implemented at our school site which encourages students in the areas of trustworthiness, respect, responsibility, citizenship, caring, and fairness. A monthly newsletter is sent home in order to stay connected with our families. Staff also sends a weekly email to all families on Mondays. CVHS has a website and Facebook page to keep our parents informed of all important school activities. The administrators, teachers, and staff have an open-door policy, so parents can share with us anything they feel will help make our school an even safer and more effective school for their child. In addition, the Principal has been trained in Positive Behavioral Intervention & Supports (PBIS) program. This information and strategies are applied to this school site.

Goal Statement

The Kingsburg Community Charter Extension staff will continue to create a positive, safe and welcoming environment for our K-8th grade students.

Objective #1

Character training will continue to be implemented to make sure our students are in a safe learning environment.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Character Training	Assemblies	Lisa Regier	Synchronous Learning Opportunities K- 3, Once a week 4-8	Continue to have zero bullying citations
PBIS	strategies and supports for students	Lisa Regier		Continue to have zero bullying citations and zero behavioral incidents causing removal from classroom.
All 4 Youth Professional Development Opportunity	All 4 Youth counsellors, strategies and supports provided for families of CVHS students.	Lisa Regier	On going	Contributes to the positive mental health of students at CVHS.
Prodigy	family and youth supports for addiction	Erin Pasillas	On going	Contributes to the positive mental health of students at CVHS.

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

III. Component 2 Action Plan: Place

How will you create a physical environment that communicates respect for learning and for individuals?

Kingsburg Community Charter Extension School is a two-story facility that is maintained and in excellent condition. The campus is inspected daily for safety concerns and overall cleanliness. In addition to our daily inspection, each month the Principal walks the campus with a member of the maintenance department to ensure the facility is in safe working order. If a concern is reported, a maintenance request is submitted into our district work order system. Our campus is cleaned daily by our janitors to make sure we have a safe learning environment.

Goal Statement

Kingsburg Community Charter Extension School will be properly maintained to create a safe and warm learning environment.

Objective #1

Kingsburg Community Charter Extension School will have a clean and safe campus.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Daily inspection for safety and overall cleanliness		Lisa Regier, Danny Lopez, & Maria Rivera	Daily	Daily inspections
Buildings maintained	Paint, carpentry, etc.	David Ocanas	As needed	Monthly
Monthly Facility Walk Through		David Ocanas, Lisa Regier	Monthly	Monthly
COVID-19 PPE Protocols	CDC/County Regulations	Lisa Regier, District Nurse	Daily	Daily

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

Child Abuse Reporting

Regulation 5141.4: Child Abuse Prevention And Reporting Status: ADOPTED Original Adopted Date: 02/22/2011 | Last Revised Date: 11/16/2021

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6) 1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety,

depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Kingsburg Police Department 1300 California St. Kingsburg, CA 93631 559-897-2931 When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. 1. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Disaster Procedures

School response to a variety of disaster situations can be found on the flip chart entitled "Classroom Emergency Procedures Guide." This flip chart is posted next to the door of every room on site. It covers procedures for Classroom Emergency Management, Fire/Explosion, Bomb threats/Suspicious Package, Evacuation, Lockdown, Earthquake, Weapon on School Grounds, Fighting, Assault, Suicide Attempt, Lost/Missing Child, Medical Emergency, Gas Leak, Hazardous Material Spills, Utility Failure/Power Outage, and Dealing with the Media. We conduct monthly fire drills, the recommended amount of earthquake and lockdown drills. School staff is notified of fire drills, earthquake and lockdown drills before they happen. In addition, all district staff members (classified and certificated) were provided with Active Shooter Training (Seconds to Survive) facilitated by the Kingsburg Police Department.

Lockdown: In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

Earthquake/Severe Weather Safety Procedures

The principal or designee will announce severe weather or you will feel an earthquake.

Teachers

- 1. In an earthquake only, teachers should ensure that the classroom door remain completely pushed open, to ensure that the door does not become blocked, due to possible damage from the earthquake movement or falling debris
- 2. The classroom doors should only be closed and secured if there is a fire in the classroom or severe weather.
- 3. Teachers should advise students to Duck, Cover and Hold On.
 - DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops and students receive further instructions from the teacher
- 4. Students should go under a table, desk, or chair as quickly as possible
- 5. Once under the table, desk or chair, students and staff should hold onto the furniture leg
 - Students and staff should cover their head and neck to protect from flying or falling debris
- 6. Students and staff should stay away from windows, bookcases or other stacked items
- 7. After the earthquake has stopped, everyone should perform a quick self-inspection for injuries
- 8. All injuries should immediately be reported to the teacher or other staff members in the classroom
- 9. If there are no injuries stated, the teacher should announce "Ok --- All Clear" if it is deemed safe to exit from the tables and desks
- 10. If it is determined that evacuation of the building is necessary, teachers should instruct students in the classroom to gather their belongings and begin to exit out of the classroom
- 11. Students with medical needs should have a back-up supply of vital medication, equipment or supplies with them, at school. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
 - During the earthquake, students with medical needs or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through routine practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.
- 12. Teachers should first conduct an assessment of their immediate hallway and exit routes to ensure that they are safe to maneuver through
- 13. Once shaking has stopped, students and staff should get back up, and continue to exit out of the building in a safe and orderly manner
- 14. If there are injuries, the teacher shall immediately assess the injuries to determine if further medical attention is needed
- 15. Once safe to do so, teachers will then have the class exit out of the building to a predetermined area that the principal/designee (Incident Commander) has determined
- 16. Once safely escorted outside, teachers should further assess any injured students and seek additional medical assistance from the school nurse
- 17. If severe injuries are observed, (Emergency) 911 should be called immediately for further medical assistance

18. As staff and students exit the building, staff members must first ensure that all evacuation routes are safe to Comprehensive School Safety Plan 12 of 42 maneuver through, avoiding downed light fixtures, debris or chemical spills

- 19. Report to your designated fire drill evacuation area
- 20. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 21. Under no circumstances should students or adults attempt to return to the building during an earthquake
- 22. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

If the Earthquake/Severe Weather Occurs at Recess or Lunch

- For any classes that may be held outside (physical education classes, recess), students and staff should immediately DUCK and COVER, protecting their head and neck areas. Once safe to do so, students and staff should travel to a large open area, avoiding the school building, large trees, downed power lines, or gas line breaks. If natural gas is smelled, immediately move as far away from the breakage or gas smell. Emergency personnel (Emergency---911) must be called as soon as possible.
- 2. Outside staging areas should be in large open spaces, away from buildings, overhead power lines, underground gas and sewer lines and large trees
- 3. Building administrators and school staff shall take attendance immediately after the building is evacuated, to determine if any students or staff are missing and unaccounted for
- 4. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 5. Under no circumstances should students or adults attempt to return to the building during an earthquake

Administrator/Other Staff

- 1. DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops
- 2. Once under the table, desk or chair, students and staff should hold onto the furniture leg
- 3. Staff should cover their head and neck to protect from flying or falling debris
- 4. Staff should stay away from windows, bookcases or other stacked items
- 5. Staff should stay covered for at least 90 seconds or until all shaking has stopped
- 6. Principal/Designee along with the Lead Custodian will attempt to determine the extent of the damage and will call the Director of MOT for clearance before having students re---enter the school, if any structural damage is observed
- 7. Do not attempt a rescue inside the building if there is evidence of structural damage. This will require assistance that should be handled by qualified emergency first responders
- 8. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

ADDITIONAL SPECIAL NEEDS CONSIDERATIONS:

- 1. After the earthquake, hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
- 2. During evacuation from classrooms, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
- For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of
 obstacles in their paths or because electric dependent machines are not functioning (i.e. elevator). Special preplanned
 assistance must be provided.
- 4. Any special medications, supplies and equipment for the students with special needs must be transported with them during evacuation.
- 5. If evacuation from the school area is called for, utilize special transportation arrangements.
- 6. Re-establish special power requirements for the equipment of special needs students as soon as possible.

Fire Drill Procedures

In the event of a fire, notify principal or designee. If the fire alarm has not sounded, activate the alarm manually.

If the alarm sounds during a class period: Teachers

- 1. Before the students exit the room, the teacher needs to verify that there is no fire or any other immediate danger outside their classroom.
- 2. Before leaving, the teacher needs to close all doors and windows, and be sure the classroom is empty before locking the door (A locked door will tell administration and the fire department that the room is secure/empty).
- 3. Teachers will take a copy of their updated roster and green/red placards. Teachers are responsible for making sure their rosters are current.
- 4. Students may line up outside the classroom, but the teacher needs to lead them on a safe path to the evacuation area.
- 5. Students should be lead in a single file line. <u>No talking is permitted.</u>
- Verify attendance of all students under your supervision.
 If you cannot account for a student who should be in attendance, report the absence to an immediate supervisor.
 Do not re-enter the building.
- 7. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 8. Students remain in orderly and silent lines.
- 9. Wait for all-clear signal to return to the building.

If the Alarm Sounds During Recess or Lunch:

- 1. Students will walk to their designated area quickly and quietly.
- 2. Teachers will meet students at their designated area. The secretary will take rosters and extra green/red placards out to those that don't have them. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 3. Wait for all-clear signal to return to the building.

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

- 1. Front Office: Unlock gates near the office.
- 2. Assistant Secretary: Open the front gate and stand out front to direct the fire department. Take absence list.
- 3. Secretary: Assist with directing students/staff to the evacuation area.
- 4. Health-aide: Walk to the evacuation area and if needed, set up a triage station there.
- 5. Custodian: Unlock surrounding gates to allow fire truck entrance if needed.
- 6. If you do not have immediate supervision of students: Move to your evacuation area and check for:
 - a. Any students remaining in the building.
 - b. Make sure all doors and windows are closed and lights are off.
- 7. Any parents or visitors must be escorted to the designated evacuation area.
- 8. The principal will time each fire drill and verify attendance.
- 9. A log will be kept in the office of each date and time of fire drills.
- 10. Other duties as specified by the school principal.

Lockdown Procedures

In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

PRIORITY 1 (LOCKDOWN)

Principal or Designee (The principal is the incident commander)

- 1. Principal or designee will determine if a threat exists (If the principal is not on site or not available, then this is determined by the Lead Secretary or by immediately calling the District Office.) Our first priority is student safety.
- 2. Principal or secretary will ring the 30 second bell.
- 3. When a lockdown has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Attention. A lockdown of the campus has been ordered. Please remain calm. Teachers, please secure your students in your classroom immediately and begin following lockdown procedures. All other personnel, please secure any students in your area by bringing them to the nearest classroom. All students who are not with an adult in class, quickly and safely get to the nearest classroom. All campus visitors please report to the nearest classroom. Ignore any fire alarms."

4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.

5. The Principal or designee should use the emergency radio channel to alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and business of potential threats, including Kingsburg High School.

6. . Custodian will secure all entrances if it is safe.

7. Office staff will lock all office doors.

8. Notify Transportation so that buses traveling to the school may take appropriate action.

9. Update emergency responders with pertinent information received from staff.

10. Assure that PA announcements are made as directed or needed, relaying critical situational information.

11. Announce ALL CLEAR when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Keep all students sitting on the floor, away from the door or windows.
- 4. Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.
- 5. Take attendance and prepare a list of missing students and extra students in the room. Send email to office stating student status, GOOD, MISSING, EXTRA in the subject line. List names of missing students in the body of the email. Prepare to take this list with you when you are directed to leave the classroom. If unable to use email, use intercom to the secretary or personal cell phone.
- 6. If there is a phone in the classroom, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 7. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 8. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
- 9. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 10. When a lockdown last s an extended period, teachers are to make provisions for children to toilet (if need be) using buckets provided and antibacterial wipes.
- 11. The Lead Secretary or designee will collect and disseminate all emails and calls during the lockdown. When the office does not receive any notification, your room will be called.
- 12. If DANGER exists in your room, once the office calls, or on your computer, answer with OKIE DOKIE which will send police and help to your room. Remain calm and attempt to defuse/deescalate any aggressive behavior.
- 13. Wait for the ALL CLEAR to end the Lockdown.

Other Personnel

- 1. Look in your immediate vicinity. If you observe any unsupervised students, bring them to the nearest classroom.
- 2. If there are no students in your immediate vicinity, proceed to the nearest building.
- 3. Lock the door immediately after reaching the designated area.
- 4. If you have students with you:
 - o (a) Keep them sitting on the floor, away from the door or windows.
 - o (b) Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.

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- o (c) Take attendance. Prepare to take this list with you when you are directed to leave the classroom.
- o (d) When or if students are moved out of the room, assist them in moving as quietly and quickly as possible.
- 5. If there is a phone in the room, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 6. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 7. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 8. District Office, maintenance, and grounds crews will maintain radio silence and be ready to assist where needed. Maintenance and grounds crews will text the Administrative Assistant for MOT and Principal that they are on campus.

**If a lockdown drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

PRIORITY 2 (LOCKOUT) Principal or Designee

1. When a lockout has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Dr. Sever, you have a call on line 1."

- 2. Custodian will secure all entrance if it is safe.
- 3. Office staff will lock all office doors.
- 4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.
- 5. The Principal or designee must alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and businesses of potential threats, including Kingsburg High School.
- 6. Notify Transportation so that buses traveling to the school may take appropriate action.
- 7. Update emergency responders with pertinent information received from staff.
- 8. Assure that PA announcements are made as directed or needed, relaying critical situational information.
- 9. Announce "Thank you, Dr. Sever" when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Students needing to use the restroom should be escorted to and from the facility by the site administrator or other designated staff.
- 4. Continue work as scheduled with no one leaving the room for anything until the All Clear is sounded by code words "Thank you, Dr. Sever".

District-Wide Lockout

IF the Superintendent calls a DISTRICT-WIDE lockout

- 1. On the emergency radio channel, the District office staff will alert site Leadership team members with description of incident and state DISTRICT LOCKOUT
- 2. District office will follow up with email to all Leadership team members

IF the Superintendent does not call for DISTRICT LOCKOUT

- 1. District office will call the Chief Business Official with description of incident
- 2. District office will email Leadership team members with FYI of incident

**If a lockout drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

Suspension, Expulsion, or Mandatory Expulsion Procedures

State law requires students to attend school during compulsory school age. Students dismissed from the Kingsburg Elementary Community Charter Schools are subject to compulsory attendance laws and must find an alternative educational program in order to satisfy their legal requirements of compulsory attendance.

Students attending Kingsburg Elementary Community Charter Schools are expected to maintain acceptable behavior or lose their privilege to attend. All participants in the traditional program must sign the Charter Compact.

The district's Suspensions and Expulsions/Dismissal policies are based upon California Education Code Section 48900 and 48915. More detailed information is located in the Kingsburg Elementary Charter School District Charter located in the Appendix at the back of this Student Handbook. Some examples of such unacceptable behavior include but are not limited to the following:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.

- 3. Unlawful sale of any controlled substance.
- 4. Robbery or extortion.

Serious first time offenses resulting in an automatic recommendation for expulsion/dismissal include but may not be limited to the following:

- 1. Possessing, selling or furnishing a firearm without permission
- 2. Brandishing a knife at another person
- 3. Unlawfully selling a controlled substance
- 4. Committing or attempting to commit sexual assault or sexual battery
- 5. Possessing an explosive

The due process procedure for dismissal/expulsion from the Kingsburg Elementary Charter School will flow from Teacher to Administration. Administration to Review Panel, with the final decision being made by the Governing Board of Education. The Governing Board represents the highest authority in the expulsion/dismissal process without further appeal. The School Attendance Review Board (SARB) may or may not be utilized in the due process procedure at the discretion of school administration.

Parents' Rights and Responsibilities

Under the law, parents have a number of responsibilities to their children under 18 years of age. They must provide food, clothing, shelter, education, and other necessary care to the best of their ability. Parents can be held legally and financially liable if:

1. They tell a child to commit a wrongful act.

- 2. They know a child is acting in a careless or dangerous manner and take no responsible steps to stop the actions.
- 3. The child damages or destroys school or public property.
- 4. They allow a child to use their automobile and damages result.

5. Their child commits any act of intentional misconduct that results in any injury to the person or property of another.

6. Students with poor discipline records, truant attendance records, or unresolved financial obligation may be excluded from privileged or optional activities, sports events, dances, free time, graduation ceremony, field trips, etc.

Procedures to Notify Teachers of Dangerous Students If a student is suspended or expelled, teachers are notified by the Principal. If there is a dangerous student, teachers are notified. All student records are kept in our student database, Aeries.

Sexual Harassment Policy

The district policy on sexual harassment is found in the Parent Handbook. "Any form of sexual harassment (including cyber-technology) will not be tolerated. Students and/or adults should report any incidence of sexual harassment to the teacher, principal, or principal designee for appropriate action. Such activity can be subject to both penal and education codes."

Schoolwide Dress Code

Dress code regulations are adopted to enhance student safety and promote an educational setting conducive to a positive learning environment. Therefore, pupils shall dress safely and appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare.

The District updates the dress code at least annually, taking into consideration parent and staff concerns and requests for clarity. Though the information in the dress code intends to be as defined as possible, there is no way to anticipate every contingency. Knowing the creative nature leading to circumventing the intent of this policy, each site principal is responsible for superseding these guidelines when, in their judgment, the safety or learning environment for students is disrupted. Please note that any apparel, hairstyle, cosmetics, or jewelry, even if not specifically mentioned below, can be prohibited by school officials if it is determined that such items create a safety or health concern, draw undue attention to the wearer, or tend to detract from the education process.

Clothes shall be clean so as not to promote unhealthy or unsanitary conditions.

Clothes shall be sufficient to conceal undergarments at all times. If wearing layered clothing, the bottom layer must conform to dress code.

Clothing which does not cover the student's midriff at all times is not acceptable.

Shorts must be at least a 4" inseam when the student is standing. No skin may be exposed above the hem. Skorts are allowed.

Dresses, skirts, etc., must be at mid-thigh when the student is standing.

Individual tank tops and racer back tank tops must have 1" straps on the shoulders and back. No tank tops should reveal any part of the torso (i.e. nothing below the armpits). Prohibited are underwear-type sleeveless shirts, see-through fabrics which expose the body, as in tube tops and/or bandeaux tops and halter tops.

No skin may be exposed above the knee while wearing pants. Pants must be worn around the waist.

Pajamas and soft-soled shoes are unacceptable, except during special events.

No backless footwear is allowed at any grade level, including flip flops. We highly recommend Croc style shoes be worn with back straps. Shoes will be worn at all times at school or during school activities.

No garments or clothing with offensive cartoon-like characters may be worn. Clothing will be deemed unacceptable if a double meaning can be demonstrated as symbolic of destructive/violent, illegal, immoral, discriminating, anti-education, or gang-related messages.

Clothing or jewelry that advocates racial, ethnic, gender, or religious prejudice, unlawful acts, or the use of controlled substances is prohibited.

Earrings are to be worn in ears only. Exception: Small stud on the side of the nose is allowed but limited to a very small stud that sits flush with the skin. Septum piercings or other facial or body piercings are not allowed. In addition, any jewelry that would create a safety hazard, including large hoops, septum piercings, spikes, and plugs, are not allowed. Any clothing worn by students to identify themselves as a group, clique, social identity, or other purpose is prohibited. Exceptions will be made for any school-authorized activity or community non-profit groups.

Clothing, jewelry, and personal items (such as backpacks, fanny packs, gym bags, purses, water bottles, etc.) shall not display pictures or other insignia which are crude, vulgar, profane, violent, or sexually suggestive. In addition, these items shall not bear drug, alcohol, or tobacco company advertising, promotion, or likeness; shall not promote violence, illegal activity, or relate to gang affiliation or activity; and shall not advocate racial, gender, religious or sexual orientation prejudice; shall not contain pictures or images of weapons of any kind.

Attire that may be used as a weapon shall not be worn (e.g., steel-toed boots, chains, items with spikes or studs, etc.). Hats, caps, hoods, beanies, and other head coverings may never be worn inside buildings unless for religious reasons or a Dr.'s note is provided. Bandanas are prohibited at all times.

Caps, hoods, beanies, and other head coverings may be worn outside; this may include physical education, with teacher or administrator permission. When outside, hats must be worn with the bill facing forward.

Dark glasses shall not be worn in classrooms or offices unless a documented health problem exists.

Haircuts or hairstyles that draw undue attention to the wearer or detract from the educational process are not acceptable (i.e. no writing in the hair, no unnatural colors, or symbols.) Razor cuts and lines are acceptable. Mohawks, mohawk fades, or faux-hawks are not to be more than 1 ½ inches. Parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.

No tattoos, permanent or otherwise, shall be displayed at school. Any tattoo must be covered.

Coaches, teachers, or administrators may impose more stringent dress requirements to accommodate the special needs of certain sports, classes, or their school population.

The following conduct code will be followed after a dress code violation:

1st Offense: Warning to student. Notification of parent. Change into appropriate clothing as applicable. Student may be sent home to dress properly, if necessary.

****If referred for haircut or color, parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.

2nd Offense: Site consequence and change of clothing required. Parent notified.

3rd Offense: Parent notified and progressive site discipline. Change of clothing required.

4th Offense: Parent notified. Student placed on Behavior Contract. Change of clothing required.

5th Offense: Parent notified—possible suspension and recommendation for an alternative education program.

Procedures for Safe Ingress and Egress

Kingsburg Community Charter Extension School has only one entrance to the campus. All cars enter and exit from the same point. Since we are a home school program, it is easy for staff to recognize people that are not part of our home school program. All visitors throughout the school day must come to the office and sign in. All visitors must wear a visitor's pass. All school personnel wear an ID badge with photo. School staff monitor students before and after school until all students are picked up by their guardians/parents. Any students not picked up within 10 minutes are taken to the office and the families are called. The students are supervised by staff until they are picked up by someone on their emergency card.

In case of an emergency that requires students being evacuated, students will be exited through the front gate and walked to the community room at Valkommen Village (559-897-5135) located at 1551 6th Ave Drive #19. If for some reason we are unable to evacuate to Valkommen Village students will be transported by bus to the Rafer Johnson Junior High gymnasium located at 1300 Stroud Ave. If we are unable to evacuate to Rafer Johnson Junior High, we will evacuate to the Kingsburg High School gymnasium located at 1900 18th Ave.

Regulation 3515: Campus Security Status: ADOPTED Original Adopted Date: 02/21/2012 | Last Revised Date: 04/20/2020 | Last Reviewed Date: 04/20/2020

Campus Security The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to: 1. Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing

These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti and implement campus beautification projects.

- 4. Control access to keys and other school inventory
- 5. Detect and intervene with school crime

These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

All staff shall receive training in building and grounds security procedures and emergency response.

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1.9, 1010.1.11)

Keys

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to authorized employees who regularly need a key in order to carry out their job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

District Vehicles

The Superintendent or designees shall determine which district vehicles will have GPS devices installed on the vehicle. The use of the GPS devices is to protect district property, ensure proper use of district vehicles, improve driver safety, and to monitor driving times, mileage, routing efficiency and inventory control.

Employees who routinely operate district vehicles will sign a written acknowledgement/agreement that they are aware of the GPS devices and understand that the employee's whereabouts may be monitored by the district. This acknowledgement/agreement will be obtained from current employees who routinely drive district owned vehicles, and from new employees at the time of initial employment.

A Safe and Orderly Environment

Kingsburg Community Charter Extension School students are taught that it is their right and responsibility to be part of a safe and orderly school environment. Students are taught clear rules about their behavior in the classroom, or anywhere on our campus as well as anywhere on other campuses we may be utilizing. Also, students are made aware of who they should report a problem to if one arises. If a problem arises with a student, the issue will be promptly discussed either verbally or in writing with the parents. Parents are informed of positive things their child has done at school as well.

All site administrators and other certificated and classified staff members have participated in Handle with Care training, provided by the district. Handle with Care is committed to the emotional and physical safety of behaviorally challenged individuals whose behavior is harmful to themselves or others, and the staff and organizations that support them. Handle with Care is committed to teaching staff how to deal with a behaviorally challenged population in a way that preserves the client's dignity, is safe, and enables continued positive learning and behavioral development by preserving and enhancing therapeutic relationship.

School Discipline

District discipline procedures are listed in the Parent Handbook. Site and district administration review and update discipline procedures as needed annually. The Character Counts program has been implemented district wide. We have posters at our site that remind our students of the six pillars of Character Counts. Each teacher uses a classroom management system for any of our seated classes. Discipline can consist of time out in class, a visit to the principal/site program manager, and or a call home. Infractions of school rules are documented in our Aeries database, and a non-compliance form will be sent to the parents. Any infractions will be reviewed by the principal.

Taking responsibility for one's own accomplishments and consequences has life-long learning implications. Balancing discipline with a positive reward environment promotes excellence. It is necessary that children learn to develop self discipline in order to further their learning. Discuss with your child the importance of, and the need for, good behavior and a good attitude while at school.

This code is adopted to specify standards of conduct that promote a safe school setting conducive to a positive learning environment. These rules are in force on the way to and from school, on the school grounds, as well as in school buildings.

The District reserves the right to exclude any student with a poor discipline record or unresolved financial obligation from privileged or optional activities, sports events, dances, free time, graduation ceremony, field trips, etc.

All of the conduct listed below can be cause for suspension or expulsion/dismissal from the district. Whether suspension or dismissal is considered depends on the frequency and/or severity of the actions.

Any conduct on the part of the student, even if not specified below, which creates a concern for the safety of others, is disrespectful to those in authority, or in any way disrupts the educational process is prohibited and cause for disciplinary action to be taken.

1. Students are to show proper respect to others at all times.

a. Pupils are never to disrupt school activities nor defy the authority of school personnel.

b. Pupils are not to engage in behavior that endangers staff and/or students nor harass staff and/or students (such as bullying, intimidation, hazing, or any other verbal, written, or physical conduct) that causes or threatens to cause bodily harm or emotional suffering.

c. Pupils are not to engage in obscenity, profanity, or vulgarity of any kind.

- d. Pupils shall not extort money or property from another person.
- e. Pupils shall not plagiarize or be dishonest in school work or on tests.
- f. Pupils shall dress according to policy as described on pages 28 and 29 of this Handbook.
- 2. Students should at all times show respect to school and private property.
- a. Pupils are not to steal nor attempt to steal school or property belonging to district staff or students.
- b. Pupils are not to cause or attempt to cause damage to property belonging to district staff or students.

3. Students are to show a concern for the health and safety of others at all times.

a. Pupils are not to possess any dangerous objects of no reasonable use to the student at school. Such dangerous items would include, but not be limited to, firearms, knives, and explosives. California Education Code considers any imitation firearm or air propellant gun to be a violation.

b. Pupils are not to possess, sell, furnish, or be under the influence of alcohol, tobacco, or any controlled substance.

c. Dangerous toys, sharp instruments, tools, water balloons, squirt guns, toy guns are not to be brought to school.

d. Electronic devices (mp3 players, portable electronic games, radios) and other distracting devices are not to be brought to school.

e. Pupils are not to possess or use laser pointers unless used for a valid instructional or other school-related purpose including employment.

f. No beverages, food, or other item may be brought to school in a glass container.

g. Energy drinks are not acceptable on campus.

4. A student must use every means possible to avoid physical confrontation, including reporting the incident to a staff member. It takes a responsible person to stay out of such a confrontation. "Play fighting" is also dangerous and is not permitted.

5. Throwing any article is not allowed.

6. Students should be orderly in leaving and returning to classes.

7. Public display of affection between students (such as hugging, hand-holding, kissing, etc.) is not allowed at school or during school-related activities. Violations will be dealt with according to the student conduct policy.

A prime factor in a successful school is mutual respect. Each student is considered an important individual with rights and responsibilities. Parents' can contribute to a better school for your child by encouraging respect for staff members.

Students who violate district or school rules and regulations may be subject to discipline, including, but not limited to, suspension, expulsion, or transfer to alternative programs in accordance with board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and make appropriate discipline or referral for the offender.

Hate Crimes

Regulation 5131.2: Bullying Status: ADOPTED Original Adopted Date: 02/18/2020 | Last Reviewed Date: 02/18/2020

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so Staff Development

The Superintendent or designee shall make staff aware of the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training may include:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal, district compliance officer, or immediate supervisor, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy. State Description

5 CCR 4600-4670 Uniform complaint procedures

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 32282 School safety plans

Ed. Code 32283.5 Bullying; online training

Ed. Code 35181 Governing board authority to set policy on responsibilities of students

Ed. Code 35291-35291.5 Rules

Ed. Code 46600 Student transfers

Ed. Code 48900-48925 Suspension and expulsion

Ed. Code 48985 Notices to parents in language other than English

Ed. Code 52060-52077 Local control and accountability plan

Pen. Code 422.55 Definition of hate crime

Pen. Code 647 Use of camera or other instrument to invade person's privacy; misdemeanor

Pen. Code 647.7 Use of camera or other instrument to invade person's privacy; punishment

Pen. Code 653.2 Electronic communication devices, threats to safety

Federal Description

28 CFR 35.107 Nondiscrimination on basis of disability; complaints

34 CFR 104.7 Designation of responsible employee for Section 504

34 CFR 106.8 Designation of responsible employee for Title IX

34 CFR 110.25 Notification of nondiscrimination on the basis of age

47 USC 254 Universal service discounts (E-rate)

Management Resources Description

CA Office of the Attorney General Publication Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018

California Department of Education Publication Bullying at School, 2003

California Department of Education Publication Bullying Module

California Department of Education Publication California's Social and Emotional Learning: Guiding Principles, 2018

California Department of Education Publication Health Education Content Standards for California Public Schools:

Kindergarten Through Grade Twelve, 2008

California Department of Education Publication Social and Emotional Learning in California: A Guide to Resources, 2018 Court Decision J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Court Decision Lavine v. Blaine School District, (2002) 279 F.3d 719

Court Decision Wynar v. Douglas County School District, (2013) 728 F.3d 1062

CSBA Publication Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

CSBA Publication Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CSBA Publication Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

CSBA Publication Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

CSBA Publication Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

CSBA Publication Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

U.S. DOE Office for Civil Rights Publication Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

U.S. DOE Office for Civil Rights Publication Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

U.S. DOE Office for Civil Rights Publication Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on Basis of Sex, Race, Color, Oct 2010 U.S. DOE, Office for Civil Rights Publication Dear Colleague Letter: Harassment and Bullying, October 2010 Website CSBA District and County Office of Education Legal Services

Website National School Safety Center

Website Partnership for Children and Youth

Website Center on Great Teachers and Leaders

Website Collaborative for Academic Social and Emotional Learning

Website Common Sense Media

Website California Department of Education, Safe Schools

Website California Office of the Attorney General

Website CSBA

Website U.S. Department of Education

Cross References Code Description 0100 Philosophy

0410 Nondiscrimination In District Programs And Activities

0440 District Technology Plan

0440 District Technology Plan

0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

0470 COVID-19 Mitigation Plan

1113 District And School Web Sites

1113 District And School Web Sites

1113-E(1) District And School Web Sites

1313 Civility

- 3515 Campus Security
- 3515 Campus Security
- 4131 Staff Development
- 4131 Staff Development
- 4219.21 Professional Standards

- 4231 Staff Development
- 4231 Staff Development
- 4319.21 Professional Standards
- 4319.21-E PDF(1) Professional Standards
- 5030 Student Wellness
- 5113.1 Chronic Absence And Truancy
- 5113.1 Chronic Absence And Truancy
- 5113.12 District School Attendance Review Board
- 5113.12 District School Attendance Review Board
- 5117 Interdistrict Attendance
- 5117 Interdistrict Attendance
- 5125 Student Records
- 5125 Student Records
- 5131 Conduct
- 5131.8 Mobile Communication Devices
- 5136 Gangs
- 5136 Gangs
- 5137 Positive School Climate
- 5141.27 Food Allergies/Special Dietary Needs
- 5141.27 Food Allergies/Special Dietary Needs
- 5141.52 Suicide Prevention
- 5141.52 Suicide Prevention
- 5144 Discipline
- 5144 Discipline
- 5144.1 Suspension And Expulsion/Due Process
- 5144.1 Suspension And Expulsion/Due Process
- 5144.2 Suspension And Expulsion/Due Process (Students With Disabilities)
- 5145.12 Search And Seizure
- 5145.12 Search And Seizure
- 5145.2 Freedom Of Speech/Expression
- Comprehensive School Safety Plan

- 5145.2 Freedom Of Speech/Expression
- 5145.3 Nondiscrimination/Harassment
- 5145.3 Nondiscrimination/Harassment
- 5145.7 Sexual Harassment
- 5145.7 Sexual Harassment
- 5145.9 Hate-Motivated Behavior
- 6144 Controversial Issues
- 6144 Controversial Issues
- 6163.4 Student Use Of Technology
- 6163.4 Student Use Of Technology

6163.4-E PDF(1) Student Use Of Technology - Kingsburg Elementary Charter School District

- 6164.2 Guidance/Counseling Services
- 6164.2 Guidance/Counseling Services
- 6173.1 Education For Foster Youth
- 6173.1 Education For Foster Youth

Policy 5145.9: Hate-Motivated Behavior Status: ADOPTED Original Adopted Date: 01/19/2010 | Last Revised Date: 05/16/2022 | Last Reviewed Date: 05/16/2022

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning

2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and

acceptance in a multicultural society

3. Explains the harm and dangers of explicit and implicit biases

4. Discourages discriminatory attitudes and practices

5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal. Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians, and be consistent with the District's Uniform Complaint Procedures.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Legal Reference:

EDUCATION CODE 200-262.4 Prohibition of discrimination 32282 Comprehensive safety plan 35181 Governing board policy on responsibilities of students 35291-35291.5 Rules 48900-48925 Suspension or expulsion 48985 Translation of notices PENAL CODE 647 Use of camera or other instrument to invade person's privacy; misdemeanor 647.7 Use of camera or other instrument to invade person's privacy; punishment 653.2 Electronic communication devices, threats to safety UNITED STATES CODE, TITLE 47 254 Universal service discounts (e-rate) COURT DECISIONS BP 5131.2(d)

BULLYING (continued)

Legal Reference: (continued) J.C. v. Beverly Hills Unified School District. (2010) 711 F.Supp.2d 1094 Lavine v. Blaine School District, (2002) 279 F.3d 719 Management Resources: **CSBA PUBLICATIONS** Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010 Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008 Bullying at School, 2003 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS Dear Colleague Letter: Harassment and Bullving, October 2010 WEB SITES CSBA: http://www.csba.org California Cybersafety for Children: http://www.cybersafety.ca.gov California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss Center for Safe and Responsible Internet Use: http://cyberbully.org National School Boards Association: http://www.nsba.org National School Safety Center: http://www.schoolsafety.us

U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

Kingsburg, California First Reading: May 21, 2012 Policy Adopted: June 18, 2012

Students BP 5145.9(a)

HATE-MOTIVATED BEHAVIOR

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5141.52 - Suicide Prevention)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6020 - Parent Involvement)

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6141.94 - History-Social Science Instruction)

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

(cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

BP 5145.9(b)

HATE-MOTIVATED BEHAVIOR (continued)

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

- (cf. 1312.3 Uniform Complaint Procedures)
- (cf. 5131- Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

- (cf. 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 5145.7 Sexual Harassment)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

(cf. 3515.3 - District Police/Security Department) (cf. 4158/4258/4358 - Employee Security) As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference: (see next page)

BP 5145.9(c)

HATE-MOTIVATED BEHAVIOR (continued)

Legal Reference: EDUCATION CODE 200-262.4 Prohibition of discrimination 32282 School safety plans 48900.3 Suspension for hate violence 48900.4 Suspension or expulsion for threats or harassment PENAL CODE 422.55 Definition of hate crime 422.6 Crimes, harassment CODE OF REGULATIONS, TITLE 5 4600-4687 Uniform Complaint Procedures 4900-4965 Nondiscrimination in elementary and secondary education programs

Management Resources: CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES California Student Safety and Violence Prevention - Laws and Regulations, April 2004 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999 U.S. DEPARTMENT OF JUSTICE PUBLICATIONS Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997 WEB SITES CSBA: http://www.csba.org California Association of Human Relations Organizations: http://www.cahro.org California Department of Education: http://www.cde.ca.gov National Youth Violence Prevention Resource Center: http://www.safeyouth.org U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

U.S. Department of Education, Office for Civil Rights: <u>http://www.ed.gov/about/offices/list/of</u>

U.S. Department of Justice, Community Relations Service: <u>http://www.usdoj.gov/crs</u>

adopted: January 19, 2010 Kingsburg, California revised: February 21, 2012

V. Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288

The safety plan is reviewed by all staff and the School Site Council. Community members are invited to the SSC meetings, and the agenda is posted 72 hours before the meeting. The Safety Plan is reviewed by the City, Police, and Fire Departments. Ed Code 32288.

(a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.
(b) (1) Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The schoolsite council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the

schoolsite, including the parent teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the schoolsite.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The schoolsite council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

Date of Board Meeting/Public Heari	ng:	January 17, 2023		
Site of Board Meeting/Public Hearing:		KESD Board Room		
Law Enforcement Review	Date	: October 2022		
Site Council Approval	Date	: September, 14th, 2022		
School Board Approval	Date	: January 17, 2023		

Campus Emergency Assignment Worksheet

This worksheet will help the Incident Commander ensure coverage for critical positions during a school emergency. Ensure each position is assigned at the start of each school year and that all positions are assigned even if you th ink that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that back-up personnel also be assigned and that key personnel are cross-trained in critical job requirements. Blank rows are to be used by Incident Commander to add additional positions as needed during an emergency.

Position	Person Assigned	Alternatives	
	Lisa Regier, Principal	1. Gina Chrisman, Lead Secretary	
Incident Commander		2. Martha Smith, Asst. Sec./Paraproffesional	
	Danny Lopez, Custodian	1. Gina Chrisman, Lead Secretary	
Safety Officer		2. Lisa Regier, Principal	
Public Information Officer	Dr. Wesley Sever	1. Matt Stovall	
	Bobby Rodriguez	1. Jimmy Rivera, Grounds Supervisor	
Liaison Officer		2. David Ocanas, Night Supervisor	
Operations Section Chief	Gina Chrisman, Lead Secretary	1. Martha Smith, Asst. Sec./Paraproffesional	
Student Care Group Supervisor	Martha Smith, Asst. Sec./Paraproffesional	1. Lisa Regier, Principal	
First Aid Group Supervisor	Hansen, Erin, Teacher	1. Brandon, Brandi, Teacher	
Search/Rescue Group Supervisor	Kingsburg Police Dept. or other Emergency Services Agency		
Campus Evacuation Group Supervisor	Lisa Regier, Principal	1. Martha Smith, Asst. Sec./Paraproffesional	
Utilities Group Supervisor	Bobby Rodriguez	1. David Ocanas, Night Supervisor	
Security Group Supervisor	Kingsburg Police Deptartment	1. Other appropriate agency	
Student Accountability Group Supervisor	Brooke Phlean, Teacher	1. Hannah Zentner, Teacher	
Student Release Group Supervisor	Martha Smith, Asst. Secretary	1. Brandi Brandon, teacher	
Planning Section Chief	Lisa Regier, Principal	1. Gina Chrisman , Head Secretary	
Resource Status Unit Leader	Gina Chrisman, Lead Secretary	1. Martha Smith, Asst. Sec./Paraproffesional	
Situation Status Unit	Bobby Rodriguez	1. Jimmy Rivera, Grounds Supervisor	
Leader		2. David Ocanas, Night Supervisor	
Documentation Unit Leader	Sarah Ballard, Executive Assistant to the Superintendent	1. Maria Gutierrez, District Office Secretary	
Logistics Section Chief	Mac Vaquera, Administrative Assistant - Financial Services	1. Bobby Rodriguez	
Supply Unit Leader	Bobby Rodriguez	 Mac Vaquera, Administrative Assistant - Financial Services 	
Facilities Unit Leader	Jimmy Rivera, Grounds Supervisor	1. Danny McIntyre, Director of MOT	

Position	Person Assigned	Alternatives
Communications Unit Leader	Jason Wood, District Technology Coordinator	1. Scott Lutz, Database/Systems Administrator 2. Chris Weist
Transportation Unit Leader	Danny McIntyre	1. Dwight Cruz, Southwest Transportation 2. Shelly Thomas, Southwest Transportation
Finance/Admin Section Chief	Bobby Rodriguez	1. Mac Vaquera
Timekeeping Unit Leader	Carol Bray	1. Frances Sanchez
Purchasing Unit Leader	Bobby Rodriguez	1. Mac Vaquera
Comp/Claims Unit Leader	Carol Bray	1. Sarah Ballard

Buddy Teacher List

Room #	Teacher	Room #	Buddy
CVHS	Brandon, Brandi	CVHS	Phelan, Brooke
CVHS	Zentener, Hannah	CVHS	Hansen, Erin
CVHS	Regier, Lisa	CVHS	Chrisman, Gina
CVHS	Emmersen, Charlienne	CVHS	Smith, Martha
CVHS	Elizabeth Peterson	CVHS	Ruiz, Bibiana
Island	Dahlgren, Taylor	Island	Pendergrass, Danny

Kingsburg Elementary Charter School District Island Community Day School

2022-2023

Comprehensive School Safety Plan

Plan Developed By:	Island Community Day School
Administrator:	Lisa Regier
Teacher:	Taylor Dahlgren
Classified Employee:	Danny Pendergrass
Law Enforcement Representative:	Kingsburg Police Department
Student Representative:	Anthony Gaitan

Board Meeting/Public Hearing Date: January 17, 2023

Date adopted by School Site Council: November 17th, 2022

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I. Assessment of Current Status

School Description and Profile:

Island Community Day School serves students from the Kingsburg Elementary Charter School District. Island Community Day School faculty and staff believe in each of our student's potential to succeed! We believe earning an education is both their right and their responsibility. Students are enrolled at ICDS after a parent/student conference where alternative education options are considered. Referrals to Island Community Day School are the result of California Educational Code violations, late enrollment to the district without prior school attendance, or attendance problems at one of our traditional schools. The length of placement at ICDS can be from 45 to 180 school days.

ICDS is housed in a well-maintained portable classroom on the campus of Central Valley Home School.

SCHOOL MISSION

The Island Community Day School will prepare students to successfully enter a traditional school setting and achieve their goals. It is the continued mission of Island Community Day School to encourage, promote, and foster integrity in behavior, diligence in academics, and promptness in attendance for students assigned to the school.

SCHOOL VISION

The Island Community Day School will provide the pathway that empowers students to master foundational skills and build the bridges that span their present needs to their future dreams.

Summary of School Crime Data:

There were two expulsions at Island during the 2014 - 2015 school year. There was one suspension at Island Community Day School for the 2015-2016 school year. For 2016-2017 there were five school suspensions. In 2017-2018 there were two suspensions, one of which led to expulsion for an incident that happened off-campus, outside of school hours. There was one suspension in the 2018-2019 school year. There were zero suspensions in 2019-2020. In 2021-2022 there were 6 students assigned to Island Community Day School; 2 suspensions and 4 SARB students.

Other Data:

Summary of Data

II. Component 1 Action Plan: People and Programs

How will you create a caring and connected school climate?

Island Community Day School believes in positive relationships with students, parents, and staff. Before a student begins their first day at school, the parents and students come to an orientation with the teacher and site administrator to discussing expectations so there is a seamless transition. The administrator, teacher, and staff have an open-door policy, so parents can share with us anything they feel will help make our school an even safer and more effective school for their child. ICDS staff have been participating in Positive Behavior Interventions and Supports model and earned Bronze, Silver, and Gold level awards for our Tiered intervention approach. We will continue to refine implementation on campus this year.

Goal Statement

The Island Community Day School staff will continue to create a safe and warm environment for our students.

Objective #1

PBIS Tiers one, two, and three will continue to be implemented.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
PBIS Tier One implementation	Grant funds	PBIS Team	2015 - 2018	Bronze award received from FCOE. Zero instances of student expulsion.
PBIS Tier Two implementation	Grant funds	PBIS team	2016-2018	Silver award received from FCOE. Students successfully exiting ICDS.
PBIS Tier Three implementation	Grant funds	PBIS team	2017-2108	Gold award received from FCSS. Students continuing to successfully complete their enrollment time at ICDS.
PBIS Implementation	Grant Funds	PBIS Team	2018-2019	Students successfully exiting ICDS.
PBIS Implementation	Title IV Budget funds	PBIS team	2019-2020	Students successfully exiting ICDS.
PBIS Implementation	Title IV Budget Funds	PBIS Team	2021-2022	Students successfully exiting ICDS

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

III. Component 2 Action Plan: Place

How will you create a physical environment that communicates respect for learning and for individuals?

Island Community Day School is a portable building that is well-maintained and in good condition. Island Community Day School shares a campus with Central Valley Home School and is separated from the Home School by a gate to keep our children, families, and staff safe. Once a family walks in the door, they are greeted by an exceptionally friendly staff. The campus is inspected daily for safety concerns and overall cleanliness. If a concern is reported, a maintenance request is submitted into our district work order system. Our campus is cleaned daily by our maintenance department to make sure we have a safe learning environment.

Goal Statement

Island Community Day School will be properly maintained to create a safe and warm learning environment.

Objective #1

Island Community Day School will have a clean and safe campus.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Daily inspection for safety and overall cleanliness		David Ochoa & Maria Rivera	Daily	Daily inspections
Buildings maintained	Paint, carpentry, etc.	Lisa Regier, Bobby Rodriguez, Danny Lopez & Maria Rivera	As needed	Monthly

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

Child Abuse Reporting

Island Community Day School follows the procedures listed in the District Staff Handbook. Child Abuse reporting is required by all staff members as mandatory reporters. The Kingsburg Police Department works in cooperation with Island Community Day School in Child Abuse Reporting.

Regulation 5141.4: Child Abuse Prevention And Reporting Status: ADOPTED Original Adopted Date: 02/22/2011 | Last Revised Date: 11/16/2021

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6) 1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4 Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Kingsburg Police Department 1300 California St. Kingsburg, CA 93631 559-897-2931 When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. 1. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Disaster Procedures

School response to a variety of disaster situations can be found on the flip chart entitled "Classroom Emergency Procedures Guide." This flip chart is posted next to the door of every room on site. It covers procedures for Classroom Emergency Management, Fire/Explosion, Bomb threats/Suspicious Package, Evacuation, Lockdown, Earthquake, Weapon on School Grounds, Fighting, Assault, Suicide Attempt, Lost/Missing Child, Medical Emergency, Gas Leak, Hazardous Material Spills, Utility Failure/Power Outage, and Dealing with the Media. We conduct monthly fire drills, the recommended amount of earthquake and lockdown drills. School staff is notified of fire drills, earthquake and lockdown drills before they happen. In addition, all district staff members (classified and certificated) were provided with Active Shooter Training (Seconds to Survive) facilitated by the Kingsburg Police Department.

Lockdown: In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

Earthquake/Severe Weather Safety Procedures

The principal or designee will announce severe weather or you will feel an earthquake.

Teachers

- 1. In an earthquake only, teachers should ensure that the classroom door remain completely pushed open, to ensure that the door does not become blocked, due to possible damage from the earthquake movement or falling debris
- 2. The classroom doors should only be closed and secured if there is a fire in the classroom or severe weather.
- 3. Teachers should advise students to Duck, Cover and Hold On.
 - DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops and students receive further instructions from the teacher
- 4. Students should go under a table, desk, or chair as quickly as possible
- 5. Once under the table, desk or chair, students and staff should hold onto the furniture leg
 - Students and staff should cover their head and neck to protect from flying or falling debris
- 6. Students and staff should stay away from windows, bookcases or other stacked items
- 7. After the earthquake has stopped, everyone should perform a quick self-inspection for injuries
- 8. All injuries should immediately be reported to the teacher or other staff members in the classroom
- 9. If there are no injuries stated, the teacher should announce "Ok --- All Clear" if it is deemed safe to exit from the tables and desks
- 10. If it is determined that evacuation of the building is necessary, teachers should instruct students in the classroom to gather their belongings and begin to exit out of the classroom
- 11. Students with medical needs should have a back-up supply of vital medication, equipment or supplies with them, at school. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
 - During the earthquake, students with medical needs or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through routine practice) to get in doorways, lock wheel chair wheels and cover head with book, arms or hands.
- 12. Teachers should first conduct an assessment of their immediate hallway and exit routes to ensure that they are safe to maneuver through
- 13. Once shaking has stopped, students and staff should get back up, and continue to exit out of the building in a safe and orderly manner
- 14. If there are injuries, the teacher shall immediately assess the injuries to determine if further medical attention is needed
- 15. Once safe to do so, teachers will then have the class exit out of the building to a predetermined area that the principal/designee (Incident Commander) has determined
- 16. Once safely escorted outside, teachers should further assess any injured students and seek additional medical assistance from the school nurse
- 17. If severe injuries are observed, (Emergency) 911 should be called immediately for further medical assistance

18. As staff and students exit the building, staff members must first ensure that all evacuation routes are safe to Comprehensive School Safety Plan 12 of 36 maneuver through, avoiding downed light fixtures, debris or chemical spills

- 19. Report to your designated fire drill evacuation area
- 20. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 21. Under no circumstances should students or adults attempt to return to the building during an earthquake
- 22. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

If the Earthquake/Severe Weather Occurs at Recess or Lunch

- For any classes that may be held outside (physical education classes, recess), students and staff should immediately DUCK and COVER, protecting their head and neck areas. Once safe to do so, students and staff should travel to a large open area, avoiding the school building, large trees, downed power lines, or gas line breaks. If natural gas is smelled, immediately move as far away from the breakage or gas smell. Emergency personnel (Emergency---911) must be called as soon as possible.
- 2. Outside staging areas should be in large open spaces, away from buildings, overhead power lines, underground gas and sewer lines and large trees
- 3. Building administrators and school staff shall take attendance immediately after the building is evacuated, to determine if any students or staff are missing and unaccounted for
- 4. Once outside, students are to be under direct supervision of school staff who in turn will wait for instructions from the principal or designee as to the appropriate dismissal from the outside staging area
- 5. Under no circumstances should students or adults attempt to return to the building during an earthquake

Administrator/Other Staff

- 1. DUCK down onto their knees and crawl to COVER (tables, desks and chairs are the most appropriate and safe cover) and HOLD ON to the leg of a desk, chair or table until the shaking stops
- 2. Once under the table, desk or chair, students and staff should hold onto the furniture leg
- 3. Staff should cover their head and neck to protect from flying or falling debris
- 4. Staff should stay away from windows, bookcases or other stacked items
- 5. Staff should stay covered for at least 90 seconds or until all shaking has stopped
- 6. Principal/Designee along with the Lead Custodian will attempt to determine the extent of the damage and will call the Director of MOT for clearance before having students re---enter the school, if any structural damage is observed
- 7. Do not attempt a rescue inside the building if there is evidence of structural damage. This will require assistance that should be handled by qualified emergency first responders
- 8. Students are NOT to be dismissed from school until the Superintendent/designee has provided authorization

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

ADDITIONAL SPECIAL NEEDS CONSIDERATIONS:

- 1. After the earthquake, hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
- 2. During evacuation from classrooms, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
- For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of
 obstacles in their paths or because electric dependent machines are not functioning (i.e. elevator). Special preplanned
 assistance must be provided.
- 4. Any special medications, supplies and equipment for the students with special needs must be transported with them during evacuation.
- 5. If evacuation from the school area is called for, utilize special transportation arrangements.
- 6. Re-establish special power requirements for the equipment of special needs students as soon as possible.

Fire Drill Procedures

In the event of a fire, notify principal or designee. If the fire alarm has not sounded, activate the alarm manually.

If the alarm sounds during a class period: Teachers

- 1. Before the students exit the room, the teacher needs to verify that there is no fire or any other immediate danger outside their classroom.
- 2. Before leaving, the teacher needs to close all doors and windows, and be sure the classroom is empty before locking the door (A locked door will tell administration and the fire department that the room is secure/empty).
- 3. Teachers will take a copy of their updated roster and green/red placards. Teachers are responsible for making sure their rosters are current.
- 4. Students may line up outside the classroom, but the teacher needs to lead them on a safe path to the evacuation area.
- 5. Students should be lead in a single file line. <u>No talking is permitted.</u>
- Verify attendance of all students under your supervision.
 If you cannot account for a student who should be in attendance, report the absence to an immediate supervisor.
 Do not re-enter the building.
- 7. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 8. Students remain in orderly and silent lines.
- 9. Wait for all-clear signal to return to the building.

If the Alarm Sounds During Recess or Lunch:

- 1. Students will walk to their designated area quickly and quietly.
- 2. Teachers will meet students at their designated area. The secretary will take rosters and extra green/red placards out to those that don't have them. Each teacher will hold up their green or red placard
 - a. Green All students are present and accounted for.
 - b. Red Student(s) missing. This information is collected by administration.
- 3. Wait for all-clear signal to return to the building.

THOSE WHO HAVE RADIOS, BE SURE THEY ARE ON. MAINTAIN RADIO SILENCE UNLESS ABSOLUTELY NECESSARY.

- 1. Front Office: Unlock gates near the office.
- 2. Assistant Secretary: Open the front gate and stand out front to direct the fire department. Take absence list.
- 3. Secretary: Assist with directing students/staff to the evacuation area.
- 4. Health-aide: Walk to the evacuation area and if needed, set up a triage station there.
- 5. Custodian: Unlock surrounding gates to allow fire truck entrance if needed.
- 6. If you do not have immediate supervision of students: Move to your evacuation area and check for:
 - a. Any students remaining in the building.
 - b. Make sure all doors and windows are closed and lights are off.
- 7. Any parents or visitors must be escorted to the designated evacuation area.
- 8. The principal will time each fire drill and verify attendance.
- 9. A log will be kept in the office of each date and time of fire drills.
- 10. Other duties as specified by the school principal.

Lockdown Procedures

In the event when a lockdown is initiated by the Kingsburg Police Department, the staff member receiving the request should ask if the lockdown is a Priority 1 or Priority 2 lockdown.

PRIORITY 1 (LOCKDOWN)

Principal or Designee (The principal is the incident commander)

- 1. Principal or designee will determine if a threat exists (If the principal is not on site or not available, then this is determined by the Lead Secretary or by immediately calling the District Office.) Our first priority is student safety.
- 2. Principal or secretary will ring the 30 second bell.
- 3. When a lockdown has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Attention. A lockdown of the campus has been ordered. Please remain calm. Teachers, please secure your students in your classroom immediately and begin following lockdown procedures. All other personnel, please secure any students in your area by bringing them to the nearest classroom. All students who are not with an adult in class, quickly and safely get to the nearest classroom. All campus visitors please report to the nearest classroom. Ignore any fire alarms."

4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.

5. The Principal or designee should use the emergency radio channel to alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and business of potential threats, including Kingsburg High School.

6. . Custodian will secure all entrances if it is safe.

7. Office staff will lock all office doors.

8. Notify Transportation so that buses traveling to the school may take appropriate action.

9. Update emergency responders with pertinent information received from staff.

10. Assure that PA announcements are made as directed or needed, relaying critical situational information.

11. Announce ALL CLEAR when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Keep all students sitting on the floor, away from the door or windows.
- 4. Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.
- 5. Take attendance and prepare a list of missing students and extra students in the room. Send email to office stating student status, GOOD, MISSING, EXTRA in the subject line. List names of missing students in the body of the email. Prepare to take this list with you when you are directed to leave the classroom. If unable to use email, use intercom to the secretary or personal cell phone.
- 6. If there is a phone in the classroom, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 7. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 8. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
- 9. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 10. When a lockdown last s an extended period, teachers are to make provisions for children to toilet (if need be) using buckets provided and antibacterial wipes.
- 11. The Lead Secretary or designee will collect and disseminate all emails and calls during the lockdown. When the office does not receive any notification, your room will be called.
- 12. If DANGER exists in your room, once the office calls, or on your computer, answer with OKIE DOKIE which will send police and help to your room. Remain calm and attempt to defuse/deescalate any aggressive behavior.
- 13. Wait for the ALL CLEAR to end the Lockdown.

Other Personnel

- 1. Look in your immediate vicinity. If you observe any unsupervised students, bring them to the nearest classroom.
- 2. If there are no students in your immediate vicinity, proceed to the nearest building.
- 3. Lock the door immediately after reaching the designated area.
- 4. If you have students with you:
 - o (a) Keep them sitting on the floor, away from the door or windows.
 - o (b) Advise the students that there is some type of emergency but you are not certain what it is. Maintain a calm environment through calm leadership. Reassure students that they are safe and everything possible is being done to return the situation to normal.

Comprehensive School Safety Plan

- o (c) Take attendance. Prepare to take this list with you when you are directed to leave the classroom.
- o (d) When or if students are moved out of the room, assist them in moving as quietly and quickly as possible.
- 5. If there is a phone in the room, do not use it to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
- 6. Ignore any fire alarm activation. The school will not be evacuated using this method. Announcements will be made over the PA system.
- 7. Remain in the room until the Principal or designee announces the end of the lockdown or a police officer arrives and lifts the lockdown.
- 8. District Office, maintenance, and grounds crews will maintain radio silence and be ready to assist where needed. Maintenance and grounds crews will text the Administrative Assistant for MOT and Principal that they are on campus.

**If a lockdown drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

PRIORITY 2 (LOCKOUT) Principal or Designee

1. When a lockout has been ordered, the Principal or his or her designee shall make the following announcement and repeat it several times on the PA system:

"Dr. Sever, you have a call on line 1."

- 2. Custodian will secure all entrance if it is safe.
- 3. Office staff will lock all office doors.
- 4. The Principal or designee will notify law enforcement and/or 911 may be called if appropriate.
- 5. The Principal or designee must alert the District of the lockdown order and keep the District informed about the status. The Superintendent's Executive Assistant or designee will notify surrounding schools and businesses of potential threats, including Kingsburg High School.
- 6. Notify Transportation so that buses traveling to the school may take appropriate action.
- 7. Update emergency responders with pertinent information received from staff.
- 8. Assure that PA announcements are made as directed or needed, relaying critical situational information.
- 9. Announce "Thank you, Dr. Sever" when the situation is over.

Teachers

- 1. Take a quick peek outside and gather any students you see.
- 2. Lock the classroom door immediately.
- 3. Students needing to use the restroom should be escorted to and from the facility by the site administrator or other designated staff.
- 4. Continue work as scheduled with no one leaving the room for anything until the All Clear is sounded by code words "Thank you, Dr. Sever".

District-Wide Lockout

IF the Superintendent calls a DISTRICT-WIDE lockout

- 1. On the emergency radio channel, the District office staff will alert site Leadership team members with description of incident and state DISTRICT LOCKOUT
- 2. District office will follow up with email to all Leadership team members

IF the Superintendent does not call for DISTRICT LOCKOUT

- 1. District office will call the Chief Business Official with description of incident
- 2. District office will email Leadership team members with FYI of incident

**If a lockout drill is called before, after school, during recess, or at lunch, the same procedures will be followed. Students and staff are to report to the nearest classroom or office. If this should arise, use common sense and keep student safety a priority.

Suspension, Expulsion, or Mandatory Expulsion Procedures

The procedures for suspensions and expulsions are detailed in the Parent Handbook. This handbook is given to all parents and is posted on the district website. Due process is given to all students and parents are contacted.

State law requires students to attend school during compulsory school age. Students dismissed from the Kingsburg Elementary Community Charter Schools are subject to compulsory attendance laws and must find an alternative educational program in order to satisfy their legal requirements of compulsory attendance.

Students attending Kingsburg Elementary Community Charter Schools are expected to maintain acceptable behavior or lose their privilege to attend. All participants in the traditional program must sign the Charter Compact.

The district's Suspensions and Expulsions/Dismissal policies are based upon California Education Code Section 48900 and 48915. More detailed information is located in the Kingsburg Elementary Charter School District Charter located in the Appendix at the back of this Student Handbook. Some examples of such unacceptable behavior include but are not limited to the following:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.

- 3. Unlawful sale of any controlled substance.
- 4. Robbery or extortion.

Serious first time offenses resulting in an automatic recommendation for expulsion/dismissal include but may not be limited to the following:

- 1. Possessing, selling or furnishing a firearm without permission
- 2. Brandishing a knife at another person
- 3. Unlawfully selling a controlled substance
- 4. Committing or attempting to commit sexual assault or sexual battery
- 5. Possessing an explosive

The due process procedure for dismissal/expulsion from the Kingsburg Elementary Charter School will flow from Teacher to Administration. Administration to Review Panel, with the final decision being made by the Governing Board of Education. The Governing Board represents the highest authority in the expulsion/dismissal process without further appeal. The School Attendance Review Board (SARB) may or may not be utilized in the due process procedure at the discretion of school administration.

Parents' Rights and Responsibilities

Under the law, parents have a number of responsibilities to their children under 18 years of age. They must provide food, clothing, shelter, education, and other necessary care to the best of their ability. Parents can be held legally and financially liable if:

- 1. They tell a child to commit a wrongful act.
- 2. They know a child is acting in a careless or dangerous manner and take no responsible steps to stop the actions.
- 3. The child damages or destroys school or public property.
- 4. They allow a child to use their automobile and damages result.
- 5. Their child commits any act of intentional misconduct that results in any injury to the person or property of another.

6. Students with poor discipline records, truant attendance records, or unresolved financial obligation may be excluded from privileged or optional activities, sports events, dances, free time, graduation ceremony, field trips, etc.

Procedures to Notify Teachers of Dangerous Students

If a student is suspended or expelled, teachers are notified by the Principal. If there is a dangerous student, the teacher is notified. Our district counselor also meets weekly with our students. Individual counseling sessions will occur if a dangerous student is reported. All student records are kept in our student database, Aeries.

Sexual Harassment Policy

Any form of sexual harassment (including cyber-technology) will not be tolerated. Students and/or adults should report any incidence of sexual harassment to the teacher, principal, or principal designee for appropriate action.

Such activity can be subject to both penal and education codes.

Schoolwide Dress Code

Dress code regulations are adopted to enhance student safety and promote an educational setting conducive to a positive learning environment. Therefore, pupils shall dress safely and appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare.

The District updates the dress code at least annually, taking into consideration parent and staff concerns and requests for clarity. Though the information in the dress code intends to be as defined as possible, there is no way to anticipate every contingency. Knowing the creative nature leading to circumventing the intent of this policy, each site principal is responsible for superseding these guidelines when, in their judgment, the safety or learning environment for students is disrupted. Please note that any apparel, hairstyle, cosmetics, or jewelry, even if not specifically mentioned below, can be prohibited by school officials if it is determined that such items create a safety or health concern, draw undue attention to the wearer, or tend to detract from the education process.

Clothes shall be clean so as not to promote unhealthy or unsanitary conditions.

Clothes shall be sufficient to conceal undergarments at all times. If wearing layered clothing, the bottom layer must conform to dress code.

Clothing which does not cover the student's midriff at all times is not acceptable.

Shorts must be at least a 4" inseam when the student is standing. No skin may be exposed above the hem. Skorts are allowed.

Dresses, skirts, etc., must be at mid-thigh when the student is standing.

Individual tank tops and racerback tank tops must have 1" straps on the shoulders and back. No tank tops should reveal any part of the torso (i.e. nothing below the armpits). Prohibited are underwear-type sleeveless shirts, see-through fabrics which expose the body, as in tube tops and/or bandeaux tops and halter tops.

No skin may be exposed above the knee while wearing pants. Pants must be worn around the waist.

Pajamas and soft-soled shoes are unacceptable, except during special events.

No backless footwear is allowed at any grade level, including flip flops. We highly recommend Croc style shoes be worn with back straps. Shoes will be worn at all times at school or during school activities.

No garments or clothing with offensive cartoon-like characters may be worn. Clothing will be deemed unacceptable if a double meaning can be demonstrated as symbolic of destructive/violent, illegal, immoral, discriminating, anti-education, or gang-related messages.

Clothing or jewelry that advocates racial, ethnic, gender, or religious prejudice, unlawful acts, or the use of controlled substances is prohibited.

Earrings are to be worn in ears only. Exception: Small stud on the side of the nose is allowed but limited to a very small stud that sits flush with the skin. Septum piercings or other facial or body piercings are not allowed. In addition, any jewelry that would create a safety hazard, including large hoops, septum piercings, spikes, and plugs, are not allowed. Any clothing worn by students to identify themselves as a group, clique, social identity, or other purpose is prohibited. Exceptions will be made for any school-authorized activity or community non-profit groups.

Clothing, jewelry, and personal items (such as backpacks, fanny packs, gym bags, purses, water bottles, etc.) shall not display pictures or other insignia which are crude, vulgar, profane, violent, or sexually suggestive. In addition, these items shall not bear drug, alcohol, or tobacco company advertising, promotion, or likeness; shall not promote violence, illegal activity, or relate to gang affiliation or activity; and shall not advocate racial, gender, religious or sexual orientation prejudice; shall not contain pictures or images of weapons of any kind.

Attire that may be used as a weapon shall not be worn (e.g., steel-toed boots, chains, items with spikes or studs, etc.). Hats, caps, hoods, beanies, and other head coverings may never be worn inside buildings unless for religious reasons or a Dr.'s note is provided. Bandanas are prohibited at all times.

Caps, hoods, beanies, and other head coverings may be worn outside; this may include physical education, with teacher or administrator permission. When outside, hats must be worn with the bill facing forward.

Dark glasses shall not be worn in classrooms or offices unless a documented health problem exists.

Haircuts or hairstyles that draw undue attention to the wearer or detract from the educational process are not acceptable (i.e. no writing in the hair, no unnatural colors, or symbols.) Razor cuts and lines are acceptable. Mohawks, mohawk fades, or faux-hawks are not to be more than 1 ½ inches. Parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.

No tattoos, permanent or otherwise, shall be displayed at school. Any tattoo must be covered.

Coaches, teachers, or administrators may impose more stringent dress requirements to accommodate the special needs of certain sports, classes, or their school population.

The following conduct code will be followed after a dress code violation:

1st Offense: Warning to student. Notification of parent. Change into appropriate clothing as applicable. Student may be sent home to dress properly, if necessary.

****If referred for haircut or color, parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.

2nd Offense: Site consequence and change of clothing required. Parent notified.

3rd Offense: Parent notified and progressive site discipline. Change of clothing required.

4th Offense: Parent notified. Student placed on Behavior Contract. Change of clothing required.

5th Offense: Parent notified—possible suspension and recommendation for an alternative education program.

Dress Policy: Non-school Youth Organizations

The following policy regards only those local Youth Organizations which desire to have their participants occasionally wear their respective apparel to school during regular hours of operation.

All sports and activity apparel must meet District/School dress code policies. This includes logos (must reflect local organizations only), hem lengths, strap thickness, and alterations.

If a local Youth Organization wishes to have its participants wear their apparel to school, the organization must provide the affected school site(s) with contact information for the President and at least two (2) designees of that Organization, with whom school officials may contact as necessary.

Youth Organization apparel may only be worn on the Friday before a scheduled game or competition unless the game/competition is held during the week, in which case apparel representing the organization may only be worn on the day of the event.

If a school administrator or staff member observes a behavior that violates behavior or dress code policies, contact will be made with the designee appointed by the Youth Organization represented by the students whose actions are in violation for the purposes of notifying the organization that the participant's privilege to wear the organization's apparel (jerseys, uniforms, etc.) will be suspended for a period of the following week or next event, whichever occurs first. The notification to the organization's designee will only include information related to that which has been reflected on the team, but will not receive information regarding individual students. When appropriate, parents of students in violation of the policy will be notified independently.

If there is an additional incident, as reflected in #4, the privilege of the Youth Organization's privilege to wear team apparel will be suspended for the remainder of the school year. Again, such notification will be made only to a designee of the Youth Organization.

A suspension of the privilege or wearing the organization's apparel shall only apply to the students at the school where the violation occurred.

Procedures for Safe Ingress and Egress

Island Community Day School has only one entrance to the campus. All cars enter and exit from the same point. Since we are a very small school, it is easy for staff to recognize people that are not part of our school. All visitors throughout the school day must come to the office and sign in. All visitors must wear a visitor's pass. All school personnel wear an ID badge with photo. School staff monitor students before and after school until all students are picked up by their guardians/parents. Any students not picked up within 10 minutes are taken to the office and the families are called. The students are supervised by staff until they are picked up by someone on their emergency card.

In case of an emergency that requires students being evacuated, students will be exited through the front gate and walked to the community room inside of Valkhomen Village located at 1551 6th Ave. Drive. In the event we are unable to evacuate to Valkhomen Village students will be transported by bus to the Rafer Johnson Junior High gymnasium located at 1300 Stroud Ave. If we are unable to evacuate to Rafer Johnson Junior High, we will evacuate to the Kingsburg High School gymnasium located at 1900 18th Ave.

Regulation 3515: Campus Security Status: ADOPTED Original Adopted Date: 02/21/2012 | Last Revised Date: 04/20/2020 | Last Reviewed Date: 04/20/2020

Campus Security The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to: 1. Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing

These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti and implement campus beautification projects.

- 4. Control access to keys and other school inventory
- 5. Detect and intervene with school crime

These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

All staff shall receive training in building and grounds security procedures and emergency response.

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1.9, 1010.1.11)

Keys

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to authorized employees who regularly need a key in order to carry out their job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

District Vehicles

The Superintendent or designees shall determine which district vehicles will have GPS devices installed on the vehicle. The use of the GPS devices is to protect district property, ensure proper use of district vehicles, improve driver safety, and to monitor driving times, mileage, routing efficiency and inventory control.

Employees who routinely operate district vehicles will sign a written acknowledgement/agreement that they are aware of the GPS devices and understand that the employee's whereabouts may be monitored by the district. This acknowledgement/agreement will be obtained from current employees who routinely drive district owned vehicles, and from new employees at the time of initial employment.

A Safe and Orderly Environment

Island Community Day School students are taught that it is their right and responsibility to be part of a safe and orderly school environment. Students are taught clear rules about their behavior in the classroom, or anywhere on our campus. Also, students are made aware of who they should report a problem to if one arises. If a problem arises with a student, the issue will be promptly discussed either verbally or in writing with the parents. Parents are informed of positive things their child has done at school as well.

All site administrators and other certificated and classified staff members have participated in Handle with Care training, provided by the district. Handle with Care is committed to the emotional and physical safety of behaviorally challenged individuals whose behavior is harmful to themselves or others, and the staff and organizations that support them. Handle with Care is committed to teaching staff how to deal with a behaviorally challenged population in a way that preserves the client's dignity, is safe, and enables continued positive learning and behavioral development by preserving and enhancing therapeutic relationship.

School Discipline

District discipline procedures are listed in the Parent Handbook. Site and district administration review and update discipline procedures as needed annually. The Character Counts program has been implemented district wide. We have posters at our site that remind our students of the six pillars of Character Counts. Our teacher uses a classroom management system with our students. Discipline can consist of time out in class, a visit to the principal, and or a call home. Infractions of school rules are documented in our Aeries database. Any infractions will be reviewed by the principal/site manager.

Taking responsibility for one's own accomplishments and consequences has life-long learning implications. Balancing discipline with a positive reward environment promotes excellence. It is necessary that children learn to develop self discipline in order to further their learning. Discuss with your child the importance of, and the need for, good behavior and a good attitude while at school.

This code is adopted to specify standards of conduct that promote a safe school setting conducive to a positive learning environment. These rules are in force on the way to and from school, on the school grounds, as well as in school buildings.

The District reserves the right to exclude any student with a poor discipline record or unresolved financial obligation from privileged or optional activities, sports events, dances, free time, graduation ceremony, field trips, etc.

All of the conduct listed below can be cause for suspension or expulsion/dismissal from the district. Whether suspension or dismissal is considered depends on the frequency and/or severity of the actions.

Any conduct on the part of the student, even if not specified below, which creates a concern for the safety of others, is disrespectful to those in authority, or in any way disrupts the educational process is prohibited and cause for disciplinary action to be taken.

1. Students are to show proper respect to others at all times.

a. Pupils are never to disrupt school activities nor defy the authority of school personnel.

b. Pupils are not to engage in behavior that endangers staff and/or students nor harass staff and/or students (such as bullying, intimidation, hazing, or any other verbal, written, or physical conduct) that causes or threatens to cause bodily harm or emotional suffering.

c. Pupils are not to engage in obscenity, profanity, or vulgarity of any kind.

- d. Pupils shall not extort money or property from another person.
- e. Pupils shall not plagiarize or be dishonest in school work or on tests.
- f. Pupils shall dress according to policy as described on pages 28 and 29 of this Handbook.
- 2. Students should at all times show respect to school and private property.
- a. Pupils are not to steal nor attempt to steal school or property belonging to district staff or students.
- b. Pupils are not to cause or attempt to cause damage to property belonging to district staff or students.

3. Students are to show a concern for the health and safety of others at all times.

a. Pupils are not to possess any dangerous objects of no reasonable use to the student at school. Such dangerous items would include, but not be limited to, firearms, knives, and explosives. California Education Code considers any imitation firearm or air propellant gun to be a violation.

b. Pupils are not to possess, sell, furnish, or be under the influence of alcohol, tobacco, or any controlled substance.

c. Dangerous toys, sharp instruments, tools, water balloons, squirt guns, toy guns are not to be brought to school.

d. Electronic devices (mp3 players, portable electronic games, radios) and other distracting devices are not to be brought to school.

e. Pupils are not to possess or use laser pointers unless used for a valid instructional or other school-related purpose including employment.

f. No beverages, food, or other item may be brought to school in a glass container.

g. Energy drinks are not acceptable on campus.

4. A student must use every means possible to avoid physical confrontation, including reporting the incident to a staff member. It takes a responsible person to stay out of such a confrontation. "Play fighting" is also dangerous and is not permitted.

5. Throwing any article is not allowed.

6. Students should be orderly in leaving and returning to classes.

7. Public display of affection between students (such as hugging, hand-holding, kissing, etc.) is not allowed at school or during school-related activities. Violations will be dealt with according to the student conduct policy.

A prime factor in a successful school is mutual respect. Each student is considered an important individual with rights and responsibilities. Parents' can contribute to a better school for your child by encouraging respect for staff members.

Students who violate district or school rules and regulations may be subject to discipline, including, but not limited to, suspension, expulsion, or transfer to alternative programs in accordance with board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and make appropriate discipline or referral for the offender.

Hate Crimes

Bullying is addressed in the Parent Handbook. If an incident occurs, it will be investigated and documented in Aeries.

BP 5131.2(a)

BULLYING

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(cf. 5131 - Conduct) (cf. 5136 - Gangs) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment) (cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

- (cf. 0420 School Plans/Site Councils)
- (cf. 0450 Comprehensive Safety Plan)
- (cf. 1220 Citizen Advisory Committees)
- (cf. 1400 Relations Between Other Governmental Agencies and the Schools)
- (cf. 6020 Parent Involvement)

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

(cf. 5137 - Positive School Climate) BP 5131.2(b)

BULLYING (continued)

(cf. 6164.2 - Guidance/Counseling Services)

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6163.4 - Student Use of Technology)

(cf. 6142.8 - Comprehensive Health Education) (cf. 6142.94 - History-Social Science Instruction)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

BP 5131.2(c)

BULLYING (continued)

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Legal Reference:

EDUCATION CODE 200-262.4 Prohibition of discrimination 32282 Comprehensive safety plan 35181 Governing board policy on responsibilities of students 35291-35291.5 Rules 48900-48925 Suspension or expulsion 48985 Translation of notices PENAL CODE 647 Use of camera or other instrument to invade person's privacy; misdemeanor 647.7 Use of camera or other instrument to invade person's privacy; punishment 653.2 Electronic communication devices, threats to safety UNITED STATES CODE, TITLE 47 254 Universal service discounts (e-rate) COURT DECISIONS BP 5131.2(d)

BULLYING (continued)

Legal Reference: (continued) J.C. v. Beverly Hills Unified School District. (2010) 711 F.Supp.2d 1094 Lavine v. Blaine School District, (2002) 279 F.3d 719 Management Resources: CSBA PUBLICATIONS Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010 Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008 Bullving at School. 2003 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS Dear Colleague Letter: Harassment and Bullving, October 2010 WEB SITES CSBA: http://www.csba.org California Cybersafety for Children: http://www.cybersafety.ca.gov California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss Center for Safe and Responsible Internet Use: http://cyberbully.org National School Boards Association: http://www.nsba.org National School Safety Center: http://www.schoolsafety.us

U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT adopted: January 19, 2010 Kingsburg, California revised: February 21, 2012 Policy 5145.9: Hate-Motivated Behavior Status: ADOPTED Original Adopted Date: 01/19/2010 | Last Revised Date: 05/16/2022 | Last Reviewed Date: 05/16/2022

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that: 1. Includes the development of social-emotional learning

2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

3. Explains the harm and dangers of explicit and implicit biases

4. Discourages discriminatory attitudes and practices

5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

- 1. Promotes an understanding of diversity, equity, and inclusion
- 2. Discourages the development of discriminatory attitudes and practices
- 3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
- 4. Supports the prevention, recognition, and response to hate-motivated behavior
- 5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal. Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians, and be consistent with the District's Uniform Complaint Procedures.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

V. Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288

The safety plan is reviewed by all staff. Community members are invited to the view and discuss the plan. The Safety Plan is reviewed by the City, Police, and Fire Departments.

Ed Code 32288.

(a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.
(b) (1) Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The schoolsite council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the

schoolsite, including the parent teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the schoolsite.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The schoolsite council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

Date of Board Meeting/Public Heari	ng: Ja	anuary 17, 2023
Site of Board Meeting/Public Hearing	ng: K	ESD Board Room
Law Enforcement Review	Date:	October 2022
Site Council Approval	Date:	NA
School Board Approval	Date:	January 17, 2023

Campus Emergency Assignment Worksheet

This worksheet will help the Incident Commander ensure coverage for critical positions during a school emergency. Ensure each position is assigned at the start of each school year and that all positions are assigned even if you th ink that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that back-up personnel also be assigned and that key personnel are cross-trained in critical job requirements. Blank rows are to be used by Incident Commander to add additional positions as needed during an emergency.

Position	Person Assigned	Alternatives
	Lisa Regier, Principal	1. Gina Chrisman, Lead Secretary
Incident Commander		2. Martha Smith, Asst. Sec./Paraproffesional
	Danny Lopez, Custodian	1. Gina Chrisman, Lead Secretary
Safety Officer		2. Lisa Regier, Principal
Public Information Officer	Dr. Wesley Sever	1. Matt Stovall
	Bobby Rodriguez	1. Jimmy Rivera, Grounds Supervisor
Liaison Officer		2. David Ocanas, Night Supervisor
Operations Section Chief	Gina Chrisman, Lead Secretary	2. Matha Smith, Asst. Sec/Paraprofessional
Student Care Group Supervisor	Taylor Dahlgren, Teacher	1. Martha Smith, Asst. Secretary/Paraprofessional
First Aid Group Supervisor	Danny Pendergrass, Paraprofessional	1. Erin Hansen, Teacher
Search/Rescue Group Supervisor	Kingsburg Police Dept. or other Emergency Services Agency	1. Taylor Dahlgren, teacher
Campus Evacuation Group Supervisor	Lisa Regier, Principal	1. Gina Chrisman, Lead Secretary
Utilities Group Supervisor	Bobby Rodriquez	1. David Ocanas, Night Supervisor
Security Group Supervisor	Kingsburg Police Dept.	1. Other appropriate agency
Student Accountability Group Supervisor	Taylor Dahlgren, Teacher	1. Charlienne Emmersen, Teacher
Student Release Group Supervisor	Asst. Secretary/Paraprofessional, Teacher Martha Smith	1. Brandi Brandon
Planning Section Chief	Lisa Regier, Principal	1. Gina Chrisman, Lead Secretary
Resource Status Unit Leader	Gina Chrisman, Lead Secretary	1. Erin Hansen
Situation Status Unit	Bobby Rodriguez, Director M.O.T.	1. Jimmy Rivera, Grounds Supervisor
Leader		2. David Ocanas, Night Supervisor
Documentation Unit Leader	Sarah Ballard, Executive Assistant to the Superintendent	1. Maria Gutierrez, District Office Secretary
Logistics Section Chief	Mac Vaquera, Administrative Assistant - Financial Services	1. Bobby Rodriguez, Chief Business Official
Supply Unit Leader	Bobby Rodriguez, Chief Business Official	 Mac Vaquera, Administrative Assistant - Financial Services
Facilities Unit Leader	Danny Macintyre, M.O.T Lead	1. Lisa Oschlegar, Secretary M.O.T.

Position	Person Assigned	Alternatives		
Communications Unit Leader	Jason Wood, District Technology Coordinator	1. Scott Lutz - Database/Systems Administrator - 2. Chris Weist		
Transportation Unit Leader	Lisa Oschlegar, Secretary M.O.T.	 Southwest Transportation (Dwight Cruz) Southwest Transportation (Shelly Thomas) 		
Finance/Admin Section Chief	Bobby Rodriguez	1. Mac Vaquera		
Timekeeping Unit Leader	Carol Bray	1. Jenea Martin		
Purchasing Unit Leader	Bobby Rodriguez	1. Mac Vaquera		
Comp/Claims Unit Leader	Carol Bray	1. Sarah Ballard		

Buddy Teacher List

Room #	Teacher	Room #	Buddy
Island	Taylor Dahlgren, Island Teacher	Island	Danny Pendergrass, Island Para

Kingsburg Elementary Charter School District Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date. *All Board items are subject to approval by the Board President.

- 1. Agenda Item: School Accountability Report Cards
- 2. Agenda Item Category:
 - ✓ Consent Agenda Action Item Presentation Public Hearing Closed Session
- 3. Submitted By: Matt Stovall
- 4. Attachments:
 - Not Applicable
 - ✓ To Be Enclosed with Board Packets
 - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. Purpose:

The purpose of the SARC is to provide parents and the community with important information about each school.

A SARC is an effective way for a school to report on its progress in achieving goals. The SARC may be used to evaluate and compare schools on a variety of indicators including: demographic data, school safety and climate for learning information, academic data, class sizes and teacher and staff information, etc.

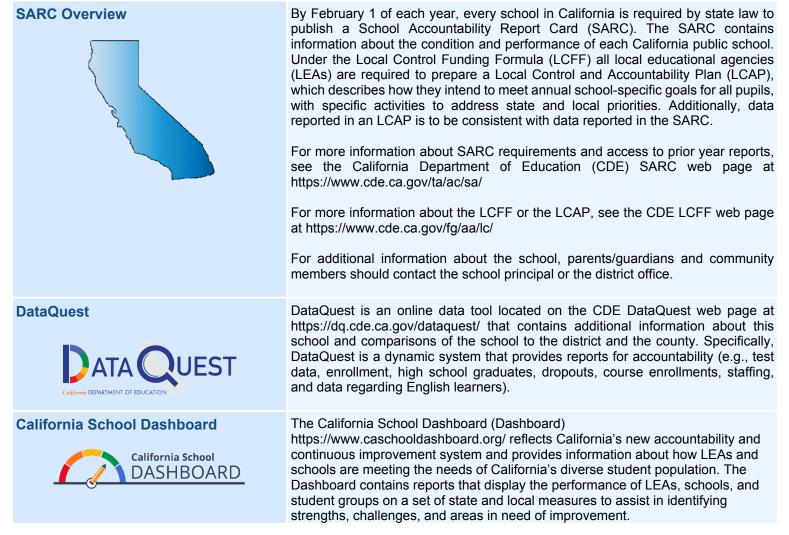
- 6. Financial Impact:
 - N/A
- 7. Funding Source:
 - N/A
- 8. District Goals This Item Will Meet:
 - ✓ Increase Student Achievement
 - Provide a Safe, Positive and Healthy Learning Environment Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
 - ✓ Increase Parent Involvement and Continue to Promote Public Relations Maintain a Sound Fiscal Condition - "Keep the Family Together!"

Washington Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)



Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

Washington Elementary School
1501 Ellis Street
Kingsburg, CA 93631
(559) 897-2955
Mrs. Amy Winchell
awinchell@kesd.org
https://www.kesd.org/washington
10-62240-6006720

2022-23 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wesley Sever
Email Address	wsever@kesd.org
District Website Address	www.kesd.org

2022-23 School Overview

District Vision

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, able to utilize technology, and become socially responsible.

Principal's Message

Washington's mission statement which was created and upheld by every staff member is simple. Every student will learn in an environment in which they feel loved, safe, and respected. All children in every classroom will learn a rigorous curriculum differentiated to prepare them for the next grade level. Each student's success will be acknowledged. We will form the foundation for building productive citizens of our community and the world.

We have a strong, common core standards-based program. Teachers utilize the thematic approach incorporating all areas of the curriculum in the basic theme. We use the Sheltered Instruction Observation Protocol (SIOP) for lesson design and delivery, which ensures that the English Language Learners' needs are met. This method of teaching provides for differentiation and checking for understanding throughout the lessons. The Washington staff is a highly qualified and enthusiastic group of professionals who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching and teaches for understanding. The staff collaborates through professional learning communities, with a focus on the academic success of each student embedded into every aspect of planning, organization, and use of resources—materials, fiscal, and personnel.

2022-23 School Overview

In 1996, the staff of the Kingsburg Elementary School District, in conjunction with the citizens of the community, adopted a charter school compact. This allowed Washington School to become a charter school within the Kingsburg Elementary Charter School District, the second in the State. Through this living document, the charter, Washington, has been able to adopt creative methods of educating, using researched-based best practices, while maintaining the traditional high standards expected by the Kingsburg Community.

Today, Washington is a family of 370 (preschool-kindergarten) and 47 staff members with a commitment to excellence. The current building was constructed in 1939-40. The building has served as a primary school site, District offices, and now currently houses the Transitional Kindergarten and Kindergartners students of Kingsburg. In 2010, Washington School became an Early Childhood School with many programs to meet the needs of students ages 3 - kindergarten. The school program is a modified all-day kindergarten schedule. With the unique grade configuration of the schools in our District, there is a common thread that unites the students as they transition into and out of the schools throughout the years. The state preschool and early intervention programs are on the Washington campus in the northwest corner. This is a new addition to our Washington campus and was officially opened for students in August 2020. Washington preschool is forming the foundation for our students and they are making the transition from preschool to kindergarten an easy transition. Washington School has a kindergarten transition plan that all local preschools and childcare providers use in order to make the transition to kindergarten informative and easy for the students and families. Washington School also has a two-year kindergarten program called Transitional Kindergarten. This program has been developed in line with the Kindergarten Readiness Act of 2010, SB 1381. All students with fall birth dates will be enrolled in the transitional kindergarten program. The staff has developed strong friendships where tolerance is accepted and diversity is welcomed. Washington has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced and enveloped in the framework of a caring community. In 2019-2020 Washington Elementary was under construction. The Early childhood learning center was built along with two new playgrounds. One is specifically for ages 3-5 years old for our preschool students and the other is for 5+ years old for TK and K students. This was because of our school bond that was passed by the citizens of our great community.

The maintenance staff is an important part of the learning community, taking pride in making this historical building a place where students and staff are honored to attend. Washington creates a stimulating and aesthetically pleasing environment that is enjoyed by the community. Washington is proud to be a member of the Kingsburg Elementary Community Charter District.

About this School

2021-22 Student Enrollment by Grade Level				
Grade Level	Number of Students			
2021-22 Student Enrollment by	v Student Group			
Student Group	Percent of Total Enrollment			

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Washington utilizes Harcourt My Math mathematics and Houghton Mifflin Harcourt Journeys for English language arts. All students, including English Learners, have equal access to their own textbooks and instructional materials, to use in class and to take home. We have purchased through categorical funds, PRESS, Cullinan, and Guided Reading to assist with intervention needs of students.

Year and month in which the data were collected

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt-Journeys/ 2016	Yes	0%
Mathematics	My Math/ 2018	Yes	0%

Science	TWIG Science (2020 Adoption)	Yes	0%
History-Social Science	District Developed Units of Study 2017	Yes	0%
Foreign Language			N/A
Health			N/A
Visual and Performing Arts			N/A
Science Laboratory Equipment (grades 9-12)			N/A

School Facility Conditions and Planned Improvements

Washington Elementary School was originally constructed in 1938. The Washington Elementary School campus is currently comprised of 21 classrooms, a multi-purpose room/cafeteria, a library, one staff lounge, two playgrounds, and a workroom.

Cleaning Process: The principal works with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority are given to emergency repairs.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report			September 28, 2022		
System Inspected	Rate Good		Rate Poor	Repair Needed and Action Taken or Planned	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х				
Interior: Interior Surfaces	Х			interior surfaces	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Х				
Electrical	Х				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Х				
Safety: Fire Safety, Hazardous Materials	Х				
Structural: Structural Damage, Roofs	Х				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Х				

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	Х		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- 4. College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School	School	District	District	State	State
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Washington Elementary School and participate on the School Site Council. The English Learners Advisory Committee is another opportunity for parents to participate in the daily life of school. The Parent Club is very active for the benefit of all students attending Washington School. Parenting Workshops are provided for parents that desire to participate. Parents also volunteer in classrooms and on field trips. The district offers Parenting workshops to all parents. Parents can also be involved by helping with the Santa Lucia float for the local Santa Lucia parade in December. Preschool parents are invited to volunteer each month in their child's class. All transitional and traditional kindergarten classes have many opportunities for parent involvement such as Grandparents Day, Dancing with Dads, and Making Memories with Mom. In addition to Kindergarten orientation and open house, we also have a Welcome to Washington Night for all incoming students to get them ready for school. This coincides with our annual Open House.

Washington Elementary School receives assistance from Kingsburg Community Assistance Programs (KCAPS.) KCAPS provides students from needy families with backpacks, coats, clothes, and food. Newly added last year is mental health support to students and families through All4Youth.

Parents who wish to participate in Washington Elementary School's leadership teams, school committees, and school activities, or become a volunteer may contact the school office staff. Parents who wish to be on the School Site Council or English Learner Advisory Committee, are given an opportunity to be nominated and elected by their peers.

2021-22 Chronic Absenteeism by Student Group

	Querra lations	Chronic	Chronic	Chronic
Student Group	Cumulative Enrollment	Absenteeism Eligible Enrollment	Absenteeism Count	Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Washington Elementary School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Washington Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the staff and the School Site Council review the school safety plan. Key elements of the safety plan include: identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. Revisions are shared with the staff. Fire drills are held once a month and earthquake and lockdown drills are held yearly.

The teachers and paraprofessionals supervise students throughout the day. Parents are asked to park their cars in front of the school and walk their students to the cafeteria in the morning. Visitors must register at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and special projects during a normal year. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of clear tuberculosis (TB) screening, and receive Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit to fingerprinting.

The Safety Plan was last reviewed with staff on August 17th, 2022.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,216	\$291	\$4,925	69242
District	N/A	N/A	\$8,447	70792
Percent Difference - School Site and District	N/A	N/A	-52.7	-2.2
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-52.6	-17.2

2021-22 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF Title I Lottery Prop 20 ESEA (ESSA) T IV Part A Education Protection Account CRF funds ESSER funds

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Staff members build teaching skills and concepts through participation in conferences and professional development throughout the year. The District offers two staff development days annually during which teachers are given a variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. Topics include the Sheltered Instruction Observation Protocol, Professional Learning Communities, and the implementation of Common Core standards. All professional development includes on-site coaching.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff. This year there are no new teachers needing BTSA support.

This year the staff at Washington School was trained in math and ELD standards, and Sheltered Instruction Observation Protocol (SIOP) strategies. SIOP is the district instructional model. Local county offices of education, district personnel, and the site principal provide professional development. SIOP training takes place during the afternoon. Washington School believes in professional development that is ongoing and sustainable.

In recent years and this year, the Fresno County Office of Education and Tulare County Office of Education have worked with our teachers to help them understand the process of Writing and guided reading. This training happens during the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	.5	4	5

Roosevelt Elementary School 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)



2022-23 School Contact Information

School Name	Roosevelt Elementary School
Street	1185 10th Street
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-5193
Principal	Shawn Marshall
Email Address	smarshall@kesd.org
School Website	roosevelt.kesd.org
County-District-School (CDS) Code	10-62240-6006712

on a workstation, and the ability to print documents.

may be used (depending on availability), the types of software programs available

2022-23 District Contact Information		
District Name	Kingsburg Elementary Charter School District	
Phone Number	(559) 897-2331	
Superintendent	Dr. Wesley Sever	
Email Address	wsever@kesd.org	
District Website Address	http://www.kesd.org	

2022-23 School Overview

District Vision

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens, who will be literate, have problem solving skills, be self-motivated, able to utilize technology, and become socially responsible. We work everyday to find a way for all students to learn.

Principal's Message

Linking community traditions to our continuously working to meet educational goals and providing universal access is the core of Roosevelt School's philosophy. The first Roosevelt School established in 1921 was the third school built in Kingsburg. The Works Project Administration under Franklin D. Roosevelt constructed the current building in 1938. We are currently an all First Grade School. Roosevelt was initially established as a sixth, seventh, and eighth grade school and was restructured into a fifth and sixth grade school in 1992. In 1996, the staff of the Kingsburg Elementary School District, in conjunction with the citizens of the community, adopted a charter school compact. This allowed Roosevelt School to become a charter school within the Kingsburg Elementary School District, the second in the State. Through this living document, the charter, Roosevelt, has been able to adopt creative methods of educating, using researched-based best practices, while maintaining the traditional high standards expected by the Kingsburg Community.

Roosevelt is a family of 235 students and 31 staff members with a commitment to excellence. With the unique grade configuration of the schools in our District, there is a common thread that unites the students as they transition into and out of the schools throughout the years. Together, they develop strong friendships where diversity is welcomed. The staff takes pride in knowing generations of families. Roosevelt has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced in the framework of a caring community. The parent community who works alongside our students on a regular basis are evidence of this fact.

The Roosevelt staff is a highly-qualified and enthusiastic group of professionals, who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching, and teaches so students gain understanding. The staff collaborates in many ways, with a focus on the academic success of each student embedded into every aspect of planning, organization, and use of resources—materials, fiscal and personnel. The maintenance staff is an important part of the learning community, taking pride in making this historical building a place where students and staff are honored to attend. In addition to maintaining grounds and facilities, it is not uncommon to find this staff assisting students, decorating Christmas trees, and enjoying each other's company. Roosevelt is proud to be a member of the Kingsburg Elementary Community Charter District. We will find a way for all students to learn!

About this School

2021-22 Student Enrollment by Grade Level			
Grade Level	Number of Students		

Student Group

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roosevelt utilizes McGraw Hill math, Houghton Mifflin for English Language Arts and for our English Learner (EL) instruction. All textbooks are adopted from the most recent State-approved list and consistent with the content of the California Frameworks. All students, including English Learners, have equal access to their own textbooks and instructional materials, to use in class and to take home.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Adopted in 2016	Yes	0%

Mathematics	McGraw Hill Adopted in 2014	Yes	0%
Science	Twig Science Adopted Spring 2021	Yes	0%
History-Social Science	District Developed Units of Study 2017		0%
Foreign Language			N/A
Health			N/A
Visual and Performing Arts			N/A
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Roosevelt Elementary School was originally constructed in 1938 and is comprised of 22 classrooms, an auditorium, a cafeteria, a library, computer lab, staff room, and a playground.

Cleaning Process: The principal coordinates with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review. Additional steps to reduce the chance of virus' spreading have been taken, such as each room is treated with a sanitizing mist before the next school session. Surfaces are wiped down daily.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority are given to emergency repairs.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollarfor-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

September 28, 2022

System Inspected	Rate Good	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х		
Interior: Interior Surfaces	Х		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Х		
Electrical	Х		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Х		Work Order submitted for stucco and paint.
Safety: Fire Safety, Hazardous Materials	Х		
Structural: Structural Damage, Roofs	Х		

School Facility Conditions and Planned Improvements							
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Х		Reattached foundation vent.				

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	Х		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- 4. College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School	School	District	District	State	State
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Roosevelt Elementary School, and participate on the School Site Council/English Learner Advisory Council. The Roosevelt Parent Club benefits all children and is open for all parents to participate. Roosevelt Elementary School's students in need receive assistance from Kingsburg Community Assistance Programs (KCAPS). KCAPS provides students from needy families with backpacks, clothes, food, and counseling services. We also have several staff members that when they see a need take care of it themselves out of the kindness of their heart. In addition we have two Community Liaisons that help families as needed. Parents who wish to participate in Roosevelt Elementary School's Site Council, English Learner Advisory Council, school committees, school activities, or become a volunteer may contact the school at (559) 897-5193.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Roosevelt Elementary School provides a safe and clean environment for students, staff, and volunteers. Safety of students and staff is a primary concern of Roosevelt Elementary School.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year the staff and School Site Council review the safety plan. Key elements of the safety plan include identifying the level of a potential threat, protective options, staff initial action/response, incident coordinator, and incident management team. We practice fire drills once a month and earthquake as well as lockdown drills at least twice a year.

The teachers, paraprofessionals, and the principal supervise students continuously throughout the day. There are designated areas for student drop-off and pick-up. Visitors must register at the office and receive a visitor's pass that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and with special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of a clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit to fingerprinting.

The Safety Plan was reviewed with staff in August 2022 and approved by School Site Council on 11-2-22.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,650	\$330	\$6,320	73711.57
District	N/A	N/A	\$8,447	
Percent Difference - School Site and District	N/A	N/A	-28.8	5.4
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-28.8	-11.2

2021-22 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF Title I Lottery Prop 20 ESEA (ESSA) T IV Part A CRF funds ESSER funds

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Staff members build teaching skills and concepts through participation in professional learning communities (PLCs) and workshops throughout the year such as SIOP, ELD, Guided Reading, and ELA training. This includes district wide, two professional development days.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff. Mentoring is also provided for new administrative staff on site and through Fresno County.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	0.5	2	5

Lincoln Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



California School Dashboard



Internet Access

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

The California School Dashboard (Dashboard)

https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Lincoln Elementary School
Street	1900 Mariposa Street
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-5141
Principal	Lauren Galli
Email Address	lgalli@kesd.org
School Website	https://www.kesd.org/Domain/10
County-District-School (CDS) Code	10-62240-6006704

2022-23 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Wes Sever
Email Address	wsever@kesd.org
District Website Address	www.kesd.org

2022-23 School Overview

District Vision

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, able to utilize technology, and become socially responsible.

Principal's Message

2022 School Accountability Report Card

2022-23 School Overview

As you read this School Accountability Report Card (SARC), you will find a picture of a thriving school community. Our staff is professionally skilled and deeply committed to meeting the diverse needs of all our students. Lincoln Eagles are disciplined, motivated, and display great citizenship. Our school is proud of a tradition of high academics while still focusing on the development of the whole child. Lincoln's parents are actively involved and provide support in and out of the classroom through volunteerism and fundraising. For over 50 years, Lincoln has established a tradition of high standards wherein our students and staff strive for academic excellence and continual self-improvement.

If you have any questions about the SARC, please feel free to contact me at (559) 897-5141.

Sincerely, Lauren Galli, Principal

About this School



2021-22 Student Enrollment by Student Group

Student Group

Percent of Total Enrollment

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

·						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement								
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent		
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)								
Intern Credential Holders Properly Assigned								
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)								
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)								
Unknown								
Total Teaching Positions								

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our textbooks are from the most recent State-approved list and consistent with the content and cycles of the Curriculum Frameworks. Each student has access to his or her own textbooks and instructional materials to use in class and to take home. In our most recent adoption, each grade level was provided with the opportunity to examine the choices for math and ELA adoption. Each teacher gave a first, second, and third choice. The results were compiled into a grade level recommendation. The District Best Practices Committee analyzed those recommendations and a recommendation was given to the Superintendent and School Board. The teacher's first recommendation was adopted.

Year and month in which the data were collected

November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption		Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt (2-3) Adopted in 2016	Yes	0%
Mathematics	McGraw Hill - My Math Adopted in 2014	Yes	0%

Science	TWIG Adopted 2020	Yes	0%
History-Social Science	Harcourt Adopted in 2006	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Lincoln Elementary School was originally constructed in 1952 and has been regularly maintained. The Lincoln Elementary School campus is currently comprised of 31 classrooms, a multipurpose room/cafeteria, a library, one computer lab, one staff lounge, and a playground. There are three custodians that work overlapping shifts, a grounds team, and a support maintenance staff. The teachers, principal, and classified staff provide supervision before, during, and after school.

Cleaning Process: The principal works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

Facility Improvements: New LED lights for the outdoor corridors and inside the buildings were added. Fencing was added around the entire school. A new telephone system was added. The library was remodeled in the last few years. Recently a new HVAC system was installed for the classrooms connected to that system.

System Inspected	Rate Good	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х		
Interior: Interior Surfaces	Х		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Х		
Electrical	Х		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Х		
Safety: Fire Safety, Hazardous Materials	Х		
Structural: Structural Damage, Roofs	Х		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Х		

Year and month of the most recent FIT report

September 27, 2022

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	Х		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- 4. College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School	School	District	District	State	State
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Lincoln Elementary School and participate on the School Site Council (SSC) and English Learners Advisory Committee (ELAC). Parents also volunteer in classrooms and on field trips. Lincoln Elementary School receives assistance from the Kingsburg Community Assistance Programs (KCAPS). KCAPS provides students from needy families with backpacks, coats, clothes, and food.

Parents who wish to participate in Lincoln Elementary School's leadership teams (SSC or ELAC), school committees, school activities (parade-float decoration), or become a volunteer may contact Principal Lauren Galli at (559) 897-5141.

2021-22 Chronic Absenteeism by Student Group

	Querra la tima	Chronic	Chronic	Chronic
Student Group	Cumulative Enrollment	Absenteeism Eligible Enrollment	Absenteeism Count	Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Lincoln Elementary School provides a safe and clean environment for students, staff, and volunteers. Safety of students and staff is a primary concern of Lincoln Elementary School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include: identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team.

In order to stay connected, the administrative staff all have cell phones and digital two-way radios for emergencies. There are many digital two-way radios on Lincoln's campus for staff to communicate with during emergency situations. Fire drills are held monthly and earthquake and lockdown drills are held periodically too.

Teachers, paraprofessionals, and the principal supervise students throughout the day. There is a designated area for student drop-off and pickup. The school is gated, with open access during non-school hours only. Visitors must register at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and with special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of a clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and be fingerprinted.

The School Safety Plan was last reviewed and updated on 8/11/2022.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,609	\$235	\$5,374	81373
District	N/A	N/A	\$8,447	70792
Percent Difference - School Site and District	N/A	N/A	-44.5	13.9
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-44.4	-7.6

2021-22 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF Title I Lottery Prop 20 ESEA (ESSA) T IV Part A Education Protection Act CRF funds ESSER funds

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually during which teachers are given a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. This year new teachers received two pre-service days. Also, teachers have the opportunity to receive additional development throughout the school year. Professional development topics include SIOP, technology professional learning communities, and curriculum alignment to the standards, writing and math.

Kingsburg Elementary Charter School District's New Teacher Induction program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the district also provides time and resources for collaboration, planning, and professional development for all staff.

In recent years the Tulare County Office of Education has worked with our teachers to help them understand the process of writing and guided reading. These trainings happen during the school year. In 21-22, our professional development was focused on math, with The Fresno County Office of Education providing the training. In 2022, teachers have received professional development in the areas of Press Intervention, Guided Reading, ELD, and CAASPP.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	0.5	4	5

Ronald W. Reagan Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)



2022-23 School Contact Information

School Name	Ronald W. Reagan Elementary School
Street	1180 Diane Ave.
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6986
Principal	Kerry Pickrell
Email Address	kpickrell@kesd.org
School Website	kesd.org
County-District-School (CDS) Code	10-62240-0113142

2022-23 District Contact Information			
District Name	Kingsburg Elementary Charter School District		
Phone Number	(559) 897-2331		
Superintendent	Wesley Sever, Ed. D.		
Email Address	wsever@kesd.org		
District Website Address	www.kesd.org		

2022-23 School Overview

Linking community traditions to our continuously evolving educational goals of providing universal access is the core of Reagan School's philosophy. Ronald W. Reagan Elementary welcomed students and staff to the campus for the first time in August 2007. Reagan School was built, thanks to the help of its caring community, through Measure R funds and money from the state. Reagan Elementary is a charter school, within the Kingsburg Elementary Charter School District. Through this living document, the charter, the school has been able to adopt creative methods of education, using researched based best practices, while maintaining the traditional high standards expected by the Kingsburg Community. Ronald W. Reagan is a family of 631 4th, 5th, and 6th grade students and 65 staff members committed to assisting our students in excelling.

With the unique grade configuration of the schools in our district, there is a common thread that unites the students as they transition into and out of the schools throughout the years. Together, they develop strong friendships where tolerance is accepted and diversity is welcomed. The staff takes pride in knowing generations of families. Reagan has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced and enveloped in the framework of a caring community.

The Reagan staff is a highly qualified and enthusiastic group of professionals who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching and teaches for understanding. The staff collaborates in many ways, with a focus on the academic success of every student embedded into every aspect of planning, organization, and use of resources, materials, fiscal, and personnel. The maintenance staff is an important part of the learning community taking pride in keeping this new school a place where students and staff are honored to attend. In addition to maintaining beautiful grounds and facilities, it is not uncommon to find this staff assisting students, playing tetherball, decorating Christmas trees, and enjoying each other's company. Reagan creates a stimulating and aesthetically pleasing environment that is enjoyed by the community. Reagan is proud to be a member of the Kingsburg Elementary Charter School District. Our mission is simple, "We will find a way for ALL students to learn."

About this School

1-22 Student Enrollment by	y Grade Level
Grade Level Number of Students	
21-22 Student Enrollment by	y Student Group
Student Group	Percent of Total Enrollment
Conditions of Learning	State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Teal and month in which the data were conected August 2022	Year and month in which the data were collected	August 2022	
--	---	-------------	--

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adopted 2016	Yes	0
Mathematics	McGraw-Hill Adopted 2014	Yes	0
Science	TWIG Adopted 2020	Yes	0

History-Social Science	Harcourt Adopted 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Ronald W. Reagan Elementary School was constructed in 2007 and is comprised of 24 classrooms, 2 music rooms, a multipurpose room, a library, 3 special education rooms, an administration building which houses the staff room, 5 offices and a main office which is the entrance into the facility, and a playground.

In the fall of 2011, a new freezer and canopy over the freezer were installed, in the kitchen area at Reagan School.

Year and month of the most recent FIT report

September 27, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х			
Interior: Interior Surfaces	Х			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Х			
Electrical	Х			Kitchen breakers trip when in use.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Х			Drinking fountain in nurses office has low pressure, 4th grade girls restroom one out of order toilet, 4th grade drinking fountain low water pressure, hole in wall of 5th grade boys restroom, 5th grade girls restroom has a broken latch, MPR boys bathroom urinal not working.
Safety: Fire Safety, Hazardous Materials	Х			
Structural: Structural Damage, Roofs	Х			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Х			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- 4. College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School	School	District	District	State	State
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Reagan Elementary. Parents participate in the Reagan Parent/Teacher Association, School Site Council, ELAC, and Safety Committees. Parents also volunteer in classrooms, help with fundraising projects, and attend field trips. During the school year, the district offers parenting classes in learning the English language, Positive Parenting Classes, and technology. In addition, Reagan School receives assistance from the Kingsburg Community Assistance Programs (KCAPS). KCAPS provides students from needy families with backpacks, coats, clothes, and food. The following organizations also provide the school with support: Lions Club, Kiwanis Club, the Kingsburg Police Department, Kingsburg Fire Department, Park Kingsburg, Rotary Club, City of Kingsburg Parks and Recreation, Veterans of Foreign War, Local Girl Scout and Boy Scout Troops, and the American Legion. Parents who wish to participate in Reagan School's leadership teams, school committees, and school activities, or become a volunteer may contact Principal, Amy Winchell at (559) 897-6986.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism	Chronic Absenteeism
	Enronment	Eligible Enrollment	Count	Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Reagan Elementary School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Reagan School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. There is also a strong focus on drug awareness and maintaining a drug-free school, as well as an emphasis on evacuation plans. Fire, earthquake/severe weather, and lockdown drills are implemented multiple times each year. This year the staff will also be trained by the Kingsburg Police Department on active shooter training. The most recent School Safety Plan was amended and reviewed by our SSC (consisting of parents and staff members) in November 2022.

Students are supervised throughout the day by the teachers, paraprofessionals, support staff, learning director, and the principal. There is a designated area for student drop off and pick up, in the front and back of the school. Visitors must checkin and register at the office and receive a green visitor's pass that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, fundraising efforts, and with special projects. All school volunteers in direct contact with students are required to complete a district application form, provide evidence of clear tuberculosis (TB) screening, and receive a Megan's Law Check. The District will be clearing all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit for fingerprinting.

PBIS (Positive Behavior Interventions and Supports) is in its ninth year of implementation at Reagan Elementary. PBIS is a way for staff to support students who have violated school or educational code rules and assist them in learning from their digressions. The goal is to create a positive atmosphere at Reagan where all students are aware of behavioral expectations in different locales, such as in the classroom, library, office, cafeteria, etc. Reagan adopted the acronym HONOR (Hard work, On task, Never give up, Outstanding Respect) as a means to monitor all students' behavior. All staff members at Reagan Elementary know what HONOR stands for and hold students accountable for it. We have a student service aide and a behavior support assistant that is on campus every day to run our behavior academies for students who are falling short in any of the HONOR areas as well as checking in with our at-risk students. We also have a counselor that is here three days a week to support our students who are needing social/emotional help through counseling or small groups. This year a program called "Ripple Effects" was bought as a tool to help correct and teach appropriate behaviors when a student has violated an education code or behavior standard.

The Stop, Walk, Talk Bullying Prevention Program has been introduced to the staff and students at Reagan Elementary. At the beginning of the year, students and staff alike sign an anti-bullying contract, which states, "We will not bully others." In each classroom, the anti-bullying message is posted and students and staff are able to see and refer to it. The program utilizes classroom meetings, open communication, and follow-up as means to improve the culture at the school site. The school counselor visits each classroom four times a year to teach the curriculum to students. The school counselor also runs a peer support group (Undercover Anti-Bullying Team) throughout the year that goes into more depth about the bullying program and how students can be advocates for their peers on the playground. If a classroom is struggling with any of these areas the school counselor goes and does individualized lessons with the class. This year we have also implemented our Watch Dog program which invites parents, grandparents, or guardians to come onto campus and help supervise our students while building relationships.

We also run behavior academies using the curriculum of Ripple Effects. Students are assigned behavior academies if they break one of our schools' rules. They spend their free time working with our BSA going over restorative justice lessons to make sure they are learning from their mistakes. With this program, we have seen fewer repeat offenders as students are learning from their mistakes and are given tools to use the next time that a situation arises.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multigrade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,894	\$255	\$3,639	67259
District	N/A	N/A	\$8,447	70792
Percent Difference - School Site and District	N/A	N/A	-79.6	-5.1
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-79.5	-21.6

2021-22 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF Title I Lottery Prop 20 ESEA (ESSA) T IV Part A CRF funds ESSER funds

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Staff members build teaching skills and concepts through participation in workshops throughout the year and weekly Professional Learning Communities. This is done on Wednesdays when teachers get together to plan, discuss best practices, as well as review data. We also have two district PD days, one before school starts and another on November 1.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. Before the school year began, all new teachers attended a 1-day training on SIOP and best practices in the classroom.

We have two days of math PD and one day of writing PD for our site where the county office came in to work with our teachers.

Our Designated ELD teachers, which we have one per grade, will attend 5 half-days of training through the county office. These days will be spent developing a curriculum focused on the ELD standards to help our EL students acquire the English language.

#Days Teachers Participated in PD/Subs : 15/16=2, 16/17=2, 17/18=3, 18/19 = 3 19/20 = 2 20/21 = 2

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	0.5	2	5

Rafer Johnson Junior High

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)



2022-23 School Contact Information

School Name	Rafer Johnson Junior High
Street	1300 Stroud Avenue
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-1091
Principal	Melody Lee
Email Address	mlee@kesd.org
School Website	https://rjjh.kesd.org/
County-District-School (CDS) Code	10-62240-6108328

on a workstation, and the ability to print documents.

may be used (depending on availability), the types of software programs available

2022-23 District Contact Information								
District Name	Kingsburg Elementary Charter School District							
Phone Number	(559) 897-2331							
Superintendent	Dr. Wesley Sever							
Email Address	wsever@kesd.org							
District Website Address	http://www.kesd.org							

2022-23 School Overview

While honoring Kaizen, "What can I do better today, than yesterday" and adhering to our District's vision of "Champions Made Here," the mission of Rafer Johnson Junior High School is to collectively teach, demonstrate, acknowledge, and provide opportunities for our core values of patience, integrity, justice, humanity, and courage to be displayed on campus and in the community by all stakeholders to create exceptional students who are curious, eager learners, responsible citizens, and to strive to be "The Best They Can Be."

SCHOOL BELIEFS

RJJH will establish high academic, personal, and behavioral expectations for ALL students. Our goal is to establish an environment of respect, and a reputation for extra-curricular, athletic, and academic excellence as a result of reinforcing strong work ethics coupled with self-awareness, self-discipline, and self-respect.

The Staff of Rafer Johnson Junior High is committed to lifelong learning and are committed to nurturing high self-esteem and respect for others. We believe that everyone can learn, become better thinkers and independent learners. An integral part of our learning process will have our school community learning how to ask questions, solve problems and make thoughtful decisions. We are committed to setting the precedence for teaching and learning. We encourage the qualities of honesty, respect, responsibility, and empowering students to acquire habits of effectiveness and distinction that will guide them in their future.

The goal of Rafer Johnson Junior High is to prepare our students for high school and beyond by providing a safe environment that nurtures their intellectual, physical, social and moral capacities as individuals so they can contribute to their community.

On behalf of the entire faculty and staff at Rafer Johnson, we want to welcome you to a new school year. You are an important part of the success of the Rafer team. We hope that your two years at RJJH will be challenging, rewarding and engaging.

About this School

2021-22 Student Enrollment by Grade Level Grade Level Number of Students 2021-22 Student Enrollment by Student Group

Student Group

Percent of Total Enrollment

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement								
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent		
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)								
Intern Credential Holders Properly Assigned								
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)								
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)								
Unknown								
Total Teaching Positions								

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are adopted from the most recent State-approved list, consistent with the content of the California Frameworks, and are aligned to the California Common Core State Standards (CCSS). Each student, including English Learners, have access to his or her own textbooks to use in class and to take home.

Year and month in which the data were collected

September, 2022

Subject	Adoption		Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync McGraw Hill Adopted 2016	Yes	0%
Mathematics	College Preparatory Math Adopted in 2014	Yes	0%
Science	Amplify Science Adopted in 2020	Yes	0%

History-Social Science	Pearson Adopted in 2018	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Rafer Johnson Junior High School was established in 1993 and is comprised of 24 classrooms, two service rooms for additional classroom space and All 4 Youth Counseling, a multipurpose room/cafeteria/gym, library/media center with a computer lab, one staff room, one workroom, and outdoor area, which includes an all weather track, a baseball diamond, two softball fields, three basketball courts, and 4 tennis courts that can also be used for pickleball. This summer, a shade structure for an outdoor education setting will be installed over the quad.

Cleaning Process: Administration works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review. In accordance with best practices, our classrooms are fogged daily with a probiotic spray.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority given to emergency repairs.

Year and month of the most recent FIT report				September 29, 2022
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х			
Interior: Interior Surfaces	Х			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Х			
Electrical		Х		A maintenance request was submitted to replace ceiling light in the library.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		x		A maintenance request was submitted to repair damage door bracket and door latch on handicap stall, the 1st sink faucet in boys' restroom near Room 5, to replace missing door for handicap stall and urinal in boys' restroom near Room 8, and to supply menstrual products in girls' restrooms near Room 5 and Room 8.
Safety: Fire Safety, Hazardous Materials	Х			
Structural: Structural Damage, Roofs	Х			

School Facility Conditions and Planned Improvements									
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Х								

Overall Facility Rate							
Exemplary	Good	Fair	Poor				
	Х						

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- 4. College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School	School	District	District	State	State
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are considered an integral component of the education program at Rafer Johnson Junior High School. Parents participate on the School Site Council (SSC), English Learner Advisory Committee (ELAC), Olympian Parent Club, and Music Boosters. The Olympian Parent Club has been very active this year and is supportive of staff and students. Rafer Johnson Junior High School receives assistance from several local sponsors during events such as our Club Days and the 8th grade promotion celebration.

Parents wanting to participate on Rafer Johnson Junior High School's leadership teams, school committees, school activities, or would like to become a volunteer, may contact the Principal, Melody Lee at (559) 897-1091. Volunteers must fill out a district volunteer application located on our district website at http://www.kesd.org/domain/43. This application along with current TB clearance is needed to begin the process of being cleared as a site volunteer. Any volunteer that plans to be on campus for more than 10 days per month must also have a fingerprint clearance on file with the district office.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism	Chronic Absenteeism
	Enronment	Eligible Enrollment	Count	Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Rafer Johnson Junior High School provides a safe and clean environment for students, staff, and volunteers. Student safety is a primary concern of Rafer Johnson Junior High School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include, identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. Different safety drills are held throughout the year in accordance with junior high school regulations.

Certificated teachers or classified aides supervise students throughout the day. There is a designated area for student drop-off and pick-up in front of the school. All visitors are expected to check in at the office and will wear a visitor's badge while on campus. Kingsburg Elementary Charter School District encourages volunteers in the classroom, on field trips, and with special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of a clear tuberculosis (TB) screening, provide proof of vaccination status or test negative for COVID-19 weekly, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and be fingerprinted.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and school site council on October 20, 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,565	\$87	\$5,478	65477
District	N/A	N/A	\$8,447	70792
Percent Difference - School Site and District	N/A	N/A	-42.6	-7.8
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-42.6	-19.2

2021-22 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist student learning:

LCFF Lottery Prop 20 ESEA (ESSA) T IV Part A CTE Career Technical Education CRF funds ESSER funds

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The District offers staff development days annually during which teachers are given a variety of professional growth opportunities. This year's focus is on SIOP, technology, writing across the curriculum, History, Next Generation Science Standards, Mathematics, and English.

Every Friday is set aside as a professional development and PLC time. In this time teachers meet in their PLC's and discuss data, techniques, and curriculum. Teachers work together with their department to create pacing guides, common formative assessments, and develop strategies for strategic instruction and reteaching.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff.

2022-2023

Departmentalized PD is provided to Rafer's Math, Science, History, ELA, and ELD teachers. Ongoing Designated ELD PD is being provided to Rafer's two designated ELD teachers. All teachers will receive a half day Integrated ELD PD. Science Department will attend the county Science PLCs. All staff is able to access individualized PD via the Badge Project. 2021-2022

All professional development was shifted to after school time on Wednesdays due to the lack of subs and uncertainty during COVID.

The focus this year was Math and Data Science for the District.

The preservice day was Math focused, but Departmentalized PD was provided to Rafer's History, Science, ELA, and ELD teachers.

Ongoing ELD PD was provided to Rafer's two designated ELD teachers, Math, History & ELA.

Science Department attended the county Science PLCs.

All staff was able to access individualized PD via the Badge Project.

2020-2021

(The annual preservice PD days were cancelled, due to COVID. This year teachers had the option to participate in a half day virtual professional development series of workshops.)

New teacher SIOP training- (1 day/all day)

Imagine Learning- 1 hour

1 day voluntary PD- Teachers were able to select and personalize their training to support their needs

2019-2020

Mathematics - 6 days (grade level meetings, in class coaching)

Science - 8 days (workshops with FCSS)

ELA/Writing - 11 days (in class coaching with TCOE) SIOP - 2 days with Pearson/2 follow-up Wednesday afternoons

PLC - 1 day with DuFour training by Marc Johnson/5 Wednesday afternoons (District)/Staff meetings throughout the year ELD - 1 day with TCOE

2018-2019

Writing - 2 days of professional development (workshops) Mathematics - 8 days (grade level meetings, in class coaching with FCSS) Science - 8 days (workshops with FCSS) History - 4 days (department meetings with FCSS) ELA - 8 days (department meetings, in class coaching with TCOE) SIOP - 2 days with Pearson PLC - 2 days with DuFour training by Marc Johnson/5 Wednesday afternoons (District)/Staff meetings throughout the year 2017-2018

Writing - 1 day of professional development (workshops) Mathematics - 5 days (College Preparatory Mathematics training/in class coaching with FCSS) Science - 8 days (workshops with FCSS) History - 1 day FCSS ELA - 8 days with TCOE (in class coaching/observations)

Professional Development						
SIOP - 2 days with Pearson PLC - 5 Wednesday afternoons (District)/Staff meetings throughout the year						
This table displays the number of school days dedicated to staff development and continuous	improveme	nt.				
Subject	2020-21	2021-22	2022-23			
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	2			

Central Valley Home School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



California School Dashboard



Internet Access

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

The California School Dashboard (Dashboard)

https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Central Valley Home School
Street	1776 Sixth Avenue Drive
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6740
Principal	Lisa Regier
Email Address	lregier@kesd.org
School Website	www.kesd.org
County-District-School (CDS) Code	10-62240-6114805

2022-23 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wes Sever
Email Address	wsever@kesd.org
District Website Address	www.kesd.org

2022-23 School Overview

District Vision:

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, able to utilize technology, and become socially responsible. Our mission is simple, "We will find a way for ALL students to learn!"

2022-23 School Overview

Central Valley Home School (formerly known as, Kingsburg Community Charter Extension) was established to partner with parents who choose to homeschool their children. We believe that education must be REAL to be maximized. REAL means relevant, enriching, and accountable for learning to take place. CVHS' provides credentialed teachers to partner with our parents in the homeschool journey. Master teachers provide assistance in curriculum selection, pacing, research topics, and courses of study, as well as encouragement. We want to give our parents as much support as possible so they can spend their time investing in the education of their children. When a child enrolls with CVHS, their entire family joins us and becomes part of ours.

When you visit our school, you will see that everything about our school has been designed with the intention to allow parents to fully participate in the successful education of their children. We take our task seriously and strive to make education both enriching and engaging.

Lisa Regier, Principal, Central Valley Home School

About this School



2021-22 Student Enrollment by Student Group

Student Group

Percent of Total Enrollment

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kingsburg Elementary Charter School District holds a Public Hearing quarterly and determines that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual Standards-aligned curriculum, textbooks, and/or instructional materials, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks.

Students visit a library on campus that houses thousands of books to further enrich their academic experience. Students at CVHS are also provided a Chromebook in an effort to increase our tech-to-student ratio to 1:1.

Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. In addition, we offer online learning opportunities for our students using companies such as Edgenuity, Google, Raz Kids, Reading A-Z, IXL, and other educational programs.

Year and month in which the data	Nove	mber 2022		
Subject	Textbooks and Other Instructional Materials/year of		From	Percent
	Adoption		Most	Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	HMH Journeys (K-5) 2016 HMH Collections (6-8) 2016	Yes	0%
	Online-Edgenuity-Common Core (6-8) Adopted in 2013		
Mathematics	McGraw Hill, MyMath (K-8) Adopted in 2014 Online-Edgenuity-Common Core (6-8) Adopted in 2013	Yes	0%
Science	Holt (6-8) Adopted in 2008 Mystery Science (K-5) (Adopted in 2020) Harcourt Science (K-8) Adopted in 2008 Online-Edgenuity-(6-8) Adopted in 2013	Yes	0%
History-Social Science	Harcourt Brace (K-6) Adopted in 2007 Holt (7-8) Adopted in 2007 Online-Edgenuity-(6-8) Adopted in 2013	Yes	0%
Foreign Language	Online-Edgenuity-(6-8) Spanish Adopted in 2013	Yes	0%
Health	Online-Edgenuity-(7-8) Adopted in 2013	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Central Valley Home School was originally constructed in 1994. The Central Valley Home School campus is currently comprised of two classrooms, a library, a staff PLC workroom, and teacher work cubicles.

Cleaning Process: The principal works with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

A work order process is used to ensure efficient service and the highest priority are given to emergency repairs.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollarfor-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report				September 29. 2022
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х			
Interior: Interior Surfaces	Х			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Х			
Electrical	Х			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Х			Menstrual products were re-filled in the girls restroom.
Safety: Fire Safety, Hazardous Materials	Х			
Structural: Structural Damage, Roofs	Х			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Х			

Overall Facility Rate							
Exemplary	Good	Fair	Poor				
х							

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- 4. College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School	School	District	District	State	State
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Central Valley Home School. Upon enrolling the student the parent agrees to meet with a credentialed teacher a minimum of every 20 school days. In addition to this meeting, we also check in daily as a way to keep the communication flowing. These meetings are held to discuss student progress, review work samples, and serve as an opportunity for the parent to gain any support regarding academics they need. Parents not only serve as their student's primary educators but also volunteer in fundraisers and teach enrichment classes. We also have parent representatives on our School Site Council as well.

Parents who wish to participate in Central Valley Home School's leadership teams, school committees, and school activities, or become a volunteer may contact Principal Lisa Regier at the main office at (559) 897-6740.

2021-22 Chronic Absenteeism by Student Group

	Querra lations	Chronic	Chronic	Chronic
Student Group	Cumulative Enrollment	Absenteeism Eligible Enrollment	Absenteeism Count	Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Central Valley Home School provides a safe, clean, and welcoming environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Central Valley Home School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the District Leadership team meets to review safety issues. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/ response, incident coordinator, and identification of an incident management team.

Students are supervised throughout the day by parents and teachers. Visitors are required to sign in at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of clear tuberculosis (TB) screening, and receive Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit them for fingerprinting.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and site council in September 2022.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,409	\$34	\$5,375	51918
District	N/A	N/A	\$8,447	70792
Percent Difference - School Site and District	N/A	N/A	-44.5	-30.8
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-44.4	-17.8

2021-22 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF Title 1 ESEA (ESSA) T IV Part A CRF funds ESSER funds

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Professional Development the past year has focused on our district writing development. Experts from Tulare County Office of Education have been contracted to provide technical assistance to staff to help enrich our writing program. In addition, we continue to implement guided reading across the curriculum and in every classroom as well as administering the Developmental Reading Assessment (DRA) and utilizing those results to guide instruction. Teachers have attended full-day and half-day training specifically focused on the implementation of guided reading to help our students build those pivotal foundational skills as part of a balanced literacy program. Administrators and members of the academic leadership team participate in ongoing walk-throughs with representatives from the Tulare County Office of Education related to guided reading. In addition to workshops and walkthroughs related to writing, the staff is working in vertical teams to really understand the "oxygen" of writing the student will need as they prepare to enter the next grade level.

CVHS teachers are given time to collaborate weekly during their Professional Learning Community (PLC) time. Topics of collaboration may vary but consist of common core state standards-based curriculum, instruction, assessment, analysis of data, and the cycle of inquiry. KESD certificated staff recently participated in an illuminate professional development. Illuminate is the system we use to house and disaggregate all of our assessment data.

Additionally, for the past four summers, our district has offered up to two weeks of time in summer dedicated to our staff to plan, pace, and align our programs. CVHS used the summer leading up to the 21-22 school year to really revamp our Math, writing, and ela programs offered. We were fortunate that the district provided the coaching assistance of Fresno County Superintendent of Schools Director of STEM and he helped us design and define a Multi-tiered System of Support for Mathematics instruction. In addition, CVHS staff worked to create live pacing guides.

Teachers are given a variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. Topics include Professional Learning Communities, common assessments, SIOP strategies, and test disaggregation. New teachers are provided a full day of SIOP training and all staff was provided 1 hour of Imagine Learning training to support our English Learner students. In 2021/2022, CVHS teachers were provided professional development in writing support through our district coaches. They have had Eric Crantz teach problem-solving and Lisa Clark teaching EL strategies and assessment skills.

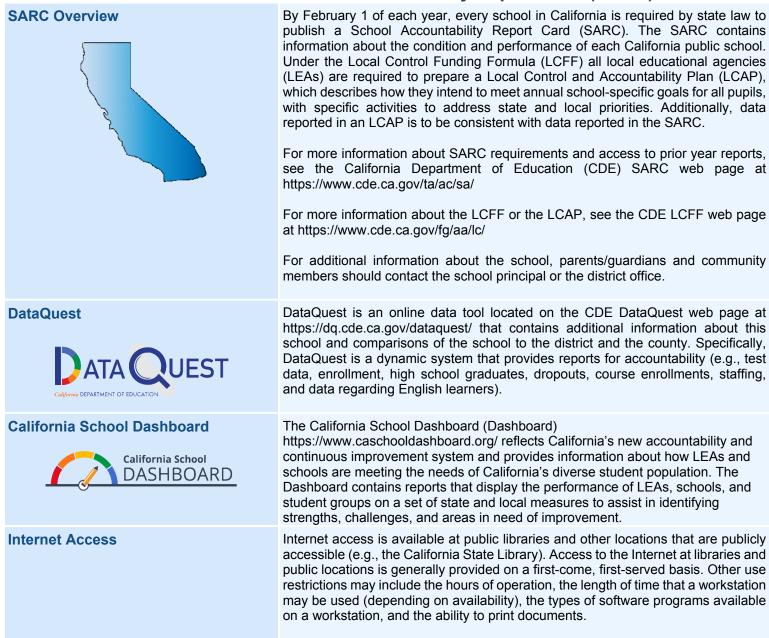
Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2-4	2-4

Island Community Day School 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)



2022-23 School Contact Information

School Name	Island Community Day School
Street	1776 Sixth Avenue Dr.
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6740
Principal	Lisa Regier
Email Address	Iregier@kesd.org
School Website	
County-District-School (CDS) Code	10-62240-0114587

2022-23 District Contact Information		
District Name	Kingsburg Elementary Charter School District	
Phone Number	(559) 897-2331	
Superintendent	Dr. Wes Sever	
Email Address	wsever@kesd.org	
District Website Address	www.kesd.org	

2022-23 School Overview

Island Community Day School Vision:

Island Community Day School will serve as a pathway to empower students who have experienced some form of school challenge (academic, attendance, behavior, or social) in the general education setting. We strive to provide the skills and support students lack in an effort to successfully transition them back to the general education seated program.

School Mission:

Island Community Day School will prepare students to successfully enter a traditional school setting and achieve their academic and social-emotional goals.

Island Community Day School has students from the Kingsburg Elementary Charter School District. Island Community Day School faculty and staff believe in each of our student's potential to succeed! We believe earning an education is both their right and their responsibility. Each student must do their part, as a student at Island Community Day School, to make this a reality. Students are enrolled at Community Day Schools after a parent/student conference where alternative education options are considered. Referrals to Island Community Day School are the result of California Educational Code violations, late enrollment to the district without prior school attendance, or attendance problems at their home school. The length of placement at CDS can range from 45 to 180 school days or as determined by the site administration.

Goals

- 1. The Island Community Day School staff will continue to create a safe and warm environment for our students.
- 2. The PBIS model school framework will be implemented to ensure our students are in a safe learning environment.
- 3. Island Community Day School will be properly maintained to create a safe and warm learning environment.

About this School

2021-22 Student Enrollment by Grade Level		
Grade Level	Number of Students	
2021-22 Student Enrollment b	y Student Group	
Student Group	Percent of Total Enrollment	
A. Conditions of Learning	g State Priority: Basic	

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kingsburg Elementary Charter School District holds a Public Hearing quarterly and determines that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks.

Students visit a library on campus that houses hundreds of books to further enrich their academic experience.

Each student has a Chromebook with internet capabilities. Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. Students are trained on google tools, keyboarding programs as well as additional online applications.

Year and month in which the data were collected	August 2022
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Subject Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin - Journeys (4-6) 2016	Yes	0
	Houghton Mifflin - Collections (6-8) 2016 Adopted in 2016		
	Edgenuity CCSS ELA (6-8) Adopted 2013		
Mathematics	McGraw Hill, My Math (4-8) Adopted in 2014	Yes	0
	Edgenuity CCSS Math (6-8) Adopted 2013		
	Amplify (7-8)		
Science	Holt (6-8) Adopted in 2008	Yes	0
	Harcourt Science (K-8) Adopted in 2008		
	Edgenuity CCSS Science (6-8) Adopted in 2013		
History-Social Science	Harcourt Brace (K-6) Adopted in 2007	Yes	0
	Holt (7-8) Adopted in 2007		
	Edgenuity CCSS History-Social Science Adopted in 2013		
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

Island Community Day School was originally constructed in 1994. The campus is currently comprised of one classroom and small office space.

Cleaning Process: The principal works with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

A work order process (School Dude) is used to ensure efficient service and the highest priority is given to emergency repairs.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollarfor-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

September 29, 2022

System Inspected	Rate Good	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х		
Interior: Interior Surfaces	Х		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Х		
Electrical	Х		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Х		Menstrual products were re-filled in the girls' restroom.
Safety: Fire Safety, Hazardous Materials	Х		
Structural: Structural Damage, Roofs	Х		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Х		

Overall Facility Rate Exemplary Good Fair Poor X X Image: Second Sec

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- 4. College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School	School	District	District	State	State
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Island Community Day School encourages parent involvement at all levels. Prior to any student entering our program, we meet as a team with the administrator, parent, student, teacher, and school staff from their prior placement. During this meeting, we go over our behavior contract, handbook, expectations, incentives, and all other pertinent items. Parents are welcome to come and participate and observe our classes. In addition, a quarterly newsletter is sent home with information regarding academics, PBIS, upcoming events, and opportunities. Our staff establishes strong connections with our families. They often text, call, email, and have face-to-face conversations.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Island Community Day School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Island Community Day School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the District Leadership team meets to review safety issues and the administration does a safety walk each month. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/ response, incident coordinator, and incident management, team.

Students are supervised throughout the day by teachers and paraprofessionals. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of clear tuberculosis (TB) screening, and receive Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit them for fingerprinting.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$71,953	\$2,749	\$69,204	0
District	N/A	N/A	\$8,447	70792
Percent Difference - School Site and District	N/A	N/A	156.5	-200.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	156.5	-25.5

2021-22 Types of Services Funded

Island Community Day School is an alternative placement for students in grades 4-8 within Kingsburg Elementary Charter School District. Each student that attends ICDS receives a free, fair, and appropriate education in core academic subjects. These sessions teach students how to be successful in school and beyond and are an opportunity for our students to form positive relationships with adults within our district.

These programs and services are provided at the school either through categorical funds or other sources that support and assist students: LCFF

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Additionally, the district offers several days during the year in which teachers are given a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics include Professional Learning Communities, common assessments, Common Core, SIOP strategies, PBIS Model Program training, and test disaggregation.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff.

Teachers are attending professional development that is focused on the implementation of the common core standards specifically in the area ela, math, and writing.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement		2	4

Kingsburg Elementary Charter School District Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date. *All Board items are subject to approval by the Board President.

- 1. Agenda Item: E-rate Consultants - Fund for Learning, LLC
- 2. Agenda Item Category:

 Consent Agenda Action Item
 Presentation
 Public Hearing
 Closed Session

3. Submitted By: Bobby Rodriguez, Chief Business Official

4. Attachments:

Not Applicable

✓ To Be Enclosed with Board Packets

*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. Purpose:

Renewal of the annual agreement with the district's E-rate consultants, Funds for Learning. Funds for Learning assists the district by preparing all of the forms required throughout the E-rate application process, maintaining records, interfacing with vendors on billing and support issues, and ensuring compliance with the FCC regulations related to the E-rate program.

6. Financial Impact:

\$5,500

7. Funding Source:

0100-09000-0-1110-2420-580000-000

8. District Goals This Item Will Meet:

- Increase Student Achievement
- ✓ Provide a Safe, Positive and Healthy Learning Environment
- ✓ Develop 21st Century Skills by Furthering the Use of Technology in the Classroom

Increase Parent Involvement and Continue to Promote Public Relations

✓ Maintain a Sound Fiscal Condition - "Keep the Family Together!"



RENEWAL AGREEMENT

This Renewal Agreement is made by and between Funds For Learning LLC and Kingsburg Elementary Charter School District (collectively, the "<u>Parties</u>") and shall be effective as of the date this Renewal Agreement is fully executed.

In accordance with the Professional E-rate Compliance Services Agreement dated January 14th, 2020 ("Original Agreement"), the Parties wish to renew the Original Agreement as follows:

- 1. The Parties hereby exercise the third of three (3) one-year renewal options.
- 2. The renewal term will begin January 13th, 2023 and terminate January 12th, 2024.
- 3. Service Fee: \$5,500.00. FFL will invoice the Service Fee in full upon execution of the Renewal Agreement.
- 4. Except as expressly modified by this Renewal Agreement, the Original Agreement shall be and remain in full force and effect in accordance with its terms and shall constitute the legal, valid, binding and enforceable obligations of the Parties. The Original Agreement (including any signed, written amendments thereto) and this Renewal Agreement collectively, are the complete agreement of the Parties and supersede any prior agreements or representations, whether oral or written, with respect thereto. If there is a conflict between this Renewal Agreement and the Original Agreement, the terms of the Original Agreement shall prevail.

IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement by their duly authorized representatives on the day and year set forth below.

Funds For Learning LLC

Kingsburg Elementary Charter School District

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Signatory: Cathy Cruzan Title: President Email of signatory: ccruzan@fundsforlearning.com Timestamp: [empty signing timestamp] Signatory: Bobby Rodriguez Title: Chief Business Official Email of signatory: brodriguez@kesd.org Timestamp: [empty signing timestamp]

DATE: January 1, 2023

- TO: Funds For Learning LLC 2575 Kelley Pointe Parkway, Suite 200 Edmond, OK 73013
- FROM: Kingsburg Elementary Charter School District 1310 Stroud Ave Kingsburg, CA 93631

RE: Letter of Agency; Scope of E-rate Authority

This Letter of Agency confirms that Funds for Learning, LLC ("FFL") (Consultant Registration Number 16024808) is authorized to act as agent and on behalf of Kingsburg Elementary Charter School District (Billed Entity Number 144036) for all matters related to our participation in the E-rate program.

Pursuant to this grant of authority, FFL is authorized to prepare, file, and process all official forms and related paperwork in connection with our application for, and participation in, the E-rate program. In addition, FFL may communicate on our behalf with the Federal Communications Commission and the Universal Service Administrative Company in connection with any E-rate-related matter.

This grant of agency will expire on January 12th, 2024 unless terminated earlier or extended, in writing.

Please note that this authority does not extend to our procurement process. FFL may not consult with us concerning or make any recommendations to us regarding the selection of specific technologies, goods, or services or the selection of service providers.

Kingsburg Elementary Charter School District

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Signatory: Bobby Rodriguez Title: Chief Business Official Email of signatory: brodriguez@kesd.org Timestamp: [empty signing timestamp]

Kingsburg Elementary Charter School District Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date. *All Board items are subject to approval by the Board President.

- 1. Agenda Item: Audit Report June 30, 2022
- 2. Agenda Item Category:

Consent Agenda

Action Item
 Presentation
 Public Hearing
 Closed Session

3. Submitted By: Bobby Rodriguez, Chief Business Official

4. Attachments:

Not Applicable

✓ To Be Enclosed with Board Packets

*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. Purpose:

Present for approval the June 30, 2022 Financial Audit Report by Scott Faeth.

6. Financial Impact:

Annual review of financial activity from fiscal year 2021-2022

7. Funding Source:

All funds

8. District Goals This Item Will Meet:

- ✓ Increase Student Achievement
- ✓ Provide a Safe, Positive and Healthy Learning Environment
- ✓ Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
- ✓ Increase Parent Involvement and Continue to Promote Public Relations
- ✓ Maintain a Sound Fiscal Condition "Keep the Family Together!"

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT COUNTY OF FRESNO KINGSBURG, CALIFORNIA

AUDIT REPORT

JUNE 30, 2022

BORCHARDT, CORONA, FAETH & ZAKARIAN Certified Public Accountants 1180 E. Shaw Ave., Ste. 110 Fresno, California 93710-7809

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT AUDIT REPORT	
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Gustavo M. Corona, CPA Scott A. Faeth, CPA Christina J. Zakarian, CPA

Independent Auditor's Report

Board of Trustees Kingsburg Elementary Charter School District Kingsburg, California

Report on the Audit of the Financial Statements

OpInions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Kingsburg Elementary Charter School District (the District), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Kingsburg Elementary Charter School District as of June 30, 2022, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly after.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

1180 E. Shaw Avenue, Suite 110, Fresno, California 93710-7809 • (559) 225-6891 • Fax (559) 225-6951 • http://www.bcfz-cpa.com

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to
 fraud or error, and design and perform audit procedures responsive to those risks. Such procedures
 include examining, on a test basis, evidence regarding the amounts and disclosures in the financial
 statements.
- Obtain and understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that
 raise substantial doubt about the District's ability to continue as a going concern for a reasonable
 period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, budgetary comparison information, Schedules of the District's Proportionate Share of the Net Pension Liability, Schedules of District's Pension Contributions, and Schedule of Changes in the Total/Net OPEB Liability and Related Ratios, as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Kingsburg Elementary Charter School District's basic financial statements. The other supplementary information schedules listed in the table of contents are presented for purposes of additional analysis as required by the State's audit guide, 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel, and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) and is also not a required part of the basic financial statements. Such information is the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplementary information schedules listed in the table of contents and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Governmental Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2022, on our consideration of Kingsburg Elementary Charter School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Kingsburg Elementary Charter School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Kingsburg Elementary Charter School District's internal control over financial reporting and compliance.

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Borchardt, Corona), Faeth & Gakavian

Fresno, California December 15, 2022

Introductory Section

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT Management's Discussion and Analysis (MD&A) June 30, 2022

INTRODUCTION

Our discussion and analysis of Kingsburg Elementary Charter School District (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2022. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- □ Total net position was a negative \$13,493,274 on June 30, 2022.
- □ Overall revenues of \$34,394,774 were greater than expenditures of \$27,694,608 by \$6,700,166.
- □ The General Fund balance increased by \$4,495,800 from \$10,629,515 at June 30, 2021 to \$15,125,315 at June 30, 2022.

OVERVIEW OF FINANCIAL STATEMENTS

This annual report consists of three parts – management's discussion and analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- **Government-wide financial statements**, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.
- Fund financial statements focus on reporting the individual parts of the District operations in more detail. The fund financial statements comprise the remaining statements.
 - Governmental funds statements tell how general government services were financed in the short term as well as what remains for future spending.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required supplementary information that further explains and supports the financial statements.

Government-Wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the District's net position and how it has changed. The net position the difference between the assets and liabilities, is one way to measure the District's financial health or position.

- Over time, increases or decreases in the District's net position are an indicator of whether its financial health is improving or deteriorating, respectively.
- To assess the overall health of the District, one needs to consider additional nonfinancial factors such as changes in enrollment, changes in the property tax base, and changes in program funding by the Federal and State governments, and condition of facilities.

The government-wide financial statements of the District include government activities. Most of the District's basic services are included here, such as regular education, food service, maintenance, and general administration. LCFF sources funding and federal and state grants finance most of these activities.

Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant fundsnot the District as a whole. Funds are accounting devices that the District uses to keep track of specific sources of funding and spending for particular programs. Some funds are required to be established by state law and by bond covenants. The Board of Trustees establishes other funds to control and manage money for particular purposes or to show that the District is meeting legal responsibilities for using certain revenues. The District has one kind of fund:

Governmental funds - Most of the District's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, we provide additional information at the bottom of the government funds statements that explain the relationship (or differences) between them.

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Position

The "Statement of Net Position" provides the perspective of the District as a whole. Table 1 provides a summary of the District's net position for fiscal years 2021-22 and 2020-21.

	Total A	Percentage of Change			
	2022	2021	2022-2021		
Assets:					
Current and Other Assets	\$ 19,858,039	\$ 13,207,627	50.35%		
Capital Assets, Net of Accumulated					
Depreciation	29,384,392	30,188,079	(2.66%)		
Total Assets	49,242,431	43,395,706	13.47%		
Defensed Outflows of Decourses	12 050 613	11 737 413	2.67%		
Deferred Outflows of Resources	12,050,613	11,737,413	2.0170		
Liabilities:					
Current and Other Liabilities	2,448,972	1,354,578	80.79%		
Long-Term Liabilities	61,163,517	71,507,011	(14.47%)		
Total Liabilities	63,612,489	72,861,589	(12.69%)		
Deferred Inflows of Resources	11,173,829	2,455,530	> 100.00%		
Net Position:					
Net Investment in Capital Assets	8,744,490	8,930,645	(2.08%)		
Restricted	3,397,115	1,295,620	> 100.00%		
Unrestricted	(25,634,879)	(30,410,265)	(12.43%)		
Total Net Position	\$ (13,493,274)	\$ (20,184,000)	(33.15%)		

Table 1 Net Position

Change in Net Position

The District's total revenues were \$34,394,774. A majority of the revenue comes from LCFF sources (68.33%).

The total cost of all programs and services was \$27,694,608. The District's expenses are predominately related to educating and caring for students (71.12%). Administrative activities accounted for 10.37% of total costs. Comparative financial information as of June 30, 2022 and 2021 from the Statement of Activities is summarized in Table 2.

		Total A	ctivi	ities	Percentage of Change
		2022		2021	2022-2021
Revenues:					
Program Revenues:					
Operating Grants and Contributions	\$	7,894,590	\$	8,035,008	(1.75%)
General Revenues:					
LCFF Sources		23,500,377		20,704,294	13.50%
Federal Revenues		158,036		47,734	>100.00%
State Revenues		452,739		422,425	7.18%
Local Revenues		2,389,032	_	2,002,240	19.32%
TOTAL REVENUES		34,394,774	_	31,211,701	10.20%
Expenses:					
Instruction		12,910,546		15,179,413	(14.95%)
Instruction-Related Services		3,682,129		4,772,883	(22.85%)
Pupil Services		3,104,298		3,030,278	2.44%
Ancillary Services		289,351		101,236	>100.00%
General Administration		2,873,266		2,804,551	2.45%
Plant Services		4,005,028		4,444,869	(9.90%)
Other Outgo		60,463		72,837	(16.99%)
Interest on Long-Term Obligations		769,527	_	769,752	(0.03%)
TOTAL EXPENSES	_	27,694,608		31,175,819	(11.17%)
INCREASE (DECREASE) IN NET POSITION		6,700,166		35,882	>100.00%
BEGINNING NET POSITION		(20,183,999)		(20,431,831)	1.21%
PRIOR PERIOD ADJUSTMENT		- (9,441)		211,950	>(100.00%)
ENDING NET POSITION	•	(13,493,274)	¢	(20.192.000)	33.15%

Table 2Change in Net Position

Governmental Activities

Table 3 presents the cost of each of the District's functions as well as each function's net cost (total cost less fees generated by the activities and intergovernmental aid). The net cost reflects what was not funded by charges for services, operating grants and capital grants and contributions.

	Total Cost of Services			Net Cost of Services			
	2022	2021		2022		2021	
Instruction	\$ 12,910,546	\$ 15,179,413	\$	9,833,270	\$	11,420,622	
Instruction-Related Services	3,682,129	4,772,883	:	2,501,402		3,609,598	
Pupil Services	3,104,298	3,030,278		1,407,327		1,516,969	
Ancillary Services	289,351	101,236		15,249		26,838	
General Administration	2,873,266	2,804,551	:	2,118,109		2,113,621	
Plant Services	4,005,028	4,444,869	:	3,094,671		3,610,574	
Other Outgo	60,463	72,837		60,463		72,837	
Interest on Long-Term Obligations	769,527	769,753		769,527		769,753	
TOTAL	\$ 27,694,608	\$ 31,175,820	\$ 1	9,800,018	\$	23,140,812	

Table 3 Net Cost of Governmental Activities

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

Governmental Funds

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed the year, its governmental funds reported a combined fund balance of \$17,409,067 which is an increase of \$5,556,017 from last year's ending fund balance of \$11,853,050 as reported in Table 4.

	Balances and Activity					
		Revenues &	Expenditures			
	July 1, 2021	Other Sources	& Other Uses	June 30, 2022		
General	\$ 8,667,027	\$ 31,438,436	\$ 26,971,536	\$ 13,133,927		
Student Activity	185,113	274,102	289,351	169,864		
Child Development	118,067	313,914	296,650	135,331		
Cafeteria	158,801	1,353,835	1,164,770	347,866		
Special Reserve Fund for Other						
than Capital Outlay Projects	1,962,487	28,901		1,991,388		
Building	6,168	83		6,251		
Capital Facilities	297,942	1,071,386	249,441	1,119,887		
Bond Interest and Redemption	457,445	950,133	903,025	504,553		
Total	\$ 11,853,050	\$ 35,430,790	\$ 29,874,773	\$ 17,409,067		

 Table 4

 Governmental Funds Balances and Activity

The primary reason for the overall increase during the 2021-22 school year was due to the District receiving additional funds from federal and state revenues; thus, increasing the ending fund balance in the General Fund.

General Fund Budgetary Highlights

The District as a general rule requires restricted budgets to stay within their entitlements or allocations. The only exceptions are Special Education, Food Service, Transportation and Preschool. The District contributes to these programs to keep their operations going. Over the course of the year, the District revised its annual budget to reflect unexpected changes in revenues and expenditures. A schedule of the District's original and final budget amounts compared with actual revenues and expenses is provided in the supplemental section of the audited financial report.

The primary factors for the variation between original and final budget amounts are as follows:

Revenues – decreased by \$1,558,230 due to an overestimation of LCFF revenue with the original budget.

Employee Salaries and Benefits - increased by \$3,014,473 due to the District understanding the need to keep operations continuing as we navigate out of the COVID-19 pandemic. The District will continue to evaluate openings to determine if positions need to be filled. The District is being fiscally responsible knowing that the financial forecast for out years from a funding stand point is not strong.

Other non-personnel expenditures decreased by \$1,127,606 due to not spending down the COVID-19 onetime money. The District has plans to spend the one-time money on capital projects; however, they did not start during the 2021-2022 school year. Moving forward, in out years, the District will continue to evaluate spending in these areas so as to keep the General Budget balance healthier.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2022, the District had invested \$29,384,392 (Net of Depreciation) in a broad range of capital assets, including land, land improvements, buildings, equipment, work in progress and lease assets. See Table 5. More detailed information about the District's capital assets is presented in the notes to the financial statements.

Table 5 Capital Assets

	Governmen	Ital Activities	Percentage of Change
	2022	2021	2022-2021
Land	\$ 505,676	\$ 505,676	-
Land Improvements, Net	657,154	700,045	(6.13%)
Buildings, Net	27,779,167	28,526,461	(2.62%)
Equipment, Net	334,342	455,897	(26.66%)
Work in Progress	66,317	-	N/A
Lease Assets, Net	41,736		N/A
Total Net Capital Assets	\$29,384,392	\$ 30,188,079	(2.66%)

Long-Term Debt

At year end, the District had \$61,163,517 in debt consisting of Net Pension Liability, General Obligation Bonds, Accreted Interest, Certificates of Participation, OPEB Liability, Qualified Zone Academy Bond, Compensated Absences and Leases Payable, as shown in Table 6. More detailed information about the District's debt is presented in the notes to the financial statements.

Table 6 Long-Term Debt

	Governmen	tal Activities	Percentage of Change
	2022	2021	2022-2021
Net Pension Liability	\$ 12,530,629	\$ 24,703,554	(49.28%)
General Obligation Bonds	18,069,152	18,468,372	(2.16%)
Accreted Interest	958,855	788,024	21.68%
Certificates of Participation	1,860,000	1,985,000	(6.30%)
OPEB Liability	26,242,924	23,957,992	9.54%
Qualified Zone Academy Bond	1,336,471	1,470,118	(9.09%)
Compensated Absences	149,371	133,951	11.51%
Leases Payable	16,115		N/A
Total Long-Term Debt	\$ 61,163,517	\$ 71,507,011	(14.47%)

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

At the time these financial statements were prepared and audited, the District was aware of a circumstance that could affect its future financial health:

- The State budget for the 2022-23 school year is based on the following assumptions: 1) Revenue projections are based on the FCMAT LCFF Calculator. 2) The District CBEDS enrollment change during the year.
- The original budget was approved by the Governing Board in June of 2022 before official state budgets were announced. The District made its projections based on the information available at the time, knowing that adjustments would have to be made as the year progressed.
- The District presented a 45-day budget to the Governing Board on August 8, 2022. The budget reflects the Governor's approved June 2022 budget. The 45-day budget called for a 12.84% increase to LCFF over the 2021-2022 school year.
- □ The State enacted budget called for a 13.26% increase to LCFF over the 2021-2022 school year.
- LCFF gives school districts a base amount of revenue for basic operations and then a supplemental/concentration grant that will be tied to the number of low-income students, English language learners and foster youth enrolled in a school district. School districts will be accountable for expenses related to services for these students and a district wide Local Control Accountability Plan (LCAP) that will contain input from all educational partner groups within the district.
- The Expanded Learning Opportunity Program provided the District with additional on-going funding for it's after school program.
- The District will receive additional funds for the Arts, Music, and Instructional Materials Discretionary Grant and Learning Recovery Emergency Block Grant during the 2022-2023 school year.
- □ As the deadlines draw near to expend the COVID-19 one-time money, the District understands that expenditures may be more than revenues coming in.
- The COVID-19 pandemic brought on an increase in social/emotional needs for our students; thus, an increase in personnel to combat these behaviors were warranted.
- Enrollment is down compared to the 2021-2022 school year.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, participants, investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about this report, or need additional financial information, contact Bobby Rodriguez, Chief Business Official, at the District Office (559) 897-2331.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT STATEMENT OF NET POSITION

JUNE 30, 2022

	Governmental Activities
ASSETS:	* * * * * * * * * *
Cash in County Treasury	\$ 16,918,860
Cash on Hand and in Banks	169,486
Cash in Revolving Fund	3,000
Cash with a Fiscal Agent/Trustee	26
Investments	283,833
Accounts Receivable	2,442,248
Stores Inventories	8,216
Prepaid Expenses	32,370
Capital Assets:	
Land	505,676
Land Improvements, Net	657,154
Buildings, Net	27,779,167
Equipment, Net	334,342
Work in Progress	66,317
Lease Assets, Net	41,736
Total Assets	49,242,431
DEFERRED OUTFLOWS OF RESOURCES:	
Deferred Expenses	234,032
Deferred Outflows of Resources - Pensions	4,617,120
Deferred Outflows of Resources - OPEB	7,199,461
Total Deferred Outflows of Resources	12,050,613
LIABILITIES:	
Accounts Payable	1,343,884
Unearned Revenue	1,105,088
Noncurrent Liabilities:	
Net Pension Liability	12,530,629
Total OPEB Liability	26,242,924
Due within one year	434,133
Due in more than one year	21,955,831
Total Liabilities	63,612,489
DEFERRED INFLOWS OF RESOURCES:	
Deferred Inflows of Resources - Pensions	9,892,670
Deferred Inflows of Resources - OPEB	1,281,159
Total Deferred Inflows of Resources	11,173,829
NET POSITION:	0 744 400
Net Investment in Capital Assets	8,744,490
Restricted For:	
Federal and State Programs	1,766,427
Debt Service	504,550
Capital Projects	1,126,138
Unrestricted	(25,634,879)
Total Net Position	\$ (13,493,274)

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2022

		Program Revenues	Net (Expense) Revenue and Changes in Net Position
Functions/Programs PRIMARY GOVERNMENT:	Expenses	Operating Grants and Contributions	Governmental Activities
Governmental Activities: Instruction Instruction-Related Services Pupil Services Ancillary Services General Administration Plant Services Other Outgo Interest on Long-Term Obligations Total Governmental Activities Total Primary Government	\$ 12,910,546 3,682,129 3,104,298 289,351 2,873,266 4,005,028 60,463 769,527 27,694,608 \$ 27,694,608	1,180,727 1,696,971 274,102 755,157 910,357 7,894,590	\$ (9,833,270) (2,501,402) (1,407,327) (15,249) (2,118,109) (3,094,671) (60,463) (769,527) (19,800,018) (19,800,018)
	General Revenues: LCFF Sources Federal Revenues State Revenues Local Revenues Total General Revenu Change in Net Position Net Position - Beginning Prior Period Adjustment Net Position - Ending		23,500,377 158,036 452,739 2,389,032 26,500,184 6,700,166 (20,183,999) (9,441) \$ (13,493,274)

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT BALANCE SHEET - GOVERNMENTAL FUNDS JUNE 30, 2022

		aeneral Fund	G	Other overnmental Funds	0	Total Governmental Funds
ASSETS: Cash in County Treasury Cash on Hand and In Banks Cash in Revolving Fund Cash with a Fiscal Agent/Trustee Investments Accounts Receivable Due from Other Funds		4,991,256 3,000 15 283,833 2,199,790 67,572	\$	1,927,604 169,486 11 242,458 28,408	\$	16,918,860 169,486 3,000 26 283,833 2,442,248 95,980
Stores Inventories Prepaid Expenditures Total Assets	1	32,370 7,577,836		8,216 2,376,183	_	8,216 32,370 19,954,019
LIABILITIES AND FUND BALANCE: Liabilities: Accounts Payable Due to Other Funds Unearned Revenue Total Liabilities	\$	1,319,025 28,408 1,105,088 2,452,521	\$	24,859 67,572 92,431	\$	1,343,884 95,980 1,105,088 2,544,952
Fund Balance: Nonspendable Fund Balances: Revolving Cash Stores Inventories Prepaid Items Restricted Fund Balances Assigned Fund Balances Unassigned: Reserve for Economic Uncertainty Other Unassigned		3,000 32,370 1,597,295 4,307,975 808,294 8,376,381		8,216 		3,000 8,216 32,370 3,560,727 4,620,079 808,294 8,376,381
Other Unassigned Total Fund Balance Total Liabilities and Fund Balances		5,125,315 7,577,836	\$	2,283,752 2,376,183	\$	17,409,067 19,954,019

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHE TO THE STATEMENT OF NET POSITION JUNE 30, 2022

Total fund balances - governmental funds balance sheet	\$ 17,409,067
Amounts reported for governmental activities in the Statement of Net Position ("SNP") are different because:	
Capital assets used in governmental activities are not reported in the funds. Payables for bond principal which are not due in the current period are not reported in the funds. Payables for leases which are not due in the current period are not reported in the funds. Payables for notes which are not due in the current period are not reported in the funds. Payables for compensated absences which are not due in the current period are not reported in the funds. Other long-term liabilities which are not due and payable in the current period are not reported in the funds. Other long-term assets are not available to pay for current period expenditures and are deferred in the funds. Recognition of the District's proportionate share of the net pension liability is not reported in the funds. Deferred Resource Inflows related to the pension plans are not reported in the funds. Deferred Resource Outflows related to the pension plans are not reported in the funds. The accumulated accretion of interest on capital appreciation bonds is not reported in the funds. Bond premiums are amortized in the SNA but not in the funds. Recognition of the District's proportionate share of the net OPEB liability is not reported in the funds. Deferred Resource Inflows related to the OPEB plans are not reported in the funds. Deferred Resource Inflows related to the OPEB plans are not reported in the funds. Deferred Resource Outflows related to the OPEB plans are not reported in the funds. Deferred Resource Outflows related to the OPEB plans are not reported in the funds.	29,342,656 (17,427,316) (16,115) (1,860,000) (149,371) (1,336,471) 234,032 (12,530,629) (9,892,670) 4,617,120 (958,855) (641,836) (26,242,924) (1,281,159) 7,199,461 41,736
Net position of governmental activities - Statement of Net Position	\$ (13,493,274)

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES

STATEMENT OF REVENUES, EXPENDITURES, AND CHANG IN FUND BALANCES - GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2022

	General Fund	Total Governmental Funds	
Revenues:			
LCFF Sources:		\$	\$ 10,307,053
State Apportionment or State Aid	\$ 10,307,053	φ	9.759.891
Education Protection Account Funds	9,759,891 3,433,433		3,433,433
Local Sources	3,294,001	1,273,246	4,567,247
Federal Revenue	3,311,112	321,669	3,632,781
Other State Revenue Other Local Revenue	1,361,846	2,340,131	3,701,977
	31,467,336	3,935,046	35,402,382
Total Revenues	51,407,550	3,303,040	00,402,002
Expenditures: Current:			
Instruction	14,461,060	178,342	14,639,402
Instruction - Related Services	4,119,801	93,876	4,213,677
Pupil Services	2,037,632	1,127,463	3,165,095
Ancillary Services		289,351	289,351
General Administration	2,614,149	60,524	2,674,673
Plant Services	3,164,510	1,215	3,165,725
Other Outgo	56,613	3,850	60,463
Capital Outlay	256,996	42,266	299,262
Debt Service:			
Principal	228,118	500,000	728,118
Interest	4,249	606,350	610,599
Total Expenditures	26,943,128	2,903,237	29,846,365
Excess (Deficiency) of Revenues			
Over (Under) Expenditures	4,524,208	1,031,809	5,556,017
Other Financing Sources (Uses):	5		
Transfers In		28,408	28,408
Transfers Out	(28,408)		(28,408)
Total Other Financing Sources (Uses)	(28,408)	28,408	
Net Change in Fund Balance	4,495,800	1,060,217	5,556,017
Fund Balance, July 1	10,629,515	1,223,535	11,853,050
Fund Balance, June 30	\$ 15,125,315	\$ 2,283,752	\$ 17,409,067
			C

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2022

Net change in fund balances - total governmental funds	5,556,017
Amounts reported for governmental activities in the Statement of Activities ("SOA") are different because:	
Capital outlays are not reported as expenses in the SOA. The depreciation of capital assets used in governmental activities is not reported in the funds. Repayment of bond principal is an expenditure in the funds but is not an expense in the SOA. Repayment of lease principal is an expenditure in the funds but is not an expense in the SOA. Repayment of loan principal is an expenditure in the funds but is not an expense in the SOA. Bond issuance costs and similar items are amortized in the SOA but not in the funds. The accretion of interest on capital appreciation bonds is not reported in the funds. Compensated absences are reported as the amount earned in the SOA but as the amount paid in the funds. Implementing GASB 68 required certain expenditures to be de-expended and recorded as DRO. Pension expense relating to GASB 68 is recorded in the SOA but not in the funds. Implementing GASB 75 required certain expenditures to be de-expended and recorded as DRO. OPEB expense relating to GASB 75 is recorded in the SOA but not in the funds. The amortization of lease assets used in governmental activities is not reported in the funds.	299,263 (1,144,686) 375,000 94,471 258,647 11,903 (170,831) (15,420) 2,567,289 (780,990) 1,431,423 (1,722,511) (59,409)
Change in net position of governmental activities - Statement of Activities	6,700,166

The accompanying notes are an integral part of this statement.

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KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

A. Summary of Significant Accounting Policies

The District accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

1. Charter School

On July 1, 1996, The District became a Charter School District. The charter was formed to enable the District to exercise local control, to preserve the values and future goals of the District's educational system, and to create more parental involvement.

2. Reporting Entity

The District's combined financial statements include the accounts of all its operations. The District evaluated whether any other entity should be included in these financial statements. The criteria for including organizations as component units within the District's reporting entity, as set forth in GASB Statement No. 14 (as amended), *The Financial Reporting Entity*, include whether:

- the organization is legally separate organization (can sue and be sued in its name) for which the primary government is financially accountable.
- the District holds the corporate powers of the organization
- the District appoints a voting majority of the organization's board
- the District is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the District
- there is fiscal dependency by the organization on the District

The District also evaluated each legally separate, tax-exempt organization whose resources are used principally to provide support to the District to determine if its omission from the reporting entity would result in financial statements which are misleading or incomplete. GASB Statement No. 14 requires inclusion of such an organization as a component unit when: 1) The economic resources received or held by the organization are entirely or almost entirely for the direct benefit of the District, its component units or its constituents; and 2) The District or its component units is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the organization are support of the direct benefit or held by the organization; and 3) Such economic resources are significant to the District.

Based on these criteria, the District has no component units. Additionally, the District is not a component unit of any other reporting entity as defined by the GASB Statement.

3. Basis of Presentation, Basis of Accounting

a. Change in Accounting Principle

As of July 1, 2021, the District adopted GASB Statement No. 87, *Leases*. The implementation of this standard establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. The standard requires recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. The effect of the implementation of this standard on beginning net position is a net prior period adjustment of \$(9,441).

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

b. Basis of Presentation

Government-Wide Statements: The statement of net position and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other non exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The District does not allocate indirect expenses in the preparation of the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

The District reports the following major governmental funds:

The General Fund is the District's primary operating fund. It is used to account for and report all financial resources not accounted for and reported for in another fund.

The District reports the following non-major governmental funds:

Special Revenue Funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The following special revenue funds are utilized by the District:

- The Student Activity Fund is used to account separately for the operating activities of the
 associated student body accounts that are not fiduciary in nature, including student clubs,
 general operations, athletics, and other student body activities.
- The Child Development Fund is used to account separately for federal, state, and local revenues to operate child development programs.
- The Cafeteria Fund is used to account separately for federal, state, and local resources to operate the food service program.

Debt Service Funds are used to account for and report financial resources that are restricted, committed, or assigned to expenditure for principal and interest. The following debt service fund is maintained by the District:

 The Bond Interest and Redemption Fund is used to account for the accumulation of resources for, and the repayment of, District bond principal, interest, and related costs.

Capital Projects Funds are used to account for and report financial resources that are restricted, committed, or assigned to expenditure for capital outlays including the acquisition or construction of capital facilities and other capital assets. The District maintains the following capital projects funds:

- The Capital Facilities Fund is used to account for resources received from developer impact fees levied on development projects as a condition of approval.
- The Building Fund is used to account for capital outlay funded by the proceeds from the sale of bonds.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

c. Measurement Focus, Basis of Accounting

Government-wide Financial Statements: These financial statements are reported using the economic resources measurement focus. They are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District considers all revenues reported in the governmental funds to be available if the revenues are collected within one year after year-end. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

4. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

5. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all government funds. By state law, the District's Board of Trustees must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's Board of Trustees satisfied these requirements.

These budgets are revised by the District's Board of Trustees and District Superintendent during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object code.

6. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position/Fund Balance

a. Deposits and Investments

Cash balances held in banks and in revolving funds are insured up to \$250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institutions is fully insured or collateralized.

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2022

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the Fresno County Treasury. The County pools these funds with those of other entities in the County and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the County are either secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with Fresno County Treasury was not available.

b. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. Inventories are valued at average cost and consist of expendable supplies held for consumption. Reported inventories are equally offset by a fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets.

The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefitting period. The District has chosen to report the expenditure in the benefitting period.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of \$5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

Asset Class	Useful Lives
Buildings	25-50
Improvements	20
Equipment	5-20

d. Right to Use Lease Assets and Liabilities

Right to use lease assets are assets which the District leases for a term of more than one year. The value of the leases is determined by the net present value of the leases at the District's estimated incremental borrowing rate at the time of the lease agreement, amortized on a straight-line basis over the term of the agreement.

Leases payable are reported as liabilities in the government-wide financial statements in the Statement of Net Position. In the governmental fund financial statements, the present value of lease payments is reported as other financing sources with an equal amount reported as a capital outlay in the year of lease inception.

e. Receivable and Payable Balances

The District has provided detail of the receivable balances in Note F. The District believes that sufficient detail of payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates the payable balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

f. Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the District. The current portion of the liabilities is recognized in noncurrent liabilities - due within one year at year end.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

g. Unearned Revenue

Cash received for federal and state special projects and programs is recognized as revenue to the extent that qualified expenditures have been incurred. Unearned revenue is recorded to the extent cash received on specific projects and programs exceed qualified expenditures.

h. Long-Term Obligation

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the effective-interest method. Bonds payable are reported net of the applicable bond premium or discount.

In the fund financial statements, governmental funds recognize bond premiums and discounts as well as bond issuance costs, during the current period. The face amount of the debt issued, premiums, or discounts is reported as other financial sources/uses. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from actual debt proceeds, are reported as debt service expenditures.

i Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefitting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net position.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The Counties of Fresno, Kings, and Tulare bill and collect the taxes for the District.

k. Deferred Outflows/Inflows of Resources

Deferred outflows of resources is a consumption of net assets or position that is applicable to a future reporting period. Deferred inflows of resources is an acquisition of net assets or net position that is applicable to a future reporting period. Deferred outflows of resources and deferred inflows of resources are recorded in accordance with GASB Statement numbers 63 and 65.

I. Fund Balances

Fund balance for governmental funds is reported in classifications that comprise a hierarchy based primarily on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

Governmental fund balance is classified as non-spendable, restricted, committed, assigned or unassigned. Following are descriptions of fund classifications used by the District:

Non-spendable fund balance includes items that cannot be spent. This includes activity that is not in a spendable form (inventories, prepaid amounts, long-term portion of loans/notes receivable, or property held for resale unless the proceeds are restricted, committed, or assigned) and activity that is legally or contractually required to remain intact, such as a principal balance in a permanent fund.

Restricted fund balance includes amounts that have constraints placed upon the use of the resources either by an external party or imposed by law through a constitutional provision or enabling legislation.

Committed fund balance includes amounts that can be used only for the specific purposes pursuant to constraints imposed by a formal action of the Board, the District's highest level of decision-making authority. This formal action is the passage of a resolution by a simple majority vote.

Assigned fund balance includes amounts that are constrained by the District's intent to be used for a specific purpose, but are neither restricted nor committed. For governmental funds, other than the general fund, this is the residual amount within the fund that is not restricted or committed. Assignments of fund balance are created by the Chief Business Official pursuant to authorization established by Board Policy 3470.

Unassigned fund balance is the residual classification for the general fund. This classification represents fund balance that has not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes within the general fund. The general fund should be the only fund that reports a positive unassigned fund balance amount. In other governmental funds, it may be necessary to report a negative unassigned fund balance.

When expenditures/expenses are incurred for purposes for which both restricted and unrestricted (committed, assigned, or unassigned) resources are available, it is the District's general policy to use restricted resources first. When expenditures/expenses are incurred for purposes for which unrestricted (committed, assigned, and unassigned) resources are available, and amount in any of these unrestricted classifications could be used, it is the District's general policy to spend committed resources first, followed by assigned amounts, and then unassigned amounts.

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than two months of general fund operating expenditures, or 3 percent of General Fund expenditures and other financing uses.

m. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the CaIPERS Schools Pool Cost-Sharing Multiple-Employer Plan (CaIPERS Plan) and CaISTRS Schools Pool Cost-Sharing Multiple Employer Plan (CaISTRS Plan) and additions to/deductions from the CaIPERS Plan and CaISTRS Plan's fiduciary net positions have been determined on the same basis as they are reported by the CaIPERS Financial Office and CaISTRS Financial Office. For this purpose, benefit payments (including refunds of employee contributions) are recognized when currently due and payable in accordance with the benefit terms. Investments are reported at fair value.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

> GASB 68 requires that the reported results must pertain to liability and asset information within certain defined time frames. For this report, the following time frames are used:

Valuation Date (VD)	June 30, 2020
Measurement Date (MD)	June 30, 2021
Measurement Period (MP)	July 1, 2020 to June 30, 2021

n. Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the District's single-employer defined benefit OPEB Plan ("the Plan") have been determined on the same basis as they are reported by the Plan. For this purpose, the Plan recognizes benefit payments when due and payable in accordance with the benefit terms.

o. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

B. Compliance and Accountability

1. Finance-Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations:

Violation	Action Taken
None reported	Not applicable

2. Deficit Fund Balance or Fund Net Position of Individual Funds

Following are funds having deficit fund balances or fund net position at year end, if any, along with remarks which address such deficits: - - -

	Deficit	
Fund Name	<u>Amount</u>	<u>Remarks</u>
None Reported	Not applicable	Not applicable

C. Excess of Expenditures over Appropriations

As of June 30, 2022, no expenditures exceeded appropriations.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

D. Cash and Investments

Cash and investments at June 30, 2022 are classified in the accompanying financial statements as follows:

Statement of Net Position:	
Governmental Activities:	
Cash in County Treasury	\$ 16,918,860
Cash on Hand and in Banks	169,486
Cash in Revolving Fund	3,000
Cash with Fiscal Agent/Trustee	26
Investment in Joint Power Authority	283,833
Grand Total Cash and Investments	\$ 17,375,205

Cash and investments as of June 30, 2022 consist of the following:

\$ 172,486
16,918,860
26
283,833
\$ 17,375,205

Cash in County Treasury

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the Fresno County Treasury as part of the common investment pool (the District's portion was \$16,918,860 as of June 30, 2022). The District is considered to be an involuntary participant in an external investment pool. The fair value of the District's portion of this pool as of June 30, 2022, as provided by the pool sponsor, was \$16,186,421. Assumptions made in determining the fair value of the District's pooled investment portfolios are available from the County Treasurer. The County is restricted by Government Code Section 53635 pursuant to Section 53601 to invest in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The amount recorded on these financial statements is the balance available for withdrawal based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Cash on Hand, in Banks, and in Revolving Fund

Cash balances on hand and in banks (\$169,486) and in the revolving fund (\$3,000) are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). All cash held by the financial institution is fully insured or collateralized.

Cash With a Fiscal Agent/Trustee

The Cash with a Fiscal Agent/Trustee was \$26, representing the remaining reserves for proceeds from Certificates of Participation.

Investment in Joint Power Authority (JPA) – Fresno Area Self-Insured Benefits Organization dba The EdCare Group (FASBO)

In July 2019 the District entered into a premium advance funding arrangement as a JPA member with Fresno Area Self-Insurance Benefits Organization dba the EdCare Group (FASBO) to advance premium funding to the JPA in their pro rata share, for the aggregate amount of \$4,000,000. The District's share of the premium advance funding amount is \$524,000 which represents 13.1% of the total membership enrolled in EdCare at the time of the arrangement. The payback period from the JPA, without interest, began October 2019 and may take up to a maximum of six years to complete payback of the premium advance funding amount to the District, ending no later than October 2025. The District received payback from the JPA of \$87,333 during the fiscal year and has a remaining balance of \$283,833 as of June 30, 2022.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

Investment Accounting Policy

The District is required by GASB Statement No. 31 to disclose its policy for determining which investments, if any, are reported at amortized cost. The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

The District's investments in external investment pools are reported at an amount determined by the fair value per share of the pools underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940. The District's investment policy does not contain any specific provisions intended to limit the District's exposure to interest rate risk, credit risk, and concentration of credit risk.

Investments Authorized by Debt Agreements

Investment of debt proceeds held by trustees is governed by provisions of the debt agreements, rather than the general provisions of the California Government Code or the District's investment policy. The table below identifies the investments types that are authorized for investments held by trustees. The table also identifies certain provisions of these debt agreements that address interest rate risk, credit risk, and concentration of credit risk.

	Maximum
Authorized Investment Type	Security
U.S. Treasury Obligations	None
U.S. Agency Securities	None
Banker's Acceptances	180 days
Commercial Paper	270 days
Money Market Mutual Funds	N/A
Investment Contracts	30 years

Disclosures Relating to Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates.

Disclosures Relating to Credit Risk

Generally, credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization.

Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond that stipulated by the California Government Code. The District has no investments.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

Custodial Credit Risk

Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The California Government Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits, other than the following provisions for deposits: The California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agencies.

None of the District's deposits with financial institutions were in excess of federal depository insurance limits.

The custodial credit risk for investments is the risk that, in the event of the failure of the counterparty (e.g., broker-dealer) to a transaction, a government will not be able to recover the value of its investment or collateral securities that are in the possession of another party. The California Government code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for investments. With respect to investments, custodial credit risk generally applies only to direct investments in marketable securities. Custodial credit risk does not apply to a local government's indirect investment in securities through the use of mutual funds of government investment pools.

E. Fair Value

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure as asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 – Quoted prices (unadjusted) in active markets for identical assets.

Level 2 – Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical of similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 – Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized – Cash in County Treasury (Investments in county treasury) in the Fresno County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

Uncategorized – Investment in Joint Power Authority is not measured using the input levels above because the District's transactions are based on a stable net asset value.

The District's fair value measurements at June 30, 2022 were as follows:

	Uncategorized		Total	
Cash in County Treasury (Investments in county treasury)	\$	16,918,860	\$	16,918,860
Investment in Joint Power Authority	\$	283,833	\$	283,833

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2022

F. Accounts Receivable

Accounts receivable as of June 30, 2022, consist of the following:

	General Fund	Other Governmental Funds	Total
Federal Government:	¢ 4 040 750	¢ 047.000	¢ 0.420.250
Federal Programs	\$ 1,912,759	\$ 217,600	\$ 2,130,359
State Government: Categorical Aid Programs	95,888	6,943	102,831
Lottery	127,618	-	127,618
Other		10,318	10,318
Total State Government	223,506	17,261	240,767
Local Government:			
Other	15,528		15,528
Miscellaneous	47,997	7,597	55,594
Totals	\$ 2,199,790	\$ 242.458	\$ 2,442,248

G. Capital Assets

Capital asset activity for the period ended June 30, 2022, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:	¢ 505.676	\$ =	\$-	\$ 505,676
Land Work in Progress	\$ 505,676	66,317	Ψ -	66,317
Total capital assets not being depreciated	505,676	66,317		571,993
Capital assets being depreciated:				
Buildings	41,317,962	122,344		41,440,306
Land Improvements	965,152	-		965,152
Equipment	3,539,722	110,602		3,650,324
Total capital assets being depreciated	45,822,836	232,946	-	46,055,782
Less accumulated depreciation for:				
Buildings	12,791,501	869,638	-	13,661,139
Land Improvements	265,107	42,891	1 9 3	307,998
Equipment	3,083,825	232,157	-	3,315,982
Total accumulated depreciation	16,140,433	1,144,686		17,285,119
Total capital assets being depreciated, net	29,682,403	(911,740)		28,770,663
Governmental activities capital assets, net	\$ 30,188,079	\$ (845,423)	\$ -	\$ 29,342,656

Depreciation was charged to functions as follows:

Instruction	\$	15,685
Instruction-Related Services		11,343
Pupil Services		79,236
General Administration		2,751
Plant Services	1	<u>,035,671</u>
	\$ 1	,144,686

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

H. Right to Use Lease Assets

The District has recorded right to use lease assets. The assets are right to use assets for equipment. The related leases are discussed in the Leases Payable subsection of the Long-Term Obligations of Note (J). The right to use lease assets are amortized on a straight-line basis over the terms of the related leases.

Right to use lease asset activity for the fiscal year ended June 30, 2022, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Intangible right to use assets	\$ 445,580	\$ -	\$ 32,527	\$ 413,053
Totals at historical cost	445,580	-	32,527	413,053
Less: accumulated amortization	311,906	89,116	29,705	371,317
Right to Use Lease Assets - Net	<u>\$ 133.674</u>	\$ (89,116)	\$ 2,822	<u>\$ 41.736</u>

I. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at June 30, 2022, consisted of the following:

Due to Other Fund	Due From Other Fund	-	mount	Purpose
Child Development Fund	General Fund	\$	30,265	To charge indirect cost to the Child Development Fund
Cafeteria Fund	General Fund		37,307	To charge indirect cost to the Cafeteria
General Fund	Child Development Fund		28,408	Cashflow contribution to assist with Child Development Fund
	T dhu	\$	95,980	

All amounts due are scheduled to be repaid within one year.

2. Transfer To and From Other Funds

Transfer in to and out from other funds at June 30, 2022, consisted of the following:

<u>Transfer Out From</u> General Fund	<u>Transfer In To</u> Child Development Fund	<u>/</u> \$	<u>1000011</u> 28,408	Reason Cashflow contribution to assist with Child Development Fund.
		\$	28.408	

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2022

J. Long-Term Obligations

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the period ended June 30, 2022, are as follows:

		Beginning Balance	lr	ncreases_	D	ecreases	Ending Balance	D	Amounts ue Within Dne Year
Governmental Activities:	-								
General Obligation Bonds	\$	17,802,316	\$		\$	375,000	\$ 17,427,316	\$	5,000
Accreted Interest - 2016 Refunding									
Bonds		788,024		170,831			958,855		-
Bond Issuance Premium		666,056		•		24,220	641,836		÷-
Compensated Absences		133,951		15,420			149,371		149,371
Direct Borrowings:									
Certificates of Participation		1,985,000				125,000	1,860,000		130,000
Qualified Zone Academy Bond		1,470,118				133,647	1,336,471		133,647
Leases Payable		143,115	_			127,000	16,115	_	16,115
Totals	\$	22,988,580	\$	186,251	\$	784,867	\$ 22,389,964	\$	434,133

2. General Obligation Bonds

The outstanding general obligation bonded debt of the District as of June 30, 2022, is:

Date of Issue	Interest Rate%	Maturity Date	Original Issue	Dutstanding July 1, 2021	Ci	sued urrent Year	edeemed Current Year	Dutstanding Ine 30, 2022
2016	1.25-4.00	2032	\$ 5,440,000	\$ 5,050,000	\$	-	\$ 375,000	\$ 4,675,000
2016	3.99-4.35	2042	3,252,316	3,252,316			-	3,252,316
2016	2.00-4.25	2047	5,000,000	4,500,000			-	4,500,000
2018	2.63-5.50	2049	5,000,000	5,000,000		_	-	5,000,000
2			\$ 18,692,316	\$ 17,802,316	\$	-	\$ 375,000	\$ 17,427,316

On April 5, 2016, the District issued general obligation refunding bonds in the amount of \$8,692,316. The bonds were issued to advance refund \$2,999,999 of the outstanding 2004 Series B capital appreciation bonds including the related accreted interest of \$1,947,176 and the 2006 refunding serial bonds of \$3,235,000 and pay the related costs of issuing the new bonds. These bonds along with the accreted interest were fully redeemed in July 2016. On the Government-Wide Statements, the defeasance of these bonds resulted in a deferred outflow of resources of \$320,253 and is being amortized as a component of interest expense over the life of the new bonds. The unamortized balance at June 30, 2022 was \$234,032. The bonds bear interest of 1.25 - 4.35% and mature in July 2041.

In August 2016, the District issued \$5,000,000 of the 2016 Series A Bonds. The District issued these bonds to finance the renovation, construction, and improvement of school facilities. Semiannual payments will be made beginning in February 2017 with the interest rates ranging from 2.00% to 4.25% and maturing in August 2046.

In September 2018, the District issued \$5,000,000 of the 2016 Series B Bonds. The District issued these bonds to finance the renovation, construction, and improvement of school facilities and refund \$1,570,000 of the 2007 Certificates of Participation including related accrued interest of \$15,775 (NOTE J.3.). Semi-annual payments will be made beginning in February 2019 with the interest rates ranging from 2.63% to 5.50% and maturing in August 2048. The bonds were issued at a premium of \$726,607 which is reported as a Long-Term Obligation and is being amortized over the bond period against interest expense. The unamortizable balance at June 30, 2022 was \$641,836.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

The annual requirements to amortize general obligation bonds payable, outstanding as of June 30, 2022, are as follows:

2016 Refunding Bonds (Serial Bonds)

Year Ending	Governmental Activities								
June 30,	Principal		Interest		Total				
2023	\$ -	\$	62,372	\$	62,372				
2024	410,000		118,594		528,594				
2025	440,000		103,644		543,644				
2026	480,000		90,044		570,044				
2027	515,000		80,094		595,094				
2028-2032	2,830,000		207,429		3,037,429				
Totals	\$ 4,675,000	\$	662,177	\$	5,337,177				

2016 Refunding Bonds (Capital Appreciation Bonds)

Year Ending	Governmental Activities						
June 30,	Principal	Interest	Total				
2032-2036	\$ 1,436,871	\$ 1,503,130	\$ 2,940,001				
2037-2041	1,728,982	2,706,023	4,435,005				
2042	86,463	173,531	259,994				
Totals	\$ 3,252,316	\$ 4,382,684	\$ 7,635,000				

2016 Series A Bonds

Year Ending	Governmental Activites								
June 30,	Principal	Interest	Total						
2023	\$ -	\$ 149,125	\$ 149,125						
2024		149,125	149,125						
2025		149,125	149,125						
2026		149,125	149,125						
2027	-	149,125	149,125						
2028-2032	445,000	724,574	1,169,574						
2033-2037	780,000	646,580	1,426,580						
2038-2042	1,215,000	509,609	1,724,609						
2043-2047	2,060,000	232,050	2,292,050						
Totals	\$ 4,500,000	\$ 2,858,438	\$ 7,358,438						

2016 Series B Bonds

Current Interest	Governmental Activities							
Bonds	Principal	Interest	Total					
2023	\$ 5,000	\$ 244,250	\$ 249,250					
2024	10,000	244,025	254,025					
2025	30,000	243,425	273,425					
2026	40,000	242,375	282,375					
2027	50,000	241,025	291,025					
2028-2032	360,000	1,178,078	1,538,078					
2033-2037	530,000	1,109,527	1,639,527					
2038-2042	860,000	982,619	1,842,619					
2043-2047	1,575,000	653,527	2,228,527					
2048-2049	1,540,000	86,360	1,626,360					
Totals	\$ 5,000,000	\$ 5,225,211	\$ 10,225,211					

During the year, the District made payments on General Obligation Bonds of \$903,024, including interest of \$528,024. Capital Appreciation Bonds are accretive. Bond interest accumulates in the initial years and will be repaid in later years.

3. Certificates of Participation

The outstanding Certificates of Participation of the District as of June 30, 2022, is:

			Redeemed			
Date of Issue	Original Issue	Outstanding July 1, 2021	Current Year	Outstanding June 30, 2022		
2007	\$ 3,000,000	\$ 400,000	\$ 25,000	\$ 375,000		
2014	2,220,000	1,585,000	100,000	1,485,000		
	\$ 5,220,000	\$ 1,985,000	\$ 125,000	\$ 1,860,000		

In March 2007, the District issued Certificates of Participation (COP) in the amount of \$3,000,000 with interest rates ranging from 3.50% to 4.20%. The District issued the COP to finance construction and pay costs of delivery of the Certificates. As noted at Note J.2., a portion of the District's 2016 Series B Bonds were issued to refund \$1,570,000 of the 2007 Certificates of Participation. This produced an additional cash outflow of \$483,264 over the next 22 years. The economic loss resulting from the refunding transaction, calculated on a present value basis was \$28,765. The District's portion of future payments are as follows:

Year Ending		Governmental Activities							
June 30,	P	rincipal		nterest	Total				
2023	\$	30,000	\$	15,000	\$	45,000			
2024		30,000		13,781		43,781			
2025		30,000		12,544		42,544			
2026		30,000		11,306		41,306			
2027		30,000		10,068		40,068			
2028-2032		185,000		28,455		213,455			
2033		40,000		840		40,840			
Totals	\$	375.000	\$	91,994	\$	466.994			

On May 14, 2014 the District issued a Certificate of Participation (COP) of \$2,220,000 with interest rates ranging from 2.00% to 4.50%. The District issued the COP to finance acquisition construction and installation of certain capital improvements and pay costs of delivery of the Certificates. The District's portion of future payments are as follows:

Year Ending	Governmental Activities							
June 30,	P	rincipal		Interest	_	Total		
2023	\$	100,000	\$	59,475	\$	159,475		
2024		105,000		56,475		161,475		
2025		105,000		53,062		158,062		
2026		110,000		49,388		159,388		
2027		115,000		45,262		160,262		
2028-2032		650,000		151,856		801,856		
2033-2034		300,000		20,294		320,294		
Totals	\$ 1	485.000	\$	435,812	\$	1,920,812		

During the year the District made payments on the certificates of participation of \$203,325, including interest of \$78,325.

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2022

4. Qualified Zone Academy Bond

On June 1, 2015 the District issued a Qualified Zone Academy Bond (QZAB) of \$2,272,000 with a zero interest rate. In lieu of interest payments from the District, the lender receives a tax credit against its annual tax liability to the federal government. The District issued the QZAB to finance solar energy facilities and energy upgrades and pay for issuance costs. The District's portion of future payments are as follows:

Year Ending June 30,	F	Principal	Inte	erest	 Total
2023	\$	133,647	\$	-	\$ 133,647
2024		133,647		~	133,647
2025		133,647		-	133,647
2026		133,647		-	133,647
2027		133,647		-	133,647
2028-2032		668,236		-	668,236
Totals	\$	1,336,471	\$		\$ 1.336.471

During the year the District made principal payments on the QZAB of \$133,647.

5. Leases Payable

The District has entered into agreements to lease certain equipment. The lease agreements qualify as other than short-term leases under GASB 87 and, therefore, have been recorded at the present value of the future minimum lease payments as of their inception.

A lease agreement was executed in January 2018, to lease copiers and requires 60 monthly payments of \$8,206 per month. There are no variable payment components of the lease. The lease liability is measured at a discount rate of 4.00%, which is the District's estimated incremental borrowing rate. As a result, the district has recorded a right to use asset.

The future lease payment maturity schedule is as follows:

June 30,	Principal	Interest	Total
2023	\$ 16,115	\$ 298	\$ 16,413

In May 2022, the District executed a new copier lease with 60 monthly payment of \$7,777 beginning in September 2022. Upon the execution of this new lease the lease above was bought out and the final four payments were waived thus the final payment was made in August 2022.

K. Detail of Fund Balance Classifications

Details of assigned Fund Balances are as follows:

	General Fund	Other Governmental Funds
Assigned for:		
Additional 6% for Economic Uncertainties	\$ 1,616,588	\$ -
Retiree Health and Welfare Benefits	2,691,387	÷.
Preschool Services and Site Improvements	3 - 8	102,392
Cafeteria	-	203,461
Bond Capital Projects	· · · · ·	6,251
	\$ 4,307,975	\$ 312,104

L. Joint Ventures (Joint Powers Agreements)

The District participates in joint ventures under joint powers agreements (JPAs) with the Fresno Area Self-Insurance Benefits Organization dba The EdCare Group, Fresno County Self-Insurance Group, and the Organization of Self-Insured Schools. The relationship between Kingsburg Elementary Charter School District and the JPAs is such that none of the JPAs is a component unit of Kingsburg Elementary Charter School District for financial reporting purposes.

Condensed audited financial information for the above JPAs (the most current information available) can be obtained through each respective authority.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

Fresno Area Self-Insured Benefits Organization dba The EdCare Group (FASBO)

FASBO arranges for and provides medical, dental, and prescription insurance for its member districts. FASBO is governed by a Board consisting of a representative from each member district. The Board controls the operations of FASBO, including the selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the Board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in FASBO.

Fresno County Self-Insurance Group (FCSIG)

FCSIG arranges for and provides workers' compensation insurance for its member districts. FCSIG is governed by a Board consisting of a representative from each member district. The Board controls the operations of FCSIG, including the selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the Board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in FCSIG.

Organization of Self-Insured Schools (OSS)

OSS arranges for and provides property and liability insurance for its member districts. OSS is governed by a Board consisting of a representative from each member district. The Board controls the operations of OSS, including the selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the Board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in OSS.

M. Pension Plans

- 1. General Information About the Pension Plans
 - a. Plan Descriptions

Qualified employees are covered under cost-sharing multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and Local Government resolution. Support by the State for the CalSTRS plan is such that the plan has a special funding situation as defined by GASB Statement No. 68. CalSTRS and CalPERS issue publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on their respective websites.

b. Benefits Provided

CalSTRS and CalPERS provide service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at age 62 for normal benefits or at age 55 with statutorily reduced benefits. Employees hired prior to January 1, 2013 are eligible to retire at age 60 for normal benefits or at age 55 with statutorily reduced benefits. Service are eligible for normal benefits. All members are eligible for non-duty disability benefits after 10 years of service. All members are eligible for death benefits after one year of total service.

The Plans' provisions and benefits for the measurement period ending June 30, 2021 are summarized as follows:

	CalS	STRS	CalF	ERS
	Before	After	Before	After
Hire Date	Jan. 1, 2013	Jan. 1, 2013	Jan. 1, 2013	Jan. 1, 2013
Benefit Formula	2% at 60	2% at 62	2% at 55	2% at 62
Benefit Vesting Schedule	5 Years	5 Years	5 Years	5 Years
Benefit Payments	Monthly for Life	Monthly for Life	Monthly for Life	Monthly for Life
Retirement Age	55-60	55-62	50-62	52-67
Monthly benefits, as a %				
of eligible compensation	1.1 - 2.4%	1.0 - 2.4%*	1.1 - 2.5%	1.0 - 2.5%
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* Amounts are limited to 120% of Social Security Wage Base.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

LAR ENDED JOINE JU, 2022

c. Contributions - CalPERS

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. The CalPERS Board retains the authority to amend contribution rates. The total plan contributions are determined through CalPERS' annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The employer is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. For the year ended June 30, 2022, employees hired prior to January 1, 2013 contributed 7.00%, employees hired on or after January 1, 2013 contributed 7.00%, employees hired on or after January 1, 2013 contributed 7.00% of annual pay, and the employer's contribution rate is 22.91% of annual payroll. District contributions to the pension plan were \$907,606 for the year ended June 30, 2022, and equal 100% of the required contributions for the year.

d. Contributions – CalSTRS

For the year ended June 30, 2022, Section 22950 of the California Education code requires CalSTRS 2% at 60 and 2% at 62 members to contribute monthly to the system 10.25% and 10.205% of the creditable compensation, respectively, upon which members' contributions under this part are based. In addition, the employer required rates established by the CalSTRS Board have been established at 16.92% of creditable compensation. Rates are defined in Section 22950.5 through measurement period ending June 30, 2022. Beginning in the fiscal year 2022-23 and for each year thereafter, the CalSTRS Board has the authority to increase or decrease percentages paid specific to reflect the contribution required to eliminate by June 30, 2046, the remaining unfunded actuarial obligation with respect to service credited to members before July 1, 2014, as determined by the Board based upon a recommendation from its actuary. District contributions to the pension plan were \$1,659 683 for the year ended June 30, 2022, and equal 100% of the required contributions for the year.

e. On Behalf Payments

Consistent with Section 22955.1 of the California Education Code, the State of California makes contributions to CalSTRS on behalf of employees working for the District. For the year ended June 30, 2022, the State contributed \$1,110,951 on behalf of the District to CalSTRS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures.

Accordingly, these amounts have been recorded in these financial statements.

2. Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2022, the District reported net pension liabilities for its proportionate shares of the net pension liability of each plan. The CalSTRS net pension liability reflects a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability of each plan, the related CalSTRS State support, and the total portion of the net pension liability that is associated with the District is as follows:

	CalSTRS	CalPERS	Total
District's proportionate share of the net pension liability	\$ 7,417,913	\$ 5,112,716	\$ 12,530,629
State's proportionate share of the net pension liability associated with the District	3,732,484		3,732,484
Total	\$ 11,150,397	\$ 5,112,716	\$ 16,263,113

The District's net pension liability for each Plan is measured as the proportionate share of the net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2021, and the total pension liability for each Plan used to calculate the net pension liability was determined by the actuarial valuation as of June 30, 2020 rolled forward to June 30, 2021 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, actuarially determined.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

The District's proportionate share of the net pension liability for each Plan as of June 30, 2020 and 2021 was as follows:

Proportion - June 30, 2020 Proportion - June 30, 2021	0.017177% 0.016300%	0.026260% 0.025143%
Change - Increase (Decrease)	-0.000877%	-0.001117%

For the year ended June 30, 2022, the District recognized pension expense of \$884,333 and revenue of \$103,343 for support provided by the State. At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Dutflows of Resources	I	Deferred nflows of lesources
Pension contributions subsequent to measurement date	\$ 2,567,289	\$	
Differences between actual and expected experience	171,210		801,474
Change in assumptions	1,051,039		1 2 3
Change in employer's proportion and differences between the employer's contributions and the employer's proportionate share of contributions	827,582		1,261,328
Net difference between projected and actual earnings on plan investments	 <u> </u>	<u> </u>	7,829,868
Total	\$ 4,617,120	\$	9,892,670

\$2,567,289 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2023. The other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Year Ended June 30	
2023	\$ (1,662,895)
2024	(1,554,583)
2025	(2,022,604)
2026	(2,305,181)
2027	(110,181)
Thereafter	(187,395)
Total	\$ (7,842,839)

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

a. Actuarial Assumptions

The total pension liabilities in the June 30, 2020 actuarial valuations were determined using the following actuarial assumptions:

	CalSTRS	CalPERS
Valuation Date	June 30, 2020	June 30, 2020
Measurement Date	June 30, 2021	June 30, 2021
Actuarial Cost Method	Entry Age - Normal	Entry Age - Normal
	Cost Method	Cost Method
Actuarial Assumptions:		
Discount Rate	7.10%	7.15%
Inflation	2.75%	2.50%
Payroll Growth	3.50%	(3)
Post Retirement Benefit Increase	(1)	(4)
Investment Rate of Return	7.10%	7.15%
Mortality	(2)	(5)

(1) CalSTRS post retirement benefit increases assumed at 2% simple for DB (annually) maintaining 85% purchasing power level for DB. Increases are not applicable for DBS/CBB.
 (2) CalSTRS base mortality tables are custom tables delivered to best fit the patterns of mortality among CalSTRS members. The projection scale was set to equal 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table issued by the Society of Actuaries.

(3) Varies by entry age and service.

(4) CalPERS post retirement benefit increases assumes 2.00% until PPPA floor on purchasing power applies, 2.50% thereafter.

(5) CalPERS mortality table was developed based on CalPERS specific data. The table includes 15 years of mortality improvements using the Society of Actuaries 90% of scale MP-2016. For more details on this table, please refer to the December 2017 experience study report (based on CalPERS demographic data from 1997 to 2015) that can be found on the CalPERS website.

b. Discount Rate

The discount rate used to measure the total pension liability was 7.10% for CalSTRS and 7.15% for CalPERS. The projection of cash flows used to determine the discount rate assumed that contributions from plan members, employers, and state contributing agencies will be made at statutory contribution rates. To determine whether the District bond rate should be used in the calculation of a discount rate for each plan, CalSTRS and CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current discount rates are adequate and the use of the District bond rate calculation is not necessary for either plan. The stress test results are presented in a detailed report that can be obtained from CalSTRS and CalPERS websites.

According to Paragraph 30 of GASB Statement No. 68, the long-term discount rate should be determined without reduction for pension plan administrative expenses. The investment return assumption used in the accounting valuations is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. Using this lower discount rate has resulted in a slightly higher Total Pension Liability and Net Pension Liability. CalSTRS and CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

CalSTRS and CalPERS are scheduled to review all actuarial assumptions as part of their regular Asset Liability Management (ALM) review cycle. CalSTRS completed their ALM in November 2019. CalPERS completed their ALM in 2018 with new policies in effect on July 1, 2018. Both CalSTRS and CalPERS conduct new ALM's every four years.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CaISTRS and CaIPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first 10 years) and long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return and arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest quarter of one percent.

The tables below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

CalPERS

	Assumed Asset	Real Return	Real Return
Asset Class*	Allocation	(Years 1-10)**	(Years 11+)***
Global Equity	50.00%	4.80%	5.98%
Fixed Income	28.00%	1.00%	2.62%
Inflation Assets		0.77%	1.81%
Private Equity	8.00%	6.30%	7.23%
Real Assets	13.00%	3.75%	4.93%
Liquidity	1.00%		-0.92%
	100.00%		

*In the System's Annual Comprehensive Financial Report (ACFR), Fixed Income is included in Global Debt Securities; Liquidity is included in Short-Term Investments; Inflation Assets are included in both Global Equity Securities and Global Debt Securities.

Long Term*

** An expected inflation of 2.00% used for this period.

*** An expected inflation of 2.92% used for this period.

CalSTRS

Asset Class	Assumed Asset Allocation	Expected Real Rate of Return
Public Equity	42.00%	4.80%
Real Estate	15.00%	3.60%
Private Equity	13.00%	6.30%
Fixed Income	12.00%	1.30%
Risk Mitigating Strategies	10.00%	1.80%
Inflation Sensitive	6.00%	3.30%
Cash/Liquidity	2.00%	-0.40%
•	100.00%	

* 20-year average.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2022

c. Sensitivity to Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following represents the District's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	CalSTRS	CalPERS
1% Decrease	6.10%	6.15%
Net Pension Liability	\$15,100,216	\$ 8,620,757
Current Discount Rate	7.10%	7.15%
Net Pension Liability	\$ 7,417,913 °	\$5,112,716
1% Increase	8.10%	8.15%
Net Pension Liability	\$ 1,041,748	\$2,200,289

d. Pension Plan Fiduciary Net Position

Detailed information about each pension plan's fiduciary net position is available in the separately issued CaISTRS and CaIPERS financial reports.

N. Post-Employment Benefits Other than Pension Benefits

1. General Information about the OPEB Plan

Plan Description

In addition to the pension benefits described in Note M the District provides post-employment health care and supplementary early retirement plan benefits to employees based on the date they were hired. Employees hired on or before January 13, 1994 who retire from the District on or after attaining age 55 receive benefits until age 70, age 75 or life, based on length of service. Employees hired after January 13, 1994 who retire from the District on or after attaining age 55 with at least 15 years of service, receive benefits until age 65. The plan is a single-employer defined benefit OPEB plan administered by District's board of directors. Authority to establish and amend the benefit terms and financing requirements lies with the District's board of directors. No assets are accumulated in a trust that meets the criteria in paragraph 4 of the GASB 75 statement.

Employees Covered by Benefit Terms

As of June 30, 2022, the following employees were covered by the benefit terms:

Inactive Employees or Beneficiaries Currently Receiving Benefits	71
Inactive Employees Entitled to But Not Yet Receiving Benefits	-
Participating Active Employees	154
Total Number of participants	225

Contributions

The contribution requirements of OPEB Plan members and the District are established and may be amended through negotiations between the District and the respective bargaining units. The voluntary contribution is based on projected pay-as-you-go financing requirements. For the fiscal year ended June 30, 2022, the District contributed \$1,431,423 to the Plan, of which \$1,431,423 was used for current premiums.

An actuarially determined contribution was not calculated for OPEB for the fiscal year, therefore a 10-year schedule is not presented in the required supplementary information.

2. Total OPEB Liability

The District's total OPEB liability of \$26,242,924 was measured as of June 30, 2021 and was determined by an actuarial valuation date of June 30, 2021.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

Actuarial Assumptions and Other Inputs

The total OPEB liability on the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified.

Inflation	2.50 percent
Salary Increases	2.75 percent, average, including inflation
Discount Rate	2.16 percent
Healthcare Cost Trend Rates	4.00 percent

Mortality assumptions were based on the 2009 CaISTRS Mortality Table for certificated employees and the 2017 CaIPERS Active Mortality for Miscellaneous Employees and Schools Employees Table for classified employees.

The actuarial assumptions used on the June 30, 2021 valuation were based on a review of plan experience which included a validation of experience studies prepared by CalSTRS and CalPERS for retirement and turnover assumptions during the period of 2015 through 2018 for CalSTRS and during the period of 1997 through 2015 for CalPERS. For other assumptions, actual plan provisions and data were used.

Discount Rate

The discount rate was based on the Bond Buyer 20-bond General Obligation Index. It was assumed that contributions would be sufficient to fully fund the obligation over a period not to exceed 30 years.

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3. Changes in Total OPEB Liability

	Total OPEB
	Liability
Balance at June 30, 2021	\$ 23,957,992
Changes for the year:	
Service cost	738,646
Interest on Total OPEB Liability	525,481
Expected Investment Income	: -
Administrative Expenses	-
Employee Contributions	(1,360,738)
Employee Contributions to Trust	
Employer Contributions as Benefit Payments	(e.
Actual Benefit Payments from Trust	-
Actual Benefit Payments from Employer	(- :
Experience (Gains)/Losses from	
Expected Minus Actual Benefit Payments	05
Expected Balance at June 30, 2022	23,861,381
Experience (Gains)/Losses	861,605
Changes in Assumptions	1,519,938
Changes in Benefit Terms	(*
Investment Gains/(Losses)	
Other	3
Net changes	2,284,932
Balance at June 30, 2022	\$ 26,242,924

The discount rate of 2.16% for fiscal year ended June 30, 2022 decreased by 0.04% from the discount rate of 2.20% in the prior measurement period of June 30, 2020. There were no other changes in benefit terms or assumptions and other inputs for the fiscal year ended June 30, 2022.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the District if it were calculated using a discount rate that is one percentage point lower or one percentage point higher than the current discount rate:

	District's OPEB Plan				
1% decrease Total OPEB Liability	\$	1.16% 29,611,832			
Current discount rate Total OPEB Liability	\$	2.16% 26,242,924			
1% increase Total OPEB Liability	\$	3.16% 23,424,234			

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the total OPEB liability of the District if it were calculated using health care cost trend rates that are one percentage point lower or one percentage point higher than the current healthcare cost trend rates:

	District's OPEB Plan			
1% decrease Total OPEB Liability	\$	3.00% 23,090,802		
Current healthcare cost trend rate Total OPEB Liability	\$	4.00% 26,242,924		
1% increase Total OPEB Liability	\$	5.00% 30,031,639		

4. <u>OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related</u> to OPEB

For the fiscal year ended June 30, 2022, the District recognized OPEB expense of \$1,722,511. As

of fiscal year ended June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources			Deferred Inflows of _Resources_	
Contributions made subsequent to measurement date	\$	1,431,423	\$		
Differences between expected and actual experience		1,210,606		820,179	
Change in assumptions		4,557,432		460,980	
Net difference between projected and actual earnings					
on OPEB plan investments		3			
·	\$	7,199,461	\$	1,281,159	

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

\$1,431,423 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of total OPEB liability in the year ended June 30, 2023. The other amounts reported as deferred inflows of resources related to OPEB will be recognized as OPEB expense as follows:

Year Ended June 30:	
2023	\$ 458,384
2024	458,384
2025	458,384
2026	458,384
2027	458,384
Thereafter	 2,194,959
Total	\$ 4,486,879

O. Commitments and Contingencies

State and Federal Allowances, Awards and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

Required Supplementary Information

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GENERAL FUND BUDGETARY COMPARISON SCHEDULE FOR THE YEAR ENDED JUNE 30, 2022

Revenues:	B	udgeted A	mounts Final	Actual	Variance with Final Budget Positive (Negative)	
LCFF Sources: State Apportionment or State Aid Education Protection Account Funds Local Sources Federal Revenue Other State Revenue Other Local Revenue Total Revenues	4,11 3,06 6,77 3,06 1,02	7,611 \$ 7,733 3,033 3,496 50,568 8,200 10,641	13,342,751 5,372,953 3,433,329 7,208,298 3,547,078 1,228,002 34,132,411	<pre>\$ 10,307,053 9,759,891 3,433,433 3,294,001 3,311,112 1,361,846 31,467,336</pre>	\$ (3,035,698) 4,386,938 104 (3,914,297) (235,966) 133,844 (2,665,075)	
Expenditures: Current: Certificated Salaries Classified Salaries Employee Benefits Books And Supplies Services And Other Operating Expenditures Other Outgo Direct Support/Indirect Costs Capital Outlay Debt Service: Principal Interest Total Expenditures	3,80 7,26 8,06 2,88 10 (4 12 32 5	2,090 99,249 52,761 52,992 55,899 14,835) 21,007 28,647 14,000 14,726	11,758,502 4,517,756 8,162,315 5,448,038 4,118,042 107,899 (44,835) 371,229 328,647 54,000 34,821,593	10,532,619 4,183,902 7,344,453 1,272,047 3,124,655 56,613 (60,524) 256,996 228,118 4,249 26,943,128	1,225,883 333,854 817,862 4,175,991 993,387 51,286 15,689 114,233 100,529 49,751 7,878,465	
Excess (Deficiency) of Revenues Over (Under) Expenditures	2,75	5,915	(689,182)	4,524,208	5,213,390	
Other Financing Sources (Uses): Transfers Out Total Other Financing Sources (Uses) Net Change in Fund Balance	(14	0,000) 0,000) 5,915	(140,000) (140,000) (829,182)	(28,408) (28,408) 4,495,800	111,592 111,592 5,324,982	
Fund Balance, July 1 Fund Balance, June 30		29,515 15,430 \$	10,629,515 9,800,333	10,629,515 \$	\$	

SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM LAST TEN FISCAL YEARS*

	Fiscal Years**							
	2015	2016	2017	2018	2019	2020	2021	2022
District's proportion of the net pension liability (asset)	0.016719%	0.017267%	0.017234%	0.016465%	0.015897%	0.016544%	0.017177%	0.016300%
District's proportionate share of the net pension liability (asset)	\$ 9,769,800	\$ 11,625,097	\$ 13,938,705	\$ 15,227,136	\$ 14,610,167	\$ 14,941,730	\$ 16,646,134	\$ 7,417,913
State's proportinate share of the net pension liability (asset) associated with the District	5,899,486	6,148,379	7,936,224	9,008,318	8,365,045	8,151,777	8,581,015	3,732,484
Total	\$ 15,669,286	\$ 17,773,476	\$21,874,929	\$24,235,454	\$22,975,212	\$23,093,507	\$25,227,149	\$ 11,150,397
District's covered-employee payroll	\$ 7,499,270	\$ 8,175,447	\$ 8,629,355	\$ 8,688,908	\$ 8,505,845	\$ 8,885,433	\$ 9,573,171	\$ 9,756,220
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	130.28%	142.20%	161.53%	175.25%	171.77%	168.16%	173.88%	76.03%
Plan fiduciary net position as a percentage of the total pension liability	76.52%	74.02%	70.04%	69.46%	70. 99 %	72.56%	71.82%	87.21%

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

** Information presented is for the fiscal year ended on the measurement date of the net pension liability.

SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM LAST TEN FISCAL YEARS*

	Fiscal Years							
	2015	2016	2017	2018	2019	2020	2021	2022
Contractually required contribution	\$ 725,922	\$ 924 ,701	\$ 1,092,681	\$1,227,054	\$1,446,322	\$1,636,617	\$1,575,143	\$1,659,683
Contributions in relation to the contractually required contributions	(725,922)	(924,701)	(1,092,681)	(1,227,054)	(1,446,322)	(1,636,617)	(1,575,143)	(1,659,683)
Contribution deficiency (excess)	\$	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	\$	<u>\$</u>	\$
District's covered-employee payroll	\$ 8,175,447	\$ 8,629,355	\$ 8,688,908	\$8,505,845	\$8,885,433	\$9,573,171	\$9,756,220	\$9,806,205
Contributions as a percentage of covered- employee payroll	8.88%	10.72%	12.58%	1 4.4 3%	16.28%	17.10%	16.15%	16.92%

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY CALIFORNIA PUBLIC EMPLOYEES' RETIREMENT SYSTEM LAST TEN FISCAL YEARS*

	Fiscal Years**							
	2015	2016	2017	2018	2019	2020	2021	2022
District's proportion of the net pension liability (asset)	0.027549%	0.027663%	0.026560%	0.024667%	0.025052%	0.025322%	0.026260%	0.025143%
District's proportionate share of the net pension liability (asset)	\$ 3,127,529	\$ 4,077,603	\$ 5,245,655	\$ 5,888,771	\$ 6,679,651	\$ 7,379,846	\$ 8,057,420	\$ 5,112,716
District's covered-employee payroll	\$ 2,896,862	\$ 3,062,834	\$ 3,186,132	\$ 3,146,077	\$ 3,304,347	\$ 3,492,822	\$ 3,783,726	\$ 3,607,954
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payrol!	107.96%	133.13%	164.64%	187.18%	202.15%	211.29%	212.95%	141.71%
Plan fiduciary net position as a percentage of the total pension liability	83.38%	79.43%	73.90%	71.87%	70.85%	70.05%	70.00%	80.97%

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

** Information presented is for the fiscal year ended on the measurement date of the net pension liability.

SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS CALIFORNIA PUBLIC EMPLOYEES' RETIREMENT SYSTEM LAST TEN FISCAL YEARS*

	Fiscal Years							
	2015	2016	2017	2018	2019	2020	2021	2022
Contractually required contribution	\$ 360,173	\$ 374,430	\$ 436,930	\$ 513,198	\$ 630,885	\$ 746,207	\$ 746,836	\$ 907,606
Contributions in relation to the contractually required contribution	(360,173)	(374,430)	(436,930)	(513,198)	(630,885)	(746,207)	(746,836)	(907,606)
Contribution deficiency (excess)	<u>\$ </u>	<u>\$ </u>	\$	\$	\$	<u>\$</u>	<u>\$</u> -	<u> </u>
District's covered-employee payroll	\$ 3,062,834	\$ 3,186,132	\$ 3,146,077	\$ 3,304,347	\$ 3,492,822	\$ 3,783,726	\$ 3,607,954	\$ 3,961,655
Contributions as a percentage of covered- employee payroll	11.759%	11.752%	13.888%	15.531%	18.062%	19.721%	20.700%	22.9 10%

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

SCHEDULE OF CHANGES IN THE TOTAL OPEB LIABILITY AND RELATED RATIOS

LAST TEN FISCAL YEARS*

	Fiscal Year**				
	2018	2019	2020	2021	2022
Total OPEB Liability					
Service Cost	\$ 402,387	\$ 413,453	\$ 404,317	\$ 575,952	\$ 738,646
Interest on total OPEB liability	714,503	787,275	771,103	701,525	525,481
Difference between expected and actual experience			(1,157,241)	526,076	861,605
Change of Assumptions		(768,304)	642,187	3,368,627	1,519,938
Benefit payments	(808,399)	(840,735)	(984,147)	(1,413,491)	(1,360,738)
Net change in total OPEB liability	308,491	(408,311)	(323,781)	3,758,689	2,284,932
Total OPEB liability - beginning	20,622,904	20,931,395	20,523,084	20,199,303	23,957,992
Total OPEB liability - ending	\$ 20,931,395	\$20,523,084	\$ 20,199,303	\$ 23,957,992	\$ 26,242,924
Covered-employee payroll	\$ 11,839,885	\$ 11,840,192	\$ 12,528,255	\$ 13,361,097	\$ 13,418,874
Total OPEB liability as a percentage of covered-employee payroll	176.7 9%	173.33%	161.23%	179.31%	195.57%

*This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

**Information presented is for the fiscal year ended on the measurement date of the total OPEB liability.

Supplementary Information Section

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT ORGANIZATION YEAR ENDED JUNE 30, 2022

The District was established in 1874, and its boundaries are located in Fresno, Kings, and Tulare Counties. There were no changes in the boundaries of the District during the current year. The District is currently operating five elementary schools, one intermediate school, and one home school.

Board of Trustees

Name	Office	Term Expires
Karyll Smith Quinn	President	December 2022
Brad Bergstrom	Clerk	December 2022
Constance Lunde	Member	December 2024
Shane Murray	Member	December 2022
Frank Yanes	Member	December 2024

Administration

Wesley Sever, Ed.D. District Superintendent Since July 2012

Melanie Sembritzki Assistant Superintendent – Curriculum and Instruction, and Special Projects, Since July 2012 and retired in June 2022.

SCHEDULE OF AVERAGE DAILY ATTENDANCE

YEAR ENDED JUNE 30, 2022

	*Second Period Report		*Annual Report	
	Original	*Revised	Original	*Revised
ТК/К-3:				
Regular ADA - Classroom-Based	790	790	787	787
Regular ADA - Non Classroom-Based	202	203	204	204
TK/K-3 Totals	992	993	991	991_
Grades 4-6:	568	568	567	567
Regular ADA - Classroom-Based	117	117	118	118
Regular ADA - Non Classroom-Based	685	685	685	685
Grades 4-6 Totals	000			
Grades 7 and 8:		1.0 (242)		
Regular ADA - Classroom-Based	408	408	406	406
Regular ADA - Non Classroom-Based	74	74	74	74
Community Day School	1_	1_	2	2
Grades 7 and 8 Totals	483	483	482	482
ADA Totals	2,160	2,161	2,158	2,158

Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

SCHEDULE OF INSTRUCTIONAL TIME

YEAR ENDED JUNE 30, 2022

Grada	Ed. Code 47612 Minutes	2021-22 Actual	Number of Days Traditional	Number of Days Multitrack	
Grade Levei	Requirement	Minutes	Calendar	Calendar	Status
TK/Kindergarten	36,000	52,715	180	N/A	In Compliance
Grade 1	50,400	51,215	180	N/A	In Compliance
Grade 2	50,400	51,380	180	N/A	In Compliance
Grade 3	50,400	51,380	180	N/A	In Compliance
Grade 4	54,000	54,519	180	N/A	In Compliance
Grade 5	54,000	54,529	180	N/A	In Compliance
Grade 6	54,000	54,529	180	N/A	In Compliance
Grade 7	54,000	55,358	180	N/A	In Compliance
Grade 8	54,000	55,358	180	N/A	In Compliance

School districts and charter schools must maintain their instructional minutes as defined in Education Code Section 46207. This schedule is required of all districts, including basic aid districts.

This schedule presents information on the amount of instruction time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS

YEAR ENDED JUNE 30, 2022

General Fund	(Budget) ⁽¹⁾ 2023	2022	2021	2020
Revenues and Other Financial Sources	\$ 36,609,627	\$ 31,467,336	\$ 28,213,362	\$ 26,582,253
Expenditures Other Uses and Transfers Out	36,540,371 <u>140,000</u>	26,943,128 28,408	26,555,365 155,338_	24,589,662 531,345
Total Outgo	36,680,371	26,971,536	26,710,703	25,121,007
Change in Fund Balance (Deficit)	(70,744)	4,495,800	1,502,659	1,461,246
Ending Fund Balance	\$ 15,054,571	\$ 15,125,315	\$ 10,629,515	\$ 9,126,856
Available Reserves ⁽²⁾	\$ 11,513,738	\$ 9,184,675	\$ 5,878,347	\$ 5,008,007
Available Reserves as a Percentage of Total Outgo	31.39%	34.05%	22.01%	19.94%
Total Long-Term Debt	\$ 60,729,384	\$ 61,163,517	\$ 71,507,011	\$ 65,971,615
Average daily attendance	2,161	2,161	2150*	2,150

(1) Budget 2023 is included for analytical purposes only and has not been subjected to audit.

(2) The Special Reserve Fund for Other Than Capital Outlay Projects has been included due to their consolidation into the General Fund.

(3) Available reserves consist of all unassigned fund balance and all funds reserved for economic uncertainties contained within the General Fund. The 2023 Budget does not include the Additional 6% for Economic Uncertainties assignment.

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

The General Fund balance has increased by \$5,998,459 over the past two years. The fiscal year 2022-23 budget projects a decrease of \$70,744 (.47%). For a district of this size, the state recommends available reserves of at least 3% of total General Fund expenditures, transfers out, and other uses (total outgo).

The District has not incurred an operating deficit in the past three years, but anticipates incurring an operating deficit during the 2022-23 fiscal year. The total long-term debt has decreased by \$4,808,098 over the past two years. This decrease is mostly a result of the decrease in net pension liabilities.

Average daily attendance has increased by 11 over the past two years. No decrease in ADA is anticipated during fiscal year 2022-23.

*For fiscal year 2020-21, the District was funded on 2019-20 ADA, adjusted according to provisions specified in EC Section 43502, as applicable.

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2022

Federal Grantor/Pass-Through Grantor/ Program Title U.S. Department of Education:	Federal Assistance Listing/ CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
Passed through California Department of Education (CDE): ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 814,333
Special Education (IDEA) Cluster: Special Ed: IDEA, Basic Local Assistance Entitlement, Part B, Sec 611 Special Ed: IDEA, Local Assistance , Part B, Sec 611, Private School ISPs Special Ed: IDEA, Preschool Grants, Part B, Sec 619	84.027 84.027 84.173	13379 10115 13430	405,949 10,136 37,066
Subtotal - Special Education (IDEA) Cluster)			453,151
ESSA: Title III, English Learner Student Program	84.365	14346	17,003
ESSA: Title III, Immigrant Student Program	84.365	15146	556_
ESSA: Title II, Part A Supporting Effective Instruction	84.367	14341	145,078
ESSA: Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	23,334
 COVID-19 - Elementary & Secondary School Emergency Relief (ESSER) Fund COVID-19 - Elementary & Secondary School Emergency Relief (ESSER II) Fund COVID-19 - Elementary & Secondary School Emergency Relief (ESSER III) Fund COVID-19 - Expanded Learning Opportunities (ELO) Grant: ESSR II State Reserve COVID-19 - Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation COVID-19 - American Rescue Plan-Homeless Children and Youth (ARP - Homeless I) Subtotal Total passed through CDE Total U.S. Department of Education 	84.425D 84.425D 84.425 84.425 84.425C 84.425C 84.425	15536 15547 15559 15618 15517 15566	66,681 1,661,476 89,470 9,923 12,159 835 1,840,544 3,293,999 3,293,999
U.S. Department of Health and Human Services: Passed through California Department of Education (CDE): COVID-19 - Child Development: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - One-Time Stipend	93.575	15555	28,665
Total U.S Department of Health and Human Services			28,665
U.S. Department of Agriculture: Passed through California Department of Education (CDE): Child Nutrition Cluster: National School Breakfast Program National School Lunch Program Food Distribution - Commodities	10.553 10.555 10.555	13390 13391 13391	204,773 825,274 107,006
Subtotal - Child Nutrition Cluster			1,137,053
Child & Adult Care Food Program	10.558	13393	4,400
Total Department of Agriculture			1,141,453 1,141,453
Total Expenditures of Federal Awards			\$ 4,464,117

The accompanying notes are an integral part of this schedule.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED JUNE 30, 2022

Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the federal award activity of Kingsburg Elementary Charter School District under programs of the federal government for the year ended June 30, 2022. The information in this schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position or changes in financial position of the District.

Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures may or may not be allowable or may be limited as to reimbursement.

The District has elected not to use the 10-percent de minimis indirect cost rate as allowable under the Uniform Guidance.

Non-Cash Assistance

Non-cash assistance in the form of donated foods was received from California Department of Education as a pass-through grant from the U.S. Department of Agriculture. The District reports the donated foods received on the Schedule at the fair value at time of receipt. The amount received during 2021-22 was \$107,006.

Reconciliation of Expenditures

Reconciliation of expenditures per schedule of federal grant activity with the federal revenue reported on the District's Statement of Revenue, Expenditures, and Changes in Fund Balances - Governmental Funds follows:

Schedule of Expenditures of Federal Awards	\$ 4,464,117
Child & Adult Care Food Program received in 2021-22	3,415
Child & Adult Care Food Program spent in 2021-22	(4,400)
COVID-19 - Child Nutrition: CACFP Emergency Operational Costs Reimbursment	
(ECR) received in 2021-22	662
National School Lunch and Breakfast Program received in 2021-22	1,087,653
National School Lunch and Breakfast Program spent in 2021-22	(1,030,047)
COVID-19 - Child Nutrition: SNP Emergency Operational Costs Reimbursement (ERC)	
received in 2021-22	20,416
Child Nutrition: Supply Chain Assistance (SCA) Funds received in 2021-22	51,030
Other Child Nutrition Funds Received in 2021-22	3,063
COVID-19 - Child Development: Coronavirus Response and Relief Supplemental	
Appropriations (CRRSA) Act - One-time Stipend received in 2021-22	(28,665)
Rounding	3
	\$ 4,567,247

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2022

	General Fund	Other Governmental Funds
June 30, 2022 Annual Financial and Budget Report Fund Balances	\$ 15,103,760	\$ 2,232,722
Adjustments and Reclassifications: Increasing (Decreasing) the Fund Balance: Accounts Receivable Understatement Investment in Joint Power Authority (Overstatement)	108,888 (87,333)	51,030
Net Adjustments and Reclassifications	21,555	51,030
June 30, 2022 Audited Financial Statement Fund Balances	\$ 15,125,315	\$ 2,283,752
	Noncurrent Liabilities	
June 30, 2022 Annual Financial and Budget Report - Form Debt	\$ 71,507,011	
Adjustments and Reclassifications: Increase (Decrease) in Total Liabilities:		
General Obligation Bonds	(399,220)	
Certificates of Participation	(125,000)	
Leases Payable	16,115	
Other General Long-Term Debt	37,184	
Net Pension Liability	(12,172,925)	
OPEB Liability	2,284,932	
Compensated Absences	15,420	
Net Adjustments and Reclassifications	(10,343,494)	
June 30, 2022 Noncurrent Liabilities	\$ 61,163,517	

This schedule provides the information necessary to reconcile the fund balances of all funds and the total long-term liabilities as reported on the annual financial and budget report to the audited financial statements. Funds that required no adjustment are not presented.

Other Independent Auditor's Reports

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Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Board of Trustees Kingsburg Elementary Charter School District Kingsburg, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Kingsburg Elementary Charter School District, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Kingsburg Elementary Charter School District's basic financial statements, and have issued our report thereon dated December 15, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Kingsburg Elementary Charter School District's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Kingsburg Elementary Charter School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Kingsburg Elementary Charter School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Kingsburg Elementary Charter School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Governmental Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Borchardt, Corona), Faeth É Gakavian

Fresno, California December 15, 2022

Board of Trustees Kingsburg Elementary Charter School District Kingsburg, California

Report on State Compliance

Opinion on State Compliance

We have audited Kingsburg Elementary Charter School District's, (the District's) compliance with the requirements specified in the 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting published by the California Education Audit Appeals Panel applicable to the District's state program requirements identified below for the fiscal year ended June 30, 2022.

In our opinion, Kingsburg Elementary Charter School District complied, in all material respects, with the laws and regulations of the state programs noted in the table below for the year ended June 30, 2022.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the State's audit guide, 2021-22 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* published by the California Education Audit Appeals Panel. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for State Compliance

Management is responsible for compliance with the requirements referred to above, and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's state programs.

Auditor's Responsibilities for the Audit of State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on state compliance about the District's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, Government Auditing Standards, and the 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design
 and perform audit procedures responsive to those risks. Such procedures include examining, on a
 test basis, evidence regarding the District's compliance with the compliance requirements referred
 to above and performing such other procedures as we consider necessary in the circumstances;

- Obtain an understanding of the District's internal control over state compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, but not for the purpose of expressing an opinion on the effectiveness of the District's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

and regulations applicable to the following items:	Procedures in Audit Guide Performed?
Compliance Requirements	Fendinica
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS:	
Attendance Accounting:	N/A
Attendance Reporting	N/A
Teacher Certification and Misassignments	N/A
Kindergarten Continuance	N/A
Independent Study	N/A
Continuation Education	N/A
Instructional Time:	N/A
School Districts	N/A
Instructional Materials Ratios of Administrative Employees to Teachers	N/A
Classroom Teacher Salaries	N/A
Early Retirement Incentive	N/A
GANN Limit Calculation	N/A
School Accountability Report Card	N/A
Juvenline Court Schools	N/A
Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	N/A
Transportation Maintenance of Effort	N/A
Apprenticeship: Related and Supplemental Instruction	N/A
Comprehensive School Safety Plan	N/A
District of Choice	N/A
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND	1
CHARTER SCHOOLS:	Yes
California Clean Energy Jobs Act	100
After/Before school Education and Safety Program: After School	N/A
Before School	N/A
General Requirements	N/A
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	N/A
Immunizations	N/A
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	N/A
In Person Instruction Grant	Yes

	Procedures in Audit Guide Performed?
CHARTER SCHOOLS:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	N/A
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant Program	N/A

The term "N/A" is used above to mean either the District did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance with the above requirements, which are required to be reported in accordance with the State's audit guide, 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the California Education Audit Appeals Panel and which are described in the accompanying Schedule of Findings and Questioned Costs as item 2022 – 001. Our opinion on state compliance is not modified with respect to these matters.

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over State Compliance

A deficiency in internal control over state compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A material weakness in internal control over state compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over state compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section above and was not designed to identify all deficiencies in internal control over state compliance that might be a material weaknesses or significant deficiencies in internal control over state compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over state compliance that we consider to be material weaknesses, as define above. However, material weaknesses or significant deficiencies in internal control over state compliance that we consider to be material weaknesses, as define above. However, material weaknesses or significant deficiencies in internal control over state compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over state compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over state compliance is solely to describe the scope of our testing of internal control over state compliance and the results of that testing based on the 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Accordingly, this report is not suitable for any other purpose.

Borchardt, Corona), Faeth & Gakavian

Fresno, California December 15, 2022

Independent Auditor's Report on Compliance for Each Major Federal Program and on Internal Control over Compliance Required by the Uniform Guidance

Board of Trustees Kingsburg Elementary Charter School District Kingsburg, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Kingsburg Elementary Charter School District's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of Kingsburg Elementary Charter School District's major federal programs for the year ended June 30, 2022. Kingsburg Elementary Charter School District's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and guestioned costs.

In our opinion, Kingsburg Elementary Charter School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Kingsburg Elementary Charter School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Kingsburg Elementary Charter School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirement referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of law, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Kingsburg Elementary Charter School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Kingsburg Elementary Charter School District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design
 and perform audit procedures responsive to those risks. Such procedures include examining, on a
 test basis, evidence regarding Kingsburg Elementary Charter School District's compliance with the
 compliance requirements referred to above and performing such other procedures as we
 considered necessary in the circumstances.
- Obtain an understanding of Kingsburg Elementary Charter School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Kingsburg Elementary Charter School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance that we considered to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance that we considered to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Borchardt, Corona), taeth É Gakarian

Fresno, California December 7, 2022

Findings and Recommendations Section

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS YEAR ENDED JUNE 30, 2022

Summary of Auditors' Results

1. Financial Statements

	Type of auditors' report issued:	Unmodified
	Internal control over financial reporting: Material weakness (es) identified? Significant deficiency (ies) identified not considered to be material weakness (es)	YesX No YesX None reported
	Noncompliance material to financial statements noted?	Yes <u>X</u> No
2.	Federal Awards	
	Internal control over major programs: Material weakness (es) identified? Significant deficiency (ies) identified not considered to be material weakness (es)	Yes <u>X</u> No Yes <u>X</u> None reported
	Type of auditors' report issued on compliance for major programs:	Unmodified
	Any audit findings disclosed that are required to be reported in accordance with Title 2 CFR 200.516(a)?	Yes <u>X</u> No
	Identification of major programs:	
	Federal Assistance Listing/CFDA Number(s)	Name of Federal Program or Cluster
	84.425D 84.425D	COVID-19 – Elementary & Secondary School Emergency Relief (ESSER) Fund COVID-19 – Elementary & Secondary
	84.425	School Emergency Relief (ESSERII) Fund COVID-19 – Elementary & Secondary School Emergency Relief (ESSERIII) Fund
	10.553/555	Child Nutrition Cluster
	Dollar threshold used to distinguish between Type A and Type B programs	<u>\$750,000</u>
	Auditee qualified as low-risk Auditee?	X Yes No
3.	State Awards	
	Internal control over state programs: Material weakness (es) identified? Significant deficiency (ies) identified not considered to be material weakness(es)	Yes <u>X</u> No Yes <u>X</u> None reported
	Type of auditors' report issued on compliance for state programs:	Unmodified

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS YEAR ENDED JUNE 30, 2022

Financial Statement Findings

Finding Identification

2022 - 001 Attendance - Records #10000

Criteria or Specific Requirement

Education Code Section 46000

Condition

During our audit of attendance records, we noted the P-2 Report of Attendance was not properly prepared. The Non-Resident Classroom-based ADA was not properly calculated and reported on the P-2 Report of Attendance.

Effect

The effect of the error noted above is an understatement of 0.27 ADA on Line E-1, Line E-6, Line G-1 and H-6 of the P-2 Report of Attendance for Grades TK/K-3.

Cause

There was a clerical error on the calculation of the Non-Resident Classroom-based ADA. The District incorrectly used the ADA generated from school month 1 through 7 instead of the ADA generated for school month 1 through 8. The P-2 reporting period cut off month was Month 8.

Questioned Costs

There are no questioned costs as the District was funded from the prior year ADA due to declining enrollment.

Identification of Repeat Finding

This audit finding is not a repeat of a finding in the immediately prior audit.

Recommendation

The district should review the summarization of attendance to ensure ADA is properly reported prior to report submission to its County Office and CDE.

Views of responsible officials and planned corrective actions

The District agrees with this finding. Please refer to the corrective action within the Findings and Recommendations Section.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT CORRECTIVE ACTION PLAN YEAR ENDED JUNE 30, 2022

Corrective Action Plan:

Name of contact person: Bobby Rodriguez, Chief Business Official

Corrective Action: The District has taken steps to ensure that the error in calculating the Non-Resident Classroom-based ADA will not be a continuing finding. The attendance reports will be reviewed by the school staff prior to sending them over to the CALPADS Administrative Assistant for ADA calculation. Upon calculating the ADA, the Administrative Assistant will then confer with the Chief Business Official prior to entering the data into the PADC (Principal Apportionment Data Collection) web system for certification. Each person will ensure that the month 8 data is included in the calculation.

Proposed Completion Date: This finding has been discussed and the proposed plan will take into effect with the 2022-2023 P1 Attendance reporting period.

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KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT SUMMARY OF SCHEDULE OF PRIOR AUDIT FINDINGS YEAR ENDED JUNE 30, 2022

<u>Finding/Recommendation: 2021-001 Accounting Policies and Procedures – Internal Controls</u> Over Student Body Activity #30000

During our evaluation of Student Body internal controls at Lincoln Elementary School over the Jog-A-Thon fundraiser held in the Spring of 2021, it was noted that the cash collections sheets used by students were not kept. These sheets should be used as supporting documentation for the cash collection summary prepared by the school staff. As a result, we were unable to verify completeness of the cash reported by the school site staff.

It was recommended that the District should ensure all supporting documentation for fundraising events are kept by school site and for each school site's ASB organization to follow the FCMAT ASB Accounting Manual to ensure proper internal controls and procedures are established

Current Status

Implemented

District Explanation if Not Implemented

Not Applicable

 <u>Finding/Recommendation: 2021-002 Attendance – Instructional Time – Distance Learning</u> Certification to Time Value Records #10000

During our audit of distance learning documentation at Rafer Johnson Junior High School, we noted some teachers did not properly complete the time value certification of assignments. Each teacher was required to circle either 180, 230, or 240 minutes depending on the value of the assignments provided for each day of the school week. We found numerous instances where the teachers signed the instructional time certification but did not indicate the time value of the assignment.

It was recommended that although this was the only year distance learning requirements applied, we recommend the District to monitors its policies and procedures relating to attendance to ensure compliance with state requirements.

Current Status

Implemented

District Explanation if Not Implemented

Not Applicable

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

SUMMARY OF SCHEDULE OF PRIOR AUDIT FINDINGS YEAR ENDED JUNE 30, 2022

Finding/Recommendation: 2021-003 Elementary & Secondary School Emergency Relief (ESSER) Fund #50000

During our sample testing of three expenditures (covering approximately 77% of the total 4000 and 5000 Object Codes expenses) from the population of approximately 20 processed payments in the ESSER program, we found the following expenditure as an exception:

2. A journal related to the E-Rate discount was recorded as an expense of \$117,285 in Object Code 6500 with an offset to Object Code 9110. Although these expenses would have been allowable under the ESSER program if they had been paid with ESSER dollars, they had already been paid via the E-Rate discount thus were not an allowable expense.

It was recommended that the District should ensure that E-Rate discounts are not charged to restricted programs.

Current Status

Implemented

District Explanation if Not Implemented

Not Applicable

 Finding/Recommendation: 2021-004 Elementary & Secondary School Emergency Relief (ESSER) Fund #50000

During the year, the District made a timely consultation regarding Title I with two private schools that have students that live in the District's attendance area. However, the initial consultation did not address ESSER funds. Although not timely, the District did reach-out to the two private schools in the Fall of 2021. One opted out and the other elected to participate as they had done with Title I. The District set aside the required \$8,880 for the private school children's equitable services and promptly notified them of their share.

It was recommended that the District should ensure a timely consultation with the private schools regarding equitable services

Current Status

Implemented

District Explanation if Not Implemented

Not Applicable

Kingsburg Elementary Charter School District Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date. *All Board items are subject to approval by the Board President.

- 1. Agenda Item: Internal Purchasing Policy 2022-23
- 2. Agenda Item Category:

Consent Agenda

- Action Item
 Presentation
 Public Hearing
 Closed Session
- 3. Submitted By: Bobby Rodriguez, Chief Business Official

4. Attachments:

- Not Applicable
- ✓ To Be Enclosed with Board Packets

*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. Purpose:

The District must maintain a responsible balance between providing reasonable support and the fiduciary responsibility to not make a gift of public funds.

6. Financial Impact:

Restricted and Unrestricted Resources

- 7. Funding Source: All funds
 - -----

8. District Goals This Item Will Meet:

- Increase Student Achievement
- ✓ Provide a Safe, Positive and Healthy Learning Environment
- ✓ Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
- ✓ Increase Parent Involvement and Continue to Promote Public Relations
- ✓ Maintain a Sound Fiscal Condition "Keep the Family Together!"

Kingsburg Elementary Charter School District Internal Purchasing Policy

The District must maintain a responsible balance between providing reasonable support and the fiduciary responsibility not to make a gift of public funds. School and Department Administration should avoid any expenditure which would erode trust with our community and where the cost would be better spent in the classroom.

Food & Meetings

Employee meals are typically not approved while attending local (within a 60-mile radius) staff development or other training sessions, unless it is a working lunch where employees are not dismissed, is authorized by the direct supervisor, and does not exceed the current year Governmental Per Diem rates:

2022-23 Per Diem - Breakfast \$12, Lunch \$17, Dinner \$35.

If the training dismisses for a lunch period, employees are responsible for their own meals.

Meetings/Staff Development

- 1. Morning or afternoon meetings that last three or more hours may include coffee, soft drinks or water, and a light snack such as fruit or granola bar.
- 2. All day meetings are to include a lunch break long enough to allow participants to leave for a meal on their own. If time constraints make for a working lunch, cost should not exceed per diem. An agenda must indicate that the meeting is occurring over the lunch period.
- 3. Sites/Department are allowed one district funded lunch per fiscal year to occur during a professional development staff meeting. Other luncheons or celebratory meals should be paid through a donation account, parent club, or foundation.
- 4. Meetings that run past 6:00 pm, including parent and stakeholder meetings, will follow the per diem.
- 6. The supervisor must submit the agenda and sign-in sheet (or list) with the employee/parent initialing their presence and must submit the receipt of costs for all meetings that serve food.
- 7. Student meals on occasion will be approved when students are not on campus to receive a meal during the school day due to a class trip or event.

***Any food vendor catering an event must be able to supply the District with appropriate documentation and be approved by the Accounts Payable Department.

District Events

KECSD will hold an annual employee Back to School Meeting, an annual State of the District Meeting in December, and a Retirement Luncheon to recognize the contributions of employees/retirees and their work in the district. Food for events will not exceed the per diem cost per employee. For all sites during staff appreciation week the district will fund one "Costco style" cake/dessert/fruit and drinks consisting of water and/or soda.

District Office Sponsored Professional Development and Strategic Events

The District Office will hold all day staff employee professional development meetings on several dates throughout the year (usually no more than 3). The District will approve lunch within the per diem for those staff members attending this annual event due to the volume of employees in one area and lack of resources available for lunch on their own.

Leadership Kick-off and Calendaring Meeting: The District Office will hold professional development and planning meetings throughout the year. Principals, Cabinet members and key positions within the District will attend this event. Total meal cost per day shall not exceed the total allowable per employee.

Superintendents Meeting with Principals: The District Office will hold a leadership meeting with Principals/Directors approximately every 6 weeks. Lunch will be provided due to the time and duration of the meeting. Total meal cost shall not exceed the lunch per diem.

PBIS & TESTING- FOOD GUIDELINES

- 1. Food may be purchased for PBIS activities that follow the District Nutritional Guidelines.
- 2. Fruit and Vegetable snack packs can be purchased through Food Service.
- 3. During testing, a site may provide students with a light snack before or during the testing process.

FLOWERS

A gift of flowers to show sympathy due to illness or death, or to express joy or congratulations is personal and should be paid from site "Social Funds" or employee donations.

GIFT CARDS

Gift cards to individuals or students are not allowed unless purchased through donated or parent club funding. Gift cards are characterized as a gift of public funds because they confer a tangible private benefit to an individual and are of cash value. To avoid making a gift of public funds, gift cards may be donated by a merchant, or individuals for door prizes.

CHARITABLE CONTRIBUTIONS

School districts may not donate public funds for charitable purposes. This rule does not prohibit a school from providing students with essentials needed at school (e.g. pencils, pens, paper), because this is expressly authorized by statute and serves the educational mission of the

schools. Foster and homeless student needs may be addressed through Student Services and do not fall under this section of the policy.

STUDENT BODY FUNDS HELD WITH KECSD (NOT PARENT CLUB FUNDS)

Student body funds must be expended on activities on behalf of the students approved by the school administration. This rule does not prohibit giving a scholarship or award to an identified class of students, as these are specifically authorized.

AWARDS-STAFF, VOLUNTEERS AND STUDENTS

- 1. Awards to employees and volunteers for exceptional contributions and to students for excellence, are authorized.
- 2. A district can recognize superior work accomplishments of an employee, within specified guidelines. Life transitions, weddings, birthdays and the like, are not considered superior accomplishments.
- 3. Awards are often signified by letters of commendation, board resolutions, trophies, certificates, plaques, medals, badges, pins, statues, and the like.
- 4. Awards may be given to recognize years of service and retirement. A district-wide annual ceremony is held to recognize those employees. Cost of food, decorations, and awards are approved for the annual event.
- 5. 8th grade students at Rafer Johnson Jr. High, Central Valley Home School, and Island Community Day School may have an annual Awards Banquet recognizing students. Cost of food, decorations and awards are approved for the annual event. The cost for food must fall between the lunch per diem amounts for the event.

TITLE I - RECOGNITION AND INCENTIVES

Minimal-cost certificates, plaques, ribbons, small trophies, or instructionally related items to be used in the classroom are acceptable incentives for participation in program activities or awards for recognition. These items should be tied to instructional strategies and activities.

REWARDS & STUDENT MOTIVATION

Awards to students for excellence are authorized. Approved items include trophies, certificates, and other appropriate items such as pencils or tokens.

Schools, to the extent possible, will not use food or beverages, especially those that do not meet California State nutrition standards, as rewards for academic performance or good behavior/ and shall not withhold food or beverages (including food served through school meals) as a punishment.

Positive Behavior Intervention Systems (PBIS) motivational items may be funded with General Funds. T-shirts, pencils, backpacks, etc. are appropriate. Nutritious snacks may be ordered

through Food Service and/or outside vendors so long as the snack follows the nutrition standard.

A school site may use site funds to purchase motivational items to enhance the school experience for special community events, school events, and/or special school days that may not follow nutritional guidelines (i.e. candy, chips, lollipops, popcicles, etc.) If using ASB funds to purchase such motivational items, a school site shall not use more than 10% of their total ASB funds. Any purchase above and beyond 10% must be approved by the Superintendent and/or designee.

Title I cannot pay for rewards for students or staff.

Parent/Booster Club or Donation Account: food, gift cards (no larger than \$5.00 each), bikes, electronic devices are approved expenditures. Items over \$100 must be preapproved by the Superintendent.

CLOTHING- STAFF & STUDENT

Certain positions in Maintenance are provided uniforms and laundry service.

KECSD logo or school logo shirts can be purchased for staff but be cautioned; the item must be a school spirit shirt to be worn on campus and at events.

SPONSORING COMMUNITY EVENTS & USE OF DISTRICT FACILITIES

All facility use requests from the community or staff must be requested through the Business Office at the District Office. Determination of fee and authorization of use is approved and invoiced through the District Office. A site may not approve any use of facilities without proper paperwork and approval.

STAFF TRAINING AND DISTRICT REIMBURSEMENT

The district will reimburse on a preapproved basis CASC training not to exceed \$2,000 over a two-year period, and upon request, the cost of Teaching Permit for Statutory Leave fees.

CONCLUSION

By law a district is required to examine each expenditure from district funds and comply with Fresno County Superintendent of Schools audit guidelines through the accounts payable process. School and department administration should avoid any expenditure which would erode trust with our community.

The District can review, on an individual basis, purchases that are in the best interest of the District, culture and past practice. Requests can be made through the Business Office and should be in advance of any purchase. The Superintendent's Office has the authority to approve special circumstances and one-time purchases that may fall outside of the KECSD Internal Purchasing Policy guidelines.

Please contact the Business Office if you have any questions at (559) 897-2331 x101.

Approved by the Governing Board: July 15, 2019 Revised: November 16, 2020 Revised: January 24, 2022 Revised: January 17, 2023

Kingsburg Elementary Charter School District Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date. *All Board items are subject to approval by the Board President.

- 1. Agenda Item: EMCOR - new evaporator coil
- 2. Agenda Item Category:

Consent Agenda

- Action Item
 Presentation
 Public Hearing
 Closed Session
- 3. Submitted By: Bobby Rodriguez, Chief Business Official

4. Attachments:

- Not Applicable
- ✓ To Be Enclosed with Board Packets

*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. Purpose:

To remove the current leaking evaporator coil in the main walk-in freezer located at Lincoln School with a new coil so our food may stay at approved temperatures.

6. Financial Impact:

\$22,265

7. Funding Source:

KIT funds, resource 70290/AMIM funds, resource 67620

- 8. District Goals This Item Will Meet:
 - **Increase Student Achievement**
 - Provide a Safe, Positive and Healthy Learning Environment Develop 21st Century Skills by Furthering the Use of Technology in the Classroom

Increase Parent Involvement and Continue to Promote Public Relations Maintain a Sound Fiscal Condition - "Keep the Family Together!"



EMCOR Services - Mesa Energy Systems, Inc.

Proposal to Replace Evaporator Coil

Presented to:

Danny Mcintyre 559-897-6415

Kingsburg Elementary Charter School District

1900 Mariposa St Kingsburg, CA 93631

Prepared by:

Johnny Almanza EMCOR Services – Mesa Energy, Inc. Phone: 559/890-9169 E-mail: jalmanza@emcor.net

> **12/16/2022 Proposal # 22-24420** CA license #: 611215

Due to uncertainty related to foreign steel and aluminum tariffs, the price quoted herein can only be held for fifteen days from the date of this proposal.

Confidentiality notice: This document and any attachments thereto, regardless of form or medium, may contain legally privileged and/or confidential, copyrighted, trademarked, patented or otherwise restricted information viewable by the intended recipient only.



Introduction

We at Mesa Energy Systems, Inc. (an EMCOR Group company) would like to thank you for the opportunity to submit this proposal to install **new evaporator coil** we believe that our proposed package would meet or exceed your maintenance, reliability, and energy savings goals.

For over 30-years, Mesa Energy, has provided its clients with high quality mechanical, commercial HVAC, building automation consulting and services, and energy solutions that address today's most compelling energy related issues. Headquartered in Irvine, California, we have 10 statewide offices to better serve the greater Los Angeles, San Diego, San Francisco, Sacramento, Bakersfield, San Jose, Pleasanton, and Fresno market areas. In addition, we've expanded outside California and now have offices in Reno, Las Vegas and Phoenix.

Our customer's increasingly complex needs have transformed Mesa Energy Systems from a traditional commercial HVAC service and retrofit company into a full-service Energy Solutions Company. Our goal is to help you achieve optimal building energy performance, utilizing improved building and mechanical maintenance, ongoing retro-commissioning, and favorable ROI energy retrofits.

Today, thanks to our customer partnerships and our commitment to our core values (Sense of urgency, Win-Win, Accountability, Passion, and Love), Mesa Energy Systems Inc. is Southern California's leading HVAC service and retrofit contractor.

We are extremely confident that we will deliver on every aspect detailed in the proposal.

Again, thank you for giving Mesa Energy Systems the opportunity to be of service. We look forward to the prospect of working with you and assisting you with your facilities' HVAC maintenance and upgrade needs. Feel free to reach out to us should you want to discuss anything further.

Sincerely, EMCOR Services / Mesa Energy Systems

Johny Almanza Account Manager





Proposal Summary

We are pleased to provide you with this proposal to install A new evaporator coil. Customer responsible for removing any items from walk-in.

Scope of Work

Below is the proposed scope of work:

- 1. Cut power and lock out.
- 2. Evacuate all system refrigerant.
- 3. Isolate system.
- 4. Remove leaking evaporator coil and replace with new coil.
- 5. Install new TXV.
- 6. Set super heat on new coil.
- 7. Pressure test system to insure no leaks.
- 8. Startup equipment with new 404a and leave at operating temperature and verify operations.

Exclusions: All county, city, health, ADA, fire, building, fire sprinkler, plans, drawings, permits, fees, fire sprinkler systems, sub panels, services, utility upgrades, concrete slab and tile, concrete work, or excavation, underground piping, or plumbing, existing refrigeration line run, that shall be the sole responsibility of the contractor to pay for as required.



Inclusions and Exclusions

Checked items below are included in this proposal; non-checked items are excluded.

Engineering, Permits & Bonds			
Mechanical Engineering		Structural Engineering	
Electrical Engineering		Plan Check Fees	
Mechanical Permits		Electrical Permits	
Structural Permits		Street Closure Permits	
Performance Bond		Architectural Drawings	
Rigging and Specialty Rentals			
Rigging		Scissor Lift as Required	
Helicopter		Other:	
Additional Services			
Comfort Air Balance		Certified Air Balance	
Water Balance		Certified Water Balance	
Recover Refrigerant Per EPA Guideline		Dispose of old Equipment	
Project to be Performed at the Below Listed Times	·		N.
Normal Business Hours (M-F 7 am to 5 pm)	x	Overtime (non-Normal Business Hours)	
Normal Hours and Overtime		Other:	
Specialty Trades			
Electrical	x	Abatement	
Framing of Curbs & Openings		Duct Cleaning	
Re-roofing		Seismic Upgrades	
Insulation of New Ducting (As Required)		Insulation of New Piping (As Required)	
Coring		X-Ray Prior to Coring	
Project Completion			
Start Up and Commissioning	X	Factory Start Up	
Operation & Maintenance Manuals in electronic format		As Built Drawings in electronic format	
Additional Components			
New Programmable Digital Thermostat		EMCOR Retains All Salvage Rights	
Smoke Detectors in Supply Duct		Smoke Detectors Return Ducts	
Warranties	<u>,</u>		
90-Day Labor from Date of Beneficial Use			x

Mesa Energy Systems, Inc. 2 Cromwell, Irvine, CA 92618 | Phone: 949.460.0460 | Fax: 949.460.8812



General Project Clarifications

Concealed Conditions

If concealed or unknown conditions of an unusual nature which affect the performance of the work are encountered below the roof line or above the ceiling or in an existing part of the building other than the work, which conditions are not ordinarily found to exist or which differ materially from those generally recognized as inherent in work of the character provided for in this Agreement, notice by the observing party shall be given promptly to the other party, if possible before conditions are disturbed and in no event later than fourteen days after first observance of the conditions. The Contract Sum shall be equitably adjusted for such concealed or unknown conditions by Change Order upon claim made within fourteen days after claimant becomes aware of the conditions.

Regulatory Changes

Mesa Energy, Inc. shall be compensated for changes in the Work necessitated by the enactment or revision of codes, laws or regulations subsequent to the execution of this Agreement.

Hazardous Materials

COMPANY hereby agrees to indemnify, defend and hold harmless Mesa Energy, Inc. and its agents, employees, consultants and subcontractors from and against any claim, damage, allegation, suit, cause of action, cost, loss, expense or injury in connection with Hazardous Materials not introduced to the Project by the Indemnified Parties, including, without limitation, all costs of remediation, experts, consultants or other costs in connection with Hazardous Materials associated with the Project.

Unforeseen Conditions

COMPANY understands and agrees that Mesa Energy Systems, Inc. shall not be liable for added costs or time delays caused by unforeseen conditions at the Project, including, without limitation, unanticipated rerouting of existing piping, fire sprinklers or gas piping. In the event that the fire sprinklers, water, electrical conduit or gas piping are required to be relocated, Mesa shall not be responsible for such work. Mesa Energy Systems, Inc. or a subcontractor under the control and supervision of COMPANY shall perform such work.

NFPA 70E

Mesa technicians are trained to understand the specific hazards associated with electrical energy according to NFPA 70E, Standard for Electrical Safety in the Workplace. They are trained in safety-related work practices and procedural requirements as necessary to provide protection from the electrical hazards associated with their respective job or task assignments. Documented safe work practices include lockout/tagout and energy isolation. Category 2 personal protective equipment is issued for electrical hazards while working on voltages between 50 and 480 volts. Mesa's policy is to remove the energized electrical hazard by working on de-energized circuits and by using the written lockout/tagout policies and procedures when feasible.

COVID-19

This proposal, including but not limited to pricing and schedule, is made contingent upon the work addressed herein not being adversely affected, either directly or indirectly, by the COVID-19 pandemic and/or the Corona virus. This proposal is further conditioned upon the parties agreeing, prior to beginning of any work and in writing as part of any contract/subcontract, that any (i) schedule issues (including, but not limited to, delay, acceleration, compression, interference, hindrance), (ii) overtime hours or added resources to perform work, (iii) shortages (whether as to labor, subcontracted services, materials, or supplies), (iv) change orders, extra work, or extra costs, or (v) inefficiency and impacts relating to the foregoing, that arise as a result of the COVID-19 pandemic or Corona virus will entitle contractor to a change order equitably addressing impacts to its time for performance and costs.



Terms and Conditions

- A. Unless stated otherwise in this agreement, services provided under this agreement will be performed during normal working hours of 7 a.m. to 5 p.m., Monday through Friday.
- B. The guarantees and services provided under the scope of this agreement are conditioned upon CUSTOMER operating and maintaining systems/equipment. CUSTOMER will do so in according to industry-accepted practices, or in consideration of our recommendations.
- C. CUSTOMER will provide and permit reasonable access to all areas where work is to be performed. Mesa Energy Systems, Inc. will be allowed to start and stop equipment as necessary to perform its services and be permitted use of existing facilities and building services.
- D. Any repairs or services resulting from power failures, freezing, roof leaks through curbs or equipment, or air side corrosion will be paid for by the CUSTOMER in accordance with Mesa Energy Systems, Inc.'s currently established rates.
- E. The agreement does not include responsibility for system design deficiencies, such as, but not limited to poor air distribution, water flow imbalances, system equipment and component obsolescence, electrical failures, unserviceable equipment, and operating the system(s), unless otherwise stated in this Agreement.
- F. Mesa Energy Systems, Inc. will not be liable for delays or failure to obligate due to fire, flood, strike, lockout, freezing, unavailability of material, riots, acts of god, or any cause beyond reasonable control.
- G. Mesa Energy Systems, Inc. is not responsible for the removal or disposal of any hazardous materials or any cost associated with these materials unless otherwise noted in this Agreement.
- H. The agreement does not include repairing any damage resulting from Improper/inadequate water treatment or filter service not supplied by Mesa Energy Systems, Inc.
- I. This agreement does not include any services occasioned by improper operation, negligence, vandalism, or alterations, modifications, abuse, or misuse, or repairs to equipment not performed by Mesa Energy Systems, Inc. Unless otherwise agreed, also excluded is the furnishing of materials and supplies for painting or refurbishing existing equipment.
- J. Mesa Energy Systems, Inc. shall not be required to furnish any items of equipment, labor, or make special tests recommended or required by Insurance companies, Federal State Municipal or other authorities except as otherwise included in this Agreement.
- K. In the event either party must commence a legal action in order to enforce any rights under this contract, the successful party shall be entitled to all court costs and reasonable attorney's fees as determined by the court for prosecuting and defending the claim, as the case may be.
- L. Mesa Energy Systems, Inc. shall not be liable for the operation of the equipment nor for Injuries to persons or damage to property, except those directly due to the negligent acts or omissions of its employees and in no event shall it be liable for consequential or speculative damages. It shall not be liable for expense incurred in removing, replacing or refinishing any part of the building structure necessary to the execution of this Agreement. It shall not be held liable for any loss by reason of strikes or labor troubles affecting its employees who perform the service called for herein, delays in transportation, delays caused by priority or preference rating, or orders or regulations established by any government, authority, or by unusual delays in procuring supplies or for any other cause beyond its reasonable control.
- M. Only Mesa Energy Systems, Inc.'s personnel or agent are authorized to perform the work included in the scope of this agreement. Mesa Energy Systems, Inc. may, at its option, cancel or waive its obligations under this Agreement should non-authorized individuals perform such work.
- N. This Agreement and all rights hereunder shall not be assignable unless approved by Mesa Energy Systems, Inc. In the event of additional freight, labor, or material costs resulting from a CUSTOMER's request to avoid delays with respect to equipment warranties, or accelerated delivery of parts and supplies, the Customer agrees to pay these additional costs at Mesa Energy Systems, Inc.'s currently established rates.
- O. Mesa Energy Systems, Inc.'s scope of work shall not include the identification, detection, abatement, encapsulation or removal of asbestos or products or materials containing asbestos or similar hazardous substances. In the event Mesa Energy Systems, Inc. encounters such material in performing its work, Mesa Energy Systems, Inc. will have the right to discontinue work and remove its employees until the hazard is corrected or its determined no hazard exists.
- P. This Agreement contains the entire Contract and the parties hereby agree that this Agreement has been agreed to and the entire Agreement is then accepted and approved by an authorized person for both parties, and no statement, remark, agreement or, understanding, oral or written, not contained herein, will be recognized or enforced.
- Q. This agreement does not include the disposal of hazardous waste, any charges incurred for their proper disposal will be born by the customer as an extra to the contract price.
- R. The CUSTOMER agrees that in the event that there shall have been passed a federal and/or state law which shall compel Mesa Energy Systems, Inc. to contribute to a federal and/or state health plan for its employees, then the terms of this Agreement shall be subject to adjustment to the extent that the cost of such mandated contributions increase by Mesa Energy Systems, Inc.'s cost of performing this contract.
- 5. The CUSTOMER acknowledges and agrees that any purchase order issued by CUSTOMER, in accordance with this Agreement, is intended only to establish payment authority for CUSTOMER's internal accounting purposes. No purchase order shall be considered to be a counteroffer, amendment, modification, or other revision to the terms of this agreement. No term or condition included in the CUSTOMER's purchase order will have any force or effect.



Project Cost

The total cost including applicable taxes is: \$22,265.00

Twenty-two thousand two hundred sixty-five dollars and 0/100's

This proposal, scope of work, and pricing is valid for 30-days from the date of this proposal.

Payment Terms

30% percent upon approval, the remaining balance upon completion Net 30 Days

Clarifications

City Permits:

Per the Contractors State License Board of California, a permit is required for all new work. However, as requested by the client, the above pricing specifically excludes obtaining a permit along with any allowance for a permit, mechanical engineering, plan check and Title-24 acceptance testing that would be required; if the project requires a permit, then permit/plan check fees, all potential penalties, all associated engineering costs and Title-24 acceptance testing costs shall be the responsibility of the client. **Agreement Execution**

This agreement defines the understanding of services between Mesa Energy Systems Inc. and CUSTOMER. This agreement shall begin on Customer's Acceptance Date, or upon receipt of a Letter of Intent.

ustomer Acceptance:		Mesa Energy Systems Inc:	
Signature		Signature	
Danny Mcintyre		Johnny Almanza	
Printed Name		Printed Name Account Manager	
Director Of Maintenance			
Title	Date	Title	Date

Kingsburg Elementary Charter School District Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date. *All Board items are subject to approval by the Board President.

- 1. Agenda Item: EMCOR - A/C unit Roosevelt Elementary
- 2. Agenda Item Category:

Consent Agenda

- Action Item
 Presentation
 Public Hearing
 Closed Session
- 3. Submitted By: Bobby Rodriguez, Chief Business Official
- 4. Attachments:
 - Not Applicable
 - To Be Enclosed with Board Packets
 - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board
- 5. Purpose:

To remove and replace a 5 ton A/C unit at Roosevelt Elementary, room 22. The unit is not functioning properly and is needed to continue to heat/cool the classroom for students and staff.

6. Financial Impact:

\$23,424

- 7. Funding Source: Resource 67620
- 8. District Goals This Item Will Meet:
 - ✓ Increase Student Achievement
 - Provide a Safe, Positive and Healthy Learning Environment Develop 21st Century Skills by Furthering the Use of Technology in the Classroom

Increase Parent Involvement and Continue to Promote Public Relations Maintain a Sound Fiscal Condition - "Keep the Family Together!"



3980 N Chestnut Diagonal. Fresno, CA 93726 Service: (559) 277-7900 Fax: (559) 277-4920 CA Lic. 611215

Proposal	#
22-24273	

Equipment Repair Estimate

January 9, 2023

SUBMITTED TO:

Kingsburg Elementary Charter School District Danny McIntyre 1900 Mariposa St Kingsburg CA 93631

FACILITY STATUS / URGENCY: Roosevelt Elem Room AC Replacement Kingsburg CA 93631 Unit #: Classroom RTU AC Unit Make: York Model #: ZE060K10B2A1AAA1A3 Serial #: TBD

JOB LOCATION:

Roosevelt Elementary

Danny McIntyre 1185 10th Ave

SCOPE OF WORK / DIAGNOSIS:

Per the customers request to provide a quote to remove and replace the 5 ton AC unit serving room 1:

1. We will cut power and lock out electrical at breaker box. Install economizer off-site onto new unit.

2. Turn off gas (lock out) and disconnect gas line.

3. Disconnect condensate lines.

4. Remove and replace AC Unit with aid of crane. Secure unit,

5. Connect gas, electrical, new disconnect, controls, and condensate line.

6. Perform start-up and dispose of old unit per EPA guidelines.

ADDITIONAL INFORMATION

All Labor is Prevailing Wage****THIS PROPOSAL IS ONLY VALID FOR 10 DAYS*** ***ALL SALES WITH MATERIALS ARE FINAL*** Excludes anything other than listed above.

The total cost, including all labor, materials and taxes is (Paid by Check): \$23,424.00

There is a 3% Fee for paying by credit card, The total cost is: \$24,126.72

By accepting this proposal the purchaser agrees to the attached terms and conditions. This quotation will be valid for a period of 30 days and payment is due 30 days from invoicing. If payment is not received interest will accrue at the rate of 1.5% per month. If an action is brought for collection the prevailing party shall be entitled to attorney's fees.

WARNING: Contractors are required by law to be licensed by the Contractor's State License Board which has jurisdiction to investigate complaints against Contractors if a complaint is filed within three years of the date of the alleged violation. Any questions concerning a Contractor may be referred to the Registrar, Contractor's State License Board, P.O. Box 26000, Sacramento, CA 95826 [California Business and Professional Code 7030(a)]

EMCOR: Johnny Almanza

Accepted By:

Title: Account Executive

Title:		
11116.		

Date:_____

PO# (If Applicable):

Terms and Conditions

The following "Terms and Conditions" are between Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy and Kingsburg Elementary Charter School District hereto after referred to as "you the client".

A. The guarantees and services provided under the scope of this agreement are conditioned upon "you the client" operating and maintaining systems/equipment. "You the client" will do so in according to industry-accepted practices, or in consideration of our recommendations.

B. "You the client" will provide and permit reasonable access to all areas where work is to be performed. Mesa Energy Systems Inc dba EMCOR Services Mesa Energy will be allowed to start and stop equipment as necessary to perform its services and be permitted use of existing facilities and building services.

C. Any repairs or services resulting from power failures, freezing, roof leaks through curbs or equipment, or air side corrosion will be paid for by the "you the client" in accordance with Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy current established rates.

D. The agreement does not include responsibility for system design deficiencies, such as, but not limited to poor air distribution, water flow imbalances, system equipment and component obsolescence, electrical failures, unserviceable equipment, and operating the system(s), unless otherwise stated in this Agreement.

E. Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy will not be liable for delays or failure to obligate due to fire, flood, strike, lockout, freezing, unavailability of material, riots, acts of god, or any cause beyond reasonable control.

F. Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy is not responsible for the removal or disposal of any hazardous materials or any cost associated with these materials unless otherwise noted in this Agreement.

G. The agreement does not include repairing any damage resulting from improper/inadequate water treatment or filter service not supplied by Mesa Energy Systems, Inc. EMCOR Services Mesa Energy.

H. This agreement does not include any services occasioned by improper operation, negligence, vandalism, or alterations, modifications, abuse, or misuse, or repairs to equipment not performed by Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy. Unless otherwise agreed, also excluded is the furnishing of materials and supplies for painting or refurbishing existing equipment.

I. Mesa Energy Systems, Inc. dba Emcor Services Mesa Energy shall not be required to furnish any items of equipment, labor, or make special tests recommended or required by insurance companies, Federal State Municipal or other authorities except as otherwise included in this Agreement.

J. In the event either party must commence a legal action in order to enforce any rights under this contract, the successful party shall be entitled to all court costs and reasonable attorney's fees as determined by the court for prosecuting and defending the claim, as the case may be.

K. Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy shall not be liable for the operation of the equipment nor for injuries to persons or damage to property, except those directly due to the negligent acts or omissions of its employees and in no event shall it be liable for consequential or speculative damages. It shall not be liable for expense incurred in removing, replacing or refinishing any part of the building structure necessary to the execution of this Agreement. It shall not be held liable for any loss by reason of strikes or labor troubles affecting its employees who perform the service called for herein, delays in transportation, delays caused by priority or preference rating, or orders or regulations established by any government, authority, or by unusual delays in procuring supplies or for any other cause beyond its reasonable control.

L. Only Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy personnel or agent are authorized to perform the work included in the scope of this agreement. Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy may, at its option, cancel or waive its obligations under this Agreement should non-authorized individuals perform such work.

M. This Agreement and all rights hereunder shall not be assignable unless approved by Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy. In the event of additional freight, labor, or material costs resulting from "you the client" request to avoid delays with respect to equipment warranties, or accelerated delivery of parts and supplies, "You the client" agrees to pay these additional costs at Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy current rates.

N. The scope of work shall not include the identification, detection, abatement, encapsulation or removal of asbestos or products or materials containing asbestos or similar hazardous substances. In the event Mesa Energy Systems, Inc. EMCOR Services Mesa Energy encounters such material in performing its work, Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy will have the right to discontinue work and remove its employees until the hazard is corrected or its determined no hazard exists.

O. This Agreement contains the entire Contract and the parties hereby agree that this Agreement has been agreed to and the entire Agreement is then accepted and approved by an authorized person for both parties, and no statement, remark, agreement or, understanding, oral or written, not contained herein, will be recognized or enforced.

P. This agreement does not include the disposal of hazardous waste; any charges incurred for their proper disposal will be born by "you the client" as an extra to the contract price.

Q. "You the client" agrees that in the event that there shall have been passed a federal and/or state law which shall compel Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy to contribute to a federal and/or state health plan for its employees, then the terms of this Agreement shall be subject to adjustment to the extent that the cost of such mandated contributions increase by Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy cost of performing this contract.

R. "You the client" acknowledges and agrees that any purchase order issued by "you the client" in accordance with this Agreement, is intended only to establish payment authority for "you the client" internal accounting purposes. No purchase order shall be considered to be a counteroffer, amendment, modification, or other revision to the terms of this agreement. No term or condition included in the "you the client" purchase order will have any force or effect.

S. This proposal is made contingent upon the work addressed herein not being adversely affected, either directly or indirectly, by the COVID-19 pandemic and/or the Corona virus, and is further conditioned upon the parties agreeing, prior to beginning of any work and in writing as part of any contract, that any (i) schedule issues (including, but not limited to, delays, access issues, or allowed work hours/off-hours work), (ii) overtime hours, or (iii) additional protocols, altered working conditions, or extra costs relating thereto, that arise as a result of the COVID-19 pandemic or Corona virus will entitle contractor to an equitable adjustment for time and cost.

Kingsburg Elementary Charter School District Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date. *All Board items are subject to approval by the Board President.

- 1. Agenda Item: CTE Woodshop Tables
- 2. Agenda Item Category:

Consent Agenda

Action Item
 Presentation
 Public Hearing
 Closed Session

3. Submitted By: Bobby Rodriguez, Chief Business Official

4. Attachments:

- Not Applicable
- To Be Enclosed with Board Packets

*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. Purpose:

Our CTE Woodshop program would like to purchase new workstations for the students and

instructor. The current tables have many chips and divots making it difficult to write out plans and proposals for projects. The current tables will be used in the advanced woodshop class for future projects.

6. Financial Impact:

\$15,097 (includes product, shipping, and taxes)

7. Funding Source:

Resource 63880, K12 Strong Workforce Program

8. District Goals This Item Will Meet:

- ✓ Increase Student Achievement
- Provide a Safe, Positive and Healthy Learning Environment Develop 21st Century Skills by Furthering the Use of Technology in the Classroom

Increase Parent Involvement and Continue to Promote Public Relations Maintain a Sound Fiscal Condition - "Keep the Family Together!"

Your Shopping Cart

Item Details		Quantity	Price per item	Total Price	
FU	Multi-Purpose Planning Desk SKU: HAN-D-631 Call or chat for product availability or to discuss alternate items.	1	\$2,393.99	\$2,393,99	
F	Edit Delete Four-Student Woodworking Bench SKU: HAN-WL4-0V Call or chat for product availability or to discuss alternate items.	6	\$1,890.99	\$11,345.94	
	Edit Delete				

Members to regional and local school district contracts plus to the national co-op TIPS and BuyBoard can now receive discounts online.

Login to see your available contract discounts



Customers Also Purchased



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OHAUS <u>Triple-Beam</u> <u>Balance</u> \$208.99 - \$380.99 ☆☆☆☆☆



Learniture Energy Series Bar-Height Café Stool w/ \$258.88 文文文文文



Norwood Commercial Furniture Assorted Color Indoor/Outdoor \$39.88 ***** 5.0



Office Star Products Deluxe Air Grid Chair w/ Cantilever \$325.99



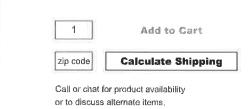
Industrial & Vocational Arts Furniture > Workbenches & Shop Tables

Multi-Purpose Planning Desk

Q & A | Start a Live Chat

\$2,393.99

MSRP: \$3,431.26 You Save: \$1,037,27 (30%)



Or purchase now and we'll reserve this item for you.

 \sim

<u></u>	Description	Specs	
Product Weight (Lbs)	256		
Assembly	Minor assembly	required	
Desktop Material	1 1/4"-thick plas	tic laminate	
Drawer Dimensions	File Drawer (1):	(4): 13 3/4" W x 19" D 12 3/4" W x 19" D Drawer (4): 31" W x 24 1/2" D	
Frame Material	Hard maple		
Other Info	Made in the US/	4	
Depth	30"		
Overall Height	36 3/4"		
Overall Width	72"		
Shipping Method:	Freight		
	See less		

Similar Items

Questions

Be the first to post a question

Reviews

Be the first to review this product

 Industrial & Vocational Arts Furniture > Workbenches & Shop Tables

 Four-Student Woodworking Bench

 by Hann Manufacturing | SKU: HAN-WL4-0V ★★★★☆ (1) | Q & A (1) | Start a Live Chat

 \sim



1 Add to Cart	zip code	Calculate Shipping
	1	Add to Cart
100 4010/ 01 12121 (2010)	You Save: \$7	42.27 (28%)

Call or chat for product availability or to discuss alternate items, $\hfill \hfill \$

\$1,890.99 MSRP: \$2,633.26

Or purchase now and we'll reserve this item for you.

	Description		<u>Specs</u>	Resources & Guides
duct Weight (Lbs)		300		
embly		Minc	or assembly required	
ight Capacity		500	lbs	
igth		64"		
Thickness		2 1/4	t.	
th		54"		
terial		Nart	hern-grown hard maple	
erall Height		32"		
rranty		1-ye	ar limited (90 days on top	0)
pping Method:		Freig	ght	

Works Well With

Similar Items



Safco Diesel Series Industrial Stool - Adjustable Height (16" - 22" ☆☆☆☆☆ \$166.99



Safco Diesel Series Industrial Stool W/ Backrest - Adjustable ☆☆☆☆☆ \$235.99



Safco Lab Stool - Pneumatic Height Adjustment w/o Back 女女女女女 \$285.99

Safcc Sil-St ক্রক্র

\$455.

Kingsburg Elementary Charter School District Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date. *All Board items are subject to approval by the Board President.

- 1. Agenda Item: California Teaching Fellows - Expanded Learning Opportunity Program
- 2. Agenda Item Category:

Consent Agenda

Action Item
 Presentation
 Public Hearing
 Closed Session

3. Submitted By: Bobby Rodriguez, Chief Business Official

4. Attachments:

- Not Applicable
- ✓ To Be Enclosed with Board Packets

*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. Purpose:

The Expanded Learning Opportunity Program is a 9-hour day for students to receive additional support and enrichment opportunities. We will now have the program offered at all school sites through the end of the school year.

6. Financial Impact:

\$669,064

7. Funding Source:

Resource 26000, Expanded Learning Opportunity Program

8. District Goals This Item Will Meet:

- Increase Student Achievement
- Provide a Safe, Positive and Healthy Learning Environment Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
- ✓ Increase Parent Involvement and Continue to Promote Public Relations Maintain a Sound Fiscal Condition - "Keep the Family Together!"





Attention:

Title:

Client: Kingsburg Elementary Charter School District

Address:

City, State, Zip:

Date: 1/7/2023

Project Title: Rafer Jr HS ASP Effective Date: 1/9/2023 Termination Date: 6/1/2023 Term: Tax ID: 20-0359353

	PROJECT DETAILS								
Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost		
1	1	Site Lead	\$28.77	58	508.5	\$14,629.55	\$14,629.55		
2		Assistant Lead							
3	6	Line Staff 1	\$23.10	20	423.5	\$9,782.85	\$58,697.10		
4		Line Staff 2							
5		Line Staff 3							
6		Program Supplies					\$15,000.00		
7		Mileage Reimbursement							
						Total	\$88,326.65		

Teaching Fellows provides the following: administration, planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, timesheets, etc. Total cost field includes hourly wages, insurances, and employee taxes.

Quote Notes:

7 Total Teaching Fellows starting 01/09/2023-06/01/2023 (94 total days) with 20 hours of professional development each. 1 Site Lead working MTuThF 4.5 hours per day (72 days) and W 5.75 hours per day (22 days) with 38 additional hours for PO shopping and meetings. 6 Teaching Fellows working MTuThF 4 hours per day (72 days) and W 5.25 hours per day (22 days).

In partnership,

Mike Snell, CEO





Attention:

Title:

Client: Kingsburg Elementary Charter School District

Address:

City, State, Zip:

Date: 1/7/2023

Project Title: Reagan ES ASP Effective Date: 8/25/2022 Termination Date: 6/1/2023 Term: Tax ID: 20-0359353

PROJECT DETAILS								
Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost	
1	1	Site Lead	\$28.77	64	589	\$16,945.53	\$16,945.53	
2		Assistant Lead						
3	8	Line Staff 1	\$23.10	24	497	\$11,480.70	\$91,845.60	
4		Line Staff 2						
5		Line Staff 3						
6		Program Supplies					\$17,708.27	
7		Mileage Reimbursement						
8		Invoiced (Aug-Nov)					\$48,884.50	
				Ame	nded Cor	ntract Total	\$175,383.90	
				Pre	vious Cont	ract Amount	\$132,204.01	

Increased/Decreased \$43,179.89

Teaching Fellows provides the following: administration, planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, timesheets, etc. Total cost field includes hourly wages, insurances, and employee taxes.

Quote Notes:

Invoiced \$48,884.50 from August-November. 9 Total Teaching Fellows working 08/25/2022-06/01/2023 (108 total remaining days) with 24 hours of professional development each. 1 Site Lead working MTuThF 4.5 hours per day (82 days) and W 6 hours per day (26 days) with 40 extra hours for PO Shopping and meetings. 8 Teaching Fellows working MTuThF 4 hours per day (82 days), W 5.5 hours per day (22 days) and 4 various days at 6 hours per day.

In partnership,

Mike Snell, CEO

575 E Locust Avenue Suite 302, Fresno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us





Attention:

Title:

Client: Kingsburg Elementary Charter School District

Address:

City, State, Zip:

Date: 1/7/2023

Project Title: Lincoln ES ASP Effective Date: 8/25/2022 Termination Date: 6/1/2023 Term: Tax ID: 20-0359353

PROJECT DETAILS								
Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost	
1	1	Site Lead	\$28.77	64	610.5	\$17,564.09	\$17,564.09	
2		Assistant Lead						
3	8	Line Staff 1	\$23.10	24	509	\$11,757.90	\$94,063.20	
4		Line Staff 2						
5		Line Staff 3						
6		Program Supplies					\$13,479.63	
7		Mileage Reimbursement						
8		Invoiced (Aug-Nov)					\$52,912.15	
				Ame	nded Con	tract Total	\$178,019.07	

Previous Contract Amount \$137,177.48

Increased/Decreased \$40,841.59

Teaching Fellows provides the following: administration, planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, timesheets, etc. Total cost field includes hourly wages, insurances, and employee taxes.

Quote Notes:

Invoiced \$52,912.15 from August 2022- November 2022. 9 Total Teaching Fellows working 08/25/2022-06/01/2023 (108 total remaining days) with 24 hours of professional development each. 1 Site Lead working MTuThF 5 hours per day (82 days) and W 5.25 hours per day (26 days) with 40 extra hours for PO Shopping and meetings. 8 Teaching Fellows working MTuThF 4.25 hours per day (82 days) and W 5.25 hours per day (26 days).

In partnership,

Mike Snell, CEO

575 E Locust Avenue Suite 302, Fresno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us





Attention:

Title:

Client: Kingsburg Elementary Charter School District

Address:

City, State, Zip:

Date: 1/7/2023

Project Title: Roosevelt ES ASP Effective Date: 1/9/2023 Termination Date: 6/1/2023 Term: Tax ID: 20-0359353

	PROJECT DETAILS								
Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost		
1	1	Site Lead	\$28.77	58	579	\$16,657.83	\$16,657.83		
2		Assistant Lead							
3	5	Line Staff 1	\$23.10	20	494	\$11,411.40	\$57,057.00		
4		Line Staff 2							
5		Line Staff 3							
6		Program Supplies					\$15,000.00		
7		Mileage Reimbursement							
						Total	\$88,714.83		

Teaching Fellows provides the following: administration, planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, timesheets, etc. Total cost field includes hourly wages, insurances, and employee taxes.

Quote Notes:

6 Total Teaching Fellows starting 01/09/2023-06/01/2023 (94 total days) with 20 hours of professional development each. 1 Site Lead working MTuThF 5.25 hours per day (72 days) and W 6.5 hours per day (22 days) with 38 additional hours for PO shopping and meetings. 5 Teaching Fellows working MTuThF 4.75 hours per day (72 days) and W 6 hours per day (22 days).

In partnership,

Mike Snell, CEO

QUOTE



PROJECT INFORMATION

Attention:

Title:

Client: Kingsburg Elementary Charter School District

Address:

City, State, Zip:

Date: 1/7/2023

Project Title: Washington ES ASP Effective Date: 1/9/2023 Termination Date: 6/1/2023 Term: Tax ID: 20-0359353

PROJECT DETAILS									
Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost		
1	1	Site Lead	\$28.77	58	597	\$17,175.69	\$17,175.69		
2		Assistant Lead							
3	9	Line Staff 1	\$23.10	20	512	\$11,827.20	\$106,444.80		
4		Line Staff 2							
5		Line Staff 3							
6		Program Supplies					\$15,000.00		
7		Mileage Reimbursement							
						· · · · ·	+100 000 40		

Total \$138,620.49

Teaching Fellows provides the following: administration, planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, timesheets, etc. Total cost field includes hourly wages, insurances, and employee taxes.

Quote Notes:

10 Total Teaching Fellows starting 01/09/2023-06/01/2023 (94 total days) with 20 hours of professional development each. 1 Site Lead working MTuThF 5.5 hours per day (72 days) and W 6.5 hours per day (22 days) and 38 extra hours for PO Shopping, and meetings. 9 Teaching Fellows working MTuThF 5 hours per day (72 days) and W 6 hours per day (22 days).

In partnership,

Mike Snell, CEO

Kingsburg Elementary Charter School District Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date. *All Board items are subject to approval by the Board President.

- 1. Agenda Item: New Job Description- Academic Coach- Special Education/Student Services
- 2. Agenda Item Category:
 - **Consent Agenda**
 - Action Item
 Presentation
 Public Hearing
 Closed Session

3. Submitted By:

Sarah Ballard, Executive Assistant to the Superintendent

4. Attachments:

Not Applicable

- ✓ To Be Enclosed with Board Packets
 - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. Purpose:

New job description for a new academic coach for special education. This person will enhance instructional practices at the classroom level, raise the level of student academic achievement and work with students and staff to develop and imp-lement high quality IEPs. This will assist in the increase in special ed and social emotional issues we have seen in students over the last several years.

6. Financial Impact:

N/A

7. Funding Source:

N/A

- 8. District Goals This Item Will Meet:
 - ✓ Increase Student Achievement
 - ✓ Provide a Safe, Positive and Healthy Learning Environment
 - ✓ Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
 - ✓ Increase Parent Involvement and Continue to Promote Public Relations
 - ✓ Maintain a Sound Fiscal Condition "Keep the Family Together!"

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT Academic Coach- Special Education/Student Services (Certificated Position)

Description

The Academic Coach- Special Education works under the direction of the Director of Special Education and Student Services and in conjunction with individual site administrators.

Primary Role:

The Academic Coach- Special Education serves as part of the District's Academic Leadership Team, providing ongoing professional development for teachers, staff, and administration. He/she provides support to the district leadership team and school staff in data analysis and professional development decision-making. He/she provides professional development and guidance for teachers to improve their content knowledge and effective delivery of instructional strategies, with a specific focus on accommodations/modifications and behavioral interventions. Overall, the job of the coach is to build the capacity of the school and its teachers to meet the learning needs of all students. The goal is to ensure that school staff acquires the understanding and skills to:

- 1. Enhance instructional practices at the classroom level
- 2. Raise the level of the student academic achievement
- 3. Work with students and staff to develop and implement high quality IEPs

Assigned Responsibilities:

- Assists in professional development, with emphasis in Special Education.
- Participation in all required professional development to further growth as an instructional coach. The coach is charged with acquiring the knowledge, skills, and instructional strategies to effectively impact the instructional practices of the teachers that are coached. He/she must remain knowledgeable about current and past research in the specific content area and other pedagogies relevant to the coaching model.
- Assists in identification of the school teaching and learning needs, by analyzing data and
 organizing and implementing problem-solving actions with teachers (in teams and
 individually) to refine their practice.
- Primary support for teachers will include, but not be limited to, in-class coaching, observing, modeling of instructional strategies, guiding teachers in analysis of student work, developing lesson plans with teachers based on student needs, support data analysis, supporting the implementation of accommodations/modifications
- Behavior intervention plans, co-planning with teachers, and conducting professional development activities.
- Monitor instructional effectiveness and student progress using tools and strategies gained through professional development.
- Establish and maintain confidential relationships with teachers.
- Communication with supervisor and site administrators through a weekly schedule/log of activities.
- At minimum, meet monthly with the Director of Special Education & Student Services to discuss district needs and schedule.
- Establish professional development for general education and special education teachers, specifically for SEL support in classroom environments.
- Coordinate and help develop a classroom and site toolbox of student interventions for staff.
- Performance of additional tasks and responsibilities as assigned.

Academic Coach- Special Education Page 2

Academic Coach is Non-supervisory:

The role of the coach is separate and apart from the evaluative role of the principal or supervisor of the teacher. The coach advocates for, facilitates, and supports the work of the teacher, but never performs supervision or evaluation. The coach should never confuse providing teachers with consultative feedback requiring professional judgment with supervisory or evaluative responsibilities of the principal.

Required Qualifications:

- California Teaching Credential- Special Education
- Four (4) years of successful classroom teaching experience
- Proven record of excellence as a classroom teacher
- Experience as a presenter in staff development
- Masterful knowledge of literacy, mathematics, and special education policies and procedures
- Willingness to update skills and knowledge commensurate with the demands of the position
- Extensive knowledge of the California Common Core State Standards, 21st Century Learning Skills, and College and Career Readiness Skills
- Knowledge of child growth and development and behavior characteristics of public school students, behavior intervention strategies, and trauma informed practices
- Ability to provide effective in-service experiences for instructional personnel with a wide range of socio-educational backgrounds and experiences
- Ability to effectively assess the educational needs of pupils and assist in the design, development and implementation of prescriptive educational plans
- Ability to perform research and development of activities pertaining to curriculum and instruction programs
- Shall possess and maintain a valid California Driver's License
- Ability to lift up to 30 lbs.
- Possess a philosophy and educational standards of excellence consistent with those of the district and community
- Exemplify those personality characteristics, appearance and grooming habits, consistent with the district's standards for setting a desirable example for pupils

Proposed to the Board: January 17, 2023

Kingsburg Elementary Charter School District Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date. *All Board items are subject to approval by the Board President.

- 1. Agenda Item: Williams Quarterly Report- January 2023
- 2. Agenda Item Category:

Consent Agenda

Action Item
 Presentation
 Public Hearing
 Closed Session

3. Submitted By: Sarah Ballard, Executive Assistant to the Superintendent

4. Attachments:

Not Applicable

V To Be Enclosed with Board Packets

*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. Purpose:

This quarterly report is required by our County Office. We have received no complaints. A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement by an individual, public agency, or organization alleging a violation of federal or state laws governing certain educational programs.

6. Financial Impact:

None

7. Funding Source:

None

- 8. District Goals This Item Will Meet:
 - **Increase Student Achievement**
 - Provide a Safe, Positive and Healthy Learning Environment Develop 21st Century Skills by Furthering the Use of Technology in the Classroom

Increase Parent Involvement and Continue to Promote Public Relations Maintain a Sound Fiscal Condition - "Keep the Family Together!"

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Kingsburg Elementary Charter School District

Person completing this form: Sarah Ballard

Title: <u>Executive Assistant to the Superintendent</u>

Quarterly Report Submission Date - check one

1 st Quarter	July 1 - September 30	(Due October 2022)
2 nd Quarter	October 1 – December 31	(Due January 2023)
3 rd Quarter	January 1 – March 31	(Due April 2023)
4 th Quarter	April 1 – June 30	(Due July 2023)

Date for information to be reported publicly at governing board meeting: January 17, 2023

Please check the box that applies:

No complaints were filed with any school in the district during the quarter indicated above.

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Dr. Wesley Sever Print Name of District Superintendent

Signature of District Superintendent

January 17, 2023

Date

Status: DRAFT

Policy 6158: Independent Study

Original Adopted Date: 02/21/2012 | Last Revised Date: 08/08/2022

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered for short- or long-term placements, on a full-time or part-time basis, and/or in conjunction with part- or full-time classroom study.

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult education students. (Education Code 51747; 5 CCR 11701)

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

Student participation in independent study shall be voluntary and no student shall be required to participate. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

General Independent Study Requirements

The Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for participation and is likely to succeed as well as or better than the student would in the regular classroom setting.

The minimum instructional minutes shall be the same for all students at each school including students participating in independent study, except as otherwise permitted by law. (Education Code 46100)

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

- 1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
- 2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
- 3. Learning of required concepts, as determined by the supervising teacher
- 4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to inperson instruction. The Superintendent or designee shall ensure that all students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

- 1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
- 2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who are: (Education Code 51747)

- 1. Not generating attendance for more than ten percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar
- 2. Not participating in synchronous instructional offerings pursuant to Education Code 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span
- 3. In violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include local programs intended to address chronic absenteeism, as applicable, including but not limited to the following: (Education Code 51747)

- 1. Verification of current contact information for each enrolled student
- 2. Notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation
- 3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
- 4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall, for students who participate in an independent study program for 15 school days of more, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. (Education Code 51747)

When any student enrolled in classroom-based instruction is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, the student shall be exempt from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases, evidence from appropriately licensed professionals, of the student's need to participate in independent study, shall be submitted to the Superintendent or designee. (Education Code 51747)

The Superintendent or designee shall ensure that a written agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study. (Education Code 46300, 51747)

For student participation for 15 school days or more, a signed written agreement shall be obtained before the student begins independent study. For student participation of less than 15 school days, a signed written agreement shall be obtained within ten school days of the first day of the student's enrollment in independent study. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but is not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

- 1. The manner, time, frequency, and place for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
- 2. The objectives and methods of study for the student's work and the methods used to evaluate that work
- 3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
- 4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
- 5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
- 6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
- 7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
- 8. A statement that independent study is an optional educational alternative in which no student may be required to participate
- 9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
- 10. Before the commencement of independent study projected to last for 15 school days or more, or within ten school days of the first day of enrollment for independent study for less than 15 school days, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under 18 years of age, the certificated employee responsible for the general supervision of independent study, and for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district's course-based independent study program for students in grades K-8 shall be subject to the following requirements: (Education Code 51749.5)

- 1. A signed learning agreement shall be completed and on file for each participating student, pursuant to Education Code 51749.6
- 2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction
- 3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards.
- 4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3
- 5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program as indicated by the student's performance on applicable student-level measures of student achievement and engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in one or more independent study courses is not being made, the teacher providing instruction shall notify the student and, if the student is under 18 years of age, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be treated as a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

- 6. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.
- 7. A student shall not be required to enroll in courses included in the course-based independent study program
- 8. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6
- 9. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208
- 10. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course
- 11. A student with disabilities, as defined in Education Code 56026, may participate in course-based independent study if the student's individualized education program specifically provides for that participation
- 12. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study
- 13. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within a course-based independent study program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a

written learning agreement that includes all of the following: (Education Code 51749.6)

- 1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5
- 2. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
- 3. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
- 4. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
- 5. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
- 6. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through course-based independent study only if the student is offered the alternative of classroom instruction.
- 7. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress
- 8. The objectives and methods of study for the student's work, and the methods used to evaluate that work
- 9. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study
- 10. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
- 11. Before the commencement of an independent study course projected to last for 15 school days or more, or within ten school days of the first day of enrollment for an independent study course projected to last less than 15 school days, the learning agreement shall be signed and dated by the student, and by the student's parent/guardian or caregiver if the student is less than 18 years of age, the certificated employee responsible for the general supervision of the independent study course, and as applicable for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

Learning agreements may be signed using an electronic signature that complies with state and federal standards, as determined by CDE. (Education Code 51749.6)

A signed learning agreement from a parent/guardian of a student who is less than 18 years of age shall constitute the parent/guardian's permission for the student to receive instruction through course-based independent study. (Education Code 51749.6)

Upon the request of a student's parent/guardian, and before signing a learning agreement as described above, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian, an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a parent/guardian, prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

- 1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
- 2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8
- 3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
- 4. As appropriate to the program in which the students are participating, a daily attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
- 5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
- 6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

Signed written and supplemental agreements, assignment records, work samples, and attendance records may be maintained as an electronic file in accordance with Education Code 51747 and 51749.6, as applicable.

Regulation 6158: Independent Study

Original Adopted Date: 02/21/2012 | Last Revised Date: 08/08/2022

Status: DRAFT

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in-person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in-person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by a teacher or teachers of record for that student pursuant to Education Code 51747.5 or the certificated employee providing instruction for course-based independent study. (Education Code 51745.5)

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

- 1. Special assignments extending the content of regular courses of instruction
- 2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
- 3. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
- 4. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and district-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

To participate in independent study, a student shall be enrolled in a district school. (Education Code 51748)

The Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

A student with disabilities, as defined in Education Code 56026, may participate in independent study if the student's individualized education program (IEP) specifically provides for such participation. If a parent/guardian of a student with disabilities requests independent study because the student's health would be put at risk by in-person instruction, the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education (FAPE) in an independent study placement. A student's inability to work independently, need for adult support, or need for special education or related services shall not preclude the IEP team from determining that the student can receive FAPE in an independent study placement. (Education Code 51745)

In addition, any student with disabilities who receives services from a nonpublic, nonsectarian school through a virtual program may be permitted to participate in independent study if the student's IEP team determines that FAPE can be provided to the student by means of the virtual program and other conditions of law are satisfied.

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through independent study. (Education Code 51745)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

- 1. A letter to the student and/or parent/guardian
- 2. A meeting between the student and the teacher and/or counselor
- 3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
- 4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether independent study is in the student's best interest. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program. (Education Code 51747, 51749.5; 5 CCR 11701)

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation, and if the student transfers to another public school in California, the record shall be forwarded to that school. (Education Code 51747, 51749.5)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

- 1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
- 2. Approving or denying the participation of students requesting independent study
- 3. Facilitating the completion of written independent study agreements
- 4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
- 5. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The responsibilities of the supervising teacher shall include, but are not limited to:

- 1. Completing designated portions of the written independent study agreement and signing the agreement
- 2. Supervising and approving coursework and assignments
- 3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
- 4. Maintaining a daily attendance register
- 5. Providing direct instruction and counsel as necessary for individual student success
- 6. Regularly meeting with the student to discuss the student's progress
- 7. Determining the time value of assigned work or work products completed and submitted by the student
- 8. Assessing student work and assigning grades or other approved measures of achievement
- Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

Regulation 6161.1: Selection And Evaluation Of Instructional Materials

Status: DRAFT

| Last Revised Date: 02/21/2012

Review Process

The district's review process for evaluating instructional materials shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members in accordance with Education Code 60002. The review process may also involve administrators, other staff who have subject-matter expertise, and students as appropriate. The Superintendent or designee shall seek input from stakeholders with diverse backgrounds and perspectives.

If the district is considering the use of instructional materials for grades K-8 that have not been adopted by the State Board of Education (SBE), the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

The Superintendent or designee may establish an advisory committee to conduct the review of instructional materials.

The Superintendent or designee shall present to the Governing Board recommendations for instructional materials and documentation that supports the recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

When possible, the district may pilot instructional materials in a representative sample of classrooms for a specified period of time during a school year, in order to determine the extent to which the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Criteria for Selection and Adoption of Instructional Materials

In recommending instructional materials for adoption by the Board, the Superintendent or designee shall ensure that the materials:

1. Are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE

For grades K-8, only instructional materials on the list of materials adopted by SBE and/or other instructional materials that have not been adopted by SBE but are aligned with the state academic content standards or the Common Core State Standards may be recommended for selection. (Education Code 60200, 60210)

- Do not reflect adversely upon persons because of any characteristic specified in law and BP 0410 -Nondiscrimination in District Programs and Activities, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044)
- 3. To the satisfaction of the Board, are accurate, objective, current, and suited to the needs and comprehension of district students at their respective grade levels (Education Code 60045)
- 4. With the exception of literature and tradebooks, use proper grammar and spelling (Education Code 60045)
- 5. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)
 - a. The commercial brand name, product, or corporate or company logo is used in text for an educational

purpose as defined in guidelines or frameworks adopted by SBE.

- b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.
- 6. Meet the requirements of Education Code 60040-60043 for specific subject content, including, but not limited, accurately portraying society's cultural and racial diversity
- 7. Support the district's adopted courses of study and curricular goals
- 8. Contribute to a comprehensive, balanced curriculum
- 9. Demonstrate reliable quality of scholarship as evidenced by:
 - a. Accurate, up-to-date, and well-documented information
 - b. Objective presentation of diverse viewpoints
 - c. Clear, concise writing and appropriate vocabulary
 - d. Thorough treatment of subject matter
- 10. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels
- 11. Stimulate discussion of contemporary issues and improve students' thinking and decision-making skills
- 12. As appropriate, have corresponding versions available in languages other than English
- 13. Include high-quality teacher's guides
- 14. When available, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

In addition to meeting the above criteria as applicable, technology-based materials shall:

- 1. Be both available and comparable to other, equivalent instructional materials (Education Code 60052)
- 2. Be accessible to all students, including economically disadvantaged students, students with disabilities, and English learners
- 3. Protect the privacy of student data

Conflict of Interest

To ensure integrity in the evaluation and selection of instructional materials, individuals who are participating in the evaluation of instructional materials and are not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that they:

1. Will not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

- 2. Are not employed by nor receive compensation from the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it
- 3. Do not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

Regulation 6162.51: State Academic Achievement Tests

Status: DRAFT

Original Adopted Date: 02/21/2012 | Last Revised Date: 04/25/2022 | Last Reviewed Date: 04/25/2022

STATE ACADEMIC ACHIEVEMENT TESTS

The Superintendent or designee shall administer the California Assessment of Student Performance and Progress (CAASPP) to all district students at applicable grade levels, except those students exempted by law.

The students of any charter school that receives its state funding allocation through the district shall be tested in coordination with the testing of district students. In addition, the Superintendent or designee shall arrange for the testing of students in any alternative education program or program conducted off campus, including, but not limited to, non-classroom based programs, continuation schools, independent study, community day schools, county community schools, juvenile court schools, or nonpublic, nonsectarian schools. No test shall be administered in a home or hospital except by a test administrator or test examiner. (5 CCR 851)

(cf. 0420.4 - Charter School Authorization)
(cf. 0420.41 - Charter School Oversight)
(cf. 6158 - Independent Study)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

On or before July 1 of each year, the Superintendent or designee shall identify any district school(s) with students who are unable to access the computer-based assessment of a CAASPP test and shall report the number of such students to the test contractor. If available, a paper and pencil version of the assessment may be administered to such students. (5 CCR 853, 857)

On or before July 1 of each year, the Superintendent or designee shall designate a district coordinator who shall oversee all matters related to the testing program and serve as the district representative and liaison with the test contractor and the California Department of Education (CDE). The Superintendent or designee shall also designate a coordinator for each test site. The duties of the district and site test coordinators shall include those specified in 5 CCR 857-858. (5 CCR 857-858)

The Superintendent or designee also shall appoint a trained test administrator(s) to administer the CAASPP achievement tests and a test examiner(s) to administer the California Alternate Assessments. A test examiner shall be a certificated or licensed employee or contractor of the district or county office of education. (5 CCR 850)

(cf. 4112.2 - Certification) (cf. 4113 - Assignment)

As appropriate, the Superintendent or designee shall assign a specially trained district employee to serve as a test proctor to assist the test examiner; a specially trained district employee, or other person supervised by a district employee, to serve as a translator to translate the test directions into a student's primary language; and a district employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian or sibling shall not be eligible to be that student's translator or scribe. (5 CCR 850)

All test administrators, test examiners, proctors, translators, scribes, district and site test coordinators, and other persons having access to any of the CAASPP achievement tests and corresponding test materials, assessment technology platform, or tests administered pursuant to Education Code 60640 shall acknowledge the limited purpose of their access to the achievement tests by signing a test security affidavit. In addition, all district and site test coordinators shall sign a test security agreement before receiving any CAASPP achievement tests and corresponding test materials. The test security affidavit and test security agreement shall be those set forth in 5 CCR 859. (5 CCR 850, 859)

Tests Included in the State Assessment System

The district shall administer the following CAASPP assessments: (Education Code 60640; 5 CCR 851.5)

1. The Smarter Balanced summative assessments for English language arts and mathematics in grades 3-8, except that:

(cf. 6142.91 - Reading/Language Arts Instruction) (cf. 6142.92 - Mathematics Instruction)

a. Recently arrived English learners, defined pursuant to Education Code 60603 as English learners who are in their first 12 months of attending a school in the United States, shall be exempted from taking the English language arts assessment to the extent allowed by federal law. A recently arrived English learner may be administered the test upon request by the student's parent/guardian.

(cf. 6174 - Education for English Learners)

b. Students with disabilities who are unable to participate in the English language arts and mathematics assessments, even with the resources described in the section "Testing Variations" below, shall be provided an alternate test when designated in their individualized education program (IEP), as provided in item #3 below.

(cf. 6159 - Individualized Education Program) (cf. 6164.6 - Identification and Education Under Section 504)

2. The California Science Test (CAST) at grades 5 and 8

However, students with disabilities who are unable to participate in the CAST, even with the resources described in the "Testing Variations" section below, shall be provided an alternate test when designated in their IEP, as provided in item #3 below.

(cf. 6142.93 - Science Instruction)

3. The California Alternate Assessments (CAA) in English language arts, mathematics, and science for students with significant cognitive disabilities who are unable to take the tests specified in items #1-2 above, even with appropriate accommodations or other testing resources, and who have an IEP that designates the use of alternate tests at the applicable grade levels

In addition, the Superintendent or designee may administer the California Spanish Assessment (CSA) to English learners. Administration of this test shall not replace the administration of the above tests, administered in English, to English learners. (Education Code 60640)

The CSA also may be used to assess students in a dual language immersion program who are not limited English proficient or who are redesignated fluent English proficient, subject to approval by CDE of an agreement between the district and the state testing contractor. (Education Code 60640)

Throughout the school year, schools may use Smarter Balanced interim assessments and formative assessment tools at any grade level to provide timely feedback regarding students' progress toward mastery of the skills measured by the summative assessments in English language arts and mathematics and to assist teachers in continually adjusting instruction to improve learning. The Superintendent or designee may determine the timing and frequency of the administration of such assessments.

Exemptions

Each year the Superintendent or designee shall notify parents/guardians of their child's participation in the CAASPP and of the provisions of Education Code 60615 related to exemptions from testing. (5 CCR 852)

(cf. 5145.6 - Parental Notifications)

Parents/guardians may annually submit to the school a written request to excuse their child from any or all parts of the CAASPP assessments for the school year, and such a request

shall be granted by the Superintendent or designee. However, district employees shall not solicit or encourage any exemption request on behalf of any student or group of students. (Education Code 60615; 5 CCR 852)

If a parent/guardian submits an exemption request after testing has begun, any test(s) completed before the request

is submitted will be scored and the results reported to the parent/guardian and included in the student's records. (5 CCR 852)

Testing Period

The Superintendent or designee shall establish testing days for district students within the following available testing windows: (5 CCR 855)

1. Unless otherwise specified in state regulations, assessments shall be administered between the date on which at least 66 percent of the school's or track's annual instructional days have been completed, but no earlier than the second Tuesday in January, and the last day of instruction for the regular annual calendar of the school or track, but no later than July 15 or, if July 15 is not a weekday, then the next weekday following July 15.

2. The CAA for science shall be administered annually beginning on a date in September as determined by CDE through the last day of instruction for the regular annual calendar of the school or track, but no later than July 15 or, if July 15 is not a weekday, then the next weekday following July 15.

3. The CSA shall be administered to English learners within the testing window specified in item #1.

Within the above testing windows, the Superintendent or designee may designate one testing period for each school or track or, if a school has multiple tracks, a selected testing period for each track. The district shall not exceed six selected testing periods within the available testing window. The testing period shall be no fewer than 25 consecutive instructional days and may be extended up to an additional 10 consecutive instructional days if still within the available testing window set forth in items #1-2 above. (5 CCR 855)

Students who are absent during testing shall be provided an opportunity to take the tests within the testing window.

Testing Variations

All CAASPP tests shall be administered in accordance with the manuals or other instructions provided by the test contractor or CDE except that, as appropriate, the following testing variations may be used: (5 CCR 850, 853-854.4)

1. Universal tools specified in 5 CCR 854.1-854.4 may be used with any student.

2. Designated supports specified in 5 CCR 854.1-854.4 may be used with a student for whom the need has been indicated by an educator or team of educators, with parent/guardian and student input as appropriate, or for whom the need is specified in the student's IEP or Section 504 plan.

3. Accommodations specified in 5 CCR 854.1-854.4 may be used with a student with disabilities when included in the student's IEP or Section 504 plan as resources that are regularly used in the classroom for the student's instruction and/or assessment(s). Such accommodations shall be either utilized in the assessment environment or consist of changes in procedures or materials that increase equitable access during the assessment.

4. An unlisted resource that has not been specifically identified as an approved universal tool, designated support, or accommodation may be used with a student who has an IEP or Section 504 plan provided that the resource is one that is regularly used in the classroom for instruction and/or assessment and CDE has approved its use. At least 10 business days prior to the student's first day of CAASPP testing, the district or school site test coordinator may electronically submit a request to CDE for approval to use that unlisted resource during that year. If CDE determines that the unlisted resource changes the construct being measured, the unlisted resource may nevertheless be used with the student in order to generate an individual score report even though the student shall not be counted in the participation rate for accountability measures. (5 CCR 854.9)

In the administration of the CAA to a student with significant cognitive disabilities, the student may have all instructional supports that may be used in daily instruction or assessment, including language and physical supports, with the exception of any inappropriate test practices listed in test administration manuals. (5 CCR 850, 854.5)

Report of Test Results

For any state assessments that produce valid individual student results, the Superintendent or designee shall forward or transmit the student's test results to the student's parents/guardians within 20 working days from receipt of the results from the test contractor or, if the district receives the results from the contractor after the last day of

instruction for the school year, then within the first 20 working days of the next school year. The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by the district. An individual student's scores shall also be reported to the school and teacher(s) and shall be included in the student record. (Education Code 60641; 5 CCR 863)

(cf. 5125 - Student Records)

With parent/guardian consent, the Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. (Education Code 60641)

The Superintendent or designee shall present districtwide, school-level, and grade-level results to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 49076, 60641)

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Bylaw 9250: Remuneration, Reimbursement And Other Benefits

Status: DRAFT

Original Adopted Date: 06/10/2019 | Last Revised Date: 08/08/2022 | Last Reviewed Date: 08/08/2022

Remuneration

Governing Board members are authorized to receive compensation for their services up to a maximum monthly amount prescribed by law based on the district's average daily attendance (ADA) for the prior school year. In addition, the law allows this amount to be increased annually in an amount not to exceed five percent (5%).

In recognition of Board member services, commencing July 1, 2022, Board members shall receive \$264/month, which sum shall be increased by 5% annually each subsequent July 1. In order to receive this compensation, Board members must attend all regular board meetings each month. Each Board member must be present (personally or telephonically) for at least 50 percent of each meeting to be entitled to compensation for that meeting.

Board members shall receive this compensation unless they notify the District, in writing, of their election not to receive compensation. Pursuant to Government Code section 53208.5, health benefits for Board members who first began service on the Board on or before January 1, 1995 can elect to receive the Board stipend or 100% of the monthly premium.

Board member compensation shall be treated as taxable income.

Board members are not eligible to participate in any District-sponsored 403(b) plans.

Student Board members, if any, shall receive no compensation for meetings attended.

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the district, such as traveling expenses. Reimbursement shall be in accordance with policies established for district personnel and at the same rate of reimbursement. (Education Code 35044)

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the district's interests; attendance at district or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, tips or gratuities, alcohol, entertainment, expenses of any family member who is accompanying the Board member on district-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while on district business. Any questions regarding the propriety of a particular type of expense should be resolved by the Superintendent or designee before the expense is incurred.

Health and Welfare Benefits for Current Board Members

Board members shall participate in the District's health and welfare benefits program provided for district employees on the same terms and conditions as active district employees, as those terms and conditions may change from timeto-time. Board members shall be responsible to make all required premium payments in advance each month and are responsible for all co-pays and other costs on the same terms and conditions as District employees. Board members must comply with all rules governing the District's benefit program, including rules implemented by the District's benefit providers.

No cash payments shall be made to Board members in lieu of participating in the District's health benefits program. Since a cash option is an essential part of IRS approved section 125 plans, Board members shall not be eligible to participate in the District's IRC Section 125 Plan.

Premium payments required of board members may, if authorized by the board member, be deducted from the board member's monthly compensation; however, deductions shall not be made on a pre-tax basis since board members are not authorized to participate in the District's section 125 plan.

Health and welfare benefits provided to Board members shall be extended at the same level to their eligible spouses and eligible dependent children.

Board member participation in the district's health and welfare benefits program and Board member entitlement to a district contribution toward benefits shall be subject to change from time-to-time by the Board without prior notice and shall not be considered a vested right.

Benefits for Retired Board Members

Retired Board members may participate in the health and welfare benefits program provided for active district employees under the conditions specified below.

Health and welfare benefits for retired Board members shall be no greater than that received by district non-safety employees with the most generous schedule of benefits.

Because the District paid for health and welfare benefits for former Board members before January 1, 1994, any former Board member may continue to participate in the district's health and welfare benefits and receive the District's contribution toward benefits, as that contribution amount may change from time-to-time, so long as that member satisfies all of the following conditions: (1) he/she served in office after January 1, 1981; (2) his/her term began before January 1, 1995; and (3) he/she has served for 12 or more years. These payments shall be made under the same terms as made for former Board members before January 1, 1994. (Government Code 53201)

Any former member whose first term of office began on or after January 1, 1995, and any other member retiring from the Board after at least one four (4) year term, may continue to participate in the District's health and welfare benefits program at his/her own expense if coverage is in effect at the time of retirement from the Board.

If a retiring board member elects to purchase health benefits from the District, the retiring board member shall be responsible to make all required premium payments in advance each month and shall be responsible for all co-pays and other costs on the same terms and conditions as District employees. Retired Board members must comply with all rules governing the District's benefit program, including rules including rules implemented by the District's benefit providers.

Health and welfare benefits provided to a former Board member shall be extended, at his/her own expense and at the same level, to his/her eligible spouse and eligible dependent children as specified in law and the District's health plan.

If a Board member is entitled to a District contribution toward health benefits due to his/her service as a District employee, the board member, when elected to office, shall participate in the District's health benefit program on the terms described in this board bylaw and upon retirement from the school board, shall continue to receive their same entitlement to health benefits as a retired district employee, to the extent of their eligibility, as if they had not been elected to the school board.

(cf. BP 4154.1/4254.1 applicable to personnel hired before January 14, 1994 and BP 4154.1(a)/4254.1(a) for personnel hired after January 13, 1994.)