

**KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
GOVERNING BOARD MEETING**

February 13, 2024

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

**Alternative Location:
213 W. Civic Center Drive
Sandy, UT 84070**

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
 - 6.1. Presentation: LCAP Mid-Year Report
 - 6.2. School Emergency Plan Updates
7. Chief Business Official's Report
8. Director of Expanded Learning & English Learner Programs Report
9. Board Member Reports
10. First Reading: Board Policies/Administrative Regulations/Exhibits
 - 10.1. BP 0410: Nondiscrimination in District Programs and Activities

- 10.2. BP/AR/E 1312.2: Complaints Concerning Instructional Materials
- 10.3. BP/AR 1312.3: Uniform Complaint Procedures
- 10.4. BP 5145.3: Nondiscrimination/Harassment

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:

- 11. Consent Agenda
 - 11.1. Consider Approval of Minutes – January 22, 2024 Board Meeting
 - 11.2. Consider Approval of Cash Balances
 - 11.3. Consider Approval of Budget Report
 - 11.4. Consider Approval of Accounts Payable Report
 - 11.5. Consider Approval of Request to Surplus Equipment
 - 11.6. Consider Approval of Request for Out of State Travel: Kristy LeBoeuf, Legislative Action Conference, March 2-6, 2024, Washington, D.C.
 - 11.7. Consider Approval of Quote from Savvas Learning Company LLC for Annual SIOP Training for New Teachers
 - 11.8. Consider Approval of Expanded Learning Opportunities Program Plan

BUSINESS SERVICES

- 12. Consider Approval of Certification of Corrective Actions for the 2022-2023 Financial Audit
- 13. Consider Approval of Contract with Fresno Roofing Company, Inc. to Replace Roof of Washington Elementary Library and Room 18
- 14. Consider Approval of Contract with USA Shade for Shade Structure at Washington Preschool
- 15. Consider Approval of Contract with Veyna Design Studios for Mural on Rafer Johnson Jr. High Gym

HUMAN RESOURCES

- 16. Consider Approval of MOU with Fresno Pacific University for Intern Teacher/Special Education

SPECIAL EDUCATION & STUDENT SERVICES

- 17. Consider Approval of Agreement with Speech Therapy Link for Occupational Therapy Services

ADMINISTRATIVE SERVICES

- 18. Consider Approval of Delegate Assembly Nominees to the 2024 CSBA Delegate Assembly
- 19. Consider Approval of Board Policies/Administrative Regulations/Exhibits
 - 19.1. AR 5117: Interdistrict Attendance
 - 19.2. E(1)5117(a), E(1)5117(b): Interdistrict Transfer Request Form- Site-Based
 - 19.3. E(2)5117(a), E(1)5117(b): Interdistrict Transfer Request Form- Central Valley Home School

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, March 12, 2024, 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.)

25. Public Employee Employment

25.1. Certificated Personnel

25.1.1. Consider Acceptance of Resignation for the Purposes of Retirement: Kindergarten Teacher, Washington School

25.1.2. Consider Acceptance of Resignation for the Purposes of Retirement: 3rd Grade Teacher, Lincoln School

25.1.3. Consider Acceptance of Resignation for the Purposes of Retirement: PE Teacher, Rafer Johnson Jr. High

25.2. Classified Personnel

25.2.1. Consider Acceptance of Resignation: Paraprofessional- EL, Reagan Elementary

25.2.2. Consider Approval of Request to Hire: Paraprofessional- General (TK), Washington School

26. Pupil Personnel

26.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)

26.1.1. Consider Approval of 2023-24 New Attendance Requests – Site-Based Program

26.1.2. Consider Approval of 2023-24 New Attendance Requests – Central Valley Home School

26.1.3. Consider Approval of 2024-25 New Attendance Requests – Site-Based Program

26.1.4. Consider Approval of 2024-25 Renewal Attendance Requests – Site-Based Program

RECONVENE PUBLIC SESSION

ACTION

27. Report of Actions Taken in Closed Session

28. Adjourn

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:

2. Agenda Item Category:

- ☐ Consent Agenda
- ☐ Action Item
- ☐ Presentation
- ☐ Public Hearing
- ☐ Closed Session

3. Submitted By:

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:

6. Financial Impact:

7. Funding Source:

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

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kingsburg Elementary Charter School District	Matt Stovall Assistant Superintendent	mstovall@kesd.org 559-897-2331

Goal 1

Goal Description
Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.
The District will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
State Standardized Assessments as measured by the ELA and math CAASPP scores.	TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order 30-20 Discontinued because CAASPP returned.	ELA - % Met/Exceeded the Standard All: 49.46% EL: 9.60% LI: 40.30% SWD: 10.61% Homeless: 42.10% Data Year: 2021	ELA - % Met/Exceeded the Standard All: 49.33% EL: 14.28% LI: 42.34% SWD: 13.7% Homeless: 39.22% Data Year: 2022	ELA - % Met/Exceeded the Standard All: 48.74% EL: 18.49% LI: 43.84% SWD: 13.55% Homeless: 36.85% Data Year: 2023	ELA - % Met/Exceeded the Standard All: 54% EL: 13% LI: 45% SWD: 15% Homeless: 46% Data Year: 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Grade Equivalent STAR Reading Scores Spring 2021: Grade 2: 2.7 Grade 3: 3.1 Grade 4: 5.3 Grade 5: 5.6 Grade 6: 5.8 Grade 7: 5.8 Grade 8: 9.0	Data Source:CAASPP Test Results Webpage Math - % Met/Exceeded the Standard All: 35.06% EL: 5.60% LI: 24.56% SWD:8.33% Homeless: 25.97% Data Year: 2021 Data Source:CAASPP Test Results Webpage (This is our new baseline.)	Data Source: CAASPP Test Results Webpage Math - % Met/Exceeded the Standard All: 35.98% EL: 9.52% LI: 28.60% SWD: 13.60% Homeless: 31.38% Data Year 2022 Data Source: CAASPP Test Results Webpage	Data Source: CAASPP Test Results Webpage Math - % Met/Exceeded the Standard All: 37.75% EL: 7.94% LI: 32.24% SWD: 12.90% Homeless: 25.00% Data Year 2023 Data Source: CAASPP Test Results Webpage	Data Source:CAASPP Test Results Webpage Math - % Met/Exceeded the Standard All: 41% EL: 9% LI: 31% SWD:11.33% Homeless: 29%
State Standards Implemented as measured by implementation of the State Reflection Tool.	According to the 2021 State Reflection Tool,the average points for implementation of State Standards is 4.0.	According to the 2022 State Reflection Tool,the average points for implementation of State Standards is 3.5. The decrease is due to the addition of the new visual and performing arts standards which the district has not fully implemented.	According to the 2023 State Reflection Tool,the average points for implementation of State Standards is 3.9. We are still below our goal due to the addition of the world language standards which the district has not fully implemented.	According to the 2023 State Reflection Tool,the average points for implementation of State Standards is 3.9. We are still below our goal due to the addition of the world language standards which the district has not fully implemented. This will be updated later in the school year.	KECSD will maintain its status of "standards met" for Implementation of State Standards and increase its average point score to 4.5, as measured using the State's Reflection Tool.
A broad course of study as measured by a review of teacher and master schedules.	100% broad course of study was provided to all students as measured using the 2021 State Reflection Tool.	100% broad course of study was provided to all students as measured using the 2022 State Reflection Tool.	100% broad course of study was provided to all students as measured using the 2023 State Reflection Tool.	100% broad course of study was provided to all students as measured using the 2023 State Reflection Tool.	The district will maintain its rating of 100% of its students will receive and have access to a broad course of study.
Properly credentialed teachers with no misassignments or vacancies, as measured by Credentials or SARC review.	According to the 2021 State Reflection Tool for 2020-2021 Misassigned Teachers of EL = 0% - Total Teacher Misassignments = 0 - Vacant Teacher Positions = 0	According to the 2022 State Reflection Tool for 2021-2022 Misassigned Teachers of EL = 0% - Total Teacher Misassignments = 0 - Vacant Teacher Positions = 0	According to the 2023 State Reflection Tool for 2022-2023 Misassigned Teachers of EL = 0% - Total Teacher Misassigned = 4 full time teachers who are on a Short Term Staff Permit (STSP), 1 half time teacher (0.5 FTE) that is on a Provisional Internship	According to the 2023 California Dashboard 93% of our teachers are Clear (% of teaching FTE)	The district will maintain its rating "standards met" with no misassignments or vacancies. Misassigned Teachers of EL = 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Permits (PIP), and 1 full time Speech/Language Pathologist on a Variable Term Waiver. - Vacant Teacher Positions = 0		
Sufficient core instructional materials as measured by annual board resolution of sufficiency of instructional materials.	<p>100% sufficient core instructional materials as per the 2021 State Reflection Tool.</p> <p>Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home</p> <p>0</p>	<p>100% sufficient core instructional materials as per the 2022 State Reflection Tool.</p> <p>Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home</p> <p>0</p>	<p>100% sufficient core instructional materials as per the State Reflection Tool.</p> <p>Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home</p> <p>0</p>	<p>100% sufficient core instructional materials as per the State Reflection Tool.</p> <p>Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home</p> <p>0</p>	<p>100% sufficient core instructionals.</p> <p>Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home</p> <p>0</p>
Facilities "Maintained" as measured by the SARC's FIT Report.	<p>100% facilities in good repair as measured by the 2020 SARC FIT report.</p> <p>Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)</p> <p>0</p>	<p>100% facilities in good repair as measured by the 2021 SARC FIT report.</p> <p>Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)</p> <p>0</p>	<p>100% facilities in good repair as measured by the 2022 SARC FIT report.</p> <p>Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)</p> <p>0</p>	<p>100% facilities in good repair as measured by the 2023 SARC FIT report.</p> <p>Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)</p> <p>0</p>	<p>100% facilities in good or exemplary repair, as measured by the SARC FIT.</p> <p>Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)</p> <p>0</p>
English Learner access to state standards/ELD as measured using the State Reflection Tool.	<p>100% of the district' s English Learner students had access to the state standards/ELD as measured using the 2021 State Reflection Tool.</p>	<p>100% of the district' s English Learner students had access to the state standards/ELD as measured using the 2022 State Reflection Tool.</p>	<p>100% of the district's English Learner students had access to the state standards/ELD as measured using the 2022 State Reflection Tool.</p>	<p>100% of the district's English Learner students had access to the state standards/ELD as measured using the 2023 State Reflection Tool.</p>	<p>100% of the district's EL students will have access to state standard/ELD, as measured using the State Reflection Tool.</p>
Reading Performance as measured by the			59.18% of KECSD's K-3 students achieved the standard met or standard	First Trimester Data Met and Exceeded 34.85 %	55% of the district's K-3 students will be at the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Developmental Reading Assessment (DRA).			exceeded level on the 3rd Trimester DRA assessment.	Nearly Met and Not Met 65.14 % Total students tested 514 students (Grades 1-3)	standard met or standard exceeded level.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Closing the Achievement Gap According to the 2022 most recent CA School Dashboard results and given that our EL, Foster Youth, and Low-Income student population state indicator falls below the whole group or all students in both math and ELA, and this special population has traditionally not had equality in academic learning outcomes, KESD will provide supplemental resources that support the core curriculum aligned to the CA standards. Based on this data KESD has found that our low-income and English learner students need additional support and scaffolds within in the classroom to be successful.</p> <p>Through the Cycle of Inquiry used in all of our Professional Learning Communities, it has been determined that Supplemental/Intervention materials used during Multi-tiered Systems of Support, Response to Intervention (RTI), and after-school programs to support and scaffold instruction for the EL, FY, LI pupil population, is making a significant difference.</p>	Yes	Fully Implemented	<p>DRA - First Trimester Data Met and Exceeded 34.85 % Nearly Met and Not Met 65.14 % Total students tested 514 students (Grades 1-3)</p> <p>i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 28% Tier 2 = 39% Tier 3 = 33%</p> <p>Math Tier 1 = 15% Tier 2 = 51% Tier 3 = 34%</p>	<p>ELA - % Met/Exceeded the Standard All: 48.74% EL: 18.49% LI: 43.84% SWD: 13.55% Homeless: 36.85% Data Year: 2023 Data Source: CAASPP Test Results Webpage</p> <p>Math - % Met/Exceeded the Standard All: 37.75% EL: 7.94% LI: 32.24% SWD: 12.90% Homeless: 25.00% Data Year 2023 Data Source: CAASPP Test Results Webpage</p>	\$2,054,383.80	\$279,441.16

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The CA School Dashboard results indicate that all of our students in the EL, FY, LI subgroup have made positive growth (and are moving closer to the standard on the end of the year state test for both ELA and math since the inception of these two signature practices. Therefore, by providing supplemental resources to support scaffold instruction in MTSS and RTI models, the district expects to close the achievement gap and increase student achievement for the district's EL, Foster Youth, and Low-income student group, with an increase of 1% to 2% for each year, up to 2023-2024, as reflected on the Smarter Balanced Assessments. This action is designed to meet the needs most associated with English learners. Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.						
1.2	Intervention and Teacher Training Provide intervention services for all students not yet at the level of proficiency expected by the state.	No	Fully Implemented	Washington - All students receive intervention. Lowest groups focus on letter, word and sound recognition. Roosevelt - 68 Intervention students and 6 students have exited the program.	The district provided each school site additional funds to add an intervention teacher and/or intervention paraprofessionals to support our students that	\$488,036.00	\$176,911.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Lincoln - 57 students currently in their intervention program. Reagan - 79 Intervention students and 11 students exited the program in December. Rafer has serviced 39 students in their 1st trimester. CVHS - 21 students currently receiving intervention.	are not proficient. Also, the district purchased the i-Ready computer software program for all students, which provides support in math and ELA.		
1.3	Supervisor of Operations Maintain Assistant Supervisor of Operations Position	No	Fully Implemented	100% facilities in good repair as measured by the 2023 SARC FIT report. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	100% facilities in good repair as measured by the 2023 SARC FIT report. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	\$107,000.70	\$59,152.67
1.4	Transportation As demonstrated in parent surveys and educational partner input meetings, the district's EL, Foster Youth, and Low-Income student groups have the most difficulty getting to school because of transportation issues related to lack of resources and reliable transportation. This results in increased chronic absenteeism and	Yes	Fully Implemented	DRA - First Trimester Data Met and Exceeded 34.85 % Nearly Met and Not Met 65.14 % Total students tested 514 students (Grades 1-3)	ELA - % Met/Exceeded the Standard All: 48.74% EL: 18.49% LI: 43.84% SWD: 13.55% Homeless: 36.85% Data Year: 2023	\$634,437.56	\$316,588.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>decreased attendance as well as missed instructional time. Data released from the California Department of Education broke down absenteeism rates by the reasons for students missing school. Lack of transportation to school was among the most common reason students missed school, as per the 2017-2019 study and prior to distance learning in March 2020, due to the pandemic. To address this need, the district will continue to make available transportation services to ensure these specific student groups do not miss school and are able to participate in afterschool activities.</p> <p>Data from the district's most recent culture and climate survey, implemented during the 2022 school year, include in the comment section, where students and parents voiced their appreciation for their children's opportunity to participate in athletics, intervention, enrichment, and other after school programs. In other parent group meetings, such as DELAC and PAC, parents have requested the continuation of after-school activities, as they are enjoyed by their families and promote student engagement. Based on the results of the locally developed school climate survey taken during the 2022-2023 school year, 75.8%% of the 401 students taking the survey in grades 4, 5, and 6 indicated that they felt safe at school, and 86% responded that there was an adult at their school that would help them</p>			<p>i-Ready Data - Beginning of Year District-Wide Data</p> <p>ELA</p> <p>Tier 1 = 28%</p> <p>Tier 2 = 39%</p> <p>Tier 3 = 33%</p> <p>Math</p> <p>Tier 1 = 15%</p> <p>Tier 2 = 51%</p> <p>Tier 3 = 34%</p>	<p>Data Source: CAASPP Test Results Webpage</p> <p>Math - % Met/Exceeded the Standard</p> <p>All: 37.75%</p> <p>EL: 7.94%</p> <p>LI: 32.24%</p> <p>SWD: 12.90%</p> <p>Homeless: 25.00%</p> <p>Data Year 2023</p> <p>Data Source: CAASPP Test Results Webpage</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>if they needed assistance. For students in grades 7 and 8, of the 385 students responding to the survey more than 78% indicated that they felt that school was a safe place, and 83% reported that they feel comfortable going to a teacher/staff member for anything that they needed.</p> <p>Transportation (\$634,437.56)</p> <p>The Kingsburg Elementary Charter School District (KECSD) is committed to providing quality education to its students; and student school attendance and participation in afterschool activities is vital to a student's academic success. In addition, if our district does not provide transportation for its after-school programs, many of our students would not have the opportunity to attend after-school enrichment, intervention, and other programs, as we do not have "neighborhood schools" and many students would not have the ability to secure their own transportation. Our schools are set up by unique grade level configurations and grade spans. This means many of our students are transported by bus. To ensure all our Low Income, English Learners, and Foster Youth are provided equal access and opportunities regardless of their home to school transportation status and ensure equity and participation in afterschool programs such as intervention, enrichment, and athletics, KECSD will provide additional transportation</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>services to students. KECS D transportation services covers approximately 95 square miles and transports over one thousand four hundred students daily; District transportation is an integral part of ensuring student access to daily educational services and interventions before and after school. Prior to 18-19 students (K-8) had to reside over one and one-quarter (1 ¼) miles outside of the nearest bus stop to be eligible for transportation.</p> <p>Grades K-3: one and one-quarter (1 ¼) miles Grades 4-8: one and one-half (1 ½) miles</p> <p>It is the intent of the Kingsburg Elementary Charter School District to maintain the busing area to the following: Grades K-3: three-quarter (¾) miles Grades 4-8: one (1) mile</p> <p>It is our expectation that these services will result in increased performance of our English Learners, Foster Youth, and Low-Income students on the ELA and Math CAASPP over the course of the next three years as well as maintain low chronic absenteeism rates for all student groups. This action is designed to meet the needs most associated with English Learner, Foster Youth, and Low-Income students because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	Staffing Provide properly credentialed staff as part of basic services to ensure all students have access to teachers who are properly credentialed.	No	Fully Implemented	According to the 2023 California Dashboard 93% of our teachers are Clear (% of teaching FTE)	Local Data - We have 91 classroom teachers who are properly credentialed and 14 classroom teachers who are not (STSP, Interns, GELAP).	\$10,529,070.29	\$4,740,125.55
1.6	Special Education Provide services and resources to all students with Individualized Education Plans and who qualify for special education.	No	Fully Implemented	Our Special Education team is fully staffed. To date, we have identified 25 students who were eligible for special education and have another 24 students with pending assessments. The total number of students eligible for special education in the district is 275, which is 12.6% of our district enrollment. Our SST process ensures that students receive timely intervention, their response to that intervention is monitored, and our referrals to	ELA - % Met/Exceeded the Standard All: 48.74% EL: 18.49% LI: 43.84% SWD: 13.55% Homeless: 36.85% Data Year: 2023 Data Source: CAASPP Test Results Webpage Math - % Met/Exceeded the Standard All: 37.75% EL: 7.94% LI: 32.24%	\$2,554,696.85	\$1,082,237.14

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Special Education are appropriate.	SWD: 12.90% Homeless: 25.00% Data Year 2023 Data Source: CAASPP Test Results Webpage		
1.7	Basic Services Provide basic services, additional support and intervention to ensure all students are successful in accessing the state standards.	No	Fully Implemented	Washington - All students receive intervention. Lowest groups focus on letter, word and sound recognition. Roosevelt - 68 Intervention students and 6 students have exited the program. Lincoln - 57 students currently in their intervention program. Reagan - 79 Intervention students and 11 students exited the program in December. Rafer has serviced 39 students in their 1st trimester. CVHS - 21 students currently receiving intervention. DRA - First Trimester Data Met and Exceeded 34.85 % Nearly Met and Not Met 65.14 % Total students tested 514 students (Grades 1-3)	ELA - % Met/Exceeded the Standard All: 48.74% EL: 18.49% LI: 43.84% SWD: 13.55% Homeless: 36.85% Data Year: 2023 Data Source: CAASPP Test Results Webpage Math - % Met/Exceeded the Standard All: 37.75% EL: 7.94% LI: 32.24% SWD: 12.90% Homeless: 25.00% Data Year 2023 Data Source: CAASPP Test Results Webpage	\$3,265,727.53	\$999,130.49

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 28% Tier 2 = 39% Tier 3 = 33% Math Tier 1 = 15% Tier 2 = 51% Tier 3 = 34%			
1.8	Facilities Continue to upgrade and maintain classrooms and facilities, as needed.	No	Fully Implemented	100% facilities in good repair as measured by the 2023 SARC FIT report. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	100% facilities in good repair as measured by the 2023 SARC FIT report. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	\$6,828,929.56	\$3,191,580.46
1.9	Preschool Provide high quality preschool services and resources to prepare students for kindergarten and beyond.	No	Fully Implemented	Language & Literacy Development = 4% - Building Later = 29%, 51% = Building Earlier, 11% = Exploring Middle, 3% = Exploring Earlier & 4% = Responding Later	AM Classroom B = Number of numbers correct = 28% PM Classroom B = 22% AM Classroom C = 64% PM Classroom C = 44%	\$284,679.70	\$202,520.87

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.10	Lunch Program Provide a quality meal program to ensure all students receive a healthy and nutritious breakfast and lunch, every school day.	No	Fully Implemented	48,053 total breakfast this year 93,538 total lunches this year 29,856 total snacks this year	48,053 total breakfast this year 93,538 total lunches this year 29,856 total snacks this year	\$1,148,699.17	\$660,126.53

Goal 2

Goal Description

Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Full implementation of the California Content Standards as measured by local classroom walk through observation data.	100% of the teachers implemented the CA Content Standards for ELA and math for the 2020-2021 school year.	100% of the teachers implemented the CA Content Standards for ELA and math for the 2020-2021 school year.	100% of the teachers implemented the CA Content Standards for ELA and math for the 2021-2022 school year.	100% of the teachers are in the process of implementing the CA Standards for ELA and math during the 23-24 school year.	100% of the teachers will implement the CA Standards for ELA and math.
Math Achievement Gap	TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order 30-20 Based on the 2019 CA Dashboard results for math, the following gaps exist:	Results from the 2021 CAASPP Results Website Indicate the following performance levels for KECSD students and student groups, for students who met or exceeded the standard in math: All: 35.06% SWD: 8.33% LI: 24.50%	Results from the 2022 CAASPP Results Website Indicate the following performance levels for KECSD students and student groups, for students who met or exceeded the standard in math: Math - % Met/Exceeded the Standard All: 35.98%	ELA - % Met/Exceeded the Standard All: 48.74% EL: 18.49% LI: 43.84% SWD: 13.55% Homeless: 36.85% Data Year: 2023 Data Source: CAASPP Test Results Webpage Math - % Met/Exceeded the Standard	"All" student subgroup will maintain a "green" rating on the CA Dashboard, with a score of 3 points above the the standard. The gap between "All" subgroup and EL subgroup will decrease and EL students will receive a score of 90 points below the standard for math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>"All" students received a "green" rating or the second highest rating according to the 2019 CA Dashboard results and scored 15.2 points below the standard.</p> <p>EL students received a "yellow" rating on the 2019 CA Dashboard and scored 118.3 points below the standard. Gap equals 103.1 points</p> <p>Students with Disabilities (SWD) received an "orange" second lowest rating according to the 2019 CA Dashboard, with a score of 124 points below the standard. Gap equals 108.8 points below the standard.</p> <p>According to data from the 2021 3rd trimester data from the math interim assessments, students received the following scores:</p> <p>Kindergarten: ALL students scored 53% below standards</p> <p>1st Grade: ALL students scored 33% below standards</p> <p>2nd Grade: ALL students scored 25% below standards</p> <p>3rd Grade:</p>	<p>EL: 5.60% Homeless: 25.97% (This will serve as the new baseline.)</p> <p>According to data from the 2022, 3rd trimester data from the math interim assessments, students received the following scores:</p> <p>Kindergarten: ALL students scored 3% below standards</p> <p>1st Grade: ALL students scored 10% below standards</p> <p>2nd Grade: ALL students scored 16% below standards</p> <p>3rd Grade: All students scored 27.5% below standards</p> <p>4th Grade: All students scored 30% below standards</p> <p>5th Grade: All students scored 20.5% below standards</p> <p>6th Grade: All students scored 29% below standards</p> <p>7th Grade: All students scored 36% below standards</p>	<p>EL: 9.52% LI: 28.60% SWD: 13.60% Homeless: 31.38% Data Year 2022 Data Source: CAASPP Test Results Webpage</p> <p>Kindergarten: ALL students scored 5% below standards</p> <p>1st Grade: ALL students scored 20% below standards</p> <p>2nd Grade: ALL students scored 57% below standards</p> <p>3rd Grade: All students scored 36% below standards</p> <p>4th Grade: All students scored 26% below standards</p> <p>5th Grade: All students scored 44% below standards</p> <p>6th Grade: All students scored 26% below standards</p> <p>7th Grade: All students scored 37% below standards</p> <p>8th Grade: All students scored 24% below standards</p>	<p>All: 37.75% EL: 7.94% LI: 32.24% SWD: 12.90% Homeless: 25.00% Data Year 2023 Data Source: CAASPP Test Results Webpage</p> <p>i-Ready Data - Beginning of Year District-Wide Data 23-24 ELA Tier 1 = 28% Tier 2 = 39% Tier 3 = 33%</p> <p>Math Tier 1 = 15% Tier 2 = 51% Tier 3 = 34%</p>	<p>The gap between "All" subgroup and SWD subgroup will decrease and students will receive a score of 110 points below the standard.</p> <p>Students will increase their results towards proficiency on the 3rd trimester math benchmark.</p> <p>Kindergarten: ALL students scored 1% below standards</p> <p>1st Grade: ALL students scored 7% below standards</p> <p>2nd Grade: ALL students scored 13% below standards</p> <p>3rd Grade: All students scored 24% below standards</p> <p>4th Grade: All students scored 27% below standards</p> <p>5th Grade: All students scored 17% below standards</p> <p>6th Grade: All students scored 26% below standards</p> <p>7th Grade:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>All students scored 28% below standards</p> <p>4th Grade: All students scored 30% below standards</p> <p>5th Grade: All students scored 55% below standards</p> <p>6th Grade: All students scored 33% below standards</p> <p>7th Grade: All students scored 37% below standards</p> <p>8th Grade: All students scored 25% below standards</p>	<p>8th Grade: All students scored 27% below standards</p>			<p>All students scored 33% below standards</p> <p>8th Grade: All students scored 24% below standards</p>
English Learner growth as measured by the ELPAC annual growth data.	Results of the 2021 summative ELPAC will serve as the baseline goal 2 and its metric.	<p>Results of the spring 2021 Summative ELPAC indicate the % of students who performed at each level for grades K-8.</p> <p>Level 1: 14% Level 2: 36% Level 3: 33% Level 4: 15% These percentages will serve as our baseline.</p>	<p>Results of the spring 2022 Summative ELPAC indicate the % of students who performed at each level for grades K-8.</p> <p>Level 1: 8.8% Level 2: 32.80% Level 3: 40.40% Level 4: 18%</p>	<p>Results of the spring 2023 Summative ELPAC indicate the % of students who performed at each level for grades K-8.</p> <p>Level 1: 8.11% Level 2: 24.32% Level 3: 42.86% Level 4: 24.71%</p>	EL progress on English Proficiency: Student growth will increase 6% on the ELPAC for Level 4.
EL redesignation as measured by prior year number of redesignated students.	The baseline for this metric will be established after the district receives the	As per CDE Dataquest, 17.8% of the district's EL students were redesignated in 2020.	As per Differentiated Assistance 2023 Data by FCSS Integrated Data Systems, 3% of the	20 students have been redesignated so far this school year.	Increase EL reclassification rate by a minimum of 4% by 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>results of the 2021 summative ELPAC.</p> <p>According to data located on the Dataquest, the states repository for demographic data, in 2019-2020 the reclassification rate for KECSD was 17.8%</p>	<p>This will serve as the district's baseline. (Due to the impacts of Covid and school closures KECSD will not use data from 2021, as only 3% of the district's EL students were redesignated in 2021.)</p>	<p>district's EL students were redesignated in 2021.</p>		
State Test Scores (SBAC) for ELA summative assessments	<p>TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order 30-20</p> <p>Student scores for ELA are: "All" equals 12.7 points above the standard Green - Second highest level</p> <p>"SWD" equals 85.7 points below the standard Orange - Second lowest level</p> <p>"EL" equals 96.6 points below the standard Yellow - middle level</p> <p>Results of the 2021 - 3rd Trimester STAR benchmark assessment for Reading: Grade Equivalent STAR scores spring 2021: Grade 2: 2.7 Grade 3: 3/1 Grade 4: 5.3 Grade 5: 5.6 Grade 6: 5.8 Grade 7: 5.8</p>	<p>Results from the 2021 CAASPP Results Website Indicate the following performance levels for KECSD students and student groups, for students who met or exceeded the standard in ELA:</p> <p>All: 49.46% SWD: 10.61% LI: 40.30% EL: 9.60% Homeless: 42.10% (This will serve as the new baseline.)</p> <p>Results of the 2021 - 3rd Trimester STAR benchmark assessment for Reading: Grade Equivalent STAR scores spring 2021: Grade 2: 3.2 Grade 3: 3.9 Grade 4: 4.6 Grade 5: 5.1 Grade 6: 6.0 Grade 7: 4.8 Grade 8: 8.8</p>	<p>Results from the 2022 CAASPP Results Website Indicate the following performance levels for KECSD students and student groups, for students who met or exceeded the standard in ELA:</p> <p>ELA - % Met/Exceeded the Standard All: 49.33% EL: 14.28% LI: 42.34% SWD: 13.7% Homeless: 39.22% Data Year: 2022 Data Source: CAASPP Test Results Webpage</p> <p>Results of the 2022 - 3rd Trimester STAR benchmark assessment for Reading: Grade Equivalent STAR scores Grade 2: 3.0 Grade 3: 3.8 Grade 4: 4.6 Grade 5: 5.0 Grade 6: 6.0 Grade 7: 6.4 Grade 8: 7.1</p>	<p>ELA - % Met/Exceeded the Standard All: 48.74% EL: 18.49% LI: 43.84% SWD: 13.55% Homeless: 36.85% Data Year: 2023 Data Source: CAASPP Test Results Webpage</p> <p>i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 28% Tier 2 = 39% Tier 3 = 33%</p> <p>Results of the 2023 - Beginning of the year STAR benchmark assessments for Reading Grade Equivalent STAR scores Grade 2 - 2.3 Grade 3 - 3.1 Grade 4 - 4.2 Grade 5 - 4.4 Grade 6 - 5.0 Grade 7 - 5.8 Grade 8 - 6.6</p>	<p>"All" student subgroup will maintain a "green" rating on the CA Dashboard, with a score of 21.7 points above the standard.</p> <p>"SWD" gap between "All" will decrease and students will receive a score of 75 points below the standard.</p> <p>"EL" gap will decrease and students will receive a score of 80 points below the standard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Grade 8: 9.0				
Professional Development Calendar for training on how to use the state's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2.	The baseline will be 100% of the teachers will be trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2.	100% of the teachers were trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2.	100% of the teachers were trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2.	100% of our teachers are currently being trained by coaches from Fresno County Superintendent of Schools. Our focus this year is: Math, Designated and Integrated ELD, with also a focus on SEL. Grades 3-8 are receiving additional training in the SBAC Ecosystem.	100% of the teachers will be trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2
Student School Climate and Culture Survey	80% of the students in grades 4-8 participating in the district's locally developed school climate and culture survey will indicate positive results and feeling connected to the school community.	86.5% of the students in grades 4-8 participating in the district's locally developed school climate and culture survey indicated positive results and feeling connected to the school community.	75.8% of the students in 4th, 5th & 6th grades and 78.4% of the students in grades 7th & 8th grade participating in the district's locally developed school climate and culture survey indicated that they felt safe at school.	This survey is given annually, but later in the school year. PBIS and the Positivity Project are implemented at all sites.	The district will maintain its 86.5% percent of students feeling safe and connected to their schools.
Chronic Absenteeism Report	0.5% of the students were identified as chronically absent according to results of the 2019 CA School Dashboard.	According to CDE/Dataquest for the 2020-2021 school year, the chronic absenteeism rates for KECSD: EL 10.9% FY 25.0% Homeless: 21.6% SWD: 15.7% LI: 12.7% Overall: 8.8%	According to CDE/Dataquest for the 2021-2022 school year, the chronic absenteeism rates for KECSD: EL: 2.1% FY: 9.1% Homeless: 4.0% SWD: 3.9% LI: 2.7% Overall: 2.7%	According to the 2023 CA Dashboard, the chronic absenteeism rates for KECSD: EL: 1.6% FY: 5.6% Homeless: 0.8% SWD: 4.9% LI: 2.7% Overall = 2.1% and the Blue Level	KECSD will maintain its excellent dashboard rating and 0.5% of the students were identified as chronically absent according to results of the 2021 CA School Dashboard.
Walk through observation forms/data	100% of the teachers are implementing the SIOF district adopted model of instruction with students.	100% of the teachers are implementing the SIOF district adopted model of instruction with students.	100% of the teachers are implementing the SIOF district adopted model of instruction with students.	100% of the teachers are implementing the SIOF district adopted model of instruction with students.	100% of the teachers are implementing the SIOF district adopted model of instruction with students.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Preservice Days for Classified and Certificated Staff</p> <p>The district's SBAC interim and benchmark results indicate a need to provide additional support for staff on the implementation of the state standards and expectations for students who are identified as EL, Foster Youth, and Low-Income. Specifically, data from the CAASPP tests taken in the spring of 2022, indicate EL students scored significantly lower when compared to all other students, and a significant number of all students scored below the state expectation for math. Based on this data KECSD has found that our low-income and English learner students need additional support and scaffolds within in the classroom to be successful.</p> <p>To best support our EL, Foster Youth, and Low-income students, it is essential that they be provided with the best instruction which requires appropriate training and support for teachers.</p> <p>To address this need, during the district's pre-service days, KECSD will provide professional development for the instructional staff and paraprofessionals. By providing additional support for teachers and professional development focused on students' needs, teachers will be better prepared to support the unique needs of the district's EL, Foster Youth, and Low-income students,</p>	Yes	Fully Implemented	All classified and certificated staff were provided training at the district's kickoff event. The focus this year was SEL for teachers, and intervention for classified paraprofessionals.	PD Sessions offered at the Kickoff: Integrating SEL, How to teach Math as a Social Activity, Overview of Autism, EL training, Handle with Care, Exploring SEL Literature and Technology Tools, Classroom environmental/b ehavioral supports, Using Compassionate Dialogue as a Tool for Change, PRESS, Creative Strategies to Promote SEL &The Big 3 of ELD.	\$215,125.00	\$9,066.89

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>therefore, closing the achievement gap as reflected in benchmark results and CAASPP scores. Light meals will be provided during our professional learning days to keep all employees on site throughout the training.</p> <p>The district continues to implement this action due to positive results from previous years of professional development focused on math during the 2017-2019 and the district's signature practices for Reagan School. According to results of the 2019 CA Dashboard, Reagan School students increased significantly in math and received a rating of "green" the second highest. Students identified as EL and low income also "increased significantly" and students identified as homeless also increased their math performance. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners and low-income students.</p>						
2.2	<p>Academic Coaches and Training for Staff</p> <p>Given that the state indicator for our students identified as EL, Foster</p>	Yes	Fully Implemented	Current 23-24 SIOP Teacher Walkthrough Data: Washington - 29	Our academic coaches received training on Jim	\$697,412.39	\$289,392.21

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Youth, and Low-Income falls below the whole group in both math and ELA, and these specific student populations have traditionally not had equality in academic learning outcomes. Based on this data KECSD has found that our EL, Foster Youth, and Low-Income students need additional support and scaffolds within the classroom to be successful. KECSD will provide professional development and academic coaching for instructional staff.</p> <p>Based on the input from the district's educational partners for the LCAP, academic coaching support for teachers was one of the top three priorities requested for goal 2. The District's academic coaches will provide extra support for teachers on how to increase student engagement when implementing core instruction for ELA, math, science, and 21st-century learning skills.</p> <p>The district's academic coaches will develop a coaching cycle to ensure access and support for all teachers. Principals will conduct walk-through observations of all teachers on a regular basis.</p> <p>Data from the walk-through observations will help provide a focus for academic coaching support. Academic coaches will also work under the guidance of the district's leadership team and county office of education content specialists. This action is one</p>			<p>Roosevelt - 38 Reagan - 43 Rafer - 29 CVHS - 17 Lincoln - 79</p>	<p>Knight's Impact Cycle, and have begun to incorporate this into their coaching cycles.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	continued from the previous LCAP. Based on student achievement data and walk-through observation data, since the implementation of academic coaching support during the implementation of the 2017-2020 LCAP, student achievement has increased for the district's EL, Foster Youth and Low-Income student groups in ELA and math. The expected results will be specific training and personalized learning for staff and continued increases in student achievement as indicated on the 2019 CA School Dashboard. This action is designed to meet the needs most associated with EL, Foster Youth, and Low-Income. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for EL, Foster Youth, and Low-Income students.						
2.3	Professional Development Based on data from PLCs and our educational partners' input during the LCAP engagement process and given that our EL, Foster Youth and Low-income student population's state indicator falls below the whole group in both math and ELA, and our EL, Foster Youth, and Low-income students have traditionally not had equality in academic learning outcomes. Based on this data KECSD has found that our	Yes	Fully Implemented	100% of our teachers are currently being trained by coaches from Fresno County Superintendent of Schools. Our focus this year is: Math, Designated and Integrated ELD, with also a focus on SEL. Grades 3-8 are receiving additional training in the SBAC Ecosystem.	PD Sessions offered at the Kickoff: Integrating SEL, How to teach Math as a Social Activity, Overview of Autism, EL training, Handle with Care, Exploring SEL Literature and	\$830,000.00	\$141,926.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>low-income and English learner students need additional support and scaffolds within in the classroom to be successful. KECSO will provide professional development with the focus on the "best first instruction" and support for students not proficient.</p> <p>KECSO will provide district-wide professional development through support from our local county offices, and other organizations, and planning time/substitutes to support student learning and implementation of the new proposed math Framework. Additional support in the following areas will also be addressed:</p> <ul style="list-style-type: none"> • SEL - Social Emotional Learning • SIOP Sheltered Instruction Observation Protocol • Implementation of State Standards • Integrated and Designated ELD • Extra Support for Students Identified as EL, Foster Youth, Low Income <p>This district wide approach provides cohesiveness and an overall plan for the whole district. Since the inception of the district's academic coaches and the implementation of a coaching cycle which includes all sites, student achievement has continued to increase for ELA and math and</p>				Technology Tools, Classroom environmental/b ehavioral supports, Using Compassionate Dialogue as a Tool for Change, PRESS, Creative Strategies to Promote SEL &The Big 3 of ELD.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>teachers have expressed this action to be continued, according to the 2023 LCAP input meetings and survey.</p> <p>By bringing together all teachers, the district can roll out a consistent method that allows for a systematic approach, effectiveness, and support across the district. By learning and working together, teachers will be able to clarify understanding, examine student work, calibrate levels of proficiency, share strategies on how to differentiate instruction for the district's EL, Foster Youth and Low-income student groups, and plan for student success. This action includes time for teacher collaboration and planning and is continued from the previous 2019-2020 LCAP and a request from teachers and administrators at the district's educational partner meetings. Light meals will be provided during our professional learning days and meetings to keep all employees on site throughout the training.</p> <p>The expected results will be continued increases in student achievement as indicated on the 2019 CA School Dashboard results for ELA and math and district-wide professional development that will provide staff with a common language and focus, as well as time for collaboration and planning. This action is designed to meet the needs most associated with English learners, Foster Youth and low-</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.						
2.4	<p>Mental Health</p> <p>Current state and local assessment data for ELA and math reflect that our EL students, foster youth, and low income students have the opportunity to improve in their academic achievement, as compared to all students and as indicated in the metric section on state ELA and math assessments. Input from our educational partners including certificated and classified staff, as well as the district's DELAC, indicates a specific need for additional mental health services to address their stress, which may adversely affect their physical, emotional, and psychological health, and impact learning. Based on this data KECSD has found that our low-income, Foster Youth, and English learner students need additional support and scaffolds within the classroom to be successful.</p> <p>A multi-tiered system of support will ensure students get help promptly with the general educational setting. KECSD will implement MTSS/RTI at all sites, providing EL students, foster youth and low income students, with social-emotional learning and mental health support.</p>	Yes	Fully Implemented	<p>ELA - % Met/Exceeded the Standard All: 48.74% EL: 18.49% LI: 43.84% SWD: 13.55% Homeless: 36.85% Data Year: 2023 Data Source: CAASPP Test Results Webpage</p> <p>i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 28% Tier 2 = 39% Tier 3 = 33%</p> <p>Results of the 2023 - Beginning of the year STAR benchmark assessments for Reading Grade Equivalent STAR scores Grade 2 - 2.3 Grade 3 - 3.1 Grade 4 - 4.2 Grade 5 - 4.4 Grade 6 - 5.0 Grade 7 - 5.8 Grade 8 - 6.6</p>	We have fully staffed behavior teams at each site. Each behavior team consists of a School Counselor, Behavior Support Assistant, and Home-School Liaison. In addition, we have a BCBA for the district who offers Tier 3 supports. We are refining our SST referral system using Aeries Pre-Referral interventions to guide our decision-making. Our MTSS ensures that students receive timely intervention for behavior and social-emotional development,	\$311,358.80	\$278,805.75

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>This will be accomplished through counselors and a support system that addresses all students and through a referral system that identifies students observed or known to have needs related to atypical emotions or behaviors.</p> <p>The additional staff and services provided are designed to meet the specific needs unique to the EL, foster youth, and low income student population, and resulting in increased learning. Because we expect that all students may benefit from additional mental health services, this action is available to all students throughout the district. As a result of this action, we expect to achieve improved mental health and academic success for students as reflected in school climate and culture surveys, and state and local assessments for ELA and math.</p>				and progress is tracked via data collection so that meaningful decisions can be made as students move through the tiers of support.		
2.5	<p>Achievement Gap Special Population EL</p> <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and</p>	No	Fully Implemented	<p>ELA - % Met/Exceeded the Standard EL: 18.49% Data Year: 2023 Data Source: CAASPP Test Results Webpage Math - % Met/Exceeded the Standard EL: 7.94%</p> <p>i-Ready Data - Beginning of Year District-Wide Data ELA</p>	<p>EL Counts 36-FEP 226- EL 162- RFEP</p>	\$242,309.69	\$108,491.91

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. The 2022 CA Dashboard Academic Indicator Performance Levels for the district's EL subgroup indicates that 14.28% of the district's EL students met or exceeded the English language arts proficiency, and 47.6% are making progress towards English language proficiency. Based on this, the district's EL students have not reached the level of performance expected by the state. Given this data, the focus needed for the district to respond to the diverse needs of the district's EL student group is imperative.</p> <p>The district will continue providing additional support for English Learners, monitoring of programs, facilitating staff development and implementation of the ELA/ELD framework, as well as analyzing data/student progress on the ELPAC, reclassification rates, and participation in district professional learning communities.</p> <p>The Assistant Superintendent, District EL Director, District ELPAC Coordinator, and KECSD leadership team will collaborate to ensure the district's students are making continuous progress and achieving high expectations. The leadership team will use the English Learner Roadmap as a resource to</p>			<p>Tier 1 = 28% Tier 2 = 39% Tier 3 = 33%</p> <p>Results of the 2023 - Beginning of the year STAR benchmark assessments for Reading Grade Equivalent STAR scores Grade 2 - 2.3 Grade 3 - 3.1 Grade 4 - 4.2 Grade 5 - 4.4 Grade 6 - 5.0 Grade 7 - 5.8 Grade 8 - 6.6</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>build understanding and expertise about the needs of ELs and research-based practices. Through Professional Learning Communities, the leadership team will use the Cycle of Inquiry to analyze EL data and non-EL student data to determine levels of progress towards mastery of state standards and language proficiency. Based on data from benchmark assessments, state summative assessments, and other multiple measures.</p> <p>The EL Director will work with site administrators and teachers to provide needed support, including training opportunities and resources, and materials. Ultimately, designating specific people with systems in place to monitor student progress with the same goal to ensure quality educational programs and outcomes for all English Learner students in the school, with emphasis on providing equitable services and resources for the district's EL population. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.6	Achievement Gap - SIOP EL Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. Because our English Learners receive a majority of their instruction from teachers in the general education classroom, general education teachers need to know how to scaffold instruction appropriately. We know that using visuals to convey ideas and providing graphic organizers, for example, makes a difference. Multiple opportunities to talk with partners and collaborate in small groups give ELs the opportunity for language practice. While some teachers may already routinely use these and other techniques, others do not. Schoolwide professional development will continue to build a shared understanding of our English Learners' needs and a common commitment to the instructional practices that support them.	Yes	Fully Implemented	<p>ELA - % Met/Exceeded the Standard EL: 18.49% Data Year: 2023 Data Source: CAASPP Test Results Webpage Math - % Met/Exceeded the Standard EL: 7.94%</p> <p>i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 28% Tier 2 = 39% Tier 3 = 33%</p> <p>Results of the 2023 - Beginning of the year STAR benchmark assessments for Reading Grade Equivalent STAR scores Grade 2 - 2.3 Grade 3 - 3.1 Grade 4 - 4.2 Grade 5 - 4.4 Grade 6 - 5.0 Grade 7 - 5.8 Grade 8 - 6.6</p> <p>Current 23-24 SIOP Teacher Walkthrough Data: Washington - 29 Roosevelt - 38 Reagan - 43 Rafer - 29 CVHS - 17 Lincoln - 79</p>	All new teachers and administrator are trained in SIOP before the beginning of the school year. EL Counts 36-FEP 226- EL 162- RFEP	\$50,000.00	\$22,066.97

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>SIOP is a research-based model of instruction for planning and implementing lessons that help our staff provide English learners and other students with access to grade-level content standards, develop the students' academic English skills, and prepare students to be college and career ready.</p> <p>According to the 2022 CA Dashboard, the district's EL students performed at the "Low-Math and Medium-ELA" level as per the state indicator for ELA and math. Although our EL subgroup has made progress and increased performance in regards to state expectations, this subgroup is not at the level of proficiency expected by the state.</p> <p>This action is continued from the previous 2019-2020 LCAP. Continued training and implementation of the SIOP model will ensure KECSD reaches its commitment to close the achievement gap and ensure equity and high-quality education for all students. Fidelity and implementation using the SIOP model will be measured using data from administrator walk-through observations. Given that our English Learner student population state indicator falls below the whole group in both math and ELA, and the English Learner student population has traditionally not had equality in academic learning outcomes, KECSD will continue to provide SIOP training for all new</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	teachers and follow up training for all certificated staff principally directed towards meeting the needs of the English Learners. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students						
2.7	Interpreters EL Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. No matter their income or background, students with involved families are more likely to perform better in school, attend school regularly, have better social skills, show improved behavior, and adapt well to changes. Parents and guardians	Yes	Fully Implemented	ELA - % Met/Exceeded the Standard EL: 18.49% Data Year: 2023 Data Source: CAASPP Test Results Webpage Math - % Met/Exceeded the Standard EL: 7.94% Translation has been provided for all necessary district events.	Bilingual paras called every EL parent to tell them about the after school program and made appointments to help get them signed up. Bilingual paras called EL parents to invite them to Bilingual Night. Bilingual paras translated for parent teacher conferences Bilingual paras make all phone calls home on site and translate for all on site meetings.	\$31,827.41	\$85,802.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>need to feel like they can be actively involved in their child's education, regardless of any language barriers. It is the district's responsibility to create that space for families to be involved.</p> <p>Given that many of our EL families do not speak English and have the least opportunity to participate in school-related activities, the district will provide increased access to interpreters and increased translated documents for those needed. KECSD values input from all families and recognize them as vital partners in their child's education. The result will be increased communication with parents of English Learners, resulting in increased family engagement at school and district events, and contributing to an increase in student achievement. We anticipate the student performance on CAASPP math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students</p>				<p>Translation was used for parenting classes</p> <p>Bilingual paras translate all documents needed for sending home.</p>		
2.8	<p>EL Designated and Integrated ELD Instruction and Support</p> <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has</p>	Yes	Fully Implemented	<p>ELA - % Met/Exceeded the Standard</p> <p>EL: 18.49%</p> <p>Data Year: 2023</p>	<p>A new hands on intervention was purchased and implemented. It is called</p>	\$35,000.00	\$5,095.21

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. Based on data from PLCs and stakeholder input during the LCAP engagement process and given that our EL population state indicator falls below the whole group in both math and ELA, and the EL student population has traditionally not had equality in academic learning outcomes, KECSD will provide professional development and academic coaching for our instructional staff that is principally directed towards meeting the needs of the district's EL student group.</p> <p>Professional development will be focused on the state's ELA/ELD Framework. This comprehensive approach to ELD instruction involves both Integrated ELD and Designated ELD. KECSD believes the fastest way to bring English learners to full proficiency is to do both with fidelity and rigor. EL data will be analyzed and discussed in PLC meetings. Principals will conduct walk-through observations</p>			<p>Data Source: CAASPP Test Results Webpage Math - % Met/Exceeded the Standard EL: 7.94%</p> <p>Flashlight and online EL intervention program was purchased. Bilingual paras were given 2 PD days.</p>	<p>accelerated learning with lit 6. It is for TK-8th grade. All Bilingual paras were trained. We looked through student data and developed groups based on need. Bilingual paras pull students for intervention based on language domain need.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>to ensure best practices for ELD are implemented.</p> <p>This action is continued from the previous 2019-2020 LCAP. The expected results will be high-quality training for teachers, with the focus on English Learner support. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students</p>						
2.9	<p>Summer Programs</p> <p>According to the most recent 2022-2023 CA School Dashboard and on local benchmark assessments, our EL Low Income and Foster Youth students have consistently performed lower on standardized tests, for ELA and math, when compared to all other students. Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the these student populations. Our EL, LI and FY students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in</p>	Yes	Fully Implemented	We had 329 students in the June session and 236 in the July session	Planning for 2024 Summer Programs.	\$430,000.00	\$190,054.72

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>the metric tables. Based on a local needs assessment Kingsburg has found that our EL, LI and FY students need additional support and scaffolds to be successful. Through the Plan-Do-Study-Act (PDSA) model and in response to stakeholder feedback from the DELAC and Parent Advisory Committee, the district determined our EL, LI and FY students benefit from additional support throughout the summer. The KECSD summer school program will be specifically designed to support the EL, LI and FY students.</p> <p>The summer program will be an extension of the school year, so it will provide additional time for these students to gain the necessary academic skills to become successful in the next grade level.</p> <p>This is a continued action from the previous 2019-2020 LCAP. The district will expect continued, improved academic achievement for EL, LI and FY students. It will help these students become better prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas such as ELA and math. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English Learner, Low Income and Foster Youth students.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.10	<p>Paraprofessionals</p> <p>Given that our EL, Foster Youth, and Low-income population state indicator falls below the whole group in both math and ELA, and the EL, Foster Youth, and Low-Income population has traditionally not had equality in academic learning outcomes, paraprofessionals will assist teachers and provide additional support for students who have not reached proficiency, including English Learners and students who have difficulties with learning or who require special needs and students identified as homeless or foster youth. Additional EL paraprofessionals will be added in 23-24 to assist our EL students to become proficient in English.</p> <p>Through data collected from the district's educational partner input meetings and progress monitoring of students receiving intervention supported by paraprofessionals, it has been determined that paraprofessionals help keep students focused and on pace with their peers, resulting in increased student achievement. Recent DRA data reflecting students in kindergarten is an example of this. Since returning to in-person instruction, paraprofessionals have assisted kindergarten teachers in the implementation of an</p>	Yes	Fully Implemented	<p>A new hands on intervention was purchased and implemented. It is called accelerated learning with lit 6. It is for TK-8th grade. All Bilingual paras were trained. We looked through student data and developed groups based on need. Bilingual paras pull students for intervention based on language domain need.</p> <p>Our regular paraprofessionals provide RTI support at each site.</p> <p>First Trimester Data Met and Exceeded 34.85 % Nearly Met and Not Met 65.14 %</p> <p>Total students tested 514 students (Grades 1-3)</p> <p>DRA - First Trimester Data Met and Exceeded 34.85 % Nearly Met and Not Met 65.14 %</p> <p>Total students tested 514 students (Grades 1-3)</p>	Bilingual para professionals monitor academic data and provide assistance in class with academic support in their primary language.	\$1,391,000.00	\$243,810.01

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>intervention program called PRESS/Path to Reading Excellence in School Sites. The most recent data from DRA scores indicate students in kindergarten are currently performing at a slightly lower level in foundational reading skills compared before the pandemic(64% mastered 2022, compared to 68% mastered 2021, based on the DRA.</p> <p>The district will continue to provide extra support from paraprofessionals, the outcome will be increased student achievement based on the DRA and district benchmarks. This action is designed to meet the needs most associated with English learners, Foster Youth, and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners and low-income students.</p>						
2.11	<p>Intervention and Enrichment Programs</p> <p>Provide materials and resources to maintain Services for Students</p> <p>AVID/Rafer Johnson Jr. High GATE/Reagan and Rafer Johnson Jr. High Arts MESA/RJJH CTE/VROP</p>	Yes	Fully Implemented	<p>i-Ready Data - Beginning of Year District-Wide Data</p> <p>ELA Tier 1 = 28% Tier 2 = 39% Tier 3 = 33%</p> <p>Math Tier 1 = 15% Tier 2 = 51%</p>	<p>Washington - All students receive intervention. Lowest groups focus on letter, word and sound recognition. Roosevelt - 68 Intervention students and 6 students have</p>	\$1,004,863.06	\$154,534.65

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>After School Programs/All Schools Instrumental/Vocal Music at Lincoln, Reagan, RJJH</p> <p>Given that our EL, Foster Youth, and Low-income population state indicator falls below the whole group in both math and ELA, and the EL, FY, and LI population has traditionally not had equality in academic learning outcomes, KECSD will continue to support enrichment and afterschool programs and services for students. Our Low Income and English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment KECSD has found that our low-income and English learner students need additional support and scaffolds within the classroom to be successful.</p> <p>Advancement Via Individualized Determination or AVID has a very specific design element where students reflect and question while mastering content. AVID students work together to problem-solve and to change the level of discourse in the classroom. Students are taught to articulate what they understand and learn how to seek out the resources they need to be successful.</p> <p>The concentration funds also allowed for Rafer Johnson Jr. High School to have a full-time CTE</p>			Tier 3 = 34%	<p>exited the program. Lincoln - 57 students currently in their intervention program. Reagan - 79 Intervention students and 11 students exited the program in December. Rafer has serviced 39 students in their 1st trimester. CVHS - 21 students currently receiving intervention.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Woodshop Instructor who provides direct services to all students. This provides more students with opportunities to work in this career pathway that leads into Kingsburg High School.</p> <p>Data from the CA Dashboard for 2017, 2018, and 2019, indicates students, as a whole, have made significant progress in ELA. All subgroups made consistent increases in ELA, with ELs and SWD making significant increases.</p> <p>Specific intervention and enrichment programs are implemented outside of the regular school day. To effectively meet the needs of identified students, unique interventions and supports are provided, using supplemental materials and resources and aligned to the core curriculum. Data from the CA Dashboard for 2017, 2018, and 2019, indicates that these targeted interventions are working, as, during the past three LCAP years, students have made continuous progress, in both ELA and math.</p> <p>Students who regularly participate in enrichment and after-school programs often surpass their peers in academic performance. The result will be a greater connection to the school through the building of relationships, experiencing success and accomplishments, and notable improvements in work habits and behavior, all contributing to increased student achievement and</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	increased self-esteem. This action is designed to meet the needs most associated with English learners Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners. Foster Youth and low-income students.						
2.12	<p>BTSA/Teacher Induction Program</p> <p>Given that our EL, Foster Youth and Low-income state indicator falls below the whole group in both math and ELA, and the EL, FY, and LI population has traditionally not had equality in academic learning outcomes KECSD will provide extra support for new teachers through BTSA/Teacher Induction Program.</p> <p>Beginning Teacher Support and Assessment (BTSA) requires demonstration of mastering the art of teaching at-risk, special populations, low-income, foster youth, English Learner students and differentiation of instruction in support of student needs all principally directed towards meeting the needs of the EL, FY, and LI students. The extra training and support for new teachers will result in increased achievement.</p>	No	Fully Implemented	Local Data - We have 10 teachers that are participating in Induction this year. One of the 10 just finished induction mid-year (1 teacher had to stop in January of Year 1 Induction due to being off on maternity leave. This teacher only had to complete 1/2 year and just finished in December).		\$47,185.00	\$32,720.37

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.13	<p>Intervention Staff and Building For the 23-24 school year, intervention teachers will be added to Lincoln, Reagan and Rafer Johnson Jr. High to help close the achievement gaps of the English Learners, low-income and Foster Youth students.</p> <p>As demonstrated in the associated metrics sections, our English Learner, Low Income, and Foster Youth students have the most opportunity for continued growth in English Language Arts and math when compared to the CAASPP test scores of all our students. For the 2022 CAASPP, in ELA, 50.47% of all Reagan students met the standard, compared to only 44.11% of our LI and 13% of our EL students. In math, 35.88% of all Reagan students met the standard, compared to only 29.1% of our LI and 5.88% of our EL students. This is a trend of low achievement as in 2021 for the CAASPP, our overall student population scored 50.70% in ELA for having met the standard, while our EL students scored 9.67% and our LI students scored 40.35%. In math for the CAASPP, 36.24% of our overall student population met the standard, while our EL students scored 3.18%, and our LI scored 21.82%. Based on the data, a local needs assessment was conducted to determine the root causes of the</p>	Yes	Partially Implemented	<p>i-Ready Data - Beginning of Year District-Wide Data</p> <p>ELA Tier 1 = 28% Tier 2 = 39% Tier 3 = 33%</p> <p>Math Tier 1 = 15% Tier 2 = 51% Tier 3 = 34%</p>	<p>The intervention building is currently in the planning stage with our Director of MOT and CBO.</p> <p>The district provided each school site additional funds to add an intervention teacher and/or intervention paraprofessionals to support our students that are not proficient. Also, the district purchased the i-Ready computer software program for all students, which provides support in math and ELA.</p> <p>Washington - All students receive intervention. Lowest groups focus on letter,</p>	\$1,700,000.00	\$231,405.58

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>gap in achievement for our low-income, Foster Youth, and English-learner students. Educational partners and student feedback indicated that to best support intervention and expand enrichment for these students, they need to have a dedicated, welcoming, engaging, and safe learning environment where they know someone cares about them.</p> <p>Based on feedback, we have determined that for intervention to be effective, we need to ensure that a safe, quiet, and warm learning environment is provided to support small group learning and tutoring. To meet this need, we will pay for the costs associated with program expansion, including the infrastructure for an intervention classroom at Reagan Elementary.</p> <p>A dedicated space for intervention allows educators to work with students one-on-one or in small groups, as well as use the learning space to provide individualized support for LI, FY, and EI students who may be struggling with specific subjects or skills. This could include extra practice or additional instruction. Educational partner feedback from our site indicated that having a dedicated space for intervention will improve communication between educators, students, and parents. Teachers will be able to share progress reports and discuss strategies for improvement to ensure that each</p>				<p>word and sound recognition.</p> <p>Roosevelt - 68 Intervention students and 6 students have exited the program.</p> <p>Lincoln - 57 students currently in their intervention program.</p> <p>Reagan - 79 Intervention students and 11 students exited the program in December.</p> <p>Rafer has serviced 39 students in their 1st trimester.</p> <p>CVHS - 21 students currently receiving intervention.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>identified student is getting what they need when needed.</p> <p>The details in action 2.11 for Intervention and Enrichment Programs reflect the intervention and teachers that will take place in the new learning space. In order to implement a successful response to the intervention program for our EL, LI, and FY students, an intervention teacher and paraprofessional will be hired to assist these students in their areas of academic need. With an intervention teacher and paraprofessional, our EL, LI, and FY students will be receiving targeted instruction in ELA and math to fill the gaps in each of these individual students. The additional services are designed to meet the specific needs unique to the EL, LI, and FY student population.</p> <p>This dedicated space is designed to support the academic achievement of EL, LI, and FY by providing a personalized and safe space to provide additional support and resources. However, because we expect all students to benefit from increased academic intervention staff, this action is provided school-wide. The intended outcome is for our English Learners, Low Income and Foster Youth students to be supported in improving their academic performance in ELA and math on state and local assessments.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description

Access to a Broad and Challenging Curriculum focused on 21st Century Learning.

Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Academic coaches will use google docs to keep track of teachers receiving professional development.	<p>In 2020-2021 100% teachers received training in how to best serve students using the "hybrid" model of instruction and use of technology.</p> <p>The professional development focus for the 2021-2024 school year will be math. All teachers will be trained the state expectations and math framework, including implementation of the new framework.</p>	<p>During the 2021-2022 school year, the hybrid model ended and students were back to in-person instruction full time.</p> <p>100% of the district's teachers who teach math participated in professional development focused on the state's expectations for math and the proposed new math framework.</p>	<p>During the 2022-2023 school year, the hybrid model ended and students were back to in-person instruction full time.</p> <p>100% of the district's teachers who teach math participated in professional development focused on the state's expectations for math and the proposed new math framework.</p>	Academic Coaches are tracking the teachers they have been working with during the 23-24 school year.	100% teachers will receive training focused on the new math framework. Academic coaches will follow up and provide additional support and coaching in the classroom.
Professional Learning Community Calendar of Meetings	2020-2021 - 100% of the district's principals had designated meetings with the assistant superintendent to review contents of grade level	100% of the district's principals had designated meetings with the assistant superintendent to review contents of grade level professional learning communities.	100% of the district's principals had designated meetings with the assistant superintendent to review contents of grade level professional learning communities.	100% of the district's principals have had designated meetings with the assistant superintendent to review contents of grade level	100% of the district's principals will meet with the assistant superintendent to review contents of grade level professional learning communities. This practice

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	professional learning communities.			professional learning communities.	will take place, at minimum, every 9-10 weeks.
Principal Walk Through Observation Forms	Due to Covid 19 and the district safety protocols put into place, principals did not meet the goal of walking through all classroom a minimum of 1-2 times per week. The baseline for the 2021-2022 school year will be that 100% of the site administrators will walk through all classrooms, at minimum, 1 time per week.	100% of the site administrators walked through all classrooms, at minimum, 1 time per week.	100% of the site administrators walked through all classrooms, at minimum, 1 time per week.	Current 23-24 Siop Teacher Walkthrough Data: Washington - 29 Roosevelt - 38 Reagan - 43 Rafer - 29 CVHS - 17 Lincoln - 79	100% principals will walk through all classrooms a minimum of 1 time per week, as measured by the locally developed google walk through form.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Technology Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth and low income student population. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner, Foster Youth and low income students need additional support and scaffolds to be successful.	Yes	Fully Implemented	i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 28% Tier 2 = 39% Tier 3 = 33% Math Tier 1 = 15% Tier 2 = 51% Tier 3 = 34%	All students have access to a chromebook. 1:1 access.	\$160,000.00	\$230,935.81

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The COVID-19 pandemic suddenly and abruptly forced our schools to close and begin teaching students remotely. The massive shift to distance learning was frustrating for both teachers and the families we serve. But the result of having to shift everything online required our teachers to become masters of technology and for the most part, they did.</p> <p>One of the few positive outcomes from this experience was an opportunity to rethink how digital technologies can be used to support teaching and learning. For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand problem-solving, decision-making, teamwork, and innovation. Given that the state indicators for our EL, Foster Youth, and Low-income student populations fall below that of "all students" in both ELA and math and that EL, Foster Youth, and Low-income student groups may have difficulties accessing technology and the internet outside the classrooms. The district has developed a plan for maintenance, replacement of outdated hardware/software, and technology instruction principally directed toward meeting the needs of the EL, Foster Youth, and Low-income students.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>This action is continued from the previous 2019-2020 LCAP and is a priority that was voiced through all of the district's educational partner input meetings. The expected results will be increased student achievement based on data from the annual state summative assessments for ELA and math. This action will also provide students and staff access to technology resources that inspire 21st century learning skills including creativity, critical thinking, communication, and collaboration. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>						
3.2	<p>21st Century Learning</p> <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth, and low income student population. Our English learners, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric</p>	Yes	Fully Implemented	<p>All students have access to a chromebook. 1:1 access.</p> <p>i-Ready Data - Beginning of Year District-Wide Data</p> <p>ELA</p> <p>Tier 1 = 28%</p> <p>Tier 2 = 39%</p> <p>Tier 3 = 33%</p> <p>Math</p> <p>Tier 1 = 15%</p> <p>Tier 2 = 51%</p> <p>Tier 3 = 34%</p>	One of our academic coaches leads a 21st Century Committee Meeting. Two meetings have taken place this year.	\$80,000.00	\$14,858.42

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>tables. Based on a local needs assessment Kingsburg has found that our English learners, Foster Youth, and low income students need additional support and scaffolds to be successful.</p> <p>For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand critical thinking, collaboration, creativity, and communication which are at the heart of 21st-century learning and preparing students for college and a future career.</p> <p>The district's EL, Foster Youth, and Low-income student population often has the least access to technology due to financial and related hardships. KECSD will provide/maintain 1:1 chromebooks for all students. Teachers will use technology to enhance learning, increase students' understanding by providing them with innovative tools and access to resources such as the Internet which connects students to a wealth of information and the use of platforms such as BrainPop and Google slides to keep students engaged in learning. For low socioeconomic and EL students that access has the power to change their social structure by allowing them to become empowered and engaged with the result of increased academic performance on assessments</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>opening the door to more opportunities.</p> <p>This action is continued from the previous 2019-2020 LCAP and is a priority that was voiced through all of the district's educational partner input meetings. The expected results will be staff who are equipped with the resources and support needed to effectively teach 21st century learning skills, including creativity, critical thinking, communication, and collaboration. The results will also include increased student achievement based on data from the annual state summative assessments for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth, and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>						
3.3	<p>Summer Programs</p> <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth and low income student population. Our English learner, Foster Youth and low income students show the most opportunity</p>	Yes	Planned	We had 329 students in the June session and 236 in the July session	Planning for 2024 Summer Programs.	\$95,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner, Foster Youth and low income students need additional support and scaffolds to be successful.</p> <p>Innovations in science, technology, engineering, art, and math have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their skills in STEAM. The EL, and Low-income student populations, historically, have lower participation in STEAM related careers, therefore KECSD will provide students with an opportunity to participate in hands on activities, through STEAM intersession, that has the potential to spark students' imagination and learning with the result of building interest in STEAM related education and careers.</p> <p>The Next Generation Science Standards instruction is largely dependent on language, and it may inadvertently exclude English Learners from full participation if steps aren't taken. For English Learners, data from the most recent CA Science Test (CAST) taken in 2022, indicate 24.95% of KECSD</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>students in grades 5 and 8 who took the test performed at the level expected by the state. Of the 26 EL students in grades 5 and 8 who took the CAST, 0% of the students scored at the level expected by the state. STEAM intersession will provide rich instruction which builds science competencies and promotes language use.</p> <p>According to data from educational partner input meetings, this is a highly requested action that is continued from the previous 2019-2020 LCAP. The expected result is that all students, including the district's EL and Low-income student groups, will increase their interest in STEAM related fields and their understanding of innovative skills such as critical thinking, creativity, communication skills, and collaboration which will benefit all students no matter what field of study they choose to pursue. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>						
3.4	<p>Intervention (Afterschool)</p> <p>According to the most recent 2021-2022 CA School Dashboard, the district's EL, Foster Youth, and Low-income students have</p>	Yes	Fully Implemented	ELOP data - Out of 71 students in the Rafer after school program only 13 met criteria mid year which included a 2.0 and	All our sites have after school intervention	\$1,462,991.94	\$472,810.58

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>consistently performed lower on standardized tests, for ELA and math, when compared to all other students. As demonstrated in the 2021-2022 CAASPP ELA Test, 14.28% of EL students scored at the level expected by the state, as compared to 49.33% of the district's "All" student category. 9.52% of the district's EL student group scored at the level expected by the state in math. 42.34% of the students identified as Low-income scored at the level of proficiency expected by the state for ELA and 28.60% in math. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on this data. Based on these needs assessment Kingsburg has found that our English learner, Foster Youth and low income students need additional support and scaffolds to be successful. Through professional learning communities and in response to input from the district's educational partners, including feedback from the DELAC and Parent Advisory Committee, the district determined our students will benefit from additional afterschool intervention that is principally directed towards meeting the needs of the unduplicated students, more specifically students identified as English Learners and Low-income. As a result of this action, we expect increased student achievement as measured by end of the year state summative assessments for ELA and math.</p>			<p>no missing assignments. By the end of the semester only 18 students did not qualify and 53 students qualified. 18% met criteria on 10/23 74%met criteria on 12/15</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The district's afterschool intervention program, including the Expanded Learning Opportunity Program (ELOP), will use data from benchmark and formative assessments to drive instruction. The staff will work with smaller groups of students. The staff will work on targeting student needs and continue to rebuild student confidence. Students will set individual goals and work towards that goal during each intervention session. This will help build a sense of accomplishment and give students a purpose to work toward.</p> <p>This is a continued action from the previous 2019-2020 LCAP but includes the addition of a more structured afterschool program, with goal setting and rebuilding of student confidence as a focus for intervention. The expected results will be the implementation of intervention programs focused on students' needs and increased positive school culture and climate, as measured by implementation of the district's student school culture and climate survey and increased achievement as evidenced by results of the annual state summative assessments for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

Provide a positive, safe and welcoming school and district climate.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Suspension Rate	<p>According to the 2019 CA Dashboard, the suspension rate for the district was:</p> <p>"All" students = Green Level (second highest) "EL" students = Green Level "SWD" students = Yellow Level (middle level) "SED" students = Green Level</p> <p>In 2019/2020 there were 28 suspensions.</p> <p>For 20/21 there were 14 suspensions.</p>	<p>Due to suspension of the CA School Dashboard, there is no suspension data to report for the Year 1 outcome in regards to the Dashboard and performance levels.</p> <p>Local data indicates the following number of suspensions and expulsions for the 2021-2022 school year.</p> <p>Suspensions: 66 (Total of 55 different students.)</p>	<p>According to the 2022-2023 CA Dashboard, KECSD was found to be in the medium category, with 2.5% of the student population suspended at least one day.</p> <p>"All" students = Medium Level "EL" students = Low Level "Homeless" = High Level "SWD" = Medium Level "SED" = Medium Level "FY" = Very Low Level</p> <p>Suspensions for 2021-2022: 73, according Differentiated Assistance 2023 Data by FCSS Integrated Data Systems</p>	<p>According to the 2023-2024 CA Dashboard, KECSD was found to be in the Orange category, with 4.2% of the student population suspended at least one day.</p>	<p>All students and significant subgroups will fall into the "Green or Blue" level (first and second highest) on the CA Dashboard. Due to the new 22-23 CA Dashboard, our students will be suspended less than the state average.</p>
Expulsion Rate	<p>Expulsion Rate for 2021 school year was zero. There were no expulsion. (EdData, Educational Data Partnership)</p>	<p>0.003 or 7 students were expelled during the 2021-2022 school year. (Aeries Student Information System)</p>	<p>Expulsion Rate for the 2021-2022 school year was 0.30% with 7 total expulsions.</p>	<p>Expulsion Rate for the 2022-2023 school year was 4.2% according to the CA School Dashboard. Currently we have 0</p>	<p>The expulsion rate will be maintained and there will be no expulsions.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				expulsions and 54 students that have been suspended.	
Attendance as measured by the district average attendance.	<p>No attendance reporting was taken in 2020-2021. There is no data on the P-2 report</p> <p>2019-20 P-2 Enrollment was 2,171 (this was as of 3/16/20 when everything shut down) and our ADA that was submitted to the state was 2,148.70. That would put us at a 98.9% attendance rate of enrollment to ADA for P-2 data in 2019-20.</p>	2021-2022 Attendance Rate: 98.7%	2021-2022 Attendance Rate: 98.7%	<p>Attendance Rates for 2022-2023:</p> <p>Overall = 99%</p> <p>Island - 88.34%</p> <p>CVHS - 99.57%</p> <p>Washington - 99.00%</p> <p>Lincoln - 99.38%</p> <p>Roosevelt - 99.32%</p> <p>Rafer - 98.26%</p> <p>Reagan - 99.20%</p>	The attendance rate will be maintained or at 98% or higher.
Middle School Drop Out Rate as measured by the formula described in the LCAP appendix.	There were no middle school drop outs for the 2020-2021 school year. (Aeries Student Information System)	There was one middle school drop outs for the 2021-2022 school year.	There were two middle school drops outs for the 2021-2022 school year according to AERIES report 1.12.	There are currently no middle school drop outs for the 2023-2024 school year. (Aeries Student Information System)	The district will maintain its middle school drop out rate of zero.
School Climate and Culture Survey	A locally developed survey was implemented with students in grades 4-8. According to the survey, 86% of the students in grade 4-8 felt safe at school. 82% percent of the 4-8 grade students indicated they felt connected to their school.	86.5% of the students in grades 4-8 participating in the district's locally developed school climate and culture survey indicated positive results and feeling connected to the school community.	75.8% of the students in 4th, 5th & 6th grades and 78.4% of the students in grades 7th & 8th grade participating in the district's locally developed school climate and culture survey indicated that they felt safe at school.	This annual survey is given later in the year.	The district will maintain its 86.5% percent of students feeling safe and connected to their schools.
Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs.	100% of the district's school sites will seek stakeholder input and increase attendance at the district's (each school site's) Annual Title I Parent Night and ensure representation from all unduplicated student groups. All teachers will	100% of the district's school sites sought stakeholder input and increased attendance (each school site's) Annual Title I Parent Night to ensure representation from all of the unduplicated - EL, FY, LI student groups. All teachers 100% met	100% of the district's school sites sought stakeholder input and increased attendance (each school site's) Annual Title I Parent Night to ensure representation from all of the unduplicated - EL, FY, LI student groups. All teachers 100% met	100% of the district's school sites sought stakeholder input and increased attendance (each school site's) Annual Title I Parent Night to ensure representation from all of the unduplicated - EL, FY, LI student groups. All teachers 100% met	100% of the district's school sites will seek stakeholder input and increase attendance at the district's Annual Title I Parent Night and ensure representation from all unduplicated student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>connect with (in-person or virtually) 100% of their students' parents during the district's established parent-teacher conference week.</p> <p>The baseline indicated the numbers of parents representing each site will be determined at the first meeting in the fall of 2021.</p>	<p>with their students' parents during the district's established parent conference week, either in-person or virtually.</p> <p>The baseline will be indicated at the fall 2022, first meeting, as a total count was recorded, but there is no record of which school each parent represented.</p>	with their students' parents during the district's established parent conference week, either in-person or virtually.	with their students' parents during the district's established parent conference week, either in-person or virtually.	<p>Each year, the number of parents attending the district's (school site's) Annual Title I Parent will increase, with all unduplicated student groups represented.</p> <p>The district will maintain its goal for all teachers connecting with 100% of their students' parents either in-person or virtually during the district's established parent-teacher conference week.</p>

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Mental Health and School Culture and Climate</p> <p>Mental Health: Maintain staff to increase mental health services and academic counseling services. Maintain Behavioral Support Assistants to provide extra support for mental health services.</p> <p>Psychologist: Maintain Mental Health Services – School Psychologist 100% FTE</p>	No	Fully Implemented	The School Climate and Culture Survey is given later in the year.	We have fully staffed mental health teams at each site. Each team consists of a School Counselor, Behavior Support Assistant, and Home-School Liaison. In addition, we have a threat assessment process that involves comprehensive supports involving our local law	\$585,107.93	\$316,560.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					enforcement and county mental health crisis responders, as well as All4Youth. We are refining our SST referral system using Aeries Pre-Referral interventions to guide our decision-making. Our MTSS ensures that students receive timely intervention for mental health, and progress is tracked via data collection so that meaningful decisions can be made as students move through the tiers of support.		
4.2	Additional Supplemental Support Services Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth, and low income student population. Our English learner, Foster Youth and low income students show the most opportunity	Yes	Fully Implemented	Washington - All students receive intervention. Lowest groups focus on letter, word and sound recognition. Roosevelt - 68 Intervention students and 6 students have exited the program. Lincoln - 57 students currently in their intervention program.	The district provided each school site additional funds to add an intervention teacher and/or intervention paraprofessionals to support our students that are not proficient. Also,	\$105,000.00	\$9,900.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learners, Foster Youth, and low income students need additional support and scaffolds to be successful.</p> <p>Given that our EL, Foster Youth, and Low-income state indicator falls below the whole group in both math and ELA, which has traditionally not had equality in academic learning outcomes, KECSD will implement a Multi-tiered System of Support (MTSS) at all sites, providing students with social-emotional learning and mental health support principally directed to our most vulnerable students.</p> <p>A multi-tier approach to the early identification and support of students with learning and behavior needs, otherwise known as Response to Intervention or RTI will also continue to be implemented. RTI ensures struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Increased communication and collaboration between support staff and general education teachers will take place during monthly professional learning communities. Resources and extra support will be identified as part of the PLC process. The district will assist in providing supplemental resources</p>			<p>Reagan - 79 Intervention students and 11 students exited the program in December.</p> <p>Rafer has serviced 39 students in their 1st trimester.</p> <p>CVHS - 21 students currently receiving intervention.</p>	the district purchased the i-Ready computer software program for all students, which provides support in math and ELA.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and materials when a need is determined. Support staff such as the addition of paraprofessionals will provide physical and academic assistance to students EL, FY, and LI students and any student who needs additional services.</p> <p>All subgroups will receive quality and appropriate intervention to ensure equity for all subgroups. The district will provide intervention materials to support MTSS and RTI at all grade levels and professional development/coaching to support differentiated instruction principally directed towards meeting the needs of EL, Foster Youth, and LI students.</p> <p>Student well-being is foundational to academic success. While dealing with stress is a normal part of life, for some students, stress can adversely affect their physical, emotional, and psychological health. A multi-tiered system of support will ensure students get help promptly within the general education setting.</p> <p>The SELPA was consulted through our Director of Pupil Services who also serves as the Director of Special Education. Through this consultation, the need for more collaboration between the special education department and general education teachers was also identified, along with additional resources to support students with disabilities above and beyond within their IEPs.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	As a result of this action, we expect to continue the implementation of MTSS/RTI with systems in place to support student well-being. The district also expects to achieve improved mental health and academic success for all students. Results will be based on data from student school climate and culture surveys and results from the CA School Dashboard for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth, and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.						
4.3	Learning Directors Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth and low income student population. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner, Foster	Yes	Fully Implemented	Expulsion Rate for the 2022-2023 school year was 4.2% according to the CA School Dashboard. Currently we have 0 expulsions and 54 students that have been suspended.	PBIS and the Positivity project are implemented at all sites.	\$365,048.73	\$208,070.15

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Youth and low income students need additional support and scaffolds to be successful.</p> <p>To assist with this need the district will implement PBIS and move from a punitive model of discipline to a positive restorative model that teaches students life skills on how to make better choices and reduce and manage conflict.</p> <p>A child's regular attendance at school sets the stage for academic success and graduation. According to the state indicator for Suspension Rate, the district's EL students met the criteria for Low, Foster Youth met the criteria for Very Low, and Low-income students and the district's students with disabilities subgroup met the criteria for Medium. The implementation of PBIS will help decrease suspensions for all students and keep students in school. PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It supports EL, FY, LI students, as well as all students, and creates a systematic approach and framework where all students can be successful.</p> <p>The Learning Directors, counselors, BSAs, and other members of the pupil services department will provide extra support principally directed toward the district's EL, Foster Youth, and Low-income subgroups, as well as assist with</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>the implementation of PBIS to establish a climate in which appropriate behavior is the norm, suspensions are decreased and students spend more time in class.</p> <p>This action is continued from the previous 2019-2020 LCAP. All of the schools in the district have received honors from the county due to student success and implementation of PBIS. The results of these actions will be for Learning Directors to provide additional support for students resulting in continued decreased suspension rates, less classroom instruction missed, and an increase in student achievement as indicated on the state's summative SBAC tests for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>						
4.4	<p>Attendance School/Community Liaison: Maintain Budget for SARB Prevention of Truancies/Absences and provide support for students at risk and unduplicated pupils.</p> <p>A child's regular attendance at school sets the stage for academic success and graduation. The</p>	No	Fully Implemented	<p>Attendance Rates for 2022-2023:</p> <p>Overall = 99%</p> <p>Island - 88.34%</p> <p>CVHS - 99.57%</p> <p>Washington - 99.00%</p> <p>Lincoln - 99.38%</p> <p>Roosevelt - 99.32%</p> <p>Rafer - 98.26%</p> <p>Reagan - 99.20%</p>	We hired 5 additional District Liaisons to the "home team" to work at each school site engaging families in understanding the importance	\$164,648.22	\$167,893.58

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>district's home/foster youth community liaisons will work with SARB and the school community to educate families on the importance of being in school. This team, now known as "The Home Team" also includes a behavioral interventionist, attendance specialist, counselors, and a local resource center. Together, the "Home Team" works to address the needs of families, making it easier for their students to attend school. Services include helping families with meal delivery, technology, academics, transportation, and home visits.</p> <p>This is a continued action from the 2019-2020 LCAP. With the support of SARB and The Home Team, all of the Foster subgroup was in the "Medium" level, the LI subgroup was in the "Low" level, and the EL subgroup was in the "Very Low" level, as per the 2022-2023 CA School Dashboard. The expected outcome will be the implementation of SARB resulting in fewer absences, leading to increased instructional time for students, higher achievement, and improved social-emotional wellness.</p>				<p>of school attendance. They track students with absences, go to homes, and provide connections to any services needed to ensure the students attend school regularly. Liaisons provide information on community organizations, referrals, transportation, and home visits to approximately 25+ families per school day. Families in crisis are referred by liaisons to organizations including KCAPS for services such as housing support, food, counseling, transportation, or anything else the family may need to get their student to school. The district recently made its</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>partnership with KCAPS official with a board-approved mutual agreement. The home team works closely with KCAPS to make sure students' attendance improves. The district home team has made more than 20 official counseling referrals for families to KCAPS. The district hired a full-time Board Certified Behavior Analyst to work closely with students who have behavioral concerns. Creating plans that are based on data collection and research-based techniques students with behavioral concerns are kept in school rather than being sent home. Our</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					district intervention and MTSS system are used to determine the level of support a student needs. The district was able to hire 2.3 additional school counseling staff members. One staff was able to go full time and we were able to hire an additional 2 full-time counselors making our full-time school counseling staff 5 employees. With this additional staff, we can support students' academic, social emotional, physical, and mental health needs through our student services department and utilizing our MTSS systems.		
4.5	Health Aides and District Nurse Upon reviewing our local and state assessment data broken down by	Yes	Fully Implemented	According to the 2023 CA Dashboard, the		\$277,953.72	\$137,059.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner and low income student population. Our English learner and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner and low income students need additional support and scaffolds to be successful. A child's regular attendance at school sets the stage for academic success and graduation. Health aides will work with the school community and district nurse for control and prevention of disease and the development of optimum health, principally directed toward our English learner and low income students.</p> <p>Based on qualitative data gathered through parent meetings, and input from the district's educational partners, the continued need for a full-time nurse and secured hours for health aides at each school site was requested.</p> <p>With the support of a district/school nurse, families can control symptoms, manage diseases and avoid trips to the hospital. Fewer absences lead to increased instructional time for students,</p>			<p>chronic absenteeism rates for KECSD:</p> <p>EL: 1.6% FY: 5.6% Homeless: 0.8% SWD: 4.9% LI: 2.7% Overall = 2.1% and the Blue Level</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>higher achievement, and improved social-emotional wellness. As a result, we will expect an increase in student achievement and maintaining or an increase in attendance rates, as well as a decrease in chronic absenteeism for the district's unduplicated population.</p> <p>This is a continued action with the addition of a District Nurse from the 2019-2020 LCAP. This action was an area of high priority and requested by the district's educational partners for reference on the LCAP. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>						
4.6	<p>Parent Involvement</p> <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner and low income student population. Our English learner and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric</p>	Yes	Fully Implemented	We are offering Fresno State's Parent University classes in the following areas: Digital Literacy, English Conversation, Financial Literacy, Health and Wellness, Parenting and Social Media, Pathway to College, Small Business Development, Social and Emotional Wellness and Spanish Conversation.	This year our district was able to implement a program called Raising Highly Capable Kids. After eight 2-hour sessions, 16 parents graduated from the program. This had an overall impact on 43 students within our	\$25,093.14	\$5,629.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>tables. Based on a local needs assessment Kingsburg has found that our English learner and low income students need additional support and scaffolds to be successful. Parents of our English Learners and low-income students often participate less in school than other parents. Parental involvement in the school is associated with student improvement in a variety of areas including academic performance, attitudes and behavior, attendance, student engagement, and graduation rates.</p> <p>KECSD will provide a variety of parent workshop opportunities to meet the needs of our school population and encourage parents to become partners with the district in their child's education, resulting in increased communication, engagement, and higher levels of student achievement.</p> <p>As a result of the District English Language Advisory Committee (DELAC) and other district meetings, a request for parent workshops focusing on ESL and technology was voiced. Parents want to understand how students are using technology in the classroom so they can support their students at home. The ability to speak English will provide non-English speaking parents with more opportunities to share their input and voice their needs. The district will address this concern with the implementation of a series of parenting classes. We will partner</p>				<p>district. 7 of the parents are Spanish-speaking parents and their 21 students are EL or RFEP. During the evening session, students were provided with extended learning opportunity time with one of our school counselors. Social-emotional, art, physical fitness, and food safety-related activities were provided to students while parents were in the parenting classes.</p> <p>Goodies with Guardians family and community engagement events were provided at 2 school sites for approximately 400+ students and families, The event gave</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>with Fresno State's Parent University, which offers classes in the following areas: Digital Literacy, English Conversation, Financial Literacy, Health and Wellness, Parenting and Social Media, Pathway to College, Small Business Development, Social and Emotional Wellness and Spanish Conversation.</p> <p>The district will elicit the support of its academic coaches, classified staff, and the county office to help facilitate these special services for families. Childcare (suggested in DELAC meetings) will be provided to ease the stress of families after the regular workday for district events. Light meals may be provided at parent meetings and district events to further encourage attendance at these events.</p> <p>KECSD will also continue the WATCH D.O.G.S. (Dads of Great Students) Program. This program, was developed by the National Center for Fathering has made a positive impact on millions of children by volunteering hours in their local schools. Father figures volunteer and serve at least one day a year in a variety of school activities as assigned by school and district administrators. The National Center for Fathers established this program to provide positive role models for students, build partnerships and enhance safety. KECSD believes increased parent/caregiver interaction builds confidence in both students and</p>				<p>students and parents time to interact with school staff including the principal, liaison, school counselor, and behavior support assistant. The guardians had an opportunity to eat with their students, take family photos, and connect with staff. The goal of the event was to provide a school-to-home connection over the 2-week winter break. Guardians were provided a packet of information with community resources, and social emotional, and academic lessons to engage with their students over the school break.</p> <p>Don't Fall into Bullying event was a family</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>their families and will impact their overall health and well-being, and decision making skills.</p> <p>According to data from the Centers for Disease Control (CDC) parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. The outcome will be increased family engagement which will result in increased levels of student achievement, based on the end of the year state test results for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>				<p>engagement event that served our largest school site with over 640 students. This was an event to engage students, families, and staff in a positive way regarding anti-bullying. This was a student-led event where the activities promoted positive student interactions, our district PBIS initiative, and social-emotional awareness lessons for students and families. Over 100 people attended the after-hours engagement event.</p>		

**Notes for Board Policy/Administrative Regulation/Exhibit Revisions
February 13, 2024**

Board Policy 0410 - Nondiscrimination in District Programs and Activities

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which (1) requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and Superintendent in enacting policies and procedures that govern the district, (2) clarifies when it is unlawful discrimination for the Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (3) requires the California Department of Education to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, and (4) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified. Policy also updated to reference **NEW U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS GUIDANCE** documents which provide that (1) a district may not separate students based on race, but may include group discussions or activities that focus on race as part of the curriculum, courses, or programs so long as access or participation is not permitted or limited based on race, (2) a school-sponsored program with emphasis on race, such as a student club, that is open to all students, typically would not violate Title VI solely because of its race-related theme, and (3) a district's responsibility not to discriminate against students applies to any of its programs or activities, whether directly or through contractual or other arrangements. Additionally, policy updated to expand the list of characteristics for which discrimination is prohibited in order to more closely align with law; and, to reflect **NEW LAW (SB 523, 2022)** which includes reproductive health decisionmaking as a characteristic for which employees, job applicants, unpaid interns and volunteers are protected against unlawful discrimination and harassment.

Board Policy 1312.2 - Complaints Concerning Instructional Materials

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which (1) requires the California Department of Education (CDE) to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, (2) clarifies when it is unlawful discrimination for the Governing Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (3) provides that complaints alleging discrimination

related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified, and (4) requires CDE to issue, by July 1, 2025, guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant. Policy also updated to expand and amend the list of criteria to be considered when instructional or library materials are being challenged; and, to provide that, unless required by law, any challenged material that is reviewed by the district will not be subject to further reconsideration for 12 months.

Administrative Regulation 1312.2 - Complaints Concerning Instructional Materials

Regulation updated to provide that for an instructional materials complaint for a nonprinted material the location of the objection be given; include that acknowledgement of receipt of an instructional materials complaint and notification of a review committee's decision be in writing; and, add that staff, in addition to the Superintendent or designee and teacher(s), be notified by the Principal as appropriate when an instructional materials complaint is received. Regulation also updated to delete material in the section "Formal Complaint" related to a request by a parent/guardian who has filed a complaint for the student to be excused from using the challenged material while the complaint is pending; and, move the section "Review Committee" to come before the section "Superintendent Determination" so that it follows chronologically. Additionally, regulation updated to amend the section "Review Committee" to provide that (1) the Superintendent or designee may appoint parents/guardians and students, in addition to administrators and staff from relevant instructional and administrative areas, to serve on the committee, (2) include that the Superintendent or designee may provide training to the review committee to ensure the committee is informed regarding its responsibilities, applicable laws, and Board policies and administrative regulations when reviewing instructional materials, and (3) delete the list of criteria to be considered when instructional materials are being challenged, as this list is provided in the accompanying Board policy.

Exhibit(1) 1312.2 - Complaints Concerning Instructional Materials

Exhibit updated to specify that the "Request for Reconsideration of Existing Instructional Materials" form is for use when challenging the content of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library. Exhibit also updated to accommodate for digital instructional materials; merge together portions of the form that are content related; and, change from a checklist to an open ended response the portion regarding the complainant's preference for what should be done about a challenged instructional material.

Board Policy 1312.3 - Uniform Complaint Procedures

Policy updated to ensure compliance with the California Department of Education's (CDE)

2023-24 federal program monitoring instrument, and reflect **NEW LAW (AB 1078, 2023)** which (1) clarifies when it is unlawful discrimination for the Governing Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (2) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified, and (3) requires CDE to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum. Policy also updated to reflect that the California Department of Fair Employment and Housing is now called the California Civil Rights Department.

Administrative Regulation 1312.3 - Uniform Complaint Procedures

Regulation updated to reference **NEW LAW (AB 1078, 2023)** which (1) clarifies when it is unlawful discrimination for the Governing Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (2) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified, and (3) requires the California Department of Education (CDE) to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum. Regulation also updated to ensure compliance with CDE's 2023-24 federal program monitoring instrument

Board Policy 5145.3 - Nondiscrimination/Harassment

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which (1) requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district, and (2) clarifies when it is unlawful discrimination for the Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library. Policy also updated to provide that all allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with the district's uniform complaint procedures. Additionally, policy updated to reflect **NEW U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS GUIDANCE** documents which (1) state that a district may not separate students based

on race, but may include group discussions or activities that focus on race as part of the curriculum, courses, or programs so long as access or participation is not permitted or limited based on race, (2) provide that a school-sponsored program with emphasis on race, such as a student club, that is open to all students, typically would not violate Title VI solely because of its race-related theme, and (3) address discrimination in the use of discipline based on disability, race, and gender expression.

Policy 0410: Nondiscrimination In District Programs And Activities

Status: DRAFT

Original Adopted Date: 02/21/2012 | **Last Revised Date:** 09/13/2018

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, reproductive health decisionmaking, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, veteran or military status, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. The Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.8, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's website and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985; 20 USC 6312)

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. The compliance officer shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

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

Policy 1312.2: Complaints Concerning Instructional Materials

Status: DRAFT

Original Adopted Date: 03/10/2011 | **Last Revised Date:** 02/21/2012

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of children enrolled in a district school. (Education Code 35160)

However, a complaint related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials aligned with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. In addition, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

Regulation 1312.2: Complaints Concerning Instructional Materials

Status: DRAFT

Original Adopted Date: 03/10/2011 | **Last Revised Date:** 10/17/2023

Step 1: Informal Complaint

If a staff member, district resident, or parent/guardian of a student enrolled in a district school has a complaint regarding the content or use of any specific instructional material, such individual shall informally discuss the material in question with the principal. (Education Code 35160)

Step 2: Formal Complaint

If the complainant is not satisfied with the principal's initial response, the complainant shall present a written complaint to the principal. Complaints regarding printed material shall name the author, title, and publisher and shall identify the objection by page and item numbers. In the case of nonprinted material, written information specifying the precise nature of the objection and location of such material shall be given. In order for the district to reply appropriately, complainants shall sign all complaints and provide identifying information. Anonymous complaints will not be accepted.

Upon receiving a complaint, the principal shall provide the complainant with a written acknowledgement of its receipt and respond to any procedural questions the complainant may have. The principal shall then notify the Superintendent or designee, the teacher(s), and other staff as appropriate.

During the investigation of the complaint, the challenged material may remain in use until a final decision has been reached.

Step 3: Review Committee

The Superintendent or designee shall determine whether to convene a review committee to review the complaint.

If the Superintendent or designee determines that a review committee is necessary, the Superintendent or designee shall appoint a committee composed of administrators and staff members selected from relevant instructional and administrative areas. The Superintendent or designee may also appoint parents/guardians, students, and community members, as appropriate, to serve on the committee.

The Superintendent or designee may provide training to the review committee to ensure that the review committee is informed regarding its responsibilities, the criteria to follow when reviewing instructional materials, and applicable laws, Board policy(ies), and administrative regulation(s).

Within 30 days of being convened, the review committee shall summarize its findings in a written report. The Superintendent or designee shall notify the complainant in writing of the committee's decision within 15 days of receiving the committee's report.

Step 4: Superintendent Determination

If the Superintendent or designee determines that a review committee is not necessary, the Superintendent or designee shall, in a timely manner, issue a decision regarding the complaint.

Step 5: Appeal to the Governing Board

If the complainant remains unsatisfied, the complainant may appeal the Superintendent's or review committee's decision to the Board. The Board's decision shall be final.



KINGSBURG

ELEMENTARY CHARTER SCHOOL DISTRICT

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

Exhibit 1312.2 - Complaints Concerning Instructional Materials

Challenged Materials Review Committee

Committee Member: In keeping with KECSD 1312.2, please sign this confirmation form which acknowledges that you have "...thoroughly examine[d] and completely read the challenged item." This signed form is required for participation in the deliberations.

I, _____ attest that per KECSD 1312.2, I have read the challenged material [Title] by [Author] in its entirety and I have examined it thoroughly.

Signature

Title

Printed Name

Date

Challenged Materials Review Committee

Committee Member: In keeping with KECSD 1312.2, please sign this confirmation form which acknowledges that you have "...thoroughly examine[d] and completely read the challenged item." This signed form is required for participation in the deliberations.

I, _____ attest that per KECSD 1312.2, I have read the challenged material [Title] by [Author] in its entirety and I have examined it thoroughly.

Signature

Title

Printed Name

Date



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Director, Human Resources

ERIN PASILLAS
Director, Special Education,
Student Services

Confidentiality Agreement

Per KECSD 1312.2, I understand that deliberations during the Challenged Materials Committee meeting, held on [Month, Date, Year] at [Name of School], must remain confidential. I acknowledge that only the committee's recommendation will be reported to the appropriate administrator.

Signature Title

Printed Name Date

Confidentiality Agreement

Per KECSD 1312.2, I understand that deliberations during the Challenged Materials Committee meeting, held on [Month, Date, Year] at [Name of School], must remain confidential. I acknowledge that only the committee's recommendation will be reported to the appropriate administrator.

Signature Title

Printed Name Date



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Director, Special Education,
Student Services

Challenged Materials Committee

BALLOT

- ☐ Retain in [School Name] Library or Textbook Room
 - ☐ Remove from [School Name] Library or Textbook Room
-

Challenged Materials Committee

BALLOT

- ☐ Retain in [School Name] Library or Textbook Room
 - ☐ Remove from [School Name] Library or Textbook Room
-

Challenged Materials Committee

BALLOT

- ☐ Retain in [School Name] Library or Textbook Room
 - ☐ Remove from [School Name] Library or Textbook Room
-

Challenged Materials Committee

BALLOT

- ☐ Retain in [School Name] Library or Textbook Room
- ☐ Remove from [School Name] Library or Textbook Room



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Summary of Guidelines for the Challenged Materials Review Committee

The policy of the Kingsburg Elementary Charter School District is to provide a wide range of instructional materials at varying levels of difficulty with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers in the classroom and in the Library Media Center. The following guidelines are outlined to implement the instructional objectives of the District and assure a fair and complete consideration of any materials with which there are differences.

The Challenged Materials Review Committee will follow these guidelines when responding to a challenge to materials:

1. Review the challenged material, in its entirety, along with applicable District policies to ensure compliance with policy.
2. Determine the professional acceptance of the challenged material, if possible, by referring to critical review of the material. The Committee shall evaluate the materials from the person objecting, research information on the topic, and any other available information resources pertinent to the topic, including but not limited to expert District personnel, District curriculum and instructional policies and procedures, curriculum standards and frameworks.
3. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context.
4. Discuss the challenged material in the context of the educational program.
5. Reach a decision by consensus, if appropriate or vote if necessary.
6. Communicate the Committee's decision in a written report submitted to the school principal, Local District Superintendent or designee.

The Committee's written report shall include:

A statement of the decision of the Committee concerning the challenged material and the rationale(s) used in making that decision.

References to applicable District policies and other resources used in the review process.

A copy of the written report shall be maintained by the school/Local District.



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Director, Human Resources

ERIN PASILLAS
Director, Special Education,
Student Services

Sample Findings and Decision Form

[School Name]

Challenged by:

Name: _____ Affiliation [e.g., parent] _____

Street Address

City

Zip

Challenged Instructional Material:

Author:

Title:

Publisher/Producer: _____ Copyright date:

Reason for Challenge: Attach copy of the challenge

Pertinent Background Information:

Findings: [Facts and evidence]

Decision:

Based on a thorough review, discussion, and careful consideration, the Review Committee finds that the challenge request should be [GRANTED/DENIED].

Printed Name and Signature of Reviewer

Date



KINGSBURG

ELEMENTARY CHARTER SCHOOL DISTRICT

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Assistant Superintendent

BOBBY RODRIGUEZ
Chief Business Official

CAROL BRAY
Director, Human Resources

ERIN PASILLAS
Director, Special Education,
Student Services

Sample Notification Letter

[School Letterhead]

Date:

Name

Street Address

City, State Zip

Dear [Name]:

On [Date], the Instructional Materials Review Committee met and, after a thorough review, discussion, and careful consideration, the Review Committee finds that your challenge request should be [Granted/Denied].

As per District policy, should you wish to appeal this decision, you must appeal in writing to the Local District Superintendent within fifteen (15) school days of this notification.

Sincerely,

[Administrator's name]

c: Review Committee Members

Local District Superintendent

Assistant Superintendent



KINGSBURG

ELEMENTARY CHARTER SCHOOL DISTRICT

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

REQUEST FOR REVIEW OF EXISTING INSTRUCTIONAL MATERIALS

Title of the item: _____

Type of material (book, video, etc.): _____

Author, Source, Publisher, or Producer: _____

Date of Edition: _____

Name of school/classroom where instructional material was used: _____

Request initiated by: _____

Anonymous Complaints Will Not Be Accepted

(First and Last Name)

(Street) (City) (Zip) (Telephone/E-mail address, if any:)

Date complainant reviewed material in its entirety: _____

Complainant represents (Check one):

☐ Self

☐ Group Represented (If Any) Please specify: _____

Please explain your challenge by answering the following questions:

1. Please specifically state the nature of your concern or objection and identify your objection by page, website, webpage and/or link, recording or digital sequence, video frame, or words, as appropriate. You may use additional pages if necessary.



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Student Services

2. Was the instructional material of concern read/heard/viewed in isolation or was the entire selection read/heard/viewed? If the entire selection was not read/heard/viewed, what is your estimate regarding the percentage of the amount read/heard/viewed?

3. What is your concern regarding the consequence if a student reads/hears/views the instructional material? In your assessment, is the instructional material appropriate for the age of the students being taught?

4. What would you like the school to do about the instructional material?

Signature: _____ Date: _____

This form is to be submitted to the school site administrator.

FOR OFFICE USE ONLY

Pertinent Actions

Date

A. Request received by: _____

B. Title: _____

C. Action Taken: _____

Policy 1312.3: Uniform Complaint Procedures

Status: DRAFT

Original Adopted Date: 12/10/2016 | **Last Revised Date:** 08/08/2022

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, 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, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

Discrimination includes, but is not limited to, the Board's refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243)
11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)

15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
21. State preschool programs (Education Code 8207-8225)
22. State preschool health and safety issues in license-exempt programs (Education Code 8212)
23. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
24. Any other state or federal educational program the SPI or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR

106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in Administrative Regulation 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department.
 5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with Administrative Regulation 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)
 6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with Board Policy 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
 7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with Board Policy 3555 - Nutrition Program Compliance. (5 CCR 15582)
 8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)
-

Regulation 1312.3: Uniform Complaint Procedures

Status: DRAFT

Original Adopted Date: 12/10/2012 | **Last Revised Date:** 08/08/2022

Except as may otherwise be specifically provided in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying Board policy.

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying and in Administrative Regulation 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment.

Assistant Superintendent
Kingsburg Elementary District Office
1310 Stroud Avenue
Kingsburg, CA 93631
559-897-2331
mstovall@kesd.org

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, an appropriate administrator shall determine whether interim measures are necessary during an investigation and while the result is pending. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and

regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy

2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate
3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred
4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct
5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
7. A statement that the district will post a standardized notice of the educational and graduation requirements of foster youth, students experiencing homelessness, children of military families, former juvenile court school students now enrolled in the district, students who are migratory, and students participating in a newcomer program as specified in Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process
8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision
10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable
11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.6 shall be posted on the district and district school websites and may be provided through district-supported social media, if available.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a

complaint, the site administrator shall notify the compliance officer.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR 4600)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.
3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Governing Board. (5 CCR 4630)
4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. (5 CCR 4630)
5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

The compliance officer shall begin an investigation into the complaint within 10 business days of receiving the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Refusal by the district to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, or bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant.

Investigation Report

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law
3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination, harassment, intimidation, or bullying, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the district, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law
3. The material findings of fact in the district's investigation report are not supported by substantial evidence
4. The legal conclusion in the district's investigation report is inconsistent with the law
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the district's investigation report

3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint
5. A copy of the district's UCP
6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt California State Preschool Program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the Superintendent or designee may download and post a notice available from the CDE website. (Education Code 8212; 5 CCR 4691)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent. (5 CCR 4693)

Policy 5145.3: Nondiscrimination/Harassment

Status: DRAFT

Original Adopted Date: 08/23/2010 | **Last Revised Date:** 10/12/2020

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual 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 association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination may occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

**KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
GOVERNING BOARD MEETING**

January 22, 2024

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

4:00 p.m.

MINUTES

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

1. Call to Order and Roll Call
Board President, Frank Yanes, called the meeting to order at 4:00 p.m.

Board Members Present:

Frank Yanes, President
Constance Lunde, Clerk
Brad Bergstrom, Member
Reverend Edward Ezaki, Member (Attended Meeting by Teleconference)
Karyll Smith Quinn, Member

District Office Administrators Present:

Wesley Sever, Ed.D., Superintendent
Matt Stovall, Assistant Superintendent
Bobby Rodriguez, Chief Business Official
Carol Bray, Director, Human Resources
Erin Pasillas, Director of Special Education and Student Services

2. Pledge of Allegiance
3. Moment of Contemplative Silence
4. Approval of Agenda:

Moved: Mr. Bergstrom; Seconded: Mrs. Lunde

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

DISCUSSION

5. Superintendent's Report
 - 5.1. Communications/Recognitions
 - 5.1.1 The Rafer Spelling Bee took place last week with 30 brave students participating and included over 1 1/2 hours, spanning 21 rounds with 357 words. Sehajdeep Sohi and Jake Sondergaard emerged as the winners and they will represent KECSD at the Fresno County Superintendent of Schools Spell Off on March 19th. Special thanks to Melinda Ballard and the dedicated Rafer Staff for creating this experience for the students.

- 5.1.2 The FMCMEA (Fresno-Madera County Music Educators Association) Choir Performance took place last Saturday, showcasing the talent of 14 Rafer students chosen by Mr. Pasalakis for this event. These dedicated students invested numerous hours in rehearsals, coming together with peers from across the valley for the grand finale. Their performance reflected their individual dedication and they represented Kingsburg with distinction.
- 5.1.3 Washington School successfully organized a Kindergarten Dental Screening where students received valuable tips on brushing, flossing, and maintaining a healthy smile. A big thank you to Rhonda Gonzales, Renee Brown, and the Fresno Economic Opportunities Commission Dental Health Team. Thank you to Linda Simmons and our Community Schools Team for organizing this event.
- 5.1.4 We hope you can join us March 2nd for the first-ever Kingsburg Elementary 5k Wellness Walk/Run at Rafer Johnson Jr. High. This event is just \$5 and open to everyone in the community. It is a chance for families and community members to come together for a morning of wellness and fun. There are 147 participants already signed up! For more information or sponsorship opportunities, contact Linda Simmons at 559-897-6025.
- 5.1.5 The 2024 Employees of the Year were recognized and presented with a plaque. Dr. Sever shared heartfelt comments from their peers, and the employees introduced their families who attended the meeting:

- Melody Lee - Administrator of the Year
- Danny McIntyre - Employee of the Year
- Garrett Smothers - Educator of the Year

Congratulations to these three employees! Their hard work and dedication are appreciated. They will be recognized on November 21, 2024, during a ceremony at the Saroyan.

6. Assistant Superintendent's Report

- 6.1. Mr. Stovall presented the CA Dashboard Information for our District and discussed the LCAP process that will be taking place over the next few months.

7. Chief Business Official's Report

- 7.1. Eddie Martinez, Assistant Project Manager for Mark Wilson Construction, thanked the Board and staff for their collaboration with the window project completed over the summer.
- 7.2. Scott Faeth, Auditor for Borchardt, Corona, Faeth & Zakarian, presented the Audit Report for year ended June 30, 2023. Scott thanked the District Office staff for their assistance with both audits this year.
- 7.3. Project Updates
- 7.3.1 Lincoln Restrooms- Added FRP walls and will be working on a possible grant for plumbing and fixtures.
- 7.3.2 The ELOP Office received a RISO machine which will be helpful for the materials they print for intervention and other projects.
- 7.3.3 Washington Room 13 (new TK room) received carpet and tackboard. The District will be growing in 25-26, as we will take all resident 4-year-olds and will also need to be at a 10:1 ratio for TK.
- 7.3.4 The CVHS Principal's Office received a remodel and Mrs. Regier is very happy with work that was done.
- 7.3.5 There has been a historical drainage issue at Rafer during rainstorms. A company has already addressed this by water jetting the line, which has proven effective. Sequoia is scheduled to install a dry well, providing a designated area for water drainage. We are also considering extending the water jetting solution to other sites in the future.

- 7.3.6 We are scheduled to meet with the artist who created the mural at Roosevelt School to discuss completing artwork on the Rafer Gym, replacing the area where 'Olympians' used to be. The new artwork will be featured on aluminum panels, securely mounted to the gym. Additionally, we are exploring options to update the mural on the west side of the gym.

8. Board Member Reports

- 8.1. The District Holiday Luncheon was a nice event with many staff and retirees in attendance. Several Board members also attended the MOT Luncheon that was also very well done. Kudos to Lisa Oehlschlaeger and Danny McIntyre for bringing their staff together and creating these traditions.

9. First Reading: Board Policies/Administrative Regulations/Exhibits

- 9.1. AR 5117: Interdistrict Attendance
9.2. E(1)5117(a), E(1)5117(b): Interdistrict Transfer Request Form- Site-Based
9.3. E(2)5117(a), E(2)5117(b): Interdistrict Transfer Request Form- Central Valley Home School

Minor changes were suggested. They will be brought back to the next Board meeting for approval.

ADJOURN FOR PUBLIC HEARING

PUBLIC HEARING

Quarterly Report on Williams Uniform Complaints- No comments were received from the public.

RECONVENE PUBLIC SESSION

ACTION

10. Consent Agenda

- 10.1. Consider Approval of Minutes – December 14, 2023 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 Acceptance of Donation: Simarjeet Kaur, Parent, Roosevelt School
10.6. Consider Approval of School Accountability Report Cards

Item 10.1.- 10.6.:

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

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

Motion Carried: 5-0

BUSINESS SERVICES

11. Consider Approval of Kingsburg Elementary Charter School District Audit Report, Year Ended June 30, 2023

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

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

Motion Carried: 5-0

12. Consider Approval of Contract with Blackburn Consulting for Geotechnical Services for Reagan Elementary Intervention Classroom and Playground

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

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

Motion Carried: 5-0

SPECIAL EDUCATION AND STUDENT SERVICES

13. Consider Approval of Agreement with Emerson College for Employee to Complete Hours for SLP Certification Program

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

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

Motion Carried: 5-0

HUMAN RESOURCES

14. Consider Approval of Revised 2023-2024 Salary Schedules

14.1. Certificated Management

14.2. Pupil Personnel Services

14.3. Certificated Preschool

14.4. Certificated

14.5. Classified Management/Supervisory/Confidential Salary Schedule

14.6. Classified

14.7. Classified Hourly

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

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

Motion Carried: 5-0

ADMINISTRATIVE SERVICES

15. Consider Approval of Quarterly Report on Williams Uniform Complaints

Moved: Mr. Bergstrom; Seconded: Rev. Ezaki

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

Motion Carried: 5-0

PUBLIC COMMENT

16. Public Comment on Agendized and Non-Agendized Items

16.1. No comments were received from the public.

17. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Tuesday, February 13, 2024, 4:00 p.m., Professional Development Building

CLOSED SESSION

18. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)
19. Anticipated Litigation (Government Code Section 54956.9(b))
20. Student Discipline and Other Confidential Student Matters (Education Code Sections 35146, Ed. Code, §48900 et seq.)
21. Public Employee Employment
- 21.1. Certificated Personnel
- 21.1.1 Consider Approval of Student Teachers for the 2023-2024 Spring Semester
- 21.1.2 Consider Acceptance of Resignation for the Purposes of Retirement: 1st Grade Teacher, Roosevelt School
- 21.1.3 Consider Acceptance of Resignation for the Purposes of Retirement: 1st Grade Teacher, Roosevelt School
- 21.1.4 Consider Acceptance of Resignation for the Purposes of Retirement: 1st Grade Teacher, Roosevelt School
- 21.2. Classified Personnel
- 21.2.1 Consider Acceptance of Resignation for the Purposes of Retirement: Paraprofessional-EL, Roosevelt School
- 21.2.2 Consider Acceptance of Resignation: Paraprofessional- General (TK), Washington School
- 21.2.3 Consider Approval of Request to Hire: Paraprofessional- EL, Rafer Johnson Jr. High
- 21.2.4 Consider Approval of Request to Hire: Paraprofessional- EL, Rafer Johnson Jr. High
22. Pupil Personnel
- 22.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
- 22.1.1 Consider Approval of 2023-24 New Attendance Requests – Site-Based Program
- 22.1.2 Consider Approval of 2023-24 New Attendance Requests – Central Valley Home School

RECONVENE PUBLIC SESSION

ACTION

23. Report of Actions Taken in Closed Session

Action taken on agenda items 21.1.1. – 21.1.4.:

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

- Approved Student Teachers for the 2023-2024 Spring Semester
- Accepted Resignation for the Purposes of Retirement: Dana Abdo, 1st Grade Teacher, Roosevelt School
- Accepted Resignation for the Purposes of Retirement: Denise Heredia, 1st Grade Teacher, Roosevelt School
- Accepted Resignation for the Purposes of Retirement: Lesli Garst, 1st Grade Teacher, Roosevelt School

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

Motion Carried: 5-0

Action taken on agenda items 21.2.1. – 21.2.4.:

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

- Accepted Resignation for the Purposes of Retirement: Virginia Barkley, Paraprofessional- EL, Roosevelt School
- Accepted Resignation: Dina Wright, Paraprofessional- General (TK), Washington School
- Approved Request to Hire: Johnathan Rangel, Paraprofessional- EL, Rafer Johnson Jr. High
- Approved Request to Hire: Shayla Luna, Paraprofessional- EL, Rafer Johnson Jr. High

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

Motion Carried: 5-0

Action taken on agenda items 22.1.1. – 22.1.2.:

Moved: Mr. Bergstrom; Seconded: Rev. Ezaki, to take the following action:

- 2023-24 New Attendance Requests – Site-Based Program – Approved all requests.
- 2023-24 Renewal Attendance Requests – Central Valley Home School – Approved all requests

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

Motion Carried: 5-0

24. Adjourn

Meeting was adjourned at 6:13 p.m.

		JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
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
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	17,729,201	17,371,298	18,891,813	20,948,944	20,226,498	23,026,957
60012	CHDE	123,576	165,679	147,787	162,548	168,141	213,137	237,513	215,225	231,392	204,189	200,160	197,121
60008	CAFÉ	8,350	67,670	133,058	21,429	16,622	173,493	69,294	4,895	204,389	238,400	298,010	446,258
60020	SPRES	2,154,262	2,160,638	2,167,387	2,167,960	2,167,960	2,175,888	2,176,434	2,176,434	2,186,966	2,187,455	2,187,455	2,199,896
65334	16 B	6,214	6,232	6,251	6,253	6,253	6,276	6,278	6,278	6,308	6,309	6,309	6,345
60006	DF	1,074,175	1,075,041	1,083,296	1,143,381	1,150,954	1,129,707	1,234,234	1,250,128	1,154,738	1,143,562	1,195,632	1,266,956
65066	04 A	468	479	480	480	480	482	482	482	484	496	495	498
65104	06 Refund	90,416	90,683	90,966	90,990	90,990	91,323	91,348	91,348	91,790	91,810	91,810	92,335
65215	13 Refi	95,515	95,826	96,125	96,150	96,150	96,502	96,526	96,526	96,993	97,041	97,041	97,593
65276	Bond Intrst	69,142	73,379	74,201	74,919	74,919	241,435	250,219	250,461	281,207	507,403	518,667	74,682
65281	16 Refi	21,888	22,909	22,403	22,606	22,606	86,540	14,381	14,447	22,902	85,760	88,833	96,552
65335	16 B Debt	29,497	31,253	30,954	31,327	31,327	140,620	22,834	22,955	38,529	146,300	151,717	165,033
2023-24													
60001	GE	20,202,997	19,271,414	18,135,834	17,771,903	17,659,066	19,912,474	19,959,366					
60012	CHDE	229,084	213,746	247,305	256,427	381,879	349,688	330,424					
60008	CAFÉ	502,800	436,623	353,644	162,204	121,919	183,471	74,958					
60020	SPRES	2,200,348	2,200,348	2,214,399	2,214,877	2,214,877	2,228,942	2,229,425					
65334	16 B	6,346	6,346	6,387	6,388	6,388	6,429	6,430					
60006	DF	1,233,589	1,281,437	1,228,706	1,258,686	1,264,501	1,281,325	1,281,597					
65066	04 A	498	513	516	516	516	520	520					
65104	06 Refund	92,354	92,354	92,943	92,963	92,963	93,554	93,574					
65215	13 Refi	97,613	97,719	98,342	98,364	98,364	98,988	99,009					
65276	Bond Intrst	74,778	80,423	85,358	85,885	87,069	253,250	313,833					
65281	16 Refi	22,005	24,048	25,075	25,224	25,548	86,265	26,982					
65335	16 B Debt	32,972	36,380	38,169	38,431	39,000	150,592	57,996					

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 0100 General Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$41,542,973.09	\$41,818,655.78	\$3,235,190.00	\$18,411,395.15	\$0.00	\$23,407,260.63	56.0
Expenditures								
Total: 1000 Certificated		\$12,834,262.91	\$12,679,482.38	\$1,066,799.56	\$6,530,998.70	\$0.00	\$6,148,483.68	48.5
Total: 2000 Classified		5,224,074.43	5,412,252.30	461,595.26	2,958,413.22	0.00	2,453,839.08	45.3
Total: 3000 Benefits		9,680,189.81	9,766,341.88	774,236.39	4,574,673.75	370,656.25	4,821,011.88	49.4
Total: 1000 - 3000		27,738,527.15	27,858,076.56	2,302,631.21	14,064,085.67	370,656.25	13,423,334.64	48.2
Total: 4000 Books & Supplies		7,124,609.52	7,296,056.41	107,915.27	886,120.15	259,136.40	6,150,799.86	84.3
Total: 5000 Services & Other		8,043,266.01	8,617,774.69	514,198.74	3,463,157.97	2,260,155.88	2,894,460.84	33.6
Total: 4000 - 5000		15,167,875.53	15,913,831.10	622,114.01	4,349,278.12	2,519,292.28	9,045,260.70	56.8
Total: 1000 - 5000		42,906,402.68	43,771,907.66	2,924,745.22	18,413,363.79	2,889,948.53	22,468,595.34	51.3
Total: 6000 Capital Outlay		2,302,235.94	3,762,812.59	2,441.00	1,606,654.24	441,885.52	1,714,272.83	45.6
Total: 7000 Other Outgo/Financing Uses		547,336.05	528,736.05	4,477.00	38,827.81	133,647.00	356,261.24	67.4
Total: 1000 - 7000		45,755,974.67	48,063,456.30	2,931,663.22	20,058,845.84	3,465,481.05	24,539,129.41	51.1
Total: Net Increase/(Decrease) in Fund Balance		(\$4,213,001.58)	(\$6,244,800.52)	\$303,526.78	(\$1,647,450.69)	(\$3,465,481.05)	(\$1,131,868.78)	18.1
Total: Beginning Balance		16,368,767.13	21,480,667.87	0.00	21,480,667.87			
Total: Ending Fund Balance (9790)		\$12,155,765.55	\$15,235,867.35	\$303,526.78	\$19,833,217.18			
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	(6,057,981.49)			
Total: Undesignated		12,155,765.55	15,235,867.35	303,526.78	25,891,198.67			

Board Report

From 01/01/2024 thru 01/31/2024

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 0800 Student Activity Special Revenue Fun								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
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		169,862.74	138,635.84	0.00	138,635.84			
Total: Ending Fund Balance (9790)		\$169,862.74	\$138,635.84	\$0.00	\$138,635.84			
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		169,862.74	138,635.84	0.00	138,635.84			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 1200 Child Development Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$289,078.19	\$684,316.81	\$20,222.24	\$405,777.08	\$0.00	\$278,539.73	40.7
Expenditures								
Total: 1000 Certificated		\$112,564.10	\$161,943.10	\$14,479.79	\$88,644.70	\$0.00	\$73,298.40	45.3
Total: 2000 Classified		49,366.23	107,164.40	10,440.64	57,531.06	0.00	49,633.34	46.3
Total: 3000 Benefits		97,445.57	135,230.10	11,850.89	65,522.63	10,259.00	59,448.47	44.0
Total: 1000 - 3000		259,375.90	404,337.60	36,771.32	211,698.39	10,259.00	182,380.21	45.1
Total: 4000 Books & Supplies		107,630.38	357,882.30	1,115.37	23,393.50	1,913.63	332,575.17	92.9
Total: 5000 Services & Other		1,618.50	1,643.50	130.78	2,985.98	326.95	(1,669.43)	-101.6
Total: 4000 - 5000		109,248.88	359,525.80	1,246.15	26,379.48	2,240.58	330,905.74	92.0
Total: 1000 - 5000		368,624.78	763,863.40	38,017.47	238,077.87	12,499.58	513,285.95	67.2
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		386,039.87	781,278.49	38,017.47	238,077.87	12,499.58	530,701.04	67.9
Total: Net Increase/(Decrease) in Fund Balance		(\$96,961.68)	(\$96,961.68)	(\$17,795.23)	\$167,699.21	(\$12,499.58)	(\$252,161.31)	260.1
Total: Beginning Balance		96,961.68	164,187.50	0.00	164,187.50			
Total: Ending Fund Balance (9790)		\$0.00	\$67,225.82	(\$17,795.23)	\$331,886.71			
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	(475,583.68)			
Total: Undesignated		0.00	67,225.82	(17,795.23)	807,470.39			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 1300 Cafeteria Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$1,438,328.29	\$1,438,328.29	(\$34.92)	\$332,774.10	\$0.00	\$1,105,554.19	76.9
Expenditures								
Total: 1000 Certificated		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified		456,381.17	463,276.68	41,185.87	249,931.35	0.00	213,345.33	46.1
Total: 3000 Benefits		262,868.27	263,185.13	23,478.29	128,393.42	34,073.00	100,718.71	38.3
Total: 1000 - 3000		719,249.44	726,461.81	64,664.16	378,324.77	34,073.00	314,064.04	43.2
Total: 4000 Books & Supplies		654,403.78	654,403.78	39,199.77	367,946.28	94,371.37	192,086.13	29.4
Total: 5000 Services & Other		54,692.80	54,692.80	530.14	18,249.55	12,490.84	23,952.41	43.8
Total: 4000 - 5000		709,096.58	709,096.58	39,729.91	386,195.83	106,862.21	216,038.54	30.5
Total: 1000 - 5000		1,428,346.02	1,435,558.39	104,394.07	764,520.60	140,935.21	530,102.58	36.9
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		1,467,140.88	1,474,353.25	104,394.07	764,520.60	140,935.21	568,897.44	38.6
Total: Net Increase/(Decrease) in Fund Balance		(\$28,812.59)	(\$36,024.96)	(\$104,428.99)	(\$431,746.50)	(\$140,935.21)	\$536,656.75	-1,489.7
Total: Beginning Balance		303,221.53	514,624.87	0.00	514,624.87			
Total: Ending Fund Balance (9790)		\$274,408.94	\$478,599.91	(\$104,428.99)	\$82,878.37			
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	(28,812.59)			
Total: Undesignated		274,408.94	478,599.91	(104,428.99)	111,690.96			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 1700 Special Reserve Fund for Other Than								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$7,444.28	\$7,444.28	\$483.55	\$15,026.15	\$0.00	(\$7,581.87)	-101.8
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		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	\$483.55	\$15,026.15	\$0.00	(\$7,581.87)	-101.8
Total: Beginning Balance		2,698,831.01	2,738,399.10	0.00	2,738,399.10			
Total: Ending Fund Balance (9790)		\$2,706,275.29	\$2,745,843.38	\$483.55	\$2,753,425.25			
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		2,706,275.29	2,745,843.38	483.55	2,745,980.97			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 2104 Building Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$0.00	\$0.00	\$1.40	\$43.43	\$0.00	(\$43.43)	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	\$1.40	\$43.43	\$0.00	(\$43.43)	0.0
Total: Beginning Balance		6,251.40	6,386.94	0.00	6,386.94			
Total: Ending Fund Balance (9790)		\$6,251.40	\$6,386.94	\$1.40	\$6,430.37			
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		6,251.40	6,386.94	1.40	6,430.37			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 2500 Capital Facilities Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$560,433.70	\$560,433.70	\$271.10	\$139,223.30	(\$18,024.00)	\$439,234.40	78.4
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	16,800.00	46,250.00	(59,200.00)	-1,537.7
Total: 4000 - 5000		9,028.01	9,028.01	0.00	16,800.00	46,250.00	(54,021.99)	-598.4
Total: 1000 - 5000		9,028.01	9,028.01	0.00	16,800.00	46,250.00	(54,021.99)	-598.4
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	0.00	71,599.26	133,237.49	132,163.25	39.2
Total: 1000 - 7000		346,028.01	346,028.01	0.00	88,399.26	179,487.49	78,141.26	22.6
Total: Net Increase/(Decrease) in Fund Balance		\$214,405.69	\$214,405.69	\$271.10	\$50,824.04	(\$197,511.49)	\$361,093.14	168.4
Total: Beginning Balance		1,034,292.99	1,230,783.70	0.00	1,230,783.70			
Total: Ending Fund Balance (9790)		\$1,248,698.68	\$1,445,189.39	\$271.10	\$1,281,607.74			
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	214,405.69			
Total: Undesignated		1,248,698.68	1,445,189.39	271.10	1,067,202.05			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5100 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
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		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			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5101 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$225,500.00	\$225,500.00	\$0.11	\$18.32	\$0.00	\$225,481.68	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	\$0.11	\$18.32	\$0.00	(\$18.32)	0.0
Total: Beginning Balance		469.39	501.36	0.00	501.36			
Total: Ending Fund Balance (9790)		\$469.39	\$501.36	\$0.11	\$519.68			
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		469.39	501.36	0.11	519.68			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5102 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
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			

Board Report

From 01/01/2024 thru 01/31/2024

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5103 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$285,400.00	\$285,400.00	\$20.30	\$630.79	\$0.00	\$284,769.21	99.8
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		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	\$20.30	\$630.79	\$0.00	(\$630.79)	0.0
Total: Beginning Balance		51,609.72	92,943.35	0.00	92,943.35			
Total: Ending Fund Balance (9790)		\$51,609.72	\$92,943.35	\$20.30	\$93,574.14			
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		51,609.72	92,943.35	20.30	93,574.14			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5104 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$8,300.00	\$8,300.00	\$21.48	\$772.90	\$0.00	\$7,527.10	90.7
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	\$21.48	\$772.90	\$0.00	(\$772.90)	0.0
Total: Beginning Balance		56,738.79	98,236.52	0.00	98,236.52			
Total: Ending Fund Balance (9790)		\$56,738.79	\$98,236.52	\$21.48	\$99,009.42			
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		56,738.79	98,236.52	21.48	99,009.42			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5106 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$100,142.62	\$100,142.62	\$60,583.12	\$293,112.87	\$0.00	(\$192,970.25)	-192.7
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		100,197.62	100,197.62	0.00	825.00	0.00	99,372.62	99.2
Total: 1000 - 7000		100,197.62	100,197.62	0.00	825.00	0.00	99,372.62	99.2
Total: Net Increase/(Decrease) in Fund Balance		(\$55.00)	(\$55.00)	\$60,583.12	\$292,287.87	\$0.00	(\$292,342.87)	531,532.5
Total: Beginning Balance		27,097.71	77,776.64	0.00	77,776.64			
Total: Ending Fund Balance (9790)		\$27,042.71	\$77,721.64	\$60,583.12	\$370,064.51			
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	(55.00)			
Total: Undesignated		27,042.71	77,721.64	60,583.12	370,119.51			

Board Report

From 01/01/2024 thru 01/31/2024

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5107 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$323,500.00	\$323,500.00	\$16,104.14	\$79,867.50	\$0.00	\$243,632.50	75.3
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	825.00	75,387.92	0.00	322,674.79	81.1
Total: 1000 - 7000		398,062.71	398,062.71	825.00	75,387.92	0.00	322,674.79	81.1
Total: Net Increase/(Decrease) in Fund Balance		(\$74,562.71)	(\$74,562.71)	\$15,279.14	\$4,479.58	\$0.00	(\$79,042.29)	106.0
Total: Beginning Balance		56,124.27	97,065.04	0.00	97,065.04			
Total: Ending Fund Balance (9790)		(\$18,438.44)	\$22,502.33	\$15,279.14	\$101,544.62			
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		(18,438.44)	22,502.33	15,279.14	176,107.33			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5108 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$503,455.36	\$503,455.36	\$30,167.36	\$146,939.48	\$0.00	\$356,515.88	70.8
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		625,618.07	625,618.07	825.00	132,913.01	0.00	492,705.06	78.8
Total: 1000 - 7000		625,618.07	625,618.07	825.00	132,913.01	0.00	492,705.06	78.8
Total: Net Increase/(Decrease) in Fund Balance		(\$122,162.71)	(\$122,162.71)	\$29,342.36	\$14,026.47	\$0.00	(\$136,189.18)	111.5
Total: Beginning Balance		115,730.07	165,907.69	0.00	165,907.69			
Total: Ending Fund Balance (9790)		(\$6,432.64)	\$43,744.98	\$29,342.36	\$179,934.16			
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		(6,432.64)	43,744.98	29,342.36	805,552.23			

Paid Date(s) From: 1/17/2024 To: 2/6/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re-----Y-Gl---Fn---Ob-----Si	Amount
16-Ace Trophy Shop	512611406	PO-241071	Employees of the Year Plauques 20	0100-00000-0-0000-7100-580000-000	113.37
				Warrant Total:	113.37
				Vendor Total:	113.37
56-ACSA	512611407	PO-240703	Membership Dues:	0100-00000-0-0000-7100-530000-000	921.60
				Warrant Total:	921.60
				Vendor Total:	921.60
3728-AGParts Education	512611408	PO-241025	ACER C721 / C721T (TOUCH) B	0100-09000-0-0000-2420-430000-000	380.87
				Warrant Total:	380.87
				Vendor Total:	380.87
33-Amazon.com LLC	512609248	PO-240978	Acer Chromebook	0100-30100-0-1110-1000-430000-060	495.38
		PO-240976	You are Special Books - Reading I	0100-30100-0-1110-1000-430000-070	694.96
		PO-240971	Axis M3057-PLVE 6 Megapixel N	0100-00000-0-0000-2420-430000-000	463.14
		PO-240967	HEIDI	0100-30100-0-1110-1000-430000-082	670.07
		PO-240956	Gillette Foamy shaving cream pack	0100-09000-0-1110-1000-430000-060	398.36
		PO-240959	Simple houseware 3 tier kitchen ca	0100-30100-0-1110-1000-430000-085	746.33
				Warrant Total:	3,468.24
	512610213	PO-241006	Samsill Economy 3 Inch 3 Ring Bi	0100-65460-0-5760-3120-430000-000	194.72
		PO-241042	GoSports Premier Soccer Ball with	0100-07140-0-1160-1000-430000-085	749.71
		PO-241000	Maintenance- Filterbuy Merv 8 HV	0100-81500-0-0000-8110-430000-000	66.28
		PO-241007	Konohan 100 Pack Bulk Earbuds f	0100-09000-0-1110-1000-430000-090	166.70
		PV-240153	1MM6-RRQ6-JDX6	0100-11000-0-1110-1000-430000-085	163.45
		PO-241013	The Social-Emotional Learning Pl	0100-09000-0-1110-1000-430000-085	107.73
		PO-241015	Casio Casiotone CT-5200 61-Key P	0100-07140-0-1156-1000-430000-085	555.32
		PO-240960	Maintenance- Barska 400 adjustab	0100-81500-0-0000-8110-430000-000	639.84
		PO-241016	ECR4Kids 2-Shelf Mobile Storage C	0100-11000-0-1110-1000-430000-085	152.01
		PO-241017	Disposable Dental Bibs 13"x18"	0100-11000-0-1110-1000-430000-085	37.03
		PO-241019	Sewinfla 20ft Start Finish Line Inf	0100-00000-0-1135-1000-430000-090	257.18
		PO-241023	Medical King Solar Eclipse Glass	0100-09000-0-1110-1000-430000-085	920.40
		CM-240041	Amazon.com LLC	0100-81500-0-0000-8110-430000-000	(6.45)
		CM-240045	1CT9-HWML-16XJ	0100-11000-0-1110-1000-430000-085	(152.01)
		PO-241024	little debbie fancy 4 boxes of 10	0100-09000-0-1110-1000-430000-060	198.10
		PO-241028	Rust-Oleum 334034 Painter's Touc	0100-63870-0-7110-1000-430000-090	60.29
				Warrant Total:	4,110.30
				Vendor Total:	7,578.54
3681-Ampanan Flooring Inc	512609249	PO-240980	Washington, Room 13- Proposal 8	0100-60530-0-0000-2700-580000-000	7,320.00

Paid Date(s) From: 1/17/2024 To: 2/6/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
					Warrant Total: 7,320.00
					Vendor Total: 7,320.00
3602-Armando's Smog	512609250	PO-241001	2008 Ford Pickup F250 Vin 3261- I	0100-81500-0-0000-8110-440000-000	3,342.02
		PO-240993	2012 Ram Pickup 1500 Vin 6101 S	0100-81500-0-0000-8110-560000-000	60.00
		PO-240993	2012 Ram Pickup 1500 Vin 6101 S	0100-81500-0-0000-8110-560000-000	80.00
		PO-240993	2012 Ram Pickup 1500 Vin 6101 S	0100-81500-0-0000-8110-560000-000	60.00
		PO-240993	2012 Ram Pickup 1500 Vin 6101 S	0100-81500-0-0000-8110-560000-000	60.00
		PO-240993	2012 Ram Pickup 1500 Vin 6101 S	0100-81500-0-0000-8110-560000-000	60.00
		PO-240993	2012 Ram Pickup 1500 Vin 6101 S	0100-81500-0-0000-8110-560000-000	120.00
				Warrant Total: 3,722.02	
				Vendor Total: 3,722.02	
1794-AT&T Global Services	512609251	PO-240007	Monthly Charges for District	0100-00000-0-0000-8200-590004-000	1,606.03
		PO-240008	Monthly Charges/CVHS Site July	0100-00000-0-0000-2700-590004-082	165.25
		PO-240009	HSI BUS Elite-S Service July 1,	0100-00000-0-1110-1000-590008-082	239.64
				Warrant Total: 2,010.92	
				Vendor Total: 2,010.92	
2360-AtkinsonAndelsonLoyaRudd&Romo	512609252	PO-240065	Legal Services July 1, 2023 throug	0100-00000-0-0000-7100-580018-000	252.00
				Warrant Total: 252.00	
				Vendor Total: 252.00	
3451-AXA Equitable Life Insurance C	512609253	PO-240006	Employee Life Insurance Benefit P	0100-00000-0-0000-0000-951400-000	746.87
				Warrant Total: 746.87	
				Vendor Total: 746.87	
3706-Banner Pest Control Inc	512609256	PO-240012	District Wide Pest Control Service	0100-81500-0-0000-8110-580000-000	130.00
		PO-240012	District Wide Pest Control Service	0100-81500-0-0000-8110-580000-000	130.00
		PO-240012	District Wide Pest Control Service	0100-81500-0-0000-8110-580000-000	130.00
		PO-240012	District Wide Pest Control Service	0100-81500-0-0000-8110-580000-000	130.00
		PO-240012	District Wide Pest Control Service	0100-81500-0-0000-8110-580000-000	130.00
		PO-240012	District Wide Pest Control Service	0100-81500-0-0000-8110-580000-000	130.00
				Warrant Total: 650.00	
				Vendor Total: 650.00	
2632-CADA	512609257	PO-240973	2024 CADA State Convention	0100-09000-0-1110-1000-520000-090	455.00
		PO-240973	2024 CADA State Convention	0100-09000-0-1110-1000-520000-090	455.00
				Warrant Total: 910.00	
				Vendor Total: 910.00	
134-California State University	512611409	PO-241100	Fresno State Parent University Clas	0100-09000-0-1110-1000-580000-000	7,000.00

Paid Date(s) From: 1/17/2024 To: 2/6/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount	
					Warrant Total:	7,000.00
					Vendor Total:	7,000.00
3050-California Teaching Fellows	512609259	PO-240639	Washington ES ASP ELOP	0100-26000-0-1110-1000-580000-060	25,172.74	
		PO-240640	Roosevelt ES ASP ELOP	0100-26000-0-1110-1000-580000-080	7,549.82	
		PO-240641	Lincoln ES ASP ELOP	0100-26000-0-1110-1000-580000-070	9,987.73	
		PO-240642	Rafer (RJH) MS ASP ELOP	0100-26000-0-1110-1000-580000-090	2,530.47	
		PO-240643	Reagan ES ASP ELOP	0100-26000-0-1110-1000-580000-085	16,454.13	
		PO-240905	Washington Morning Program	0100-32190-0-1110-1000-580000-000	6,827.85	
	Warrant Total:					68,522.74
	512610214	PO-240643	Reagan ES ASP ELOP	0100-26000-0-1110-1000-580000-085	12,729.75	
		PO-240905	Washington Morning Program	0100-32190-0-1110-1000-580000-000	7,224.29	
		PO-240639	Washington ES ASP ELOP	0100-26000-0-1110-1000-580000-060	24,512.46	
		PO-240640	Roosevelt ES ASP ELOP	0100-26000-0-1110-1000-580000-080	11,441.85	
		PO-240641	Lincoln ES ASP ELOP	0100-26000-0-1110-1000-580000-070	14,499.60	
		PO-240642	Rafer (RJH) MS ASP ELOP	0100-26000-0-1110-1000-580000-090	700.11	
	Warrant Total:					71,108.06
	Vendor Total:					139,630.80
	2671-Canon Financial Services Inc	512608190	PO-240005	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-090	1,199.55
			PO-240005	Monthly Payment-Canon	0100-00000-0-1110-1000-560000-082	791.96
			PO-240005	Monthly Payment-Canon	0100-00000-0-0000-7300-560000-000	251.44
PO-240005			Monthly Payment-Canon	0100-81500-0-0000-8110-560000-000	185.71	
PO-240005			Monthly Payment-Canon	0100-65000-0-5760-1120-560000-000	219.31	
PO-240005			Monthly Payment-Canon	0100-11000-0-1110-1000-560000-060	1,165.84	
PO-240005			Monthly Payment-Canon	0100-11000-0-1110-1000-560000-080	1,238.02	
PO-240005			Monthly Payment-Canon	0100-11000-0-1110-1000-560000-070	1,355.66	
PO-240005			Monthly Payment-Canon	0100-11000-0-1110-1000-560000-085	1,234.58	
Warrant Total:					7,642.07	
Vendor Total:					7,642.07	
149-CDW Government LLC	512610215	PO-241030	HP 4001 DN Printer Mfg. Part #22	0100-11000-0-1110-1000-430000-080	267.27	
		Warrant Total:				
	512611410	PO-241073	HP 4001 DN Printer MFG. Part #	0100-11000-0-1110-1000-430000-080	267.27	
		Warrant Total:				
Vendor Total:					534.54	
162-Childs & Co Inc	512609260	PO-240995	Maintenance- Door Closer 7500. I	0100-81500-0-0000-8110-430000-000	2,372.87	

Paid Date(s) From: 1/17/2024 To: 2/6/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount	
					Warrant Total:	2,372.87
					Vendor Total:	2,372.87
166-City of Kingsburg	512609261	PO-240893	Agreement Between the City of	0100-63320-0-1110-1000-580000-000		40,021.16
					Warrant Total:	40,021.16
					Vendor Total:	40,021.16
3117-CMEA Central Section	512611411	PO-241102	CMEA Central Section Festival	0100-09000-0-1110-1000-580000-090		675.00
					Warrant Total:	675.00
					Vendor Total:	675.00
2320-Comcast Corporation	512611412	PO-240016	Monthly Charges for CVHS	0100-00000-0-0000-8200-590004-000		1,101.19
					Warrant Total:	1,101.19
3726-Comcast Corporation	512611413	PO-240017	Internet Service at Roosevelt Site	0100-00000-0-0000-7200-590008-000		1,248.20
					Warrant Total:	1,248.20
					Vendor Total:	2,349.39
218-Demco Inc	512610216	PO-241029	Label Protectors & Book Jackets p	0100-11000-0-1110-2420-430000-090		176.64
					Warrant Total:	176.64
					Vendor Total:	176.64
298-EDCARE GROUP, THE	512609263	PO-240002	Insurance Premiums July 1, 2023 t	0100-00000-0-0000-7600-370100-000		55,124.75
		PO-240002	Insurance Premiums July 1, 2023 t	0100-00000-0-0000-7600-370200-000		17,246.00
		PO-240002	Insurance Premiums July 1, 2023 t	0100-00000-0-0000-7110-370200-000		6,561.00
		PO-240002	Insurance Premiums July 1, 2023 t	0100-00000-0-0000-0000-951400-000		286,825.79
					Warrant Total:	365,757.54
					Vendor Total:	365,757.54
3732-Educational Resource Consultan	512609266	PO-240774	Comprehensive program evaluation	0100-63320-0-0000-2700-580000-000		12,750.00
					Warrant Total:	12,750.00
					Vendor Total:	12,750.00
2587-EMCOR Services MESA Energy	512609267	PO-240996	District Office HVAC- Service	0100-81500-0-0000-8110-560000-000		685.00
		PO-240997	Reagan, MPR HVAC- Service Call	0100-81500-0-0000-8110-560000-000		1,560.00
				Warrant Total:	2,245.00	
	512610217	PO-241036	Roosevelt, Room 32 HVAC-	0100-81500-0-0000-8110-560000-000		2,964.10
		PO-241037	Roosevelt, Nurse's Office HVAC-	0100-81500-0-0000-8110-560000-000		4,074.81
PO-241038		Lincoln, Room 33 HVAC- Service	0100-81500-0-0000-8110-560000-000		2,901.58	
					Warrant Total:	9,940.49

Paid Date(s) From: 1/17/2024 To: 2/6/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512611414	PO-241083	Roosevelt, Room 5 HVAC-	0100-81500-0-0000-8110-560000-000	1,107.12
		PO-241084	Roosevelt, Room 1 HVAC-	0100-81500-0-0000-8110-560000-000	770.00
		PO-241078	Roosevelt, Room 6 HVAC-	0100-81500-0-0000-8110-560000-000	892.44
		PO-241079	Roosevelt, Room 11 HVAC-	0100-81500-0-0000-8110-560000-000	1,564.56
		PO-241080	Roosevelt, Room 11 HVAC-	0100-81500-0-0000-8110-560000-000	750.00
		PO-241081	Roosevelt, Room 14 HVAC-	0100-81500-0-0000-8110-560000-000	3,265.20
		PO-241082	Washington, Room 5 HVAC-	0100-81500-0-0000-8110-560000-000	4,729.04
		PO-241008	Roosevelt, Health Aide Office-	0100-81500-0-0000-8110-580000-000	8,000.00
				Warrant Total:	21,078.36
				Vendor Total:	33,263.85
3830-E-Therapy LLC	512609262	PO-240502	AUG. 21, 2023- JUNE 30, 2024	0100-32130-0-5760-3150-580000-000	630.00
		PO-240502	AUG. 21, 2023- JUNE 30, 2024	0100-32130-0-5760-3150-580000-000	157.50
		PO-240502	AUG. 21, 2023- JUNE 30, 2024	0100-32130-0-5760-3150-580000-000	1,102.50
		PO-240502	AUG. 21, 2023- JUNE 30, 2024	0100-32130-0-5760-3150-580000-000	1,417.50
		PO-240502	AUG. 21, 2023- JUNE 30, 2024	0100-32130-0-5760-3150-580000-000	1,417.50
				Warrant Total:	4,725.00
				Vendor Total:	4,725.00
2289-Fagen Friedman & Fulfrost LLP	512611415	PO-240022	Legal Services July 1, 2023 throug	0100-00000-0-0000-7100-580018-000	254.50
		PO-240022	Legal Services July 1, 2023 throug	0100-00000-0-0000-7100-580018-000	284.00
				Warrant Total:	538.50
				Vendor Total:	538.50
343-Gas Company, The	512608193	PO-240023	Monthly Utility Fees	0100-00000-0-0000-8200-550003-000	15,841.57
				Warrant Total:	15,841.57
				Vendor Total:	15,841.57
3767-Geiger	512609268	PO-240708	Port Authority Snapback Trucker C	0100-00000-0-3550-1000-430000-081	720.33
		PO-240708	Port Authority Snapback Trucker C	0100-00000-0-3550-1000-430000-081	305.13
				Warrant Total:	1,025.46
				Vendor Total:	1,025.46
356-GRAINGER INDUSTRIAL EQUIPMEN	512610218	PO-241020	Lincoln, Restroom repair parts-	0100-81500-0-0000-8110-430000-000	52.28
		PO-241020	Lincoln, Restroom repair parts-	0100-81500-0-0000-8110-430000-000	10.46
				Warrant Total:	62.74
				Vendor Total:	62.74
403-Home Depot	512610219	PV-240151	9903892 PO240831	0100-11000-0-1110-1000-430000-060	651.67
		CM-240040	9903889 po#240831	0100-11000-0-1110-1000-430000-060	(671.26)

Paid Date(s) From: 1/17/2024 To: 2/6/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512610219	PO-241010	Expanded Learning Program, Clas	0100-26000-0-0000-8110-430000-000	646.51
				Warrant Total:	626.92
				Vendor Total:	626.92
3503-Image 2000 Fresno Inc	512611416	PO-240875	Service Contract Riso/RISO	0100-26000-0-0000-2420-580000-000	108.11
				Warrant Total:	108.11
				Vendor Total:	108.11
3167-Kings Industrial Occ Med Ctr I	512609271	PO-240025	Physicals/Drug Screening/E&M Se	0100-81500-0-0000-8110-580025-000	19.00
				Warrant Total:	19.00
				Vendor Total:	19.00
3768-KSEE/KGPE Yourcentralvalley.co	512609272	PO-241011	Invoice for 9/17/23 4105521-2	0100-00000-0-1110-2700-580001-082	1,485.00
				Warrant Total:	1,485.00
				Vendor Total:	1,485.00
498-Lakeshore Learning Materials	512609273	PO-240957	Double-sided learn to print write a	0100-30100-0-1110-1000-430000-080	1,052.55
				Warrant Total:	1,052.55
	512610220	PO-241012	Nonfiction Leveled Books Classroo	0100-30100-0-1110-1000-430000-082	925.22
				Warrant Total:	925.22
	512611419	PO-241055	Magnetic write and Wipe versaboa	0100-09000-0-1110-1000-430000-080	321.06
				Warrant Total:	321.06
				Vendor Total:	2,298.83
546-McMaster-Carr Supply Company	512610221	PO-241027	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	42.94
				Warrant Total:	42.94
				Vendor Total:	42.94
2310-Medical Billing Technologies	512611420	PO-241107	ORP SERVICES: PHYSICIAN	0100-90530-0-0000-3140-580000-000	1,000.00
				Warrant Total:	1,000.00
				Vendor Total:	1,000.00
578-Morgan's Village Flooring	512609275	PO-240994	Central Valley HomeSchool- Inter	0100-67620-0-0000-8110-430000-000	949.57
				Warrant Total:	949.57
				Vendor Total:	949.57
1450-NAPA Auto Parts of Selma	512611421	PO-240079	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	43.34
		PO-240079	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	453.31
		CM-240046	NAPA Auto Parts of Selma	0100-81500-0-0000-8110-430000-000	(34.02)
				Warrant Total:	462.63

Paid Date(s) From: 1/17/2024 To: 2/6/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
Vendor Total:					462.63
3829-New Life Physical Therapy Serv	512609276	PO-240460	2023-2024 SCHOOL YEAR	0100-90530-0-0000-3140-580000-000	2,560.00
Warrant Total:					2,560.00
	512610222	PO-240460	2023-2024 SCHOOL YEAR	0100-90530-0-0000-3140-580000-000	3,800.00
Warrant Total:					3,800.00
Vendor Total:					6,360.00
2364-North, Laura	512609277	PV-240150	Reimb/Co.Life	0100-00000-0-0000-0000-869900-000	182.94
Warrant Total:					182.94
Vendor Total:					182.94
3683-ODP Business Solutions LLC	512610223	CM-240043	ODP Business Solutions LLC	0100-26000-0-1110-1000-430000-000	(32.73)
		CM-240042	ODP Business Solutions LLC	0100-26000-0-1110-1000-430000-000	(10.90)
		CM-240044	ODP Business Solutions LLC	0100-26000-0-1110-1000-430000-000	(31.52)
		PO-240707	Office Supplies purchased during J	0100-81500-0-0000-8110-430000-000	100.13
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	72.95
		PO-240815	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	97.94
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	102.50
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	338.66
		PO-240086	Office Supplies: Pens, staples,	0100-11000-0-0000-7300-430000-000	844.51
		PO-240707	Office Supplies purchased during J	0100-81500-0-0000-8110-430000-000	68.39
Warrant Total:					1,549.93
	512611422	PO-240251	Crayola Colored Pencils set of 12 5	0100-00000-0-1110-1000-430000-082	34.86
		PO-240815	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	137.28
		PO-240815	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	484.45
		PO-240251	Crayola Colored Pencils set of 12 5	0100-00000-0-1110-1000-430000-082	370.55
		PO-240204	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000	80.84
		PO-240204	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000	5.76
		PO-240204	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000	122.73
		PO-240341	Classroom supplies NOT to exceed	0100-11000-0-1110-1000-430000-085	290.69
		PO-240086	Office Supplies: Pens, staples,	0100-11000-0-0000-7300-430000-000	49.20
		PO-240251	Crayola Colored Pencils set of 12 5	0100-00000-0-1110-1000-430000-082	29.27
		PO-240816	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	291.97
		PO-240816	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	14.73
		PO-240816	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	964.00
		PO-240341	Classroom supplies NOT to exceed	0100-11000-0-1110-1000-430000-085	210.84
		PO-240552	Not to exceed \$2000 in materials a	0100-11000-0-1110-1000-430000-070	65.05
		PO-240341	Classroom supplies NOT to exceed	0100-11000-0-1110-1000-430000-085	120.47

Paid Date(s) From: 1/17/2024 To: 2/6/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512611422	PO-240341	Classroom supplies NOT to exceed	0100-11000-0-1110-1000-430000-085	9.80
		PO-240816	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	329.82
		PO-240816	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	1,018.38
		PO-240552	Not to exceed \$2000 in materials a	0100-11000-0-1110-1000-430000-070	21.77
		PO-240552	Not to exceed \$2000 in materials a	0100-11000-0-1110-1000-430000-070	288.48
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	269.48
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	119.85
					Warrant Total: 5,330.27
					Vendor Total: 6,880.20
1036-Oriental Trading Company	512610224	PO-240990	Color your own 100th day of	0100-09000-0-1110-1000-430000-060	355.56
		PO-240990	Color your own 100th day of	0100-09000-0-1110-1000-430000-060	163.19
					Warrant Total: 518.75
	512611424	PO-241018	Bulk 50 Pc Bunny Ears Headbands	0100-11000-0-1110-1000-430000-085	838.94
					Warrant Total: 838.94
					Vendor Total: 1,357.69
618-Pacific Gas & Electric	512608194	PO-240032	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	79.12
					Warrant Total: 79.12
	512611425	PO-240032	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	21,794.07
		PO-240032	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	257.59
		PO-240032	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	161.55
					Warrant Total: 22,213.21
					Vendor Total: 22,292.33
3425-Pacific Shredding	512609278	PO-240033	Shredding Service, District Wide - J	0100-00000-0-0000-8200-580000-000	61.60
		PO-240033	Shredding Service, District Wide - J	0100-00000-0-0000-8200-580000-000	61.60
		PO-240033	Shredding Service, District Wide - J	0100-00000-0-0000-8200-580000-000	61.60
		PO-240033	Shredding Service, District Wide - J	0100-00000-0-0000-8200-580000-000	61.60
		PO-240033	Shredding Service, District Wide - J	0100-00000-0-0000-8200-580000-000	57.12
		PO-240033	Shredding Service, District Wide - J	0100-00000-0-0000-8200-580000-000	61.60
		PO-240033	Shredding Service, District Wide - J	0100-00000-0-0000-8200-580000-000	61.60
					Warrant Total: 426.72
					Vendor Total: 426.72
3649-Professional Utility Locating	512611427	PO-241085	Rafer, Storm Drains- Locate and m	0100-81500-0-0000-8110-580000-000	400.00
					Warrant Total: 400.00
					Vendor Total: 400.00

Paid Date(s) From: 1/17/2024 To: 2/6/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
3643-Rex Moore Group Inc	512610225	PO-241009	Rafer- Service on Security Alarm	0100-81500-0-0000-8110-560000-000	3,425.60
				Warrant Total:	3,425.60
				Vendor Total:	3,425.60
3737-Rick Alonzo Ministries	512609281	PO-241022	Student Assembly	0100-41270-0-1110-1000-580000-080	1,500.00
				Warrant Total:	1,500.00
				Vendor Total:	1,500.00
2649-Rush Advertising Specialties	512609282	PO-240917	25x4' 18oz double sided banner wi	0100-09000-0-1110-1000-580000-000	1,386.16
		PO-240918	4' H x 6'W 13 oz matte vinyl outdoo	0100-09000-0-1110-1000-580000-000	419.55
				Warrant Total:	1,805.71
				Vendor Total:	1,805.71
3710-Sanchez, Arllette G	512609283	PO-240974	MILEAGE REIMBURSEMENT	0100-65000-0-5760-3600-580000-000	221.91
				Warrant Total:	221.91
				Vendor Total:	221.91
743-Scholastic Magazines	512609284	PO-240859	Scholastic News Intervention	0100-30100-0-1110-1000-430000-070	158.14
				Warrant Total:	158.14
				Vendor Total:	158.14
3519-Sebastian	512609285	PO-240651	Rafer, MPR- Bogan Surface Mount	0100-67620-0-1156-1000-580000-000	686.22
				Warrant Total:	686.22
				Vendor Total:	686.22
3535-Sequoia Construction Company	512611428	PO-240821	Central Valley Home School, Princ	0100-67620-0-0000-2700-580000-000	4,900.00
				Warrant Total:	4,900.00
				Vendor Total:	4,900.00
2349-Sever, Wesley	512611429	PO-240036	Monthly Expenses - Mileage,	0100-00000-0-0000-7100-520000-000	1,132.30
				Warrant Total:	1,132.30
				Vendor Total:	1,132.30
1294-SouthCounty Support Services	512609286	PO-240038	Transportation Fees, Home to Scho	0100-09000-0-0000-3600-510000-000	48,443.76
		PO-240038	Transportation Fees, Home to Scho	0100-07230-0-0000-3600-510000-000	27,544.14
		PO-240041	Late Bus Transportation Fees for a	0100-26000-0-0000-3600-510000-000	3,814.93
		PO-240039	Transportation Fees/Field Trips	0100-09000-0-0000-3600-580014-000	3,085.17
				Warrant Total:	82,888.00
	512611430	PO-240038	Transportation Fees, Home to Scho	0100-07230-0-0000-3600-510000-000	27,544.14
		PO-240038	Transportation Fees, Home to Scho	0100-07230-0-0000-3600-510000-000	27,544.14

Paid Date(s) From: 1/17/2024 To: 2/6/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512611430	PO-240038	Transportation Fees, Home to Scho	0100-09000-0-0000-3600-510000-000	48,443.76
		PO-240038	Transportation Fees, Home to Scho	0100-09000-0-0000-3600-510000-000	48,443.76
				Warrant Total:	151,975.80
				Vendor Total:	234,863.80
3119-Textbook Warehouse	512609288	PO-240965	Where Do Polar Live 0061575178	0100-30100-0-1110-1000-430000-082	431.19
				Warrant Total:	431.19
				Vendor Total:	431.19
3285-THE HOME DEPOT PRO	512610226	PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-060	141.99
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-060	138.29
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-060	667.40
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-070	63.03
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-070	1,492.49
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085	42.60
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-082	33.06
				Warrant Total:	2,578.86
				Vendor Total:	2,578.86
3512-T-MOBILE	512609287	PO-240686	Hot Spot Fees	0100-74220-0-1172-1000-590008-000	787.80
				Warrant Total:	787.80
				Vendor Total:	787.80
872-Tulare County Office of Ed.	512609289	PO-241040	CCLA Leadership Support August	0100-09000-0-1110-1000-520000-000	180.00
				Warrant Total:	180.00
				Vendor Total:	180.00
3753-UBEO Business Services	512611431	PO-241021	Staples, X1 for Staple/Bklet Finish	0100-11000-0-1110-1000-430000-070	268.30
				Warrant Total:	268.30
				Vendor Total:	268.30
3349-UniFirst Corporation	512609290	PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	94.09
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	96.31
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	180.04
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	108.81
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	122.74
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	35.31
				Warrant Total:	637.30
	512610227	PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	94.09

Paid Date(s) From: 1/17/2024 To: 2/6/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re---Y-Gl---Fn---Ob-----Si	Amount
	512610227	PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	96.31
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	211.65
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	108.81
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	122.74
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	35.31
					Warrant Total: 668.91
	512611432	PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	94.09
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	96.31
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	168.87
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	108.81
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	122.74
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	35.31
					Warrant Total: 626.13
					Vendor Total: 1,932.34
2534-US Bank National Association	512608195	PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	72.00
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	20.00
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	36.00
		PV-240145	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000	118.78
		PV-240145	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000	59.54
		PV-240145	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000	293.69
		PV-240147	4246-0445-5572-0782	0100-09000-0-1110-1000-430000-000	237.51
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	36.00
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	20.00
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	49.22
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	20.00
		PV-240147	4246-0445-5572-0782	0100-09000-0-1110-1000-430000-000	87.15
		PV-240147	4246-0445-5572-0782	0100-09000-0-1110-1000-430000-000	610.06
		PO-240763	United States Shape Flag Lapel Pin	0100-11000-0-1110-1000-430000-090	328.50
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	36.00
		PO-240877	Disney Imagination Campus	0100-26000-0-1110-1000-430000-000	2,225.00
		PO-240887	Parent Engagement Biligual Night	0100-09000-0-1110-1000-430000-000	745.25
		PO-240911	Shipping and Handling	0100-09000-0-1110-1000-430000-085	372.34
		PV-240147	4246-0445-5572-0782	0100-09000-0-1110-1000-430000-000	151.22
		PO-240924	Maintenance- Cyclone 2400W 20 G	0100-81500-0-0000-8110-440000-000	2,079.24
		PV-240146	4246-0445-5572-0782	0100-11000-0-0000-7300-520000-000	5.00
		PO-240963	Registration to Spring CUE	0100-09000-0-1110-1000-520000-000	3,590.00
		PO-240964	Employee Leave	0100-11000-0-0000-7300-520000-000	315.00

Paid Date(s) From: 1/17/2024 To: 2/6/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512608195	PO-241002	California All Titles Conference	0100-40350-0-1110-1000-520000-000	700.00
		PV-240145	4246-0445-5572-0782	0100-00000-0-0000-7100-530000-000	96.99
		PO-240142	Monthly Renewal for Tech Dept	0100-00000-0-0000-2420-580000-000	34.95
		PV-240147	4246-0445-5572-0782	0100-09000-0-1110-1000-580000-000	91.80
		PO-240908	That's Science assemblies	0100-26000-0-1110-1000-580000-000	8,265.00
		PO-240951	Book Creator Premium> Not to ex	0100-09000-0-1110-1000-580000-080	65.00
		PO-240781	Disneyland Theme Park Ticket	0100-09000-0-1110-1000-580000-090	5,215.00
					Warrant Total: 25,976.24
					Vendor Total: 25,976.24
1567-Verizon Wireless	512609293	PO-240043	Cell Phone Usage	0100-81500-0-0000-8110-590006-000	821.47
		PO-240688	Business UNL Mob Clt/Dsk Phn	0100-26000-0-0000-8200-590006-000	35.86
					Warrant Total: 857.33
					Vendor Total: 857.33
925-WESTERN BUILDING MATERIALS C	512610228	PO-240991	Washington, TK Classroom 13	0100-60530-0-0000-2700-430000-000	12,924.79
					Warrant Total: 12,924.79
	512611433	PO-240998	Washington Room 13 TK- Classr	0100-60530-0-0000-2700-580000-000	7,680.00
		PO-240999	Lincoln, Student Restrooms Main H	0100-81500-0-0000-8110-580000-000	1,680.00
					Warrant Total: 9,360.00
					Vendor Total: 22,284.79
1741-WESTERN PSYCHOLOGICAL SERVI	512611434	PO-241052	AP-5	0100-33100-0-5760-1120-430000-000	239.75
					Warrant Total: 239.75
					Vendor Total: 239.75
2375-Wright Express FSC	512608197	PO-240045	Monthly Fuel Charges July 1, 2023	0100-81500-0-0000-8110-430009-000	933.20
					Warrant Total: 933.20
					Vendor Total: 933.20
				Total # of Warrants: 80	Fund Total: 1,009,029.68

Paid Date(s) From: 1/17/2024 To: 2/6/2024

1200-Child Development Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
3451-AXA Equitable Life Insurance C	512609254	PO-240006	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	512608191	PO-240005	Monthly Payment-Canon	1200-61050-0-0001-2700-560000-000	65.39
					Warrant Total: 65.39
					Vendor Total: 65.39
298-EDCARE GROUP, THE	512609264	PO-240002	Insurance Premiums July 1, 2023 t	1200-61050-0-0001-2700-370200-000	1,726.25
		PO-240002	Insurance Premiums July 1, 2023 t	1200-00010-0-0000-0000-951400-000	1,640.25
					Warrant Total: 3,366.50
					Vendor Total: 3,366.50
403-Home Depot	512609270	PO-240907	Child learning event not to exceed \$	1200-61050-0-0001-1000-430000-000	181.85
					Warrant Total: 181.85
					Vendor Total: 181.85
				Total # of Warrants: 4	Fund Total: 3,619.74

Paid Date(s) From: 1/17/2024 To: 2/6/2024

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
3451-AXA Equitable Life Insurance C	512609255	PO-240006	Employee Life Insurance Benefit P	1300-00010-0-0000-0000-951400-000	12.00
				Warrant Total:	12.00
				Vendor Total:	12.00
128-CALIFORNIA DEPT OF EDUCATION	512609258	PV-240152	L-071391	1300-53100-0-0000-0000-869900-000	66.85
				Warrant Total:	66.85
				Vendor Total:	66.85
2671-Canon Financial Services Inc	512608192	PO-240005	Monthly Payment-Canon	1300-53100-0-0000-3700-560000-000	265.07
				Warrant Total:	265.07
				Vendor Total:	265.07
298-EDCARE GROUP, THE	512609265	PO-240002	Insurance Premiums July 1, 2023 t	1300-53100-0-0000-3700-370200-000	4,010.75
		PO-240002	Insurance Premiums July 1, 2023 t	1300-00010-0-0000-0000-951400-000	4,143.96
				Warrant Total:	8,154.71
				Vendor Total:	8,154.71
349-GOLD STAR FOODS INC	512609269	CM-240038	GOLD STAR FOODS INC	1300-53100-0-0000-3700-470000-000	(7,919.25)
		CM-240039	GOLD STAR FOODS INC	1300-53100-0-0000-3700-470000-000	(80.75)
		PO-240136	SSO & NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	2,226.52
		PO-240136	SSO & NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	18,578.47
		PO-240136	SSO & NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	6,384.39
		PO-240136	SSO & NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	1,049.16
		PO-240136	SSO & NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	602.67
		PO-240136	SSO & NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	1,652.10
				Warrant Total:	22,493.31
				Vendor Total:	22,493.31
3828-Imperial Bag & Paper Co LLC	512611417	PO-240952	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000	1,945.23
				Warrant Total:	1,945.23
				Vendor Total:	1,945.23
3533-LeBoeuf, Kristy	512609274	PV-240149	Reimb	1300-53100-0-0000-3700-430000-000	63.16
				Warrant Total:	63.16
				Vendor Total:	63.16
3683-ODP Business Solutions LLC	512611423	PO-240130	Food Service Office Supply	1300-53100-0-0000-3700-430000-000	174.43
				Warrant Total:	174.43
				Vendor Total:	174.43

Paid Date(s) From: 1/17/2024 To: 2/6/2024

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount				
2322-PRODUCERS DAIRY FOODS INC	512609279	PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000	52.54				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000	26.27				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000	52.54				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000	26.27				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	1,157.47				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	1,257.28				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	1,211.33				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	1,411.33				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	1,466.37				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	1,564.54				
	Warrant Total:				8,225.94				
	512611426	PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	1,581.99				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	1,634.55				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	909.84				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000	52.54				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000	52.54				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	1,824.30				
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	1,771.76				
	Warrant Total:				7,827.52				
	Vendor Total:				16,053.46				
1384-Resco/Cresco Restaurant	512609280	PO-240127	Food Service Kitchen Supplies	1300-53100-0-0000-3700-430000-000	713.27				
					Warrant Total:				713.27
					Vendor Total:				713.27
2534-US Bank National Association	512608196	PO-240961	Nelson's Ace Hardware	1300-53100-0-0000-3700-430000-000	17.39				
		PO-240962	Smart & Final	1300-53100-0-0000-3700-430000-000	86.70				
		PO-240962	Smart & Final	1300-53100-0-0000-3700-470000-000	54.43				
		PO-240988	Kingsburg Super Market	1300-53100-0-0000-3700-470000-000	651.07				
	Warrant Total:				809.59				
Vendor Total:				809.59					
Total # of Warrants: 12					Fund Total: 50,751.08				

Paid Date(s) From: 1/17/2024 To: 2/6/2024

2500-Capital Facilities Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
477-Kingsburg High School	512611418	PV-240154	Oct-Dec2023	2500-90510-0-0000-0000-868100-000	18,024.00
Warrant Total:					18,024.00
Vendor Total:					18,024.00
Total # of Warrants: 1 Fund Total:					18,024.00

Paid Date(s) From: 1/17/2024 To: 2/6/2024

5107-Bond Interest and Redemption Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
3446-USBank Corp Trust Service	512609291	PV-240148	7039391	5107-00000-0-0000-9100-743400-000	825.00
Warrant Total:					825.00
Vendor Total:					825.00
Total # of Warrants: 1 Fund Total:					825.00

Paid Date(s) From: 1/17/2024 To: 2/6/2024

5108-Bond Interest and Redemption Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
3446-USBank Corp Trust Service	512609292	PV-240148	7039391	5108-00000-0-0000-9100-743400-000	825.00
Warrant Total:					825.00
Vendor Total:					825.00
Total # of Warrants: 1 Fund Total:					825.00

Paid Date(s) From: 1/17/2024 To: 2/6/2024

RECAP BY FUND OF WARRANTS ISSUED

0100-General Fund	80		1,009,029.68
1200-Child Development Fund	4		3,619.74
1300-Cafeteria Fund	12		50,751.08
2500-Capital Facilities Fund	1		18,024.00
5107-Bond Interest and Redemption Fund	1		825.00
5108-Bond Interest and Redemption Fund	1		825.00
Total # of Warrants:		99	Grand Total: 1,083,074.50

**KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
EQUIPMENT/INVENTORY SURPLUS FORM**

Date 11/14/23

Asset No. 07833

Site CVHS

Bldg. Island Room

Equipment Description Computer Monitor

Manufacturer Dell

Model No. AX510 Serial No.

Current Value Over \$2,500? (circle one) Y N

Per BP/AR 3270 property over \$2,500 MUST be sold via bid process

☐ Item was lost or stolen - Being reported for inventory purposes

Reason for Surplus No longer needed

PRINT

Site Approval

Please send completed forms to the CBO at the District Office.

District Office Approval- CBO

Must have Board approval prior to disposal

District Office Use Only

Presented to Board for approval on: Initials:

Removed from Inventory System on: Initials:

Method of Disposal: ☐ E-waste/E-recycle or Destroyed
☐ Sold- Per BP/AR 3270 property over \$2,500 MUST be sold via a bid process

**KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
EQUIPMENT/INVENTORY SURPLUS FORM**

Date 11/15/23

Asset No. 04355

Site CVHS

Bldg. CVHS Room classroom

Equipment Description short tan metal bookcase

Manufacturer _____

Model No. _____ Serial No. _____

Current Value Over \$2,500? (circle one) Y N

Per BP/AR 3270 property over \$2,500 MUST be sold via bid process

☐ Item was lost or stolen - Being reported for inventory purposes

Reason for Surplus No longer needed

PRINT

Site Approval _____

Please send completed forms to the CBO at the District Office.

District Office Approval- CBO _____

Must have Board approval prior to disposal

District Office Use Only

Presented to Board for approval on: _____ Initials: _____

Removed from Inventory System on: _____ Initials: _____

Method of Disposal: ☐ E-waste/E-recycle or Destroyed
 ☐ Sold- Per BP/AR 3270 property over \$2,500 MUST be sold via a bid process

**KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
EQUIPMENT/INVENTORY SURPLUS FORM**

Date 11/14/23

Asset No. 08908

Site CVHS

Bldg. Island Room

Equipment Description Elmo

Manufacturer NEC

Model No. NP-V260X Serial No. Y00896EC

Current Value Over \$2,500? (circle one) Y N

Per BP/AR 3270 property over \$2,500 MUST be sold via bid process

☐ Item was lost or stolen - Being reported for inventory purposes

Reason for Surplus No longer needed

PRINT

Site Approval

Please send completed forms to the CBO at the District Office.

District Office Approval- CBO

Must have Board approval prior to disposal

District Office Use Only

Presented to Board for approval on: Initials:

Removed from Inventory System on: Initials:

Method of Disposal: ☐ E-waste/E-recycle or Destroyed
☐ Sold- Per BP/AR 3270 property over \$2,500 MUST be sold via a bid process

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:

Request for out of state travel, Washington D.C.

2. Agenda Item Category:

☒ **Consent Agenda**

Action Item

Presentation

Public Hearing

Closed Session

3. Submitted By:

Kristy LeBoeuf

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:

Legislative Action Conference March 3-5, 2024.

Speaking to Government Leaders about school lunch programs.

Including travel I will be gone March 2-6, 2024

6. Financial Impact:

N/A - I received full scholarship from California School Nutrition Association- Chapter 10

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!"



LAC 2024 SCHEDULE AT A GLANCE

Saturday, March 2

1:00pm - 4:00pm Pre-Conference Workshop
Empowerment through Advocacy: A Policy Navigation Workshop

Sunday, March 3

8:30am - 9:30am Regional Legislative Meetings
9:45am - 10:45am Breakout Sessions
11:00am - 12:00pm Breakout Sessions
12:15pm - 1:15pm LAC Luncheon
1:15pm - 2:30pm Opening General Session
Keynote Speaker: David Wasserman
3:00pm - 4:30pm First General Session
4:45pm - 5:45pm State Prep Meetings

Monday, March 4

8:30am - 10:00am Second General Session
USDA 2024 Update
10:15am - 12:00pm Third General Session
12:00pm - 2:00pm Lunch on Your Own
2:15pm - 3:30pm Closing General Session
3:45pm - 4:45pm State Presidents and Presidents-Elect Meeting
3:45pm - 4:45pm State Legislative Chairs Meeting
4:45pm - 5:45pm State Prep Meetings

Tuesday, March 5

Hill Visits



Legislative Action Conference



Be part of advocacy in action when you attend SNA's Legislative Action Conference in the nation's capital.

March 3-5, 2024 | Washington, D.C.

[Register for the Waiting List](#)

■ Event Details

What to Expect



LAC²⁰²⁴
LEGISLATIVE
ACTION CONFERENCE
MARCH 3-5, 2024 | WASHINGTON, D.C.

Change. Challenge. Opportunity.

The Legislative Action Conference (LAC) is one of SNA's most highly anticipated and informative conferences. LAC allows attendees to experience firsthand the inner workings of the democratic process, learn about current legislative and regulatory challenges facing school nutrition and advocate directly with their legislators.

Need help convincing your supervisor to send you to #LAC24? Click here to download a customizable letter sharing the benefits of attending the conference.

[Click here for the #LAC24 Schedule at a Glance](#)

SNA Political Action Committee Booth

With your help, SNA's Political Action Committee (SNA PAC) works to support, educate and thank Congressional members who are involved and passionate about SNA issues. Bring your questions and stop by the PAC table at LAC to learn more about how crucial your support is in helping to meet the PAC goals.

Courtesy Policy

Please be courteous to other attendees and speakers. Turn off all cellular phones and electronic devices during conference sessions.

Registration

Pre-Conference Workshop

General Sessions

Opening General Session

1:15 pm–2:30 pm Sunday, March 3, 2024

Roadmap to the 2024 Election

Keynote Speaker: David Wasserman

David Wasserman is the Senior Editor and Election Analyst for the nonpartisan newsletter, *The Cook Political Report with Amy Walter*, and a contributor to NBC News.

Wasserman has served as an analyst for the NBC News Election Night Decision Desk since 2008 and has also appeared on Fox News, CNN, and NPR. His commentary has been cited in numerous publications including the *Wall Street Journal*, the *Economist*, *POLITICO*, and the *Washington Post*.

He has shared insights into the latest political trends with audiences at Harvard's Institute of Politics, the Dole Institute of Politics, and the University of Chicago Institute of Politics – where he was named a resident Pritzker Fellow in 2019.

First General Session

3:00 pm–4:30 pm Sunday, March 3, 2024

Keynote Speaker: PP&L Committee

Members of the SNA Public Policy and Legislation Committee (PP&L) will provide an extensive overview, talking points, relevant background information and more on the SNA *2024 Position Paper*. Attendees will leave with the tools necessary to advocate for child nutrition programs with their elected officials.

Second General Session

8:30 am–10:00 am Monday, March 4, 2024

USDA 2024 Update

Speakers: USDA representatives

Representatives from the U.S. Department of Agriculture (USDA) will be on hand to deliver their annual update on child nutrition. Areas of primary focus will be ongoing and upcoming research, USDA Foods, school nutrition standards and other late-breaking news and updates.

Third General Session

10:15 am–12:00 pm Monday, March 4, 2024

TBD

Closing General Session

2:15 pm–3:30 pm Monday, March 4, 2024

Speaker: Ann Selzer

Ann Selzer's life as a pollster spans more than three decades, launched from her doctoral work in communication theory and research at the University of Iowa in 1984. Previously, she ran the Des Moines Register's prestigious Iowa Poll and help support the advertising department with original quantitative research.

In 1994, she decided to devote herself full-time to running her own company, Selzer & Company. Their track record for accuracy in election polls – in Iowa and beyond – has contributed to the firm's **A+ rating** from Nate Silver's influential website FiveThirtyEight.com. It was one of six such grades in a 2016 analysis of more than 350 polling firms.

Selzer is politically unaligned, which distinguishes her from most competitive polling firms.

Keynote Speakers



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:

SIOP Training for New Teachers

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:

SIOP - Sheltered Instruction Observation Protocol training is conducted with our new teachers annually, to make sure they have a solid foundation for how to help our English Language Learners become academically successful.
SIOP-based teaching benefits all of our students, and is one of our signature practices in our district.

6. Financial Impact:

\$16,000

7. Funding Source:

Title II - 0100-40350-0-1110-1000-580000-000

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!"



Matt Stovall
Principal, Asst Superintendent, Curriculum
Kingsburg Elem Charter SD
1310 Stroud Ave
Kingsburg, CA 93631-1000
United States

Quote Number: 257085-1
Quote Creation Date: 01-24-2024
Quote Expiration Date: 09-30-2024

Quote Release: 1

Kingsburg Elementary SIOP 2024 Price Quote Summary

Solution	Base Amount	Total
English Language Learners	\$ 16,000.00	\$ 16,000.00
Solution Subtotal	\$ 16,000.00	\$ 16,000.00
Shipping & Handling		\$ 0.00
Total		\$ 16,000.00

Price Quote Detail

ISBN	Description	Price	Charged Qty	Total Charged
English Language Learners Elementary- Online Professional Learning Services				
English Language Learners Elementary- Online Professional Learning Services ©2013 - SIOP® Training for Teachers: Blended Model				
0000000119060	SIOP® TRAINING FOR TEACHERS BLENDED OPTION A 2-DAYS + VIRTUAL	16000.00	1	\$16,000.00
English Language Learners Elementary- Online Professional Learning Services ©2013 - SIOP® Training for Teachers: Blended Model Subtotal				\$ 16,000.00
English Language Learners Elementary- Online Professional Learning Services Subtotal				\$ 16,000.00
Solution Subtotal				\$ 16,000.00
Shipping and Handling				\$ 0.00
Total				\$ 16,000.00

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form or by mail. Please submit your PO and price quote via one of the following methods:

Online: <https://support.savvas.com/support/s/customerserviceus>

Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS. For questions regarding your order please call Customer Service: 1-800-848-9500.

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard payment terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will appear on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Damaged & Defective Products: If a print product, or the print component of a blended (print & digital) product, is received in damaged or defective condition, Savvas will issue a credit or replacement at no charge to the customer if the customer promptly (no later than 120 days) returns the damaged or defective product. Customers must report missing product immediately upon receipt.

Return Policy: Returns (other than damaged or defective products) are subject to the following conditions: (a) materials must be returned to Savvas at the customer's expense in new, unused condition, suitable for resale by Savvas (note that any barcoding, stickering, stamping or similar marking on any print materials renders them unsuitable for resale); (b) materials must be returned within six (6) months from the date of purchase; (c) the customer must obtain a Return Materials Authorization ("RMA") from Savvas prior to returning the materials, and must ship the materials back to Savvas within thirty days of receiving the RMA; (d) all materials sold in a set or package must be returned complete as originally sold; and (e) any materials provided by Savvas to the customer on a no-charge basis in consideration of the customer's purchase must be returned in proportion to the purchased materials that are being returned for a credit. A restocking fee of 3% may be applied to credits over \$1,000. Savvas' return policy does not apply to science lab kits or trade publication novels, which are sold on a non-returnable basis.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the anniversary of the original order date for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to shipment date. (the anniversary of the original order date unless changed). Changes can be made on the Subscription Worktext Site:

<https://worktext-subscriptions.savvas.com>

Annual subscriptions for iLit and Successmaker Only: Savvas' iLit and Successmaker products (and no others) automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified.

Technical support services are included with purchase of Savvas digital products.

online help: <https://support.savvas.com/support/s/k12-curriculum-support-form>

phone: 1-800-848-9500

Professional Services: Professional Services: All paid services must be delivered within twelve (12) months of the order date of those services. Any unused services expire at the end of such twelve (12) month period, unless otherwise specified in contract terms. Any cancellation made with less than 72 hours' notice will result in a cancellation fee equal to the full price of the event. MySavvasTraining is included with purchase of products (<https://mysavvastraining.com>).

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:

Expanded Learning Program Plan

2. Agenda Item Category:

☒ **Consent Agenda**

Action Item

Presentation

Public Hearing

Closed Session

3. Submitted By:

Laura North

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:

As part of the grant requirement we must have an ELO-P plan in place that describes our after school program. This plan outlines our mission and details the program at each site.

6. Financial Impact:

N/A

7. Funding Source:

ELO-P

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**

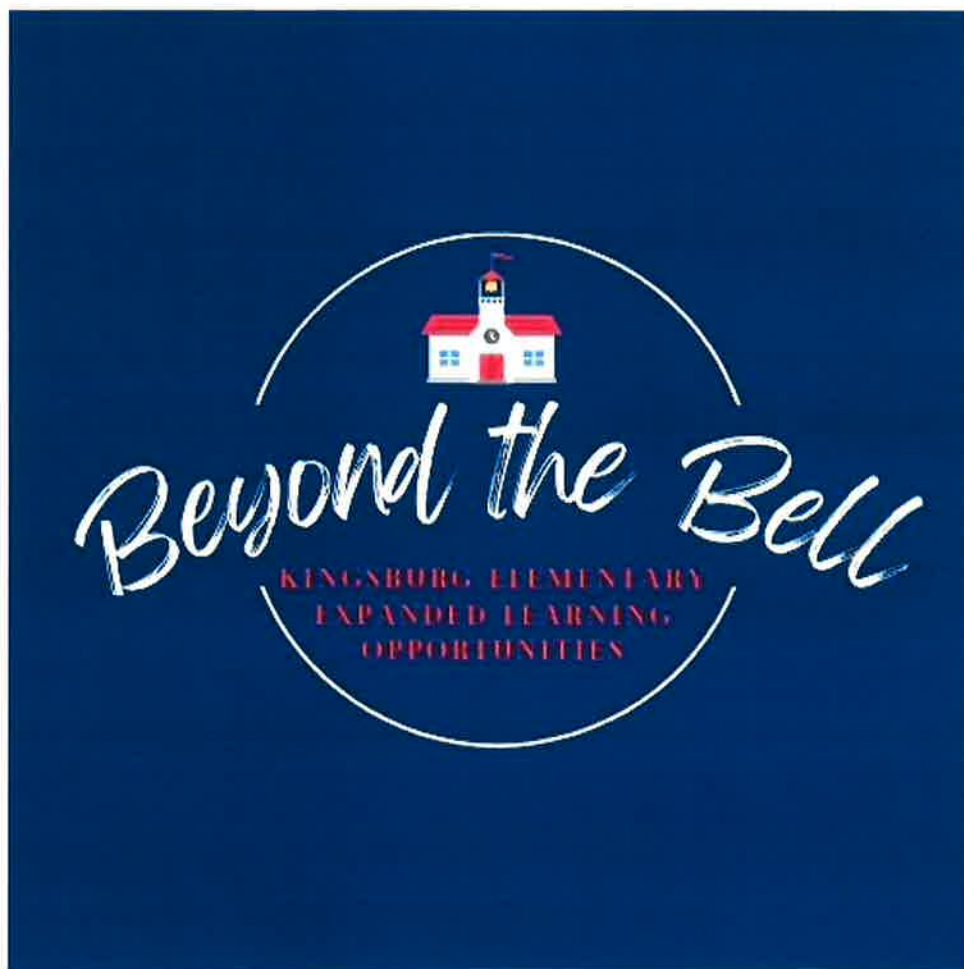
☒ **Increase Parent Involvement and Continue to Promote Public Relations
Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:

Kingsburg Elementary Charter School District

Contact Name:

Laura North

Contact Email:

lnorth@kesd.org

Contact Phone:

559-897-2331

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Washington Elementary

2. Roosevelt Elementary

3. Lincoln Elementary

4. Ronald W. Reagan Elementary

5. Rafer Johnson Junior High

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA

should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Beyond The Bell - Kingsburg Elementary School After School program is dedicated to creating a safe, supportive, and enriching environment for students during non-school hours. The program operates daily, aligning with the regular school calendar, and runs from the end of the school day until 6:00 p.m. It is available at all five schools within the Kingsburg Elementary Charter School District.

To ensure a safe and supportive environment, the program incorporates the five essential components mandated by the ELOP Grant and ASES Grants: Academic Support, Physical Activity, Enrichment, Social and Emotional Support, as well as Free Healthy Snacks and transportation. Students are divided among staff members from the California Teaching Fellows Foundation, rotating through various stations each day to receive additional support in academics and socio-emotional areas.

The program utilizes the school site's facilities, including classrooms, multipurpose room, cafeteria, library, and play yard, providing students with a comprehensive experience in a secure atmosphere. The student-to-adult ratio is maintained at 10:1 for TK and K, and 20:1 for 1st to 8th grade, ensuring adequate supervision and safety.

In alignment with the Expanded Learning Opportunities Program (ELO-P) requirements, the Kingsburg Elementary Charter School District extends the school year by 30 days. The program offers Saturday field trip opportunities throughout the year, along with June and July summer camps.

Recognizing the importance of community collaboration, the program actively seeks partnerships with community organizations to enhance enrichment opportunities for students, in adherence to the requirements of the Expanded Learning Opportunity Grant. This collaborative approach further contributes to creating a supportive and well-rounded environment for the students.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The purpose of the Expanded Learning Opportunity Program is to provide students with additional opportunities to receive extra support and enrichment each day. Students will not receive the same lesson taught during the school day by their credentialed teacher; rather, they will be provided time to work on homework and class assignments under the guidance of the staff, receiving additional support as needed. In addition to working on homework and classwork, students will have enrichment time where they will participate in activities such as: arts, crafts, physical education, and leadership.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Students will collaboratively work on projects that are designed to foster teamwork and skill building. We offer daily STEAM activities that incorporate science, technology, engineering, art, and math. The enrichment time will allow students to experience different curricula and career pathways that they may not have known in order to challenge students to move out of their comfort zones and find ways to overcome. Additionally, we bring in presenters, trainers, and assemblies to support skill building, STEAM, career exposure, and music.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The ELOP/ASES programs consist of a TK-8th grade divided by grade level at 5 sites. The students are divided into smaller groups led by an adult staff member. Student input is critical to program design. Students will be provided multiple opportunities to provide input and feedback via surveys and focus groups which will be used to determine enrichment program selection and after-school activities. All students are given opportunities to develop their leadership skills through their participation in group projects. Enrichment cycles will be developed, and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after school. The enrichment offerings will be aligned with the feedback gathered by the students within each grade level span. Additionally, the district will establish partnerships with educational organizations that provide services in the areas that are sought after. In addition, the ELOP Director will coordinate professional learning for ELOP/ASES staff. This training will focus on strategies for small group instruction, transition strategies, and opportunities for student voice and choice. Students transitioning will also be offered opportunities to participate in Expanded Learning programs during the summer intersession.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. At no cost to program participants, all students will be provided with a healthy snack. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions. Additionally, programs and partnerships will be reviewed to offer students a variety of physical and outdoor options. A physical fitness component will be included to promote healthy physical exercise. Students will improve their muscle strength, endurance, team comradery, and much more. TK-12th grade students will have the opportunity to participate in a physical fitness club program. These physical fitness components will also include a nutrition emphasis. This may involve discussions, lessons, and the promotion of healthy snacks.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

All students who are registered will be able to participate in every station during this afterschool time regardless of their status. The Kingsburg Elementary Charter School District does not discriminate against any persons. In cases where a student is in need of special accommodations and/or modifications, the Expanded Learning Opportunity Program staff will work with their site supervisor, who will then work with the District to determine needs. The KECSD Expanded Learning Program will actively recruit and hire staff that reflects the community of the students we serve, including the community partnerships will connect with. Through a variety of activities, students develop a better understanding and appreciation of diverse cultures and their values. Staff will work to link activities to students' backgrounds, experiences, and knowledge. Program planning is also done through a culturally sensitive lens. There is special attention to ensuring activities are inclusive of all students' and staff members' beliefs. Enrichment opportunities, guided by students themselves, will embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. Our students and staff will be given opportunities to share, from their diverse experiences and backgrounds.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Students in the Expanded Learning Opportunity Program will be from the California Teaching Fellows Foundation Staff. These line staff members are college students with an interest in pursuing the teaching profession. The supervisor of each site's program is a senior member of the foundation. The KECSD in coordination with California Teaching, works to appropriately screen candidates based on a district-developed and board-approved job description for all ASES/ELOP program positions. Candidate applications are screened to see if minimum qualifications are met. Candidates must meet the minimum educational requirements. Candidates may show proof that they have graduated from high school or equivalency, and successfully pass the Paraeducator test. Candidates are also asked to participate in a Qualifying Interview Session. If a candidate is selected and offered a position, they must be fingerprint screened before the candidate can begin working with students. Additionally, initial and ongoing training will be provided to support the staff in educational, behavior management, strategies for working with English Learners, and students with disabilities, and must complete Mandated Reporting Training annually. ELOP Coordinator will conduct regular site visits every week and build intentional relationships with site administration, staff, parents, and students. Program Administration will work closely with Site Leadership (Site Leads) to ensure department goals and focuses are being delivered with fidelity and provide support as guided through the Expanded Learning Quality Standards. Site visits will offer technical support in various areas, including but not limited to quality standards, focus goals, staff, student and parent support, and guidance from educational partners Throughout the year, Site Leads will attend monthly meetings with the ELOP Coordinator where they will be introduced to new program goals, curriculum training, and/or resources. Site Leads will then take the information back to their school sites and inform their team at their staff meetings. ELOP Coordinator will work in coordination with site administration, Department of Education and Instructional Services, and SDCOE ASES/ASSETS to provide support and additional resources on the implementation of staff professional development, including but not limited to online professional development throughout the year.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The mission of the Beyond The Bell - Kingsburg Elementary School After School Program is to provide a safe, supportive, and enriching environment for children during non-school hours. We believe in the potential of all students to learn and succeed, and we are committed to fostering a space where they can thrive.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The Kingsburg Elementary Charter School District will work with service clubs (Kiwanis, Rotary, etc.), community organizations, and other local daycare providers to share resources to provide our students with a safe, supportive place to attend after the regular school day ends. We will continue to engage potential community partnerships to sustain and expand the offering of services we are providing for our students in the ELOP/ASES programs. We will develop collaborative partnerships that are formalized and clearly articulated through written agreements and are maintained through ongoing meetings and other systems of communication. We will meet regularly with our partners to design our program and establish goals based on the needs of our students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

A variety of measures of student success are monitored including school attendance, student achievement data and perception survey data, which is collected from site principals, participating students, parents, instructional day teachers, and program staff. Measures are coherent with the school day and align with the goals of the program due to the ongoing collaboration and communication on the regular school day. Surveys will be administered annually. Information gathered from the surveys will allow for program improvements that align our ELOP program to better meet the needs of our stakeholders and state priorities. To provide continuity between instructional day and the ELOP/ASES programs, the ELOP program Director will bridge the school day with after school, providing improved communication, training, and coherence between the school day and the extended/enrichment programming available through ELOP. All of the programming offered through Expanded Learning services acts as an extension of the school day.

11—Program Management

Describe the plan for program management.

The Expanded Learning Opportunity Program will be under the direction of the District Director of ELO-P of Kingsburg Elementary Charter School District. The District Director of ELO-P will have full authority over the program in consultation with the Assistant Superintendent and will make personnel and curricular decisions based on the best interest of the students attending. The Supervisor from California Teaching Fellows Foundation will report directly to the District Director of ELO-P. In addition, each school site will have a site Lead and assistant site lead that will manage and oversee the California Teaching Fellow staff.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The Kingsburg Elementary Charter School District has the ASES grant at 4 out of 5 school sites. We coordinate through the Fresno County Office of Education and California Teaching Fellow to run a cohesive program. Both entities meet monthly with the KECSD Director of ELO-P and the site leads to work on planning, pacing and FPM documents. Everything is done as one unit to ensure that we have a cohesive program the runs smoothly.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

KECSD understands the importance of early childhood education and hands on learning. This can only be done through small groups and low ratios. We maintain a 1:10 ratio at all times. We have 100 students in our TK/K program and a staff of 12 adults. We maintain this including providing substitute tutors when we have an absence. The District Director in charge of the ELO-P program is dually credentialed and holds a Reading Specialist credential and specializes in Early Childhood Education. The planning, pacing, and lesson approval is done in coordination with the District Director. Special attention was given to the preschool DRDPs along with the current Kindergarten standards in developing a matrix to make sure that the activities implemented are developmentally appropriate. The staff spent 7 days before the school year began planning and pacing with district staff.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Washington Elementary Regular Daily Schedule

7:30-8:05	Breakfast
8:10	Flag Salute/First Bell
8:20	Tardy Bell
8:20-10:10	Instruction
10:10-10:30	Recess
10:30-11:45	Instruction
11:45-12:10	Recess

12:10-12:35 Lunch
12:35-1:45 K Instruction
1:45 Dismissal

Washington Elementary After School Schedule

1:45-1:55 Check-in
1:55-2:40 STEM
2:40-2:45 Transition
2:45-3:00 Snack
3:00-3:05 Transition
3:05-3:45 Homework
3:45-3:50 transition
3:50-4:35 Health and Fitness
4:35-4:40 transition
4:40-5:25 Enrichment
5:25-5:30 transition
5:30-5:50 Reading and Literacy focus
5:50-6:00 Clean up and pick up

Summer Schedule

7:30- 8:15 Check-in and breakfast
8:15-8:20 Bathroom break
8:25-9:30 Enrichment and STEAM
9:30-10:00 Recess
10:00-11:30 Enrichment and STEAM
11:30-12:00 Lunch
12:00-12:10 Bathroom break
12:10-12:40 Health and fitness
12:40-1:05 transition to classrooms
1:05-2:00 STEAM Project
2:00-3:00 Enrichment rotations
3:00-3:15 Snack
3:15-4:00 Crafting Corner
4:00-4:05 transition
4:05-4:30 Structure recreation/dance
4:30 Dismissal

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

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:

Certification of Corrective Actions, 2022-2023 Financial Audit

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 the Corrective Action for the Attendance - Records finding from the June 30, 2023 audit.

This is not a repeat finding, and it did not have any financial impact as it was from the Annual ADA report. Scott Faeth presented the June 30, 2023 audit at the January board meeting.

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
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023

State Award Findings and Questioned Costs

Finding Identification

2023 - 001 Attendance - *Records* #10000

Criteria or Specific Requirement

Education Code Section 46000

Condition

During our audit of attendance records, we noted the Annual Report of Attendance was not properly prepared due to the following:

- Transitional Kindergarten Classroom-based ADA was not properly prepared due to the summary used to prepare the Annual Report of Attendance having clerical errors.
- Grades 4-6 Resident Classroom-based and Resident Nonclassroom-based ADA was not properly calculated due to the summary used to prepare the Annual Report of Attendance having clerical errors.

Effect

The effect of the Transitional Kindergarten Classroom-based error noted above is an understatement of 0.79 ADA on Line I-1 and Line I-3 of the Annual Report of Attendance. This is an information line item, therefore the total TK/K-3 ADA is not effected.

The effect of the Grades 4-6 Resident Classroom-based and Resident Nonclassroom-based error noted above is an overstatement of 0.70 ADA on Line B-1 and Line B-6, and understatement of 0.70 ADA on Line C-1 and C-6 of the Annual Report of Attendance for Grades 4-6, resulting in no overall effect on Grades 4-6 ADA.

Cause

There was a clerical error on the calculation of the Transitional Kindergarten Classroom-based ADA due to the formula on the District summary using the incorrect cell when calculating the Transitional Kindergarten Classroom-based ADA for the Annual Report of Attendance. There was a clerical error on the Grades 4-6 Resident Classroom-based and Nonclassroom-based ADA due an input error on the District summary used to prepare the Annual Report of Attendance.

Questioned Costs

There are no questioned costs due to the errors in the Annual Report being informational only, and the district is funded off P-2 ADA and the P-2 Report of Attendance was properly prepared.

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, 2023

Corrective Action Plan:

Name of contact person: Bobby Rodriguez, Chief Business Official

Corrective Action: The District has taken steps to ensure that the clerical errors in the Annual Report of Attendance are not made through the ensuing reporting periods. The calculations will be made on clean spreadsheets by the CALPADS Administrative Assistant and will be reviewed by the Chief Business Official prior to being certified.

Proposed Completion Date: The finding has been discussed and the proposed plan will take into effect with the 2023-24 P1 Attendance reporting period, P2 Attendance reporting period, and then for the Annual Report of Attendance reporting period.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SUMMARY OF SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2023

1. **Finding/Recommendation: 2022-001 Attendance – Records #10000**

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.

It was recommended that the District should review the summarization of attendance to ensure ADA is properly reported prior to report submission to its County Office and CDE.

Current Status

Implemented

District Explanation if Not Implemented

Not Applicable

2022-23 AUDIT FINDING CORRECTIVE ACTION

DISTRICT NAME: Kingsburg Elementary Charter School District

FINDING CATEGORY Attendance - Records

FINDING: # 2023-001 PAGE# 64-65

Describe below specific corrective action used in resolving audit finding:

Specifically address each individual item within the finding. Be certain that your responses are clear and concise. You will need to provide ALL documentation that supports the specific action taken toward resolving the finding (i.e., copies of amended reports, corrective action plans, etc.).

Attach all pertinent documentation.

No. of attachments for this finding:

The District has taken steps to ensure that the clerical errors in the Annual Report of Attendance are not made through the ensuring reporting periods. The calculations will be made on clean spreadsheets by the CALPADS Administrative Assistant and will be reviewed by the Chief Business Official prior to being certified. The finding has been discussed and the proposed plan will take into effect with the 2023-2024 P1 Attendance reporting period, P2 Attendance reporting period, and then for the Annual Report of Attendance reporting period.

**CERTIFICATION OF CORRECTIVE ACTION
2022-23 AUDIT FINDING AND RECOMMENDATIONS**

DISTRICT NAME Kingsburg Elementary Charter School District



2022-23 Certification of Corrective Action is hereby filed
by the Governing Board of the School District

Clerk/Secretary of the Governing Board

February 13, 2024

Date of Meeting



2022-23 Certification of Corrective Action:

The Superintendent certifies that all corrective action(s) specified in the attached page(s) have been reviewed by the district's Governing Board and assures that corrective procedures have been implemented and will be used in the ensuing years.

District Superintendent

February 13, 2024

Date

For additional information:

Contact: **Bobby Rodriguez**

Phone: **559-897-2331**

Submit the original Certification of Corrective Action together with each Audit Finding Corrective Action form and corresponding documentation:

Gabriel Halls, Senior Director, District Financial Services
Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721-2000

Your response must be submitted by March 15, 2024.

UNRESOLVED 2021-22 AUDIT FINDING

DISTRICT NAME: Kingsburg Elementary Charter School District

FINDING CATEGORY Attendance - Records

FINDING # 2022-001

PAGE# 66

Auditor's Recommendation:

N/A - Implemented

Why, specifically, is there a problem resolving this finding?

Clerk/Secretary of the Governing Board

February 13, 2024

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:

Fresno Roofing Co, Inc. _____

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 contract with Fresno Roofing Co, Inc. to remove and replace the roof of Washington Elementary's library and room 18. This roof leaks every year with rain, and has a soft spot from where people have jumped from the adjacent building.

6. Financial Impact:

\$28,975 _____

7. Funding Source:

Resource 67660 _____

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!"



All Work Guaranteed
License 302777

FRESNO ROOFING CO., INC.

5950 E. OLIVE • FRESNO, CA 93727
P.O. BOX 7676 • FRESNO, CA 93747
PHONE (559) 255-8377 FAX (559) 255-8568
STATE OF CALIFORNIA DIR# 1000004536

E-MAILED 1/29/24

DIR NUMBER: 1000004536

PROPOSAL AND CONTRACT

IF YOU DON'T KNOW ROOFS, KNOW YOUR ROOFER

DATE: January 29, 2024

SUBJECT: Re-Roof Washington
Elementary School
1501 Ellis St
Kingsburg, CA
PER GOOGLE PHOTO

(License Expires 5/31/2025)

Kingsburg Elementary Charter School District
1310 Stroud Ave
Kingsburg, CA 93631

Fresno Roofing Company, Inc. will furnish all labor, materials, equipment, supervision, and insurance necessary for the proper execution of the work hereinafter defined for the following prices, all Federal, State, and local taxes included:

1. Remove and dispose of one (1) layer of existing composition shingle roofing down to the wood substrate.
2. Replace any dry rot damaged plywood on a "Time and Materials" basis at an application rate of \$9.95 per square foot and any 1x6 at an application rate of \$9.95 per lineal foot – extra if present.
3. Replace any 2"x8" fascia board on a "Time and Materials" basis at an application rate of \$30.00 per lineal foot – extra.
4. SHEET METAL:
 - A. Install new baked enamel edge metal nosing at all edge areas.
 - B. Install new galvanized pipe jacks at vent pipes.
 - C. Install new soldier lead jack as needed.
 - D. Demo 2 existing abandoned A/C curbs and in-fill with plywood.
 - E. Install new front and back saddles and skins a A/C duct.
 - F. Paint all flashings to match composition shingles.
 - G. Install new O'Hagin vents per code.
5. Install one (1) layer of 401 Artic Seal at roof edge, including eave and gable ends of building.

-continued-

Contractors are required by law to be licensed and regulated by the Contractors' State License Board. Any questions concerning a contractor may be referred to the Registrar of the Board, whose address is: Contractors' State License Board, 9821 Business Park Drive, Sacramento, CA 95827 or www.cslb.ca.gov.

TERMS: NET 30 DAYS, UNLESS OTHERWISE SPECIFIED. VISA AND MASTERCARD ACCEPTED.

When accepted this quotation becomes a contract, which is contingent upon strikes, accidents, fire or other causes beyond our control, and subject to approval of main office. **NO VERBAL AGREEMENTS ACCEPTED.**

The above quotation subject to acceptance within 30 days unless extension is mutually agreed between Owner and Subcontractor.

ACCEPTED:

DATE January 29, 2024

Respectfully Submitted

FRESNO ROOFING CO., INC.

By

Salvador Alvarez, Estimator

By

(Authorized Agent)

Title



FRESNO ROOFING CO., INC.

5950 E. OLIVE • FRESNO, CA 93727
P.O. BOX 7676 • FRESNO, CA 93747
PHONE (559) 255-8377 FAX (559) 255-8568
STATE OF CALIFORNIA DIR# 1000004536

DIR NUMBER: 1000004536

All Work Guaranteed
License 302777

(License Expires 5/31/2025)

Kingsburg Elementary Charter School District
Page 2 of 2

PROPOSAL AND CONTRACT

IF YOU DON'T KNOW ROOFS, KNOW YOUR ROOFER

DATE: January 29, 2024

SUBJECT: Re-Roof Washington
Elementary School
1501 Ellis St
Kingsburg, CA
PER GOOGLE PHOTO

6. Install two (2) layers of Malarkey secure start deck underlayment over the prepared wood substrate – secured with plastic caps and nails.
7. Install a 30 year, "Cool Roof" rated, composition shingle over the new underlayment. Secure with roofing nails.
8. Install high-definition ridge cap.
9. Remove all generated roofing debris from job site.
10. Provide a two (2) year Fresno Roofing Company, Inc. workmanship warranty.
11. Provide a Malarkey limited lifetime warranty.

Total Labor and Materials \$28,975.00

NOTE: Fresno Roofing Company, Inc. offers an annual or semi-annual roof maintenance program. This program consists of cleaning the roof surface of any debris, sealing jacks and corners of curbs, and performing any minor repairs on the roof surface needed to maintain your roof in a serviceable condition and to add additional life to your roof. Please contact our office to obtain a quote for your roof.

Contractors are required by law to be licensed and regulated by the Contractors' State License Board. Any questions concerning a contractor may be referred to the Registrar of the Board, whose address is: Contractors' State License Board, 9821 Business Park Drive, Sacramento, CA 95827 or www.cslb.ca.gov.

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ACCEPTED:

DATE January 29, 2024

Respectfully Submitted

FRESNO ROOFING CO., INC.

By

Salvador Alvarez, Estimator

By

(Authorized Agent)

Title

Untitled Map

Write a description for your map.



Building Proposed
For Repairs

Legend

- 1501 Ellis St
- Church
- Feature 1
- New Path Center
- Washington Elementary School

Kingsburg Elementary Charter School District Board Agenda Item

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**All Board items are subject to approval by the Board President.*

1. Agenda Item:

USA Shade

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 contract with USA Shade on a 20' x 20' shade over the sand pit at Washington Preschool.

6. Financial Impact:

\$49,953.60

7. Funding Source:

Fund 12, Resource 50590 and 61050

8. District Goals This Item Will Meet:

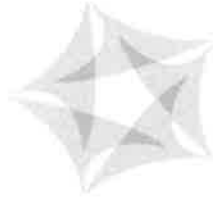
Increase Student Achievement

☒ 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!"



USA SHADE
& Fabric Structures®

Washington Preschool Shade

1/22/2024

Proposal Prepared For:
Kingsburg Elementary Charter School District
1310 Stroud Ave
Kingsburg, CA 93631

AZ: 289388 CA: 989458 LA: 61718 NV: 78724
NM: 383826 TN: 68712 DIR: 1000003533



Date: 1/22/2024

Proposal for USA SHADE & Fabric Structures

Project Information:				Sales Information:	
Purchaser:	Kingsburg Elementary Charter	Contact:	Danny McIntyre	Sales Rep:	Kathy Rainey
Project Name:	Washington Preschool Shade	Phone:	(559) 772-9077	Phone:	(559) 974-1353
Quote No:	KLR02282023	Email:	Dmcintyre@kesd.org	Email:	kathy.rainey@usa-shade.com
PO No:		Fax:		Fax:	

Billing Information:		Shipping Information:		Jobsite Information:	
Kingsburg Elementary Charter School District		SOUTHERN CALIFORNIA		Washington PreSchool	
1310 Stroud Ave		1085 N. Main Street, Suite C		1568 Williams St	
Kingsburg		Orange		Kingsburg	
CA		CA		CA	
93631		92867		93631	
Contact:		Contact:		Contact:	Danny McIntyre
Phone	(559) 897-6740	Phone		Phone	(559) 772-9077
Email:		Email:		Email:	Dmcintyre@kesd.org
Fax:		Fax:		Fax:	

CORPORATE ADDRESS:

2580 Esters Blvd., Suite 100
DFW Airport, TX 75261

MAILING ADDRESS:

P.O. Box 3467
Coppel, TX 75019

REMITTANCE ADDRESS:

P.O. Box 734158
Dallas, TX 75373-4158

SOUTHERN CALIFORNIA:

1085 N. Main Street, Suite C
Orange, CA 92867

NORTHERN CALIFORNIA:

927 Enterprise Way, Suite A
Napa, CA 94558

ARIZONA:

2452 W. Birchwood Ave, Suite 112
Mesa, AZ 85202

LAS VEGAS:

6225 S. Valley View Blvd., Suite I
Las Vegas, NV 89118

NOTE: This message is intended only for the use of the individual to whom it is addressed, and contains information that is privileged, confidential, and exempt from disclosure under applicable law. If you are not the intended recipient, or the employee or agent responsible for delivering this message to the intended recipient, you are hereby notified that any unauthorized disclosure, distribution, or copying of this communication is strictly prohibited. If you have received this communication in error, please notify us immediately by phone and return the original message to the applicable address above.


www.usa-shade.com

800-966-5005

AZ: 289388 CA: 989458 LA: 61718 NV: 78724 NM: 383826 TN: 68712 DIR: 1000003533



Structure Pricing

	Unit Quantity:	1	Foundations By	USA Shade
	Unit Type:	Hip	Grout Installation	USA Shade
	Structure Size:	20 x 20	Footing Type:	Drilled Pier
	USA Shade Model Number	DSA407203012-19	Base Attachment:	Recessed Base Plate
	Entry Height:	10'	Anchor Bolts:	Included
	No of Columns:	4	Concrete Cutting:	N/A
	No of Fabric Tops:	1	Dirt Removal:	Included
	Fabric Type:	Colourshade_FR	Surface Type:	Sand
	Fabric Color:	TBD	NOTES	
	Steel Finish:	Powder Coated		
	Steel Color:	TBD		
	Electrical Provisions:	N/A		
PRICE	Cable/HDW Finish:	Galvanized		
\$49,953.60	Concept No:			



Structure Pricing



ACCESS/MISC.			
QTY	ITEM	DETAILS	COST
TOTAL FOR ACCESS/MISC ITEMS:			\$0.00

PRICING TOTALS:	
Unit Total	Included
Payment & Performance Bonds	\$800.00
Shipping/Handling	Included
SUBTOTAL	
Sales Tax (%)	Included
Engineering	Included
Installation	Included
TOTAL PRICE	\$50,753.60

PAYMENT TERMS:	
(1) Upon execution of the Agreement (Deposit)	PO
(2) Upon delivery of Unit(s)	
(3) Upon completion of assembly/installation	100%
(4) Other (specify):	
NOTES:	

USA SHADE reserves the right to implement a surcharge for significant increases in raw materials, including the following, but not limited to: fuel, steel , fabric, and concrete. Proposal pricing is only valid for 30 days due to the fluctuation in pricing. Due to recent significant increases experienced in raw steel and fabric materials, it may be necessary to order, invoice, and receive payments for steel and fabric as soon as final sizing can be determined.

ENGINEERING REQUIREMENTS		NOTES
Building Code	DSA	
Wind Load	115	
Snow Load	5	
Drawing Size	24 X 36	
No. of Sealed Drawings	2	
Calculations Required		

INCLUSIONS / EXCLUSIONS					
INCLUDED	EXCLUDED	ENGINEERING REQUIREMENTS	INCLUDED	EXCLUDED	INSTALLATION - MISCELLANEOUS
X		Sealed Drawings & Calculations	X		Prevailing Wage / Certified Payroll
	X	Permit Submittal		X	Union Wages
	X	Permit Fee	X		Fencing
	X	DSA Submittal & Fees		X	Curb Repair
X		Design and Engineering of Structure		X	Landscape Repair
X		Design and Engineering of Foundation		X	Demolition (Existing Structures)
	X	Reactions and Loads for attachment to Walls, Rooftops, or Other	X		Payment and Performance Bonds
	X	Foundation Location and Elevation Survey		X	Special Inspection Fees



Construction Assumptions

- 1) The designated area for our structures will be accessible by drive-up for unloading of our trucks and equipment, including personnel man-lifts, forklifts, etc. Should a crane be required and direct access not available, additional costs for such will be submitted by a Change Order.
- 2) Our pricing is based on the ability to perform all of our work with clear, sequential, and continuous access without interruption during normal daytime working hours. We have assumed one mobilization for the installation of foundations, steel and fabric; if additional mobilizations are required, there will be an additional charge. We will require exclusive access to the area for our work during the construction process.
- 3) Our pricing does not include daily site delays accessing the work areas. USA SHADE will submit a Change Order for any delays caused by other trades which interfere or cause us to stop working.
- 4) Pricing assumes secure storage and adequate lay down area for our tools, equipment, and materials, within close proximity to the installation site will be provided, free of charge.
- 5) Our price assumes others to provide 110-volt electrical service and necessary potable water available within 100 feet of our work.
- 6) We will require site sanitary facilities and refuse containers by others within 200 feet of our work.
- 7) USA SHADE will leave its work and materials in a clean condition at the conclusion of our work.
- 8) Barricades and public security requirements are not included.
- 9) Unless specifically included in this proposal, this agreement does not include, and Company will not provide, services, labor, or materials for any of the following work: (a) removal and disposal of any materials containing asbestos or any hazardous materials as defined by the EPA; (b) moving Owner's property around the installation site; (c) repair or replacement of any Purchaser or Owner-supplied materials; or (d) repair of damage to existing surfaces that may occur when construction equipment and vehicles are being used in the normal course of construction.
- 10) Pricing for foundation design is based on drilled pier footings. In the event the geotechnical report requires an alternate configuration, any additional costs incurred will be submitted to the client by a Change Order.
- 11) Digging of our foundations will not be constrained by any existing concrete or utilities. USA SHADE will not be responsible for moving or repairing any underground utility lines such as electrical, telephone, gas, water, or sprinkler lines that may be encountered during installation.
- 12) Any additional costs incurred as a result of hard rock conditions requiring extra equipment, utility removal or repair, resulting in delay, will result in additional charges unless they are detailed on as-built site drawings provided to USA SHADE or marked on the ground and communicated to USA SHADE in writing prior to installation.

GENERAL TERMS & CONDITIONS AND WARRANTY

- 1) **Proposal:** The above proposal is valid for **30** days from the date first set forth above. After 30 days, we reserve the right to increase prices due to the rise in cost of raw materials, fuel, or other cost increases. When applicable, USA SHADE & Fabric Structures reserves the right to implement a surcharge for significant increases in raw materials, including, but not limited to; fuel, steel, and concrete. Due to the duration of time between proposals, contracts, and final installation, USA SHADE & Fabric Structures reserves the right to implement this surcharge, when applicable.
- 2) **Purchase:** By executing this proposal, or submitting a purchase order pursuant to this proposal (which shall incorporate the terms of this agreement specifically by reference) which is accepted by USA SHADE & Fabric Structures (the "Company"), the purchaser identified above ("you" or the "Purchaser") agrees to purchase Shade Structures brand shade structures ("Structures") and the services to be provided by the Company, as detailed in the "Structure Pricing" and "General Scope of Work" sections of this agreement, above, or in the relevant purchase order accepted by the Company, for use by Purchaser or for installation by Company or Purchaser on behalf of a third-party who will be the ultimate owner of the Structures (the ultimate owner of a Structure, whether Purchaser or a third-party, being the "Owner").
- 3) **Short Ship Claims:** Purchaser has 15 days from receipt of the structures to file a short ship report in writing to its sales representative. Company will not honor claims made after this time.



USASHADE
& Fabric Structures.

- 4) **Standard Exclusions:** Unless specifically included under the "General Scope of Work" section above, this agreement does not include, and Company will not provide, services, labor, or materials for any of the following work: (a) removal and disposal of any materials containing asbestos or any hazardous materials as defined by the EPA; (b) moving Owner's property around the installation site; (c) repair or replacement of any Purchaser or Owner-supplied materials; (d) repair of concealed underground utilities not located on prints supplied to Company by Owner during the bidding process, or physically staked out by Owner, and which are damaged during construction; or (e) repair of damage to existing surfaces that may occur when construction equipment and vehicles are being used in the normal course of construction.
- 5) **Bonding Guidelines:** If Purchaser will use or provide the Structures and Services for an Owner other than Purchaser (including, without limitation, as a subcontractor of Purchaser), Purchaser will include the following statement in Purchaser's contract with Owner:
- "The manufacturer's warranty for the Shade Structures brand shade structures is a separate document between USA SHADE & Fabric Structures and the ultimate owner of the Shade Structures brand shade structures, which will be provided to the ultimate owner at the time of completion of the installation and other services to be provided by USA SHADE & Fabric Structures. Due to surety requirements, any performance and/or payment bond will cover only the first year of the USA SHADE & Fabric Structures warranty."
- 6) **Insurance Requirements:** Company is not required to provide any insurance coverage in excess of Company's standard insurance. A copy of the Company's standard insurance is available for your review prior to acceptance of the Company's proposal.
- 7) **Payment:** Terms of payment are defined in the "Pricing Details" section and are specific to this contract. For purposes of this agreement, "Completion" is defined as being the point at which the Structure is suitable for its intended use, the issue of occupancy consent, or a final building department approval is issued, whichever occurs first. In any event where Completion cannot be effected due to delays or postponements caused by the Purchaser or Owner, final payment (less 10% retainage) is due within 30 days of the date when Completion was scheduled, had the delay not occurred. All payments must be made to Shade Structures, Inc., P.O. Box 734158, Dallas, TX 75373-4158. If the Purchaser or Owner fails or delays in making any scheduled milestone payments, the Company may suspend the fulfillment of its obligations hereunder until such payments are made, or Company may be relieved of its obligations hereunder if payment is more than 60 days past due. Company may use all remedies available to it under current laws including, but not limited to, filing of liens against the property and using a collection agency or the courts to secure the collection of the outstanding debt.
- 8) **Lien Releases:** Upon request by Owner, Company will issue appropriate partial lien releases as corresponding payments are received from Purchaser, but prior to receiving final payment from Purchaser or Owner. Company will provide a full release of liens upon receipt of final payment. In accordance with state laws, Company reserves the right to place a lien on the property if final payment has not been received 10 days prior to the filing deadline for liens.
- 9) **Site Plan Approval, Permit/s, Permit Fees, Plans, Engineering Drawings, and Surveying:** Site plan approval, permits, permit fees, plans, engineering drawings, and surveying are specifically excluded from this agreement and the Services unless specified under the "General Scope of Work". The Company does not in any way warrant or represent that a permit or site plan approval for construction will be obtained. Sealed engineered drawings that are required but not included in the "General Scope of Work" will result in an additional cost to Purchaser.
- 10) **Manufacturing & Delivery:** Manufacturing lead-time from Company's receipt of the "Notice To Proceed" is approximately 6 to 8 weeks for standard structures, and 8 to 12 weeks for custom structures. Delivery is approximately 1 week thereafter. Delivery of structures may be prior to or at start of assembly. Please note that these timelines do not include approval or permitting timeframes.
- 11) **Returned Product, Deposits, and/or Cancelled Order:** Within the first 45 days after shipment from our facility, all returned product(s) and cancelled orders are subject to a 50% restocking fee. No returns are available following this 45 day period. All deposits are non-refundable. All expenses incurred (engineering, site surveys, shipping, handling, etc.) are the responsibility of the Purchaser, up to notice of cancellation.



- 12) **Concealed Conditions:** "Concealed conditions" include, without limitation, water, gas, sprinkler, electrical and sewage lines, post tension cables, and steel rebar. This agreement is based solely on observations the Company was able to make either by visual inspection or by drawings and/or plans submitted by Owner at the time this agreement was bid. If additional Concealed Conditions are discovered once work has commenced, which were not visible at the time this proposal was bid, Company will stop work and indicate these unforeseen Concealed Conditions to Purchaser or Owner so that Purchaser and Company can execute a Change Order for any additional work. In any event, any damage caused by or to unforeseen Concealed Conditions is the sole responsibility of the Purchaser and Company shall not be held liable for any such damage. Soil conditions are assumed to be soil that does not contain any water, hard rock (such as limestone, caliche, etc.), rocks larger than 4 inches in diameter, or any other condition that will require additional labor, equipment and/or materials not specified by the Purchaser or Owner in the bidding process. Any condition requiring additional labor, equipment, and/or materials to complete the drilling or concrete operations will require a Change Order before Company will complete the process. Price quotes are based on a drilled pier footing. Any variation will incur additional charges (i.e. spread footings, concrete mat, sand, water, landfill, etc.). Costs for footing and installation do not include any allowance for extending below frost lines (the additional costs for which vary by geographical region).
- 13) **Changes in the Work:** During the course of this project, Purchaser may order changes in the work (both additions and deletions). Additionally, an approving agency may require changes in the work from the original design or engineering quoted and provided by the Company (both additions and deletions.) The cost of these changes will be determined by the Company, and a Change Order form must be completed and signed by both the Purchaser and the Company, which will detail the "General Scope of the Change Order". Should any Change Order be essential to the completion of the project, and the Purchaser refuses to authorize such Change Order, then Company will be deemed to have performed its part of the project, and the project and services will be terminated. Upon such termination, Company will submit a final billing to Purchaser for payment, less a labor allowance for work not performed but including additional charges incurred due to the stoppage. No credit will be allowed for materials sold and supplied, which will remain the property of the Purchaser.
- 14) **Indemnification:** To the fullest extent permitted by law, Purchaser shall indemnify, defend, and hold harmless the Company and its consultants, agents, and employees or any of them from and against claims, damages, losses and expenses, including, but not limited to, attorneys' fees related to the installation of the Structure or performance of the services, provided that such claim, damage, loss, or expense is attributable to bodily injury to, sickness, disease, or death of a person, or to injury to or destruction of tangible property, but only to the extent caused by the negligent acts or omissions of the Purchaser or its agents, employees, or subcontractors, or anyone directly or indirectly employed by them or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss, or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity that would otherwise exist as to a party or person described in Section 15.
- 15) **Statement of Limited Warranty:**
- The structural integrity of all supplied steel is warranted for ten years.
 - If assembly is provided by the Company, workmanship of the structure is covered for one year, including labor for the removal of any failed part, disassembly (if necessary), cost of shipping, and reassembly.
 - All steel surface finishes are warranted for one year.
 - Shadesure™, Colourshade® FR, eXtreme 32™, Commercial 95™, SaFRshade™, and Monotec 370™ fabrics all carry a ten year limited manufacturer's warranty against failure from significant fading, deterioration, breakdown, outdoor heat, cold, or discoloration. Should the fabric need to be replaced under the warranty, the Company will manufacture and ship a new replacement fabric at no charge for the first six years, thereafter pro-rated at 20% per year over the remaining four years. The following are exceptions to the preceding warranty terms:
 - o Shadesure™ fabrics in Red, Yellow, Atomic Orange, Electric Purple, Zesty Lime, Cinnamon, Olive, and Mulberry carry a five year pro-rated
 - o Fabric tops attached to Coolbrella™ structures carry a three year warranty;
 - o Individual fabric tops measuring greater than 40' in length are covered by a non-prorated five year warranty;
 - o Preconstraint 502™ waterproof membrane is subject to an eight year pro-rated warranty.
 - Sewing thread is warranted for ten years.



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General Limited Warranty Terms and Conditions

- These limited warranties are effective from the date of sale, or, if assembly is provided by the Company, upon receipt by Company from Purchaser of a completed and signed "Customer Checklist and Sign-off" form.
- In its sole discretion, the Company will repair and or/replace defective structures, products or workmanship, or refund that portion of the price related to the defective product, labor, or service rendered.
- The Company reserves the right, in cases where certain fabric colors have been discontinued, to offer the Purchaser or Owner a choice of available alternative colors to replace the warranted fabric. The Company does not guarantee that any particular color will be available for any period of time, and reserves the right to discontinue any color for any reason, without recourse by the Purchaser or Owner of the discontinued fabric color.
- Should the Purchaser or Owner sell the structures to another party, the warranty cannot be transferred to the new owner without a complete and thorough on-site inspection performed by a Company representative. Please contact the Company at warranty@usa-shade.com for more details.
- All warranty claims covering Company supplied structures, products, and services must be submitted by Purchaser or Owner in writing to the Company within thirty days from the date of discovery of the alleged defect and must include a detailed description and applicable photographs of the alleged defect or problem. Warranty claims should be submitted by email to warranty@usa-shade.com.
- Purchaser or Owner agrees that venue for any court action to enforce these limited warranties shall be in the City or County of Dallas in the State of Texas, USA.
- These limited warranties are void if:
 - o the supplied structures, products, services and/or labor are not paid for in full;
 - o the structures are not assembled in strict compliance with USA SHADE specifications;
 - o any changes, modifications, additions, or attachments are made to the structures in any way, without prior written approval from the Company. Specifically, no signs, objects, fans, light fixtures, etc. may be hung from the structures, unless specifically engineered by the Company.
- These limited warranties do not cover defects and/or damages caused by:
 - o normal wear and tear;
 - o misuse, willful or intentional damage, vandalism, contact with chemicals, cuts and Acts of God (i.e. tornado, hurricane, micro/macros burst, earthquake, wildfires, etc.);
 - o ice, snow or wind loads in excess of the designed load parameters engineered for the supplied structures;
 - o use, maintenance, neglect, repair, and/or service inconsistent with the Company's written care and maintenance instructions, provided with the order.
- The limited warranties explicitly exclude:
 - o workmanship related to assembly not provided by the Company or its agents;
 - o fabric curtains, valances, and flat vertical panels;
 - o fabric tops installed on structures that were not engineered and originally supplied by the Company.
- THE COMPANY SHALL NOT BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, SPECIAL, LIQUIDATED, EXEMPLARY, OR PUNITIVE DAMAGES, OR ANY LOSS OF REVENUE, PROFIT, USE OR GOODWILL, WHETHER BASED UPON CONTRACT, TORT (INCLUDING NEGLIGENCE), OR ANY OTHER LEGAL THEORY, ARISING OUT OF A BREACH OF THIS WARRANTY OR IN CONNECTION WITH THE SALE, INSTALLATION, MAINTENANCE, USE, OPERATION OR REPAIR OF ANY PRODUCT OR SERVICE. IN NO EVENT WILL THE COMPANY BE LIABLE FOR ANY AMOUNT GREATER THAN THE PURCHASE PRICE FOR ANY PRODUCT OR SERVICE PROVIDED BY THE COMPANY.
- THE FOREGOING LIMITED WARRANTY IS THE SOLE AND EXCLUSIVE WARRANTY FOR THE COMPANY'S PRODUCTS AND SERVICES, AND IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, IN LAW OR IN FACT. SELLER SPECIFICALLY DISCLAIMS ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, ALL IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR USE OR PURPOSE, AND ANY IMPLIED WARRANTIES ARISING OUT OF COURSE OF DEALING OR PERFORMANCE OR TRADE USAGE. PURCHASER, BY ACCEPTANCE AND USE OF THIS LIMITED WARRANTY, WAIVES ANY RIGHTS IT WOULD OTHERWISE HAVE TO CLAIM OR ASSERT THAT THIS LIMITED WARRANTY FAILS OF ITS ESSENTIAL PURPOSE.

Colourshade ® and eXtreme 32™ are registered trademarks of Multiknit Pty. Ltd.

Commercial 95™ and SaFRshade™ are registered trademarks of Gale Pacific USA Inc.

Monotec 370™ is a registered trademark of PRO-KNIT Industries Pty. Ltd.

Preconstraint 502™ is a registered trademark of Serge Ferrari North America, Inc.

www.usa-shade.com

800-966-5005

AZ: 289388 CA: 989458 LA: 61718 NV: 78724 NV: 78724 NM: 383826 TN: 68712 DIR: 1000003533



16) **Assembly/Installation:**

- Company will notify Purchaser of the scheduled assembly date. Owner agrees to have an owner representative meet the assembly crew at the job site on the scheduled assembly date to verify the exact location where the structure(s) is to be placed.
- Labor for the removal, assembly, and/or freight charges will only be covered by Company in instances where the structures supplied and installed by Company are determined by the Company to be defective. In all cases where structures are not installed by Company, all labor for the removal, assembly, and/or freight of the structures will be the Purchaser's responsibility.
- Installation prices are based on a single mobilization charge. If additional mobilizations are required, there will be additional charges.
- If the requested services require Company access to Owner's premises, Company will be provided access to the Owner's premises free and clear of debris, automobiles, or other interference Monday ~ Friday during the hours of 8:00am to 6:00pm, and Company will have access to water and electrical facilities during installation. Additional charges will apply if utilities are not easily accessible. Where applicable, all vehicles will be moved prior to Company's crew beginning any installation.
- Company will not be responsible for moving or repairing any underground utility lines such as electrical, telephone, gas, water, or sprinkler lines that may be encountered during installation.
- Any additional costs incurred as a result of hard rock conditions requiring extra equipment, utility removal or repair resulting in delay will result in additional charges unless they are detailed on as-built site drawings provided to Company or marked on the ground and communicated to Company in writing prior to fabrication and installation.

17) **Installation/Assembly on-site:** Where installation/assembly is part of the services, Purchaser must provide the Company with a detailed drawing prepared by or for the Owner showing exactly where the structures are to be assembled as well as detailing any obstacles or other impediments that may cause the assembly process to be more difficult. Any fixture(s), e.g., playground, pools, etc., that the structures are to be assembled over must also be detailed, along with their peak heights (if applicable).

18) **Site/Use Review by Purchaser:** Company relies on the Purchaser to determine that the structures ordered are appropriate and safe for the Owner's installation site and/or intended use. Company is not responsible for damages or injuries resulting from collisions by moving objects or persons with the structure post(s). Company can recommend, or supply at additional cost, padding for posts from a third party manufacturer.

19) **Preparatory Work:** Where installation/assembly is part of the services and in the event that the foundation or job site is not suitable or ready for assembly to begin on the scheduled day, a Delay of Order notification must be sent to Company at least 4 working days prior, in order to allow Company to reschedule the project. In the event that Company is not notified and incurs an expense in attempting to execute the assembly, a re-mobilization charge may be charged to Purchaser before Company will reschedule the assembly.

20) **Delegation: Subcontractors:** The services and the manufacturing and assembly of the structures may be performed by subcontractors under appropriate agreements with the Company.

21) **Force Majeure: Impracticability:** The Company shall not be charged with any loss or damage for failure or delay in delivering or assembling of the structures when such failure or delay is due to any cause beyond the control of the Company, due to compliance with governmental regulations or orders, or due to any Acts of God, strikes, lockouts, slowdowns, wars, or shortages in transportation, materials or labor.

22) **Dispute Resolution:** Any controversy or claim arising out of or related to this agreement must be settled by binding arbitration administered in Dallas, TX by a single arbitrator selected by the parties or by the American Arbitration Association, and conducted in accordance with the construction industry arbitration rules. Judgment upon the award may be entered in any court having jurisdiction thereof.

23) **Entire Agreement; No Reliance:** This agreement represents and contains the entire agreement between the parties. Prior discussion or verbal representations by the parties that are not contained in this agreement are not part of this agreement. Purchaser hereby acknowledges that it has not received or relied upon any statements or representations by Company or its agents which are not expressly stipulated herein, including without limitation any statements as to the structures, warranties, or services provided hereunder.

24) **No Third-Party Beneficiaries:** This agreement creates no third-party rights or obligations between Company and any other person, including any Owner who is not also a Purchaser. It is understood and agreed that the parties do not intend that any third party should be a beneficiary of this agreement.

25) **Governing Law:** The agreement will be construed and enforced in accordance with the laws of the State of Texas.

26) **Assignment:** Purchaser may not assign this agreement, by operation of law or otherwise, without the prior written consent of Company. The agreement shall be binding upon and insure to the benefit of the Company and the Purchaser, and their successors and permitted assigns.



Executed to be effective as of the date executed by the Company:

NOTE: FOR ANY PURCHASE EQUAL TO OR EXCEEDING \$100,000.00 USD, NO WORK, OTHER THAN PRE-WORK, SHALL BE UNDERTAKEN WITHOUT A MUTUALLY ACCEPTABLE AND SIGNED CONSTRUCTION CONTRACT.

PURCHASER:

Kingsburg Elementary Charter

SELLER:

USA SHADE & Fabric Structures

Signature: _____

By: (Print) _____

Title: _____

Date: _____

Signature: _____

By: Kathy Rainey

Title: Regional Manager/ Architectural Sales Specialist

Date: 07-10-2023

NOTE: All purchase orders and contracts should be drafted in the name of Shade Structures, Inc.

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:

Veyna Design Studios

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 contract with Veyna Design Studios to produce a mural for the Rafer Johnson Jr. High School Gym. This mural will be painted on threee (3) 5' x 10' panels. Our maintenance department will secure the panels to the gym.

6. Financial Impact:

\$8,400

7. Funding Source:

Resource 41270

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!"

RAFER JOHNSON SCHOOL

1300 Stroud Ave, Kingsburg, CA 93631

INVOICEINVOICE #01
DATE: 2/2/2024**FOR: MURAL ON GYM WALL**

DESCRIPTION	
For the mural to be done on 3 alum panels the total cost is \$8,400. This cost includes all materials and labor. The mural is to be installed by the maintenance staff at Rafer Johnson. We will provide the paint needed to touch up any bolt heads after the install. The mural will be sealed with UV protectant sealer and anti-graffiti wax coating. A third down payment is due prior to starting the mural; at the amount of \$2,800.	Down payment \$2,800
TOTAL	\$2,800

Make all checks payable to:

Veyna Design Studios Inc.**24633 Road 152****Tulare, CA 93274****Thank you for your business!**



Kingsburg Elementary Charter School District

Board Agenda Item

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**All Board items are subject to approval by the Board President.*

1. Agenda Item:

Consider Approval of FPU Intern Teacher/Special Education MOU

2. Agenda Item Category:

☒ **Consent Agenda**

Action Item

Presentation

Public Hearing

Closed Session

3. Submitted By:

Carol Bray

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:

Fresno Pacific has moved to a digital signing approval process for their MOU with Kingsburg Elementary for Intern Teachers and Special Education Interns. FPU has requested approval of revised MOU with digital signature.

6. Financial Impact:

None

7. Funding Source:

NA

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!"**



SCHOOL OF EDUCATION
AGREEMENT BETWEEN

FRESNO PACIFIC UNIVERSITY
DIVISION OF TEACHER EDUCATION & SPECIAL EDUCATION
&
Kingsburg Elementary Charter School District
Kingsburg, California

THIS AGREEMENT entered into on February 13th, 2024 by and between Fresno Pacific University, hereinafter called the University, and Kingsburg Elementary Charter School District in Kingsburg, California hereinafter called the District.

It is mutually agreed between the parties hereto, as follows:

The intent of this memorandum of understanding (MOU) is to clarify the roles and responsibilities of the University and the District with respect to collaboratively supporting teacher interns pursuing a Multiple Subject, Single Subject, Mild Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education Preliminary Teaching Credential.

Each intern credential will be valid for a period of two years. The University will not grant an extension to the intern credential. Requests for extensions due to extenuating circumstances are at the discretion of the teacher education or special education program.

I.

The Participating District will:

- A. Ensure that the District is entering into this agreement with the University to meet employment shortages in the area(s) of the stipulated credentials and that Interns hired will not displace certificated employees in the school district.
- B. Only hire, as Interns, candidates who meet the standards for eligibility for an intern credential.
- C. Ensure that the Intern assumes only the functions that are authorized by the regular standard credential and that the Intern's services meet the instructional or service needs of the participating district.
- D. Ensure that the Intern is assigned a position that is in alignment with the stipulated multiple subject/single subject/education specialist intern credential, with a load appropriate for a beginning teacher, which recognizes that the Intern needs adequate time for completing concurrent credential coursework. Thus, the District agrees to keep extra duty assignments to a minimum.
- E. Ensure a District/Site Support Team has adequate time to nurture, resource, and support a beginning teacher. See Appendix A for Intern Supervision Requirements.
- F. Provide in-servicing and access to resources to allow each Intern to perform successfully in their position.
- G. Not reduce the Intern's salary by more than 1/8 of its total to pay for supervision, and the salary of the Intern shall not be less than the minimum base salary paid to a regularly certificated person. If the Intern's salary is reduced, no more than eight Interns may be advised by one district support person. NOTE: FPU does not require or advise a reduction.

Fresno Pacific University will:

- A. Ensure that the Intern candidate meets the standards for eligibility for an Intern credential.
Minimal standards include:
 - Bachelor's degree from a regionally accredited post-secondary institution
 - Basic skills requirement met
 - Subject matter competence requirement met
 - U.S. Constitution requirement met
 - CTC Livescan or equivalent requirement met
 - Current negative TB test or completed TB Risk Assessment form
- B. Verify that the Intern candidate meets the pre-service component as required by the CTC which includes foundational preparation in general pedagogy, including classroom management and planning, reading/language arts, subject-specific pedagogy, human development, and specific content regarding the teaching of English learners.
- C. Support the Intern in completing credential program requirements, including clinical supervision with a formal evaluation process based on the TPEs.
- D. Select and assign university mentors who are credentialed or who have equivalent experience in educator preparation. University mentors should be experts in the content area of the Intern being supported and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.
- E. Provide university mentors with an orientation to the program's expectations and ensure that mentors are knowledgeable about the program curriculum and assessments, including the Teaching Performance Expectations (TPE) and the California Teaching Performance Assessment (CalTPA). In addition, mentors will maintain current knowledge of effective supervision approaches such as (but not limited to) cognitive coaching, adult learning theory, and current content-specific pedagogy, and instructional practices.
- F. Ensure university mentors support the Interns commensurate with the hours of support identified in Appendix A. The university mentor will monitor the support hour log maintained by the Intern to meet the 144 hours of support required and the additional 45 hours of English Learner specific support for all Interns.
- G. Confirm that a District/Site Support Provider has been assigned and ensure they remain current in the knowledge and skills for candidate supervision and program expectations. The professional development training topics include (but are not limited to) an initial orientation to the program curriculum, effective supervision approaches such as cognitive coaching, adult learning theory, current content-specific pedagogy, and instructional practices.
- H. Compensate the District/Site Support Provider in the form of a tuition waiver of 1 unit per semester which can be used to purchase either graduate or professional development coursework at Fresno Pacific University.
- I. Make available to the Intern information regarding the Intern Early Completion Option as defined by SB 57. (Multiple Subject and Single Subject only.)
- J. Communicate to the District, at the beginning of each fall and spring semester, a disclosure of the Intern(s) supported by the University and the university mentor providing support to the Intern(s).

Fresno Pacific University and the Participating District will:

- A. Support the selection of clinical sites (schools) that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity. Clinical sites should also have a fully qualified site administrator.
- B. Facilitate the selection of District/Site Support Providers for all Interns. District/Site Support Providers must hold a Clear Credential in the content area for which they are providing support to the Intern and have a minimum of three years of content area PreK-12 teaching experience. The District/Site Support Provider must have demonstrated exemplary teaching practices as determined by the district.
- C. Ensure the Intern can record their teaching with PreK-12 students and that the school or district where the Intern is placed has an adopted recording policy.
- D. Consult regarding the Intern Professional Development Plan (IPDP). Including:
 - The District's provision for annual evaluation of the intern.
 - The University's provision of a credential program plan.
 - In addition to the items above, Education Specialist candidates teaching in an inclusive K-6 setting are required to participate in additional support provided by their district. A request to complete an online form will be sent for each individual intern who is teaching in a K-6 inclusive classroom upon setting confirmation by their FPU mentor. The form will collect information as to how the district is providing: additional instruction during the first semester of service, for Interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities
 - In addition to the items above, Bilingual Authorization candidates are required to participate in additional support provided by their district. A request to complete an online form will be sent for each individual intern who is in a bilingual education classroom. The form will collect information as to how the district is providing: instruction, during the first year of service, for Interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

The Intern will:

- A. Perform all faculty duties assigned, including those preparatory to the beginning of school, to the same degree as fully certified teachers in the same school.
- B. Meet the legal, ethical, and other professional standards expected of credentialed teachers.
- C. Prioritize attendance at all required courses and completion of credential program requirements.
- D. Recognize that continuation as an employed Intern with the participating District is contingent upon demonstration of teaching competency as assessed by District personnel.
- E. Recognize that continuation as an Intern candidate in the teacher preparation program at the University is contingent upon demonstration of teaching competency as assessed by university personnel.
- F. Maintain a log of support hours.



II.

Worker's Compensation Coverage. Practicum students are volunteers of the District and not entitled to the District's Worker's Compensation coverage. The University will provide Worker's Compensation coverage to practicum students for injury or disease arising out of their use of the District's facility while participating in the University's program.

Interns who are contracted employees of the District will be covered by the District's Worker's Compensation coverage.

Liability Insurance. University and the District shall maintain in full force and effect, at all times during the term of this Agreement, the following liability insurance:

1. Commercial General Liability Insurance including, but not limited to, personal injury (including bodily injury and death), and property damage for liability arising out of each of their intern/practicum student's performance under the Agreement. Coverage shall include Abuse or Molestation Liability. Said insurance coverage shall be no less than ONE MILLION DOLLARS (\$1,000,000) per occurrence and THREE MILLION DOLLARS (\$3,000,000) aggregate.
2. Professional Liability (Errors and Omissions) Insurance for liability arising out of, or in connection with, each of their intern/practicum student's performance under this Agreement. Coverage shall be no less than ONE MILLION DOLLARS (\$1,000,000) per each wrongful act or offense and THREE MILLION DOLLARS (\$3,000,000) aggregate.

At the request of the District, the University shall deliver all required certificates of insurance to the District. The certificates shall make reference to all provisions and endorsements referred to in this section and shall be signed on behalf of the insurer by its authorized representative.

III.

This assignment of a student of the University to Internship and practicum experiences in the District shall be deemed to be effective for the purposes of this Agreement as of the date the student presents to the proper authorities of the University the preliminary Certificate of Clearance (or other state-mandated clearance) and to the District the assignment sheet issued by the University.

IV.

Each party shall be responsible for the negligence of its own employees. Liability is limited by the California Commission on Teaching Credentialing and all other applicable laws. For purposes of this paragraph, the actions of an Intern or practicum student, while acting within the legitimate scope of their authority, shall be deemed to be the actions of the University.

V.

Discrimination Clause: The University and the District agree to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Fair Housing Act of 1968 as amended; and the District agrees to abide by the requirements of the Americans with Disabilities Act of 1990.

The University and the District agree not to discriminate in their respective employment practices and will render services under this contract without regard to age, race, color, religion, sex, sexual orientation, national origin, veteran status, political affiliation, or disabilities. Any act of discrimination committed by the University or the District or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

Non-Discrimination: District agrees to: (1) immediately report to the University's Title IX Coordinator any allegation that a student of Fresno Pacific University has been discriminated against or harassed, or that the student has discriminated or harassed others; and (2) to cooperate with investigation and adjudication procedures in the Unlawful Discrimination/Harassment Policy & Procedures, as those they may change from time to time.

VI.

HIPAA and HITECH

1. To the extent that District is a facility that is subject to the federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the Health Information Technology for Economic and Clinical Health Act ("HITECH"), the Parties agree as set forth below in this section 8. If District is not Subject to HIPAA and/or HITECH, then this section shall not apply.
 - a. Compliance at Site. That University's students and faculty are part of District's workforce for purposes of HIPAA and HITECH only when at the District. Accordingly, all faculty and students of University must comply with the District's policies and procedures regarding the use, disclosure or creation of protected health information ("PHI") or electronic protected health information ("EPHI").
 - b. Training in HIPAA and HITECH Compliance. University shall provide appropriate general training to its students regarding the requirements for the security and privacy of PHI and EPHI under HIPAA and HITECH, including the survivability of these requirements after the internship concludes. Students shall receive such training prior to their placement at the District. Faculty and students shall also complete any additional training regarding PHI and EPHI required by the District's policies and procedures, as those policies and procedures may change from time to time.
 - c. Use of PHI and EPHI Outside Site Prohibited. The Parties agree that students assigned to the District will not utilize PHI or EPHI outside of District. Students are prohibited from removing PHI or EPHI from the District's records. Use of PHI or EPHI in the classroom or for research purposes is not permitted. No PHI or EPHI accessed at District will be received, used, stored, transmitted or maintained by University. Any such use will subject the student to discipline under University's applicable procedures and is grounds for removal of the student from participation in the internship with the District.
 - d. Notice Required If PHI or EPHI Has Been Breached. The Parties agree to notify each other in writing as soon as practicable and in all events no later than 48 hours after either Party obtains knowledge that PHI or EPHI has been used, disclosed, transmitted or otherwise accessed in violation of HIPAA and HITECH.

VII.

Indemnification:

1. University agrees to indemnify, defend, and hold harmless the District and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, and expenses of whatever nature, including court costs and reasonable attorney's fees, arising out of or resulting from the University's wrongful or negligent act or omissions in performing obligations under this MOU.
2. District agrees to indemnify, defend, and hold harmless University and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, and expenses of whatever nature, including court costs and reasonable attorney's fees, arising out of or resulting from the District's wrongful or negligent acts or omissions in the performance of its obligations contemplated by this MOU.

VIII.

This Agreement will remain in force until the University or District wishes to terminate the agreement. Notwithstanding anything herein contained to the contrary, this Agreement may be terminated and the provisions of this Agreement may be altered, changed, or amended by the mutual consent of the parties hereto.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the LEA is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable; that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.
8. There is no mentor stipend as part of this agreement.



FRESNO PACIFIC
UNIVERSITY

Fresno Pacific University
1717 S. Chestnut Avenue
Fresno, California 93702

Kingsburg Elementary Charter School District
1310 Stroud Avenue
Kingsburg, CA, 93631

Darrel Blanks, M.A.
Teacher Educ. Division Chairperson

<<DATE>>

Dr. Wesley Sever
Superintendent

<<DATE>>

Megan Chaney, Ed.D.
Special Educ. Division Chairperson

<<DATE>>

<<Optional District Designee #2 Name>>
<<Optional District Designee #2 Title>>

<<DATE>>

Robert Lippert
Chief Financial Officer

<<DATE>>

Appendix A – Intern Supervision Requirements

Responsibility	Employing Agency (i.e., District)	Program Sponsor (i.e., University)
Assignment of Support Provider	<p>District/Site Support Provider</p> <ul style="list-style-type: none"> Holds a Clear Credential in the content area for which they are providing support Has a minimum of three years of content area for TK-12 teaching experience Demonstrated exemplary teaching practices as determined by the employer and the preparation program <p>District/Site Support Team Additional individuals who support the intern may include (but are not limited to):</p> <ul style="list-style-type: none"> Site administrators Grade level/department leads Instructional coaches Identified teacher for collegial support EL Coordinator for differentiation support Special Education Coordinator for differentiation support 	<p>University Mentor</p> <ul style="list-style-type: none"> Mentors are credentialed or have equivalent experience in educator preparation They are experts in the content area of the candidate being supervised and have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population Ability to model best professional practices in teaching and learning, scholarship, and service
Total Hours	<p>District</p> <ul style="list-style-type: none"> Support provided by the District/Site Support Provider and team will average 5 hours per week, 150 hours* total <p>*Standard 3A: Clinical Practice "The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week" (SPED p. 6, TED p. 8).</p>	<p>University</p> <ul style="list-style-type: none"> Support provided through a minimum of 8 university mentor observations, evaluations, conferences per semester (32 hours per year minimum) and seminar courses (32 hours per year) are in addition to the required District/Site Support hours EL Support in coursework includes approximately 30 hours
	144 general hours and 45 hours specific to English Learner support are shared responsibilities between the District/Site Support Team and the University	
Intern Support Log	<p>District</p> <ul style="list-style-type: none"> Assist the Intern in recording qualifying activities in the support log 	<p>University</p> <ul style="list-style-type: none"> Coordinate support with the district support team Assist Intern to record qualifying activities in the support log Confirm hours of support on Intern support log

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:

Speech Therapy Link

2. Agenda Item Category:

☒ Consent Agenda

Action Item

Presentation

Public Hearing

Closed Session

3. Submitted By:

Erin Pasillas

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:

Occupational Therapy Services

6. Financial Impact:

\$10,810.83

7. Funding Source:

0100-90530-0-0000-3140-580000-000

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!"



SCHOOL STAFFING AGREEMENT

This SCHOOL STAFFING AGREEMENT (this "Agreement") made this 29th day of January, 2024 by and between **Kingsburg Elementary Charter School District** ("School") located at 1310 Stroud Ave., Kingsburg, CA 93631 and **Speech Therapy Link, Inc.** located at (5756 N. Marks Ave. Suite 163, Fresno, CA 93711), CA 93711 ("Provider"). School and Provider also referred to herein individually as the ("Party") and collectively (the "Parties").

WHEREAS, the School provides therapeutic programming, including occupational therapy services.

WHEREAS, Provider provides fully licensed and qualified occupational therapists and certified occupational therapy assistants ("Personnel") to schools and educational systems to provide occupational therapy services ("Services"); and

WHEREAS, School desires to make arrangements for the provision of Services from Provider.

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants contained herein, and for other for good and valuable consideration, the sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

1. TERM.

This agreement shall have an initial term of one (1) year, commencing on September 28, 2023 and expiring on July 31, 2024 unless earlier terminated pursuant to the terms hereof. Unless earlier terminated as provided for in this Agreement, this Agreement shall automatically renew for consecutive additional terms of one (1) year each, unless either Party delivers to the other Party, not less than thirty (30) days prior to the expiration of the preceding term, written notice of such Party's intention not to renew the term of this Agreement.

2. TERMINATION.

Either Party may terminate this Agreement with cause upon forty-five (45) days prior written notice to the other Party. Any unsatisfied obligations rising prior to the termination date shall survive the termination date until satisfied. Within fifteen (15) days after this Agreement is terminated for any reason, any manuals, equipment, and supplies belonging to one of the Parties, but in the possession of the other Party, shall be returned at the cost and expense of the Party in possession.

3. SERVICES.

- (a) **Applicable Rules.** Provider's Personnel shall provide the Services pursuant to the terms and conditions of this Agreement and in accordance with all applicable federal, state, and local laws, rules and regulations, together with all applicable rules and regulations of School's third-party reimbursement payors. School shall notify Provider of all applicable rules and regulations regarding its third-party reimbursement payors and any changes thereto.
- (b) **Treatment Plan.** Provider's Personnel shall adhere to the scope and limitations set forth in the Individual Education Plan (IEP) communicated to Provider for each student (except in the case of adverse reaction). Provider agrees to consult with the student's case manager/staffing team in the development of a written plan for each student receiving therapy services from Provider.
- (c) **Licensing.** Services shall be performed only by duly licensed Personnel. Additionally, Personnel shall always, when providing Services conform to the applicable policies, practices, procedures, and rules set forth by the standards of practice and codes of ethics set forth by their professional associations.

4. **SCHOOL TO PROVIDE.**

The school shall provide the following:

- (a) **Responsibility.** Maintain full administrative and professional responsibility for the treatment and care of all of its students receiving Services.
- (b) **Schedule.** Scheduling of therapy treatments will be arranged between the Provider and the School Site.
- (c) **Grievance Process.** A grievance is hereby defined as a claim of a violation of any specific provisions of this Agreement. No grievance shall be considered unless it has first been presented within five (5) working days of the alleged occurrence or the date the school should have reasonable become aware of the incident which is the basis for the grievance. Grievances will be investigated by the Provider, and School shall, in good faith, cooperate with Provider in the investigation process of the grievance.

5. **INDEPENDENT CONTRACTOR.**

Provider shall provide Services hereunder as an independent contractor for all purposes, including federal tax purposes, and employees of Provider shall not be entitled to any of the rights or privileges established for the employees of the school, including but not limited to: vacations and vacation pay, sick leave with pay, paid holidays, life, accident or health insurance, or severance pay upon termination of this Agreement. The school will not withhold from any payments made to Provider pursuant to this Agreement, any sums for federal, state or local income taxes, unemployment insurance, Social Security, or any other amount which is required by law to be withheld by an employer for an employee. All payments and withholdings of any nature that may be required by law from Provider for Provider's Personnel and employees are Provider's sole responsibility, and Provider covenants and agrees to indemnify and save harmless the school from any and all claims as a result of Provider's failure to make any such payments.

6. COMPENSATION.

- (a) **Service Logs.** District will ensure Provider has access to IEP system (i.e., SEIS Service Tracker) or other documentation system used by district. Provider shall timely complete and submit to School monthly attendance roster from district documentation system (i.e., Service Tracker Attendance Roster).
- (b) **Invoices.** Provider shall invoice the School for the Personnel provided hereunder at the rates set out on Exhibit A, attached hereto and fully incorporated herein, on or before the 10th day of the month for Services rendered for the preceding month. Invoices will be submitted via email to district employee(s) identified by District. The invoice shall state:
 - (i) The name(s) of the Personnel/therapist(s) who provided the Services.
 - (ii) Each of the Services provided; and
 - (iii) The dates and number of hours of Services on each date.
- (c) **Payment.** School shall pay Provider the full amount of each invoice on or before the date thirty (30) calendar days from the date of Provider's invoice (the "Due Date"). School must notify Provider in writing of any dispute of any portion of an invoice within thirty (30) days of receipt of the invoice. Failure to notify Provider within this thirty (30) day period shall be deemed School's confirmation of its obligation under this Agreement to pay Provider in full for the invoice.
- (d) **Overtime.** Overtime hours, must be confirmed by the Director of Special Education, via email correspondence to serve as authorization of overtime hours. Overtime is considered more than 8 hours per service day.

7. RECORDS.

- (a) **Individual Student Records.** School and Provider acknowledge and agree that all of School's individual student records within the Premises which are used by the Personnel under this Agreement shall be and remain the property of School. Provider and Provider's Personnel shall have the right to use these records for treatment and other proper business purposes that do not violate student privacy rights (FERPA and HIPPA).
- (b) **Subcontractor Records.** All student records will remain in the possession of the school district. IEP records and Daily Documentation will be kept within the District's IEP System. The provider will maintain records of invoices for up to 3 years.

8. TRAINING.

Provider shall advise and participate in the development of the school's safety and training programs to the extent School requests such service, including School's in-service education training program and, with Provider's prior consent, advise or serve upon any committees designated by the School.

9. PROVIDER'S QUALIFICATIONS.

Within ten (10) days of School's request, the Provider shall submit a resume of the qualifications and experience of all individuals who will provide Services to the School on behalf of Provider.

The resume shall include, without limitation, proof of current licenses and/or registrations with renewals as applicable, professional memberships, and formal training certifications and/or diplomas within that person's specialty.

10. WORKING AREA EQUIPMENT.

- (a) **Premises.** The school shall, at its sole cost and expense and at no cost to Provider, set aside, make available to Provider's Personnel, and maintain within the Premises adequate supplies, reporting forms, equipment, working areas, and storage spaces which are appropriate, in Provider's reasonable determination, to enable Provider to properly provide Services hereunder. Any and all supplies and equipment furnished by the Provider and used in the Premises shall remain the sole and separate property of Provider and may be removed by Provider at any time for any reason.
- (b) **License.** Provider and School shall do nothing which would jeopardize the licensure of the School, Provider, or the Personnel or their respective participation in any third-party reimbursement program.
- (c) **Compliance.** At all times, the School and Provider shall comply with all federal, state and local laws, rules and regulations now in effect or later adopted applicable to the School, the Personnel, and the Services provided hereunder.

11. INSURANCE.

- (a) **Provider Malpractice Insurance.** Provider shall obtain and maintain professional liability insurance coverage in the minimum amounts of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate per year, with an insurance carrier or carriers approved and duly authorized to engage in the business of insurance under the laws of the State where the Facility is located, in order to provide adequate liability protection and coverage relating to Provider's performance under this Agreement. Inability to obtain and maintain insurance under this provision shall be, at the school's option, cause for immediate termination by the School of this Agreement. Upon request, Provider shall provide the school with a certificate of insurance upon request in such form as Provider's insurance carrier may issue without additional charge to Provider.
- (b) **School Malpractice Insurance.** School shall obtain and maintain general and professional liability insurance coverage in the minimum amounts of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate per year, with an insurance carrier or carriers approved and duly authorized to engage in the business of insurance under the laws of the State where the Facility is located, in order to provide adequate liability protection and coverage relating to the School's performance under this Agreement. The inability to obtain and maintain insurance under this provision shall be, at Provider's option, cause for immediate termination by Provider of this Agreement. Upon request, the School shall provide Provider with a certificate of insurance upon request in such form as the School's insurance carrier may issue without additional charge to the School.

12. INDEMNIFICATION.

Each Party agrees to indemnify and hold harmless the other Party from and against any and all manner of claims, demands, causes of action, liabilities, damages, costs, and expenses (including costs and reasonable attorney's fees) arising from or incident to the performance of such Party's, or such Party's employees, agents, or contractors, duties hereunder, except for negligent or willful acts or omissions of the other Party. Notwithstanding anything to the contrary, a Party's obligations with respect to indemnification for acts described in this article shall not apply to the extent that such application would nullify any existing insurance coverage of such Party or as to that portion of any claim of loss in which insurer is obligated to defend or satisfy.

13. REPRESENTATION AND WARRANTIES.

- (a) **License.** Provider and School each represent and warrant to the other that each is, together with all of their respective employees, agents, and servants, duly licensed and certified by all applicable local, state, and/or federal agencies to perform the Services and provide all items contemplated herein.
- (b) **Confidential Information.** Neither School nor Provider shall, during or after the term of this Agreement, disclose any confidential information of the other to any person, firm, corporation, association, or other entity for any reason or purpose whatsoever.
- (c) **Non-Solicitation and Buy Out.** (a) With the exception of the Therapist Buy Out provision set forth below in this Section 13(c), it is agreed by and between the Provider and the School that any Therapist providing services under the terms of this Agreement shall not be allowed to and shall not solicit for or provide private services to students served by the Therapist under this Agreement. Neither party shall solicit or offer employment to any therapist employed by the other party during the term of this Agreement and for a period of twelve (12) months following its termination. (b) Therapist Buyout: Section 13(c) above notwithstanding, the School may hire a Therapist of Provider under the following conditions: (i) following a Therapist's completion of one assignment of at least 1,400 hours the School can hire the Therapist upon payment to Provider of a one-time buyout fee of \$10,00.00; or (ii) following a Therapist's completion of two assignment of at least 1,400 hours each the School can hire the Therapist upon payment to Provider of a one-time buyout fee of \$3,500.00.

14. DAMAGES.

In the event School breaches Section 13 of this Agreement, Provider shall be entitled to, and School hereby agrees to, any one or more of the following, selected by Provider in its sole and absolute election, in addition to such other remedies as may be available to Provider for such breach:

- (a) **Injunction.** An injunction preventing School, for a period of two (2) years following the termination of this Agreement, from employing, contracting with, or using the services of an employee of Provider who had supplied Services to School under this Agreement; or
- (b) **Damages.** A judgment for liquidated damages in the amount of Fifty Thousand Dollars (\$50,000.00) for each Personnel or employee employed, contracted with, or used in violation of Section 13 of this Agreement.

15. MISCELLANEOUS.

- (a) **Amendment.** No amendment, revocation, change or modification of this Agreement shall be valid unless the same be in writing and signed by the Parties hereto.
- (b) **Assignment.** This Agreement may not be assigned by a Party without the express prior written consent of the other Party.
- (c) **Authority.** Each Party represents and warrants to the other Party that:
 - (i) It has the full power and authority to enter into and perform this Agreement; and
 - (ii) Each Party further acknowledges that it has read this entire Agreement, understands it, and agrees to be bound by it.
- (d) **Counterparts.** This Agreement may be executed in counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument.
- (e) **Enforcement Costs.** If any legal action or other proceeding, including arbitration, is brought by Provider or School for the enforcement of this Agreement or because of an alleged dispute, breach, default or misrepresentation in connection with any provision of this Agreement the prevailing Party shall be entitled to recover reasonable attorney's fees, court costs and other expenses, incurred in that action or proceeding, including all appeals, in addition to any other relief to which Provider may be entitled.
- (f) **Entire Agreement.** This Agreement (together with all attachments hereto) contains a complete statement of all of the terms of this Agreement between the Parties with respect to the matters provided for herein and supersedes any previous agreements and understandings (whether written or oral) between the Parties. All attachments to this Agreement shall be deemed part of this Agreement and incorporated as if fully set forth herein.
- (g) **Headings.** The headings, titles and subtitles herein are inserted for convenience of reference only and are to be ignored in any construction of the provisions hereof.
- (h) **Notices.** All notices and other communications under this Agreement shall be in writing and shall be deemed received when delivered personally or when deposited in the U.S. mail, postage prepaid, sent registered or certified mail, return receipt requested or sent via a nationally recognized and receipted overnight courier service, to the Parties at their respective principal office of record as set forth above or designated in writing from time to time. No notice of a change of address shall be effective until received by the other Party.
- (i) **Severability.** If any provision of this Agreement, or the application thereof to any person or circumstance, shall be held to be invalid, illegal or unenforceable in any respect by any court or other entity having the authority to do so, the remainder of this Agreement, or the application of such affected provision to persons or circumstances other than those to which it is held invalid or unenforceable, shall be in no way affected, prejudiced or disturbed, and each provision of this Agreement shall be valid and shall be enforced to the fullest extent permitted by law.

- (j) **Successors.** This Agreement and all the terms and provisions hereof shall be binding upon and shall insure to the benefit of the Parties, and their respective legal representatives, heirs, successors and assigns, except as expressly prohibited herein.
- (k) **Waiver.** No failure by a Party to insist upon the strict performance of any covenant, agreement, term or condition of this Agreement shall constitute a waiver of any such breach of such covenant, agreement, term or condition. Any Party may waive compliance by the other Party with any of the provisions of this Agreement if done so in writing. No waiver of any provision shall be construed as a waiver of any other provision or any subsequent waiver of the same provision.

IN WITNESS WHEREOF, the Parties have entered into this Agreement on the date written below.

Kingsburg Elementary Charter School District


By: _____

Print Name: _____

Its: _____

Date: _____

Speech Therapy Link

By:  _____

Print Name: Jordin Perez

Its: President

Date: January 29, 2024

Exhibit A

Hourly Bill Rates: Related Service Providers

Effective Date: January 1, 2023

Services for 2023-2024	Hourly Rates:
Speech and Language Pathologist	\$120
Speech and Language Pathologist Assistant	\$95
Occupational Therapist	\$120
Certified Occupational Therapy Assistant	\$95
Paraprofessional/Therapy Aide	\$38
Health and Nursing: RN	\$100
Health and Nursing: LVN	\$75
Health and Nursing: CNA / Health Aide	\$48

The above-listed Related Service Providers are guaranteed to work up to 8.0 hours per week, unless agreed to in writing by both parties prior to commencement of services. However, if school is closed, for example, in observance of a holiday, Provider will not be billed for those hours. Provider will only bill for hours worked by Related Service Provider, therefore, for example, if Related Service Provider calls out sick, Provider will not bill School District.

The district will provide current and appropriate standardized assessment materials, therapy materials, and necessary materials to complete paperwork and duties within the district. This includes responsibility to ensure access to printers, scanners, copy machines, and internet connection.

Additional Charges may also apply if Provider is required to provide software such as: teacher planning programs software, diagnostic tools / assessment kits, testing protocols and all materials purchased for students.

The district will ensure that an appropriate therapy room is provided which includes phone, air conditioning and heat, tables, chairs, file cabinets, and privacy for therapy sessions, testing sessions, and IEP meetings.

Overtime hours must be pre-approved by authorized school district representative and authorized Provider representative.

Exhibit B

BUSINESS ASSOCIATE AGREEMENT

This Business Associate Agreement ("Agreement") is effective as of **January 29, 2024** and is by and between **Kingsburg Elementary Charter School District** ("Covered Entity") and **Speech Therapy Link, Inc.** ("Business Associate").

RECITALS

Covered Entity and Business Associate are parties to an agreement or arrangement pursuant to which Business Associate performs certain services for Covered Entity.

In connection with the performance of its services, Business Associate may receive from, or create or receive on behalf of Covered Entity health information that is considered PHI (as defined below).

To the extent that such PHI is shared between the parties, this Agreement shall apply and shall set forth the party's obligations with respect to such PHI.

The provisions of this Agreement shall become binding on the parties beginning on the date on which PHI is first shared between the parties and shall terminate in accordance with the terms of this Agreement.

TERMS

1. Definitions

Terms used, but not otherwise defined, in this Agreement shall have the same meaning as those terms in the HIPAA Rules (as defined below), the HITECH Standards (as defined below) or any future regulations promulgated, or guidance issued by the Secretary (as defined below) thereunder.

- a) Breach. "Breach" shall have the same meaning as the term "breach" at 45 C.F.R. § 164.402.
- b) Electronic Health Record. "Electronic Health Record" shall mean an electronic record of health-related information on an Individual (as defined below) that is created, gathered, managed, and consulted by authorized health care clinicians and staff.
- c) Electronic PHI. "Electronic PHI" shall have the same meaning as the term "electronic PHI" at 45 C.F.R. § 160.103, limited to the information created or received by Business Associate from or on behalf of Covered Entity.
- d) HIPAA. "HIPAA" shall mean the Health Insurance Portability and Accountability Act of 1996, as amended, and the implementation regulations thereunder, including without limitation the HIPAA Rules (as defined below) and the HITECH Standards (as defined below), and all future regulations promulgated thereunder.
- e) HIPAA Rules. "HIPAA Rules" means the Privacy Rule (as defined below) and the Security Rule (as defined below).
- f) HITECH Standards. "HITECH Standards" means Subtitle D of the Health Information Technology for Economic and Clinical Health Act ("HITECH"), found at Title XIII of the American Recovery and Reinvestment Act of 2009, and any regulations promulgated thereunder, including all amendments to the HIPAA Rules.

- g) Individual. "Individual" shall have the same meaning as the term "individual" at 45 C.F.R. § 160.103, and any amendments thereto, and shall include a person who qualifies as a personal representative in accordance with 45 C.F.R. § 164.502(g).
- h) Privacy Rule. "Privacy Rule" means the Standards for Privacy of Individually Identifiable Health Information at 45 C.F.R. Parts 160 and 164.
- i) Protected Health Information. "Protected Health Information" or "PHI" shall have the same meaning as the term "protected health information" at 45 C.F.R. § 160.103, and any amendments thereto, limited to the information created or received by Business Associate from or on behalf of Covered Entity.
- j) Required By Law. "Required By Law" shall have the same meaning as the term "required by law" at 45 C.F.R. § 164.103.
- k) Secretary. "Secretary" shall mean the Secretary of the Department of Health and Human Services or his/her designee.
- l) Security Incident. "Security Incident" shall have the same meaning as the term "security incident" at 45 C.F.R. § 164.304.
- m) Security Rule. "Security Rule" shall mean the Security Standards for the Protection of Electronic PHI at 45 C.F.R. Parts 160, 162, and 164.
- n) Unsecured PHI. "Unsecured PHI" shall have the same meaning as the term "unsecured protected health information" at 45 C.F.R. § 164.402.

2. Relationship of Parties

In the performance of the work, duties and obligations described in this Agreement or under any other agreement between the parties, the parties acknowledge and agree that each party is at all times acting and performing as an independent contractor and at no time shall the relationship between the parties be construed as a partnership, joint venture, employment, principal/agent relationship, or master/servant relationship.

3. Ownership of PHI

Business Associate acknowledges that all right, title and interest in and to any PHI furnished to Business Associate vests solely and exclusively with Covered Entity or the Individual to whom such PHI relates.

4. Obligations and Activities of Business Associate

- a) Business Associate agrees to not use or disclose PHI other than as permitted or required by this Agreement, any underlying agreement between the parties, or as Required by Law.
- b) Business Associate will make reasonable efforts, to the extent practicable, to limit requests for and the use and disclosure of PHI to a Limited Data Set (as defined in 45 C.F.R. § 164.514(e)(2)) or, if needed by Business Associate, to the minimum necessary PHI to accomplish the intended purpose of such use, disclosure or request, and as applicable, in accordance with the regulations and guidance issued by the Secretary on what constitutes the minimum necessary for Business Associate to perform its obligations to Covered Entity under this Agreement, any underlying agreement, or as Required By Law.
- c) Business Associate agrees to use appropriate safeguards to prevent the use or disclosure of PHI other than as provided for by this Agreement.

- d) Business Associate agrees to implement administrative, physical and technical safeguards that reasonably and appropriately protect the confidentiality, integrity and availability of Electronic PHI that it creates, receives, maintains or transmits on behalf of Covered Entity. Business Associate shall comply with the applicable requirements of the Security Rule in the same manner such provisions apply to Covered Entity.
- e) Business Associate agrees to mitigate, to the extent practicable, any harmful effect that is known to Business Associate of a use or disclosure of PHI by Business Associate in violation of the requirements of this Agreement.
- f) Business Associate agrees to report to Covered Entity any use or disclosure of PHI not provided for by this Agreement of which it becomes aware. To the extent that Business Associate creates, receives, maintains or transmits Electronic PHI, Business Associate agrees to report as soon as practicable to Covered Entity any Security Incident, as determined by Business Associate, involving PHI of which Business Associate becomes aware. Notwithstanding the foregoing, Business Associate and Covered Entity acknowledge the ongoing existence and occurrence of attempted but unsuccessful Security Incidents that are trivial in nature, such as pings and port scans, and Covered Entity acknowledges and agrees that no additional notification to Covered Entity of such unsuccessful Security Incidents is required. However, to the extent that Business Associate becomes aware of an unusually high number of such unsuccessful Security Incidents due to the repeated acts of a single party, Business Associate shall notify Covered Entity of these attempts and provide the name, if available, of said party. At the request of Covered Entity, Business Associate shall identify the date of the Security Incident, the scope of the Security Incident, Business Associate's response to the Security Incident, and the identification of the party responsible for causing the Security Incident, if known.
- g) Following Business Associate's discovery of a Breach of Unsecured PHI, Business Associate shall notify Covered Entity of the Breach without unreasonable delay, and in no event later than ten (10) calendar days after Business Associate, or any of its employees or agents, discovered the Breach. Such notification shall include, to the extent possible, the identification of each Individual whose Unsecured PHI has been, or is reasonably believed by Business Associate to have been, accessed, acquired, used, or disclosed during the Breach and any other information available to Business Associate about the Breach which is required to be included in the notification of the Breach provided to the Individual in accordance with 45 C.F.R. §164.404(c). A Breach of Unsecured PHI shall be treated as discovered as of the first day on which such Breach is known to Business Associate or should have been known to Business Associate by exercising reasonable diligence.
- h) In accordance with 45 C.F.R. §§ 164.308(b)(2) and 164.502(e)(1)(ii), Business Associate agrees to ensure that any subcontractors that create, receive, maintain, or transmit PHI on behalf of Business Associate agree in writing to the same restrictions and conditions that apply through this Agreement to Business Associate with respect to such information. Moreover, Business Associate agrees to ensure any such agent or subcontractor agrees to implement reasonable and appropriate safeguards to protect Covered Entity's Electronic PHI.
- i) Business Associate shall provide access, at the request of Covered Entity, and in a time and manner mutually acceptable to Business Associate and Covered Entity, to PHI in a Designated Record Set to Covered Entity, or, as directed by Covered Entity, to an Individual or another person properly designated by the Individual, in order to meet the requirements under 45 C.F.R. § 164.524. If Business Associate maintains PHI electronically in a Designated Record Set and if the Individual requests an electronic

copy of such information, Business Associate must provide Covered Entity, or the Individual or person properly designated by the Individual, as directed by Covered Entity, access to the PHI in the electronic form and format requested by the Individual, if it is readily producible in such form and format; or, if not, in a readable electronic form and format as agreed to by Covered Entity and the Individual. Any fee that Business Associate may charge for such electronic copy shall not be greater than Business Associate's labor and supply costs in responding to the request.

- j) Business Associate agrees to make any amendment(s) to PHI in its possession contained in a Designated Record Set that Covered Entity directs or agrees to pursuant to 45 C.F.R. § 164.526 at the request of Covered Entity or an Individual, and in a time and manner mutually acceptable to Business Associate and Covered Entity.
- k) Business Associate agrees to document such disclosures of PHI and information related to such disclosures as would be required for Covered Entity to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with 45 C.F.R. § 164.528. As of the compliance date set forth in the regulations promulgated under HITECH or as otherwise determined by the Secretary, in addition to the accounting of disclosure obligations required under 45 C.F.R. § 164.528, Business Associate shall account for all disclosures of PHI made through an Electronic Health Record in accordance with the HITECH Standards and any future regulations promulgated thereunder.
- l) Within ten (10) business days (or such other date that Business Associate and Covered Entity may reasonably agree upon) of receiving written notice from Covered Entity that Covered Entity has received a request for an accounting of disclosures of PHI, Business Associate agrees to provide to Covered Entity information collected to permit Covered Entity to make the accounting required in accordance with 45 C.F.R. § 164.528.
- m) Business Associate shall make its internal practices, books, and records, including policies and procedures, relating to the use and disclosure of PHI received from, or created or received by Business Associate on behalf of Covered Entity, available to the Secretary for purposes of determining Covered Entity's or Business Associate's compliance with the Privacy Rule.
- n) To the extent Business Associate is to carry out Covered Entity's obligations under the Privacy Rule, Business Associate shall comply with the requirements of the Privacy Rule that apply to Covered Entity in the performance of such delegated obligation.

5. General Use and Disclosure Provisions

Except as otherwise limited in this Agreement:

- a) Business Associate reserves the right to **use** PHI for the proper management and administration of Business Associate, to carry out the legal responsibilities of Business Associate, and to provide data aggregation services to Covered Entity.
- b) Business Associate may **use or disclose** PHI to perform functions, activities, or services for, or on behalf of, Covered Entity provided that such use or disclosure would not violate the Privacy Rule if done by Covered Entity.
- c) Business Associate may **disclose** PHI in its possession for the proper management and administration of Business Associate, provided that disclosures are Required by Law, or Business Associate obtains reasonable assurances from the third party to whom the information is disclosed that such PHI will be held confidentially and used or further disclosed only as Required By Law or for the purpose for which it was disclosed to the third party, and the third party notifies Business Associate of any instances of which it is aware in which the confidentiality of the PHI has been breached.

6. Obligations of Covered Entity

- a) The Covered Entity shall notify Business Associate in writing of any limitation(s) in its notice of privacy practices, to the extent that such limitation may affect Business Associate's use or disclosure of PHI.
- b) Covered Entity shall notify Business Associate, in writing and in a timely manner, of any change in, or revocation of, permission by an Individual to use or disclose PHI, to the extent that such change may affect Business Associate's permitted or required use or disclosure of PHI.
- c) Covered Entity shall notify Business Associate, in writing and in a timely manner, of any restriction to the use and/or disclosure of PHI, which Covered Entity has agreed to in accordance with 45 C.F.R. § 164.522, to the extent that such restriction may affect Business Associate's use or disclosure of PHI.
- d) Covered Entity shall have entered into "Business Associate Agreements" with any third parties (e.g., case managers, brokers or third-party administrators) to which Covered Entity directs and authorizes Business Associate to disclose PHI.

7. Permissible Requests by Covered Entity

Covered Entity shall not request Business Associate to use or disclose PHI in any manner that would not be permissible under the Privacy Rule or the Security Rule if done by Covered Entity.

8. Term and Termination

- a) Term. The term of this Agreement shall commence on the Effective Date and shall terminate when Business Associate ceases providing services to or for Covered Entity that involves creating, receiving, maintaining, or transmitting PHI on behalf of Covered Entity.
- b) Termination for Cause. Upon Covered Entity's knowledge of a material breach of this Agreement by Business Associate, Covered Entity shall either:
 - i) Provide an opportunity for Business Associate to cure the breach or end the violation and terminate this Agreement if Business Associate does not cure the breach or end the violation within the time specified by Covered Entity; or
 - ii) Immediately terminate this Agreement if Business Associate has breached a material term of this Agreement and cure is not possible.
 - iii) Business Associate shall ensure that it maintains the termination rights in this Section in any agreement it enters into with a subcontractor pursuant to Section 4(h) hereof.
- c) Effect of Termination.
 - i) Except as provided in paragraph (ii) of this Section, upon termination of this Agreement, for any reason, Business Associate shall return or destroy all PHI received from Covered Entity or created or received by Business Associate on behalf of Covered Entity. This provision shall apply to PHI that is in the possession of subcontractors or agents of Business Associate. Business Associate shall not retain copies of the PHI.

- ii) In the event that Business Associate determines that returning or destroying the PHI is not feasible, Business Associate shall provide to Covered Entity notification of the conditions that make return or destruction not feasible. Upon determination that return, or destruction of PHI is not feasible, Business Associate shall extend the protections of this Agreement to such PHI and limit further uses and disclosures of such PHI to those purposes that make the return or destruction not feasible, for so long as Business Associate maintains such PHI.

9. Miscellaneous

- a) Regulatory References. A reference in this Agreement to a section in the Privacy Rule or the Security Rule means the section as in effect or as amended and for which compliance is required.
- b) Amendment. No change, amendment, or modification of this Agreement shall be valid unless set forth in writing and agreed to by both parties. Notwithstanding the foregoing, the parties acknowledge that state and federal laws relating to electronic data security and privacy are rapidly evolving and that amendment of this Agreement may be required to ensure compliance with such developments. The parties specifically agree to take such action as may be necessary from time to time for the parties to comply with the requirements of HIPAA. Covered Entity shall provide written notice to Business Associate to the extent that any final regulation or amendment to final regulations promulgated by the Secretary under HITECH requires an amendment to this Agreement to comply with HIPAA. The parties agree to negotiate an amendment to the Agreement in good faith; however, either party may terminate this Agreement upon ninety (90) days written notice to the other party if the parties are unable to reach an agreement.
- c) Survival. The respective rights and obligations of Business Associate under Section 8 of this Agreement shall survive the termination of this Agreement, unless expressly stated otherwise.
- d) Interpretation. Any ambiguity in this Agreement shall be resolved to permit Covered Entity and Business Associate to comply with HIPAA.
- e) Notice. Any notice, report or other communication required under this Agreement shall be in writing and shall be delivered personally, telegraphed, emailed, sent by facsimile transmission, or sent by U.S. mail.
- f) Governing Law. The rights, duties and obligations of the parties to this Agreement and the validity, interpretation, performance and legal effect of this Agreement shall be governed and determined by applicable federal law with respect to the Privacy Rule and the Security Rule and otherwise by the laws of the State where the Facility is located.
- g) Counterparts. This Agreement may be executed in one or more original counterparts and will become operative when each party has executed and delivered at least one counterpart. Each original counterpart will be deemed to be an original for all purposes, and all counterparts will together constitute one instrument.
- h) Signatures. This Agreement may be signed electronically and delivered by email, facsimile or similar transmission, and an email, facsimile or similar transmission evidencing execution, including PDF copies of executed counterparts, will be effective as a valid and binding agreement between the Parties for all purposes.

IN WITNESS THEREOF, each party has caused this Agreement to be executed by its duly authorized representative.

COVERED ENTITY

BUSINESS ASSOCIATE

Kingsburg Elementary Charter School District

SPEECH THERAPY LINK

Authorized Signature


Authorized Signature

Name and Title

Jordin Perez, President

Name and Title

January 29, 2024

Date

Date

Exhibit C-1

Confirmation of Agreement: January 29, 2024 to July 31, 2024

Speech Therapy Link agrees to provide **Occupational Therapy** to **Kingsburg Elementary Charter School District** understands that Provider's ability to provide services is subject to the availability of the employee. Unforeseen circumstances (i.e., maternity leave, medical leave, therapist moving) can impact availability of an employee. Providers will do their best to ensure that these unforeseen circumstances are covered but cannot guarantee to do so based on the shortage of therapists and special educators in California.

Specialty/Discipline:	Occupational Therapist
Method of Service Delivery:	In-Person
If Onsite is Not Available, are you open to virtual:	No
Start Date:	February 5, 2024
End Date:	July 31, 2024
Daily Rate:	\$960
Hourly Rate:	\$120
Overtime:	Prior Authorization Required by Director of Special Education.
Overtime Rate:	\$120 per hour
Positions Requested by District:	.40
Projected work hours for School Year:	280 hours
Total Cost to District:	\$33,600
Cancellation Notice	45 Days
Invoice Submitted to District By:	The 7 th of Each Month
Payment by District:	Due 30 days upon receipt
Billing Contact: Name	Erin Pasillas
Billing Contact: Email	epasillas@kesd.org kjaime@kesd.org
Billing Contact: Address, State, Zip	Kingsburg Elementary Charter School District Attn: Special Education 2455 14th Street, Kingsburg, CA 93631
Invoices Will Be Emailed To:	epasillas@kesd.org kjaime@kesd.org

Kingsburg Elementary Charter School District_____
Signature of Authorized Representative

Name:

Date:

Speech Therapy Link_____
Signature of Authorized Representative

Name: Jordin Perez

Date: January 29, 2024

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:

Delegate Assembly Nominees to the 2024 CSBA Delegate Assembly

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:

This is the annual election for CSBA delegates. You may vote for up to three delegates.

Their biographical sketches are in your packets. You may also let the item die for lack of motion.

6. Financial Impact:

None

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!"



REQUIRES BOARD ACTION

January 31, 2024
MEMORANDUM

To: CSBA Member Boards and Even-numbered County Board Presidents and Superintendents
From: Albert Gonzalez, CSBA President
Re: 2024 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Fri. March 15**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2024.

For County Boards of Education Only:

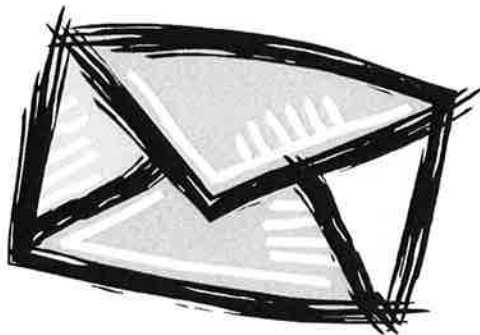
Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from

your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA. Like the ballot on red paper for the other Delegate seats in your region, it must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

The ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by May 1. The results for the county board seat in each region will also be published by May 11, 2024.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2024 – March 31, 2026. The next meeting of the Delegate Assembly takes place on Saturday, May 19 and Sunday, May 20, 2024. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
 Ballot on green paper and watermarked "copy" of ballot on white paper
 List of all current Delegates on reverse side of ballot
 Candidate(s)' required Biographical Sketch Forms and optional resumes
 CSBA-addressed envelope to send back ballots



**BALLOTS SHOULD BE RETURNED IN THE
ENCLOSED ENVELOPE; HOWEVER, SHOULD
THE ENVELOPE BECOME MISPLACED; PLEASE
USE YOUR STATIONERY AND RETURN TO:**

**CSBA
DELEGATE ASSEMBLY ELECTIONS
3251 BEACON BLVD.
WEST SACRAMENTO, CA 95691**

**ON THE BOTTOM LEFT CORNER OF THE
ENVELOPE, WRITE THE REGION OR
SUBREGION NUMBER (THIS NUMBER APPEARS
ON THE BALLOT AT THE TOP).**

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only **ONE** Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT
SUBREGION 10-B
(Fresno County)

Number of seats: 3 (Vote for no more than 3 candidates)

Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026

**denotes incumbent*

☐

Rosemary Alanis (Selma USD)

☐

Darrell Carter (Washington USD)*

☐

Ronald Parker (Firebaugh-Las Deltas USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 10 – 14 Delegates (10 elected/4 appointed)◆

Director: Kathy Spate (Caruthers USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion10-A (Madera, Mariposa)

Barbara Bigelow (Chawanakee USD), term expires 2025

Subregion10-B (Fresno)

Hugh Awtrey (Clovis USD)◆, appointed term expires 2025

Daniel Babshoff (Kerman USD), term expires 2025

Darrell Carter (Washington USD), term expires 2024

Claudia Cazares (Fresno USD) ◆, term expires 2024

Genoveva Islas (Fresno USD) ◆ , appointed term expires 2025

Yolanda Moore (Clovis USD)◆, appointed term expires 2024

Ronald Parker (Firebaugh-Las Deltas USD), term expires 2024

Constance "Connie" Schlaefer (Sierra USD), term expires 2025

Keshia Thomas (Fresno USD), term expires 2024

G. Brandon Vang (Sanger USD), term expires 2025

Subregion10-C (Kings)

Teresa Carlos-Contreras (Kings River- Hardwick Union ESD), term expires 2024

County Delegate:

Marcy Masumoto (Fresno COE), term expires 2024

Counties

Madera, Mariposa (Subregion A)

Fresno (Subregion B)

Kings (Subregion C)

View results

Respondent

6

Anonymous

32:24

Time to complete

1. I have been... *

☐

Appointed

☒

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Yes

3. Full name *

Darrell Carter

4. Region/subregion *

10B



5. Name of District or COE *

Washington Unified

6. Years on board *

20 year

7. Profession

Pastor

8. Contact number *

559) 3011808

9. Primary email address *

dc2@prodigy.net

10. Are you an incumbent Delegate? *

☒ Yes☐ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I would like to service because I belief that I am and can continue to be an asset to CSBAs indispensable voice for public education and efforts to strengthen, promote effective school board governance, inspiring its members to be well-informed leaders in our efforts advocating best practices in the education for all California students.

I presently served as a Delegate region 10. Board member of Washington Unified School District. I have participated in the Legislative Day at the State Capitol, along with my colleagues meeting with, many legislators to discuss CSBA's position on many of the pertinent issued related to education in California.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

Briefly I have served as President, Vice President and clerk several times, I am on the Bond oversight committee as well. I am and have been involved in various community-based organizations that deal with many social difficulties that are characteristic in low socio-economic communities such as West Fresno.

Among the organizations I am and have been involved with are West Fresno Health Care Coalition, Mary Brown Center, Salvation Army, Southwest Police precinct, various food distribution programs, and the Bring Broken Neighborhoods Back to Life initiative and many other organization in the greater Fresno area.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Basically, 1) Funding, Mental Health & Social Emotional Sources, Education and advocacy

View results

Respondent

74

Anonymous

32:06

Time to complete

1. I have been... *

☐ Appointed

☒ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Ronald R. Parker

3. Full name *

Ronald Raymond Parker

4. Region/subregion *

10B



5. Name of District or COE *

Firebaugh-Las Deltas Unified School District

6. Years on board *

10 years

7. Profession

Self Employed Farmer

8. Contact number *

559-283-6367

9. Primary email address *

rparker@fldusd.org

10. Are you an incumbent Delegate? *

☒ Yes☐ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I currently serve as a delegate in Region 10b. I want to continue to be a part of the process that helps and guides policies that effect our youth and school boards. I enjoy the challenge of thinking outside of the box to bring the best outcome for students and school boards.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have served 10 years on the Firebaugh-Las Deltas Unified School Board, two time past president. I am a current CSBA delegate. I was part of the team that established the FLDUSD Foundation and continue to serve. I served seven years on the City of Firebaugh Planning Commission. I served on the Firebaugh-Mendota United Methodist Church Board of Trustees for many years and I continue to be a major advocate for agriculture and our local FFA chapter.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

I believe some of the challenges governing boards face is bringing connectivity between policies made at the State and Federal level to fit local needs. Navigating future finances is always a challenge. It is a continuing concern to ensure staff is available, highly trained and meeting student needs. Developing staff relationships, financial knowledge and best practice communication continues to be strengthened by the training CSBA provides.

Delegate Assembly Biographical Sketch Form for 2024 Election



Deadline: Sunday, January 7, 2024 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2024. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2024. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: R Alanis Date: 1/11/2024

Name: Rosemary Alanis CSBA Region & subregion #: 10B
District or COE: Selma Unified Years on board: 34 yrs
Profession: Regional Secretary Contact Number (☒ Cell ☐ Home ☐ Bus.): 559-643-7453
Primary E-mail: rosemary-alanis@yahoo.com
Are you an incumbent Delegate? ☐ Yes ☒ No If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

To represent our children, parents and community. As a Regional Secretary it has been a doorway to experiencing working with the public, reading contracts, laws and interacting with governmental agencies

Please describe your activities and involvement on your local board, community, and/or CSBA.

Three year member at Selma Unified, two as President.
Full-time staff member with Turning Point of Central California. 14 yrs
Fresno Co Sheriff- chaplain
Fresno County Foster Care Oversight Committee. Chairperson
Legacy Board - Secretary
Selma Healthcare Board member

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

One of the biggest challenges I see is ensuring children receive quality education while trying to ensure the district remains solvent and fiscally responsible.

Regulation 5117: Interdistrict Attendance

Status: DRAFT

Original Adopted Date: 02/21/2012 | **Last Revised Date:** 12/13/2019 | **Last Reviewed Date:** 12/13/2019

Upon request by student's parents/guardians, the Superintendent or designee may accept or deny applications for attendance based on Education Codes 46600-46610. Such requests will be considered and approved or disapproved by the Governing Board at their regularly scheduled meetings.

Interdistrict attendance requests shall be governed by the following:

1. Residents of the district will have priority in enrollment and district services
2. Children of employees of Kingsburg Elementary Charter School District will be given second priority.
3. Priority will then be given to students previously enrolled in the district, by date enrolled.
4. When it is determined that the enrollment needs of resident students, children of employees, and previously enrolled students, have been met, the Superintendent or designee shall recommend to the Board the numbers of Interdistrict transfers for each grade level which can be accommodated. If students have been enrolled on the same admittance date, they shall be placed in a lottery and selected randomly.
 - a. Board approval of the recommendation: the Superintendent or designee shall contact the parents/guardians requesting the child's admittance in numerical order established by the aforementioned lottery. Such practice will be continued until the Board approved allotments have been met.
 - b. Board does not approve the recommendation from the Superintendent or designee: parents shall be contacted by mail as to the disposition of said Board position. Parents/guardians may request to be informed of the lottery position of their child.
 - c. Board waitlists the child due to impacted services following the recommendation of the Director of Special Education and Student Services following the waitlist decision process:
 1. Consider caseload averages
 - a. Speech- keep 5 student buffer for potential initials or new-to-district students
 1. PK/TK- max 40 (consider when district-wide average under 35)
 2. K-8- max 55 (consider when district-wide average under 50)
 - b. RSP- keep 3 student buffer for potential initials or new-to-district students
 1. max 28 (consider when district-wide average is under 25)
 2. If OVER average- WAITLIST all NEW IDTs, except for new requests for students who were previously & continuously enrolled in the district.
 3. If UNDER average, move to consideration 2.
 2. Consider caseload of providers by site
 - a. Speech- consider caseload total for all served sites
 1. PK/TK- max 40
 2. K-8- max 55
 - b. RSP- consider caseload by % served at site
 1. .50 FTE- max 14
 2. 1.0 FTE- max 28
 - c. Extended RSP
 1. 8-10 per class max, depending on grade level/student need
 3. If caseload of service provider exceeds limit, consider other providers of the same service on same site.
 4. If no other provider of same service on site, or no other provider of same service with caseload space on-site- WAITLIST
5. All transfer requests are valid for only one school year.

Continued enrollment and re-enrollment of an approved interdistrict transfer is contingent on, but not limited to the

agreed upon criteria on the Interdistrict Transfer Request Form. See Exhibit (1) 5117 (a, b).

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:

Interdistrict Transfer Form- Updated

2. Agenda Item Category:

- ☒ Consent Agenda
- ☐ Action Item
- ☐ Presentation
- ☐ Public Hearing
- ☐ Closed Session

3. Submitted By:

Erin Pasillas

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:

As we encounter the need to waitlist students due to impacted services, we need to ensure clear communication with families. Having a line on the IDT form that indicates 'Waitlist' will make it clear that we are not denying the student's admission, but rather, delaying it until there is space within our services.

6. Financial Impact:

Adding students to the waitlist will delay enrollment and we will not collect ADA for those students, but we will also not be facing the need for creating new staff positions to alleviate overloaded case managers.

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

INTERDISTRICT TRANSFER REQUEST

Annual renewals must be submitted by February 1st for notification of approval/non-approval by June 30th. Mid-year requests must be submitted by the first of the month for consideration in that current month's Governing Board meeting. All requests must be approved by the Governing Board before enrollment of the student.

School Year _____ New ☐ Renewal ☐ Currently Enrolled- Recently Moved Out of District ☐
Student Name _____ Date of Birth _____ Grade _____
School District of Residence _____ Home/Cell Phone _____ Work Phone _____
Parent/Guardian Name(s) _____ Email _____
Address _____
(P.O. Box # will not be accepted)
City _____ State _____ Zip _____
Is your child receiving Special Education Services? No _____ Yes _____
Program(s): Speech _____ RSP _____ Special Day (SDC) _____ Other: 504 Plan _____ English Learner _____
Has your child been expelled, recommended for expulsion, or potentially could be recommended for expulsion for acts committed in violation of California Education Code permitting expulsion? No _____ Yes _____
Explanation for requesting an Interdistrict Transfer _____

Criteria Regarding Interdistrict Transfer Requests and Enrollment:

Incomplete applications will not be processed. Requests will be considered based on local Board policies and individual merit.

Should the request be approved, I understand and agree:

- that the request will be **valid for one year only and must be renewed annually no later than February 1st**;
- that I will notify the school of any changes regarding the information on this application;
- that I am willing to abide by the conditions of the Kingsburg Elementary Charter School District Charter;
- that KECSD may revoke the Interdistrict Transfer if my child fails to maintain appropriate behavior, attendance, or criteria based on the signed agreement on the reverse of this form;
- that my child's Interdistrict Transfer could be revoked if class sizes or programs become impacted;
- that my child may go to the nearest bus stop and ride the bus to school. Schedules and information are available at the school sites;

_____ **(Initial) I have read and agree to the conditions listed on the reverse of this form.**

I certify that all information provided in this application and any supporting documents are true and correct. Should my request for an Interdistrict Transfer be accepted by the Kingsburg Elementary Charter School District, I agree to the conditions listed on the reverse side of this document.

Parent/Guardian Signature

Date

Office Use Only

Approved: _____ Denied: _____ Waitlisted: _____

Superintendent's Signature

Pursuant to the provisions of Board Policy 5117, if my child is granted the privilege to attend school in the Kingsburg Elementary Charter School District, I agree that my student will attend Kingsburg Elementary Charter School District only under the following conditions:

- 1) The student does not engage in any student misconduct, including, but not limited to, the violation of the law, school rule or school directives, whether or not such misconduct constitutes a violation of Education Code section 48900;
 - 2) The student maintains a satisfactory record of attendance, including timely attendance
 - Which means that a student must be present 90% of the current school year.
 - Attendance under 90% will be an automatic revocation of this Charter Agreement.
 - Truancy per the California Education Code §48260 states that any child subject to compulsory continuation education who is absent from school without valid excuse three (3) full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof, is a truant and shall be reported to the Kingsburg Elementary Charter School District Superintendent. Truancy is an automatic hearing referral that may result in the revocation of this charter agreement.
 - Tardy is defined as the student not being in his/her assigned seat when the bell rings for the beginning of school and/or class period. Students who have seven (7) or more tardies will have their charter request revoked.
 - 3) The student must maintain grades of “C” or better in all classes. “D”, “F”, “U”, “Needs Improvement”, “Incomplete” or “No Mark” are all considered to be unsatisfactory grades;
 - 4) I understand and agree that it is my responsibility to provide transportation for my child to and from school. I understand and agree that my child is to be picked up from school following dismissal from class no later than fifteen (15) minutes after dismissal unless under the direct supervision of a teacher for a specified reason (athletics, after school program, etc.).
 - 5) Parent/Guardian agrees to the following:
 - No violation of the Penal Code on or within 1,000 feet of school grounds
 - No violation of the Vehicle Code on or within 1,000 feet of school grounds
 - No threat to inflict physical harm directed at a pupil or staff
 - No use of offensive words or engaging in a course of conduct likely to cause substantial emotion distress or provoke a violent response
- ***Penal Code sections 415, 626.4, 626.6, 626.7, 626.8, 626.85
- 6) If parent or student violates any of the agreed upon conditions above, or the parent/guardian has been directed to leave school grounds, the following steps will be taken:
 1. Written Warning
 2. Hearing, as a result the following will occur:
 - a. Student/parent may be placed on a contract
 - b. Student/parent will be given 5 days to enroll in their district of residency or another charter school.
- *** If a major student/parent violation occurs, as determined by the site administrator, an automatic hearing will take place. A hearing will take place immediately if a student has committed an expellable offense or been suspended for five total days.
- 7) I understand and agree that I provided certain information to the District to aid in its evaluation of my application for Interdistrict transfer and that I did so voluntarily after providing my express consent.
 - 8) I understand and agree that I must renew my Interdistrict Transfer Request annually by February 1st to be considered for enrollment in the following school year.
 - 9) I understand and agree that the failure of me or my student to abide by and follow these conditions on a daily basis may result in the unilateral rescindment of the Interdistrict Transfer and the necessity of my child attending school in our district of residence.



Distrito de Carta de las Escuelas Primarias de Kingsburg

SOLICITUD DE TRANSFERENCIA INTERDISTRITAL

Las renovaciones anuales deben ser entregadas hasta el 1^{ro} de febrero para la notificación de aprobación/no aprobación hasta el 30 de junio. Las solicitudes a mediados del año deben ser entregadas el primer día del mes para que sea considerado en la reunión de la mesa directiva de ese mes. Todas las solicitudes deben ser aprobadas por la Mesa Directiva antes de que el estudiante sea registrado.

Año Escolar _____ Nuevo ☐ Renovación ☐ Actualmente inscrito-recientemente se mudó fuera del distrito ☐

Nombre del Estudiante _____ Fecha de Nacimiento _____ Grado _____

Distrito Escolar de Residencia _____ Teléfono Casa/Celular _____ Teléfono Trabajo _____

Nombre del Padre o Custodio Legal(s) _____ Correo Electrónico _____

Dirección _____
(No se acepta # de Casilleros Postales)

Ciudad _____ Estado _____ Código postal _____

¿Está su niño registrado en un Programa de Educación Especial? No _____ Si _____

Programa(s): Lenguaje _____ RSP _____ Día especial (SDC) _____ Otro: Plan 504 _____ Aprendiz de Inglés _____

¿Ha sido su niño expulsado, recomendado para expulsión o puede ser potencialmente recomendado para expulsión por actos cometidos en violación al Código de Educación de California que permiten la expulsión? No _____ Si _____

Razón para la solicitud de una transferencia Interdistrital _____

Criterios con respecto a las solicitudes de transferencia y la inscripción entre distritos:

Las solicitudes incompletas no serán procesadas. Las solicitudes se considerarán según las políticas locales de la Mesa Directiva y el mérito individual.

Si la solicitud es aprobada, yo entiendo y estoy de acuerdo que:

- Esa solicitud será **válida por un año solamente y debe ser renovada anualmente a más tardar hasta el 1^{ro} de febrero;**
- Yo notificaré a la escuela de cualquier cambio relacionado a la información en esta aplicación;
- Yo estoy dispuesto a cumplir con las condiciones del Distrito de Comunidad de las Escuelas Primarias de Kingsburg;
- que KECSD puede revocar la transferencia entre distritos si mi hijo no mantiene el comportamiento, la asistencia o los criterios apropiados según el acuerdo firmado en el reverso de este formulario;
- que la transferencia entre distritos de mi hijo podría revocarse si el tamaño de las clases o los programas se ven afectados;
- mi hijo puede ir a la parada de autobús más cercana y viajar en autobús a la escuela. Los horarios e información están disponibles en los sitios escolares.

____ (Inicial) He leído y acepto las condiciones que figuran en el reverso de este formulario.

Certifico que toda la información provista en esta aplicación y todos los documentos de respaldo son ciertos y correctos. De ser aceptada mi solicitud para Transferencia Interdistrital por el Distrito de Comunidad de Escuelas Primarias de Kingsburg, estoy de acuerdo con las condiciones y estipulaciones antes mencionadas.

Firma del Padre/Custodio Legal

Fecha

Uso exclusivo de la Oficina

Aprobado: _____ Nega: _____ Lista de Espera: _____

Firma del Superintendente

De conformidad con las disposiciones de la Política de la Junta 5117, si a mi hijo se le concede el privilegio de asistir a la escuela en el Distrito de Comunidad de Escuelas Primarias de Kingsburg, acepto que mi estudiante asista al Distrito de Comunidad de Escuelas Primarias de Kingsburg solo bajo las siguientes condiciones:

- 1) El estudiante no se involucra en ninguna mala conducta estudiantil, incluida, entre otras, la violación de la ley, las reglas o directivas escolares, independientemente de si dicha mala conducta constituye o no una violación del Código de Educación sección 48900;
- 2) El estudiante mantiene un registro satisfactorio de asistencia, incluida la asistencia a tiempo
 - Lo que significa que un estudiante debe estar presente el 90% del año escolar actual.
 - La asistencia por debajo del 90% será una revocación automática de este Acuerdo.
 - El ausentismo escolar según el Código de Educación de California §48260 establece que cualquier niño sujeto a educación de continuación obligatoria que esté ausente de la escuela sin una excusa válida tres (3) días completos en un año escolar o tarde o ausente por más de cualquier período de 30 minutos durante el día escolar sin una excusa válida en tres (3) ocasiones en un año escolar, o cualquier combinación de ambos, es una ausencia injustificada y se informará al Superintendente del Distrito de Comunidad de Escuelas Primarias de Kingsburg. El absentismo escolar es una referencia de audiencia automática que puede resultar en la revocación de este Acuerdo de distrito.
 - La tardanza se define como el estudiante que no está en su asiento asignado cuando suena la campana para el comienzo de la escuela y/o el período de clase. A los estudiantes que tengan siete (7) o más tardanzas se les revocará su solicitud de transferencia.
- 3) El estudiante debe mantener calificaciones de "C" o mejores en todas las clases. "D", "F", "U", "Necesita mejora", "Incompleto" o "Sin marca" se consideran calificaciones insatisfactorias;
- 4) Entiendo y acepto que es mi responsabilidad proporcionar transporte para mi hijo hacia y desde la escuela. Entiendo y acepto que mi hijo será recogido de la escuela después de la salida de la clase a más tardar quince (15) minutos después de la salida, a menos que esté bajo la supervisión directa de un maestro por una razón específica (atletismo, programa después de la escuela, etc.).
- 5) El padre/ custodio legal acepta lo siguiente:
 - Ninguna violación del Código Penal en o dentro de 1,000 pies de la escuela
 - Ninguna violación del Código del Vehículo en o dentro de 1,000 pies de la escuela
 - Ninguna amenaza de infligir daño físico dirigido a un alumno o personal
 - No usar palabras ofensivas o participar en un curso de conducta que pueda causar angustia emocional sustancial o provocar una respuesta violenta

*** Código Penal secciones 415, 626.4, 626.6, 626.7, 626.8, 626.85
- 6) Si el padre o el estudiante viola cualquiera de las condiciones acordadas anteriormente, o se le ha ordenado al padre/ custodio que abandone los terrenos de la escuela, se tomarán los siguientes pasos:
 1. Advertencia escrita
 2. Audiencia, como resultado ocurrirá lo siguiente:
 - a. El estudiante/ padre puede ser colocado en un contrato
 - b. El estudiante/ padre tendrá 5 días para inscribirse en su distrito de residencia u otra escuela autónoma.

*** Si ocurre una violación mayor del estudiante/ padre, según lo determine el administrador de la escuela, se llevará a cabo una audiencia automática. Una audiencia se llevará a cabo de inmediato si un estudiante ha cometido un delito expulsable o ha sido suspendido por cinco días en total.
- 7) Entiendo y acepto que proporcioné cierta información al Distrito para ayudar en la evaluación de mi solicitud de transferencia entre distritos y que lo hice voluntariamente después de dar mi consentimiento expreso.
- 8) Entiendo y acepto que debo renovar mi Solicitud de Transferencia entre distritos anualmente antes del 1º de febrero para ser considerada para la inscripción en el siguiente año escolar.
- 9) Entiendo y acepto que el hecho de que yo o mi estudiante no cumplamos y sigamos estas condiciones a diario puede resultar en la rescisión unilateral de la transferencia entre distritos y la necesidad de que mi hijo asista a la escuela en nuestro distrito de residencia.



CENTRAL VALLEY HOME SCHOOL

ATTENDANCE AGREEMENT



E(2) 5117(a)

Received: _____

Reviewed: _____

Sent to DO: _____

School Year _____ New ☐ Renewal ☐ Currently Enrolled- Recently Moved Out of District ☐

Student Name _____ Date of Birth _____ Grade _____

School District of Residence _____ Home/Cell Phone _____ Work Phone _____

Parent/Guardian Name(s) _____ Email _____

Address _____

(P.O. Box # will not be accepted)

City _____ State _____ Zip _____

Is your child receiving Special Education Services? No _____ Yes _____

Program(s): Speech _____ RSP _____ Special Day (SDC) _____ Other: 504 Plan _____ English Learner _____

Has your child been expelled, recommended for expulsion, or potentially could be recommended for expulsion for acts committed in violation of California Education Code permitting expulsion? No _____ Yes _____

Explanation for requesting an Interdistrict Transfer _____

Criteria Regarding Interdistrict Transfer Requests and Enrollment:

Incomplete applications will not be processed. Requests will be considered based on local Board policies and individual merit.

Should the request be approved, I understand and agree:

- that the request will be **valid for one year only and must be renewed annually**;
- that I will notify the school of any changes regarding the information on this application;
- that I am willing to abide by the conditions of the Kingsburg Elementary Charter School District Charter;
- that KECSD may revoke the Interdistrict Transfer if my child fails to maintain appropriate behavior, attendance, or criteria based on the signed agreement on the reverse of this form;
- that my child's Interdistrict Transfer could be revoked if programs become impacted;

____ (Initial) I have read and agree to the conditions listed on the reverse of this form.

I certify that all information provided in this application and any supporting documents are true and correct. Should my request for an Interdistrict Transfer be accepted by the Kingsburg Elementary Charter School District, I agree to the conditions listed on the reverse side of this document.

Parent/Guardian Signature

Date

Office Use Only

Approved: _____ Denied: _____ Waitlisted: _____

Superintendent's Signature

Pursuant to the provisions of Board Policy 5117, if my child is granted the privilege to attend school in the Kingsburg Elementary Charter School District, I agree that my student will attend Kingsburg Elementary Charter School District only under the following conditions:

- 1) The student does not engage in any student misconduct, including, but not limited to, the violation of the law, school rule or school directives, whether or not such misconduct constitutes a violation of Education Code section 48900;
- 2) The student maintains a satisfactory record of attendance
 - The attendance expectation at CVHS is 90%. Attendance is quantified by assignment completion as determined by the master teacher. A student is marked absent when they do not produce enough work for the learning period. Attendance under 90% may result in revocation of this Charter Agreement.
- 3) The student must maintain grades of “C” or better in all classes. “D”, “F”, “U”, “Needs Improvement”, “Incomplete” or “No Mark” are all considered to be unsatisfactory grades;
- 4) I understand and agree that it is my responsibility to ensure my child is working on assignments each and every school day. I also understand it is my responsibility to meet with the CVHS Master Teacher at least every 20 school days to ensure attendance as well as provide transportation for my child to and from classes, assessments, and any academic opportunity I wish for them to participate in.
- 5) Parent/Guardian agrees to the following:
 - No violation of the Penal Code on or within 1,000 feet of school grounds
 - No violation of the Vehicle Code on or within 1,000 feet of school grounds
 - No threat to inflict physical harm directed at a pupil or staff
 - No use of offensive words or engaging in a course of conduct likely to cause substantial emotion distress or provoke a violent response

****Penal Code sections 415, 626.4, 626.6, 626.7, 626.8, 626.85*

- 6) If parent or student violates any of the agreed upon conditions above, or the parent/guardian has been directed to leave school grounds, the following steps will be taken:
 1. Written Warning
 2. Hearing, as a result the following will occur:
 - a. Student/parent may be placed on a contract
 - b. Student/parent will be given 5 days to enroll in their district of residency or another charter school.

**** If a major student/parent violation occurs, as determined by the site administrator, an automatic hearing will take place. A hearing will take place immediately if a student has committed an expellable offense or been suspended for five total days.*

- 7) I understand and agree that I provided certain information to the District to aid in its evaluation of my application for Interdistrict transfer and that I did so voluntarily after providing my express consent.
- 8) I understand and agree that I must renew my Interdistrict Transfer Request annually to be considered for enrollment in the following school year.
- 9) I understand and agree that the failure of me or my student to abide by and follow these conditions on a daily basis may result in the unilateral rescindment of the Attendance Agreement and the necessity of my child attending school in our district of residence.



Central Valley Home School



E(2) 5117(b)

Received: _____

Reviewed: _____

Sent to DO: _____

SOLICITUD DE TRANSFERENCIA INTERDISTRITAL

Año Escolar _____ Nuevo ☐ Renovación ☐ Actualmente inscrito-recientemente se mudó fuera del distrito ☐

Nombre del Estudiante _____ Fecha de Nacimiento _____ Grado _____

Distrito Escolar de Residencia _____ Teléfono Casa/Celular _____ Teléfono Trabajo _____

Nombre del Padre o Custodio Legal(s) _____ Correo Electrónico _____

Dirección _____

(No se acepta # de Casilleros Postales)

Ciudad _____ Estado _____ Código postal _____

¿Está su niño registrado en un Programa de Educación Especial? No _____ Si _____

Programa(s): Lenguaje _____ RSP _____ Día especial (SDC) _____ Otro: Plan 504 _____

Aprendiz de Inglés _____

¿Ha sido su niño expulsado, recomendado para expulsión o puede ser potencialmente recomendado para expulsión por actos cometidos en violación al Código de Educación de California que permiten la expulsión? No _____ Si _____

Razón para la solicitud de una transferencia Interdistrital _____

Criterios con respecto a las solicitudes de transferencia y la inscripción entre distritos:**Las solicitudes incompletas no serán procesadas. Las solicitudes se considerarán según las políticas locales de la Mesa Directiva y el mérito individual.****Si la solicitud es aprobada, yo entiendo y estoy de acuerdo que:**

- Esa solicitud será válida por un año solamente y debe ser renovada anualmente;
- Yo notificaré a la escuela de cualquier cambio relacionado a la información en esta aplicación;
- Yo estoy dispuesto a cumplir con las condiciones del Distrito de Comunidad de las Escuelas Primarias de Kingsburg;
- que KECSD puede revocar la transferencia entre distritos si mi hijo no mantiene el comportamiento, la asistencia o los criterios apropiados según el acuerdo firmado en el reverso de este formulario;
- que la transferencia entre distritos de mi hijo podría revocarse si el tamaño de las clases o los programas se ven afectados;

____ (Inicial) He leído y acepto las condiciones que figuran en el reverso de este formulario.

Certifico que toda la información provista en esta aplicación y todos los documentos de respaldo son ciertos y correctos. De ser aceptada mi solicitud para Transferencia Interdistrital por el Distrito de Comunidad de Escuelas Primarias de Kingsburg, estoy de acuerdo con las condiciones y estipulaciones antes mencionadas.

Firma del Padre/Custodio Legal _____

Fecha _____

Uso exclusivo de la Oficina

Aprobado: _____ Nega: _____ Lista de Espera: _____

Firma del Superintendente _____

De conformidad con las disposiciones de la Política de la Junta 5117, si a mi hijo se le concede el privilegio de asistir a la escuela en el Distrito de Comunidad de Escuelas Primarias de Kingsburg, acepto que mi estudiante asista al Distrito de Comunidad de Escuelas Primarias de Kingsburg solo bajo las siguientes condiciones:

- 1) El estudiante no se involucra en ninguna mala conducta estudiantil, incluida, entre otras, la violación de la ley, las reglas o directivas escolares, independientemente de si dicha mala conducta constituye o no una violación del Código de Educación sección 48900;
- 2) El estudiante mantiene un registro satisfactorio de asistencia, incluida la asistencia a tiempo
 - La expectativa de asistencia en CVHS es del 90%. La asistencia se cuantifica mediante la finalización de la tarea según lo determine el maestro principal. Un estudiante se considera ausente cuando no produce suficiente trabajo para el período de aprendizaje. La asistencia inferior al 90% puede resultar en la revocación de este Acuerdo de Estatuto.
- 3) El estudiante debe mantener calificaciones de "C" o mejores en todas las clases. "D", "F", "U", "Necesita mejora", "Incompleto" o "Sin marca" se consideran calificaciones insatisfactorias;
- 4) Entiendo y acepto que es mi responsabilidad asegurar que mi hijo esté trabajando en sus tareas todos los días escolares. También entiendo que es mi responsabilidad reunirme con el Maestro Titular de CVHS al menos cada 20 días escolares para garantizar la asistencia y proporcionar transporte para mi hijo hacia y desde las clases, evaluaciones y cualquier oportunidad académica en la que deseo que participe.
- 5) El padre/ custodio legal acepta lo siguiente:
 - Ninguna violación del Código Penal en o dentro de 1,000 pies de la escuela
 - Ninguna violación del Código del Vehículo en o dentro de 1,000 pies de la escuela
 - Ninguna amenaza de infligir daño físico dirigido a un alumno o personal
 - No usar palabras ofensivas o participar en un curso de conducta que pueda causar angustia emocional sustancial o provocar una respuesta violenta

*** Código Penal secciones 415, 626.4, 626.6, 626.7, 626.8, 626.85
- 6) Si el padre o el estudiante viola cualquiera de las condiciones acordadas anteriormente, o se le ha ordenado al padre/ custodio que abandone los terrenos de la escuela, se tomarán los siguientes pasos:
 1. Advertencia escrita
 2. Audiencia, como resultado ocurrirá lo siguiente:
 - a. El estudiante/ padre puede ser colocado en un contrato
 - b. El estudiante/ padre tendrá 5 días para inscribirse en su distrito de residencia u otra escuela autónoma.

*** Si ocurre una violación mayor del estudiante/ padre, según lo determine el administrador de la escuela, se llevará a cabo una audiencia automática. Una audiencia se llevará a cabo de inmediato si un estudiante ha cometido un delito expulsable o ha sido suspendido por cinco días en total.
- 7) Entiendo y acepto que proporcioné cierta información al Distrito para ayudar en la evaluación de mi solicitud de transferencia entre distritos y que lo hice voluntariamente después de dar mi consentimiento expreso.
- 8) Entiendo y acepto que debo renovar mi Solicitud de Transferencia entre distritos anualmente antes del 1^{ro} de febrero para ser considerada para la inscripción en el siguiente año escolar.
- 9) Entiendo y acepto que el hecho de que yo o mi estudiante no cumplamos y sigamos estas condiciones a diario puede resultar en la rescisión unilateral de la transferencia entre distritos y la necesidad de que mi hijo asista a la escuela en nuestro distrito de residencia.