

# Hanford Elementary School District

## REGULAR BOARD MEETING AGENDA

Wednesday, February 28, 2024

HESD District Office Board Room

714 N. White Street, Hanford, CA

### OPEN SESSION

5:30 p.m.

- Call to Order
- Members Present
- Pledge to the Flag

### CLOSED SESSION

- **Student Discipline** *(Education Code Section 48918... requires closed sessions in order to prevent the disclosure of confidential student record information)*

#### **Administrative Panel Recommendations**

Case# 24-01 Wilson (Revoke Readmission)

### OPEN SESSION

5:45 P.M.

Take action on closed session items

### 1. PRESENTATIONS, REPORTS AND COMMUNICATIONS

*(In order to insure that members of the public are provided an opportunity to address the Board on agenda items or non-agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public comments portion of the agenda, or at the time the matter is taken up by the Board. A person wishing to be heard by the Board shall first be recognized by the President and identify themselves. Individual speakers are allowed three minutes to address the Board. The Board shall limit total time for public input on each item to 20 minutes.)*

- a) Public comments
- b) Board and staff comments
- c) Requests to address the Board at future meetings
- d) Review Dates to remember
- e) Student Highlight – Woodrow Wilson Junior High School – 8th grade Boys Basketball Team – Yosemite Athletic League Champions & two years undefeated!

### **PUBLIC HEARING:** Developer Fee Study and the Increase of the Statutory School Fee (Endo)

- *Materials related to an item on this agenda submitted to the Board after distribution of the agenda packet are available for public inspection at the Superintendent's Office located at 714 N. White Street, Hanford, CA during regular business hours.*
- *Any individual who requires disability-related accommodations or modifications, including auxiliary aides and services, in order to participate in the Board meeting should contact the Superintendent's Office at least 48 hours prior to the meeting.*

## **2. CONSENT ITEMS**

*(Items listed are considered routine and may be adopted in one motion. If discussion is required, a particular item may be removed upon request by any Board member and made a part of the regular business.)*

- a) Accept warrant listings dated February 9, 2024; February 14, 2024 and February 16, 2024.
- b) Approve minutes of the Regular Board Meeting held on February 14, 2024.
- c) Approve interdistrict transfers as recommended.

## **3. INFORMATION ITEMS**

- a) Receive for information the LCAP Mid-Year Update and LCFF BOP (Heugly)
- b) Receive for information the District Parent Advisory Committee – February 6, 2024 (Heugly)
- c) Receive for information the English Learner Advisory Committee – February 8, 2024 (Gomez)
- d) Receive for information the monthly financial report for the period of 07/01/2023-01/31/2024 (Endo)

## **4. BOARD POLICIES AND ADMINISTRATION**

- a) Consider adoption of Resolution #18-24: Regarding Absent Board Member Compensation – T. Revious (Gabler)
- b) Consider for adoption the Comprehensive Safety Plan (Strickland)
- c) Consider approval of the grant from California Coastal Commission to Jefferson Academy (Espindola)
- d) Consider approval of agreement with Gonzalez Architects for parking lot expansion at Washington Elementary (Potter)
- e) Consider awarding bid for HVAC replacements at John F Kennedy Jr High (Potter)
- f) Consider awarding big for New Parking Lot and Administrative Building at Woodrow Wilson Jr High (Potter)
- g) Consider approval of conducting a formal public bid process for the purchase of student laptop computers (Goldsmith)
- h) Consider approval of the following revised Board Policy: (Rubalcava)
  - 5131.9 – Academic Honesty
- i) Consider approval of the following revised Board Policy: (Rubalcava)
  - 6154 – Homework/Makeup Work
- j) Consider approval of the following revised Board Policy and Administrative Regulation: (Heugly)
  - 0460 – Local Control Accountability Plan
- k) Consider approval of the following revised Board Policy: (Heugly)
  - 0500 – Accountability
- l) Consider approval of the following revised Board Policy: (Heugly)
  - 0520 – Intervention in Underperforming Schools
- m) Consider approval of the following new Administrative Regulation: (Heugly)
  - 1312.3 – Uniform Complaint Procedures
- n) Consider approval of the following revised Board Policy and Administrative Regulation: (Heugly)
  - 6020 – Parent Involvement

- o) Consider approval of the following revised Board Policy and Administrative Regulation: (Potter)
  - 1330 – Use of School Facilities
- p) Consider for approval the following revised Administrative Regulation: (Potter)
  - 7140 – Architectural and Engineering Services

## 5. PERSONNEL (Martinez)

### a) Employment

#### Classified

- Abigail Olguin-Serna, Substitute Telephone Clerk – 8.0 hrs., Human Resources, effective 2/13/24
- Mia Welsh, READY Program Tutor – 4.5 hrs., Washington, effective 2/13/24

#### Classified Temps/Subs

- Arlet Alatorre, Substitute Special Circumstances Aide, effective 2/13/24
- Zelante Mims, Substitute Yard Supervisor, effective 2/15/24
- Myles Picazo, Substitute Yard Supervisor, effective 2/5/24
- Claudia Tapia, Athletic Coach, effective 3/5/24

#### Short Term Classified

- Maribel Solorzano Medel, Short-Term Yard Supervisor – 3.5 hrs., Richmond, effective 2/13/24 – 4/5/24

#### Employment and Certification of Temporary Athletic Team Coaches pursuant to Title 5 CCR 5594

- Juan Botello, 4-6th Girls Track, King, effective 3/1/24 – 5/2/24
- Claudia Tapia, 4-6th Boys Track, Washington, effective 3/5/24 – 5/2/24

### b) Resignations

#### Classified

- Hailey Belton, READY Program Tutor – 4.5 hrs., Lincoln, effective 2/16/24
- Jessica Castro, Substitute Telephone Clerk – 8.0 hrs., Human Resources, effective 1/19/24
- Baylee Chrisman, Educational Tutor, K-8 – 4.5 hrs., Simas, effective 1/25/24
- Ariana De Soto, READY Program Tutor – 4.5 hrs., Richmond, effective 2/16/24
- LeAnna Mattos, Yard Supervisor – 3.0 hrs., Wilson, effective 2/16/24
- Maya Mendez, READY Program Tutor – 4.5 hrs., Washington, effective 2/9/24

### c) Leave of Absence

- Jaqueline Huerta, Teacher on LOA, effective 2024-25 school year, child rearing
- Julee Pires, Teacher, effective 2024-25 school year, child rearing

### d) Volunteers

<u>Name</u>	<u>School</u>
Addie Barraza	Hamilton
Nancy Cisneros	Hamilton
Robert Goforth	Hamilton
Sherry Logan	Hamilton
Analisa Viramontes	Hamilton
Vanessa Williams	Hamilton
Erika Diaz	Jefferson/Monroe
Jasmine Perez	Kennedy/Washington

<u>Name</u>	<u>School</u>
Irene Arreguin	Lincoln
Sheccid Solis	Monroe
Crystal Vargas	Monroe
Dolores Davis	Simas
Davilyn Estrada	Simas
Daniel Haley	Simas
Mishaelynn Stephens	Simas
Roysbel Marquez	Washington
Martha Villafan-Torres	Washington
Kristina Zepeda	Washington

**6. FINANCIAL (Endo)**

- a) Consider adoption of Resolution #16-24: which adopts the Developer Fee Justification Study and Increase the Level 1 Fee
- b) Consider approval of the Building Fund (Measure U) Financial and Performance Audit Report
- c) Consider approval of the Kings County Treasurer's Quarterly Compliance Report

**ADJOURN MEETING**



HANFORD ELEMENTARY SCHOOL DISTRICT  
AGENDA REQUEST FORM

TO: Joy Gabler  
FROM: Jay Strickland  
DATE: Feb 20, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☐ Information  
☒ Action

Date you wish to have your item considered: February 28, 2024

ITEM: Administrative Panel Recommendations

PURPOSE:  
Case# 24-01 – Wilson (Revoke Readmission)

**NOTICE OF HEARING REGARDING PROPOSED ADOPTION OF A DEVELOPER FEE  
STUDY AND THE INCREASE OF THE STATUTORY SCHOOL FEE**

NOTICE IS HEREBY GIVEN that the Governing Board of the Hanford Elementary School District will hold a hearing and consider input from the public on the proposed adoption of a Developer Fee Justification Study for the District and an increase in the statutory school facility fee ("Level I Fee") on new residential and commercial/industrial developments as approved by the State Allocation Board on January 24, 2024. The adoption of the Study and the increase of the Level I Fee are necessary to fund the construction of needed school facilities to accommodate students due to development.

Members of the public are invited to comment in writing, on or before February 28, 2024, or appear in person at the hearing at 5:30 PM on February 28, 2024, at the following location:

Hanford Elementary School District  
714 N. White Street  
Hanford, CA 93230

Materials regarding the Study and the Level I Fee are on file and are available for public review at the District Office located at 714 N. White Street Hanford, CA.

Publish: 02/06/2024  
02/13/2024

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/16/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 02/28/2024

**ITEM:**

Consider approval of warrants.

**PURPOSE:**

The administration is requesting the approval of the warrants as listed on the registers dated: 02/09/24, 02/14/24 and 02/16/24.

**FISCAL IMPACT:**

See attached.

**RECOMMENDATIONS:**

Approve the warrants.

# Warrant Register For Warrants

## Dated 02/09/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12737481	7879	CARMEN ALVAREZ-VARGAS – Reimburse-Materials/Supplies	\$49.35
12737482	6431	AMAZON.COM – Materials/Supplies	\$6,643.83
12737483	7399	BIMBO BAKERIES USA – Food Services-Food	\$1,778.22
12737484	8345	AMANDA BRYN – Reimburse-Other Services	\$39.00
12737485	6552	CHILDREN'S STORYBOOK GARDEN – Study Trips	\$2,340.00
12737486	6545	CANDACE CREWSE – Reimburse-Materials/Supplies	\$76.56
12737487	4815	DIGITECH INTEGRATIONS INC – Services/Repair	\$27,455.25
12737488	556	JOY GABLER – Reimburse-Mileage	\$71.02
12737489	3862	SHELLY GARRETT – Reimburse-Materials/Supplies	\$200.00
12737490	1393	GAS COMPANY – Utilities	\$2,336.83
12737491	8346	ROBERT GOFORTH – Reimburse-Other Services	\$39.00
12737492	591	GOLD STAR FOODS – Food Services-Food	\$11,374.87
12737493	8111	DOMINIC GOMES – Reissue Reimburse-Other Services	\$37.00
12737494	7673	STEPHEN L. HAHN INSPECTIONS – Services/Repair	\$6,000.00
12737495	8246	MANDI HANSEN – Reimburse-Materials/Supplies	\$43.10
12737496	5052	IMAGINE U CHILDRENS MUSEUM – Washington Study Trip	\$700.00
12737497	5052	IMAGINE U CHILDRENS MUSEUM – Hamilton Study Trip	\$300.00
12737498	8257	IMPERIAL BAG & PAPER CO LLC – Food Services-Materials/Supplies	\$8,439.13
12737499	5290	KEENAN & ASSOCIATES – Insurance	\$1,850.33
12737500	4846	KINGS AREA RURAL TRANSIT – Other Services	\$50.00
12737501	796	KINGS COUNTY OFFICE OF ED – Travel/Conference	\$5,250.00
12737502	808	KINGS WASTE & RECYCLING – Utilities	\$1,429.15
12737503	8347	SHERRY LOGAN – Reimburse-Other Services	\$39.00
12737504	912	MANGINI ASSOCIATES INC. – Woodrow/JFK/Monroe Projects	\$83,055.40
12737505	5768	MCGEE PRODUCTIONS – Other Services	\$750.00
12737506	1058	ODP BUSINESS SOLUTIONS LLC – Materials/Supplies, Warehouse Inv	\$3,399.62
12737507	3999	SHEILA PARKER – Reimburse-Other Services	\$25.00
12737508	1168	PRODUCERS DAIRY PRODUCTS – Food Services-Food	\$15,276.39
12737509	7580	PRUDENTIAL OVERALL SUPPLY – Food Services-Other Services	\$228.67
12737510	5898	ANNELIESE ROA – Food Services-Reimburse-Food	\$262.83
12737511	3583	SAN JOAQUIN IMPERIAL – Services/Repair	\$175.00
12737512	8334	RYNE SANTOS – Reimburse-Mileage	\$283.41
12737513	2985	ELIZABETH SASSELLI – Reimburse-Materials/Supplies	\$92.17
12737514	1303	SAVE MART SUPERMARKETS – Food Services-Food	\$299.68
12737515	8148	CAITLYN SCHULTZE – Reimburse-Materials/Supplies, Mileage	\$240.39
12737516	6826	SITELOGIQ – Woodrow HVAC Project	\$151,641.15
12737517	1801	SMART & FINAL STORES (HFD KIT) – Food Services-Food	\$331.69
12737518	2006	JOHN SNYDER – Reimburse-Materials/Supplies	\$188.26
12737519	1392	SOUTHERN CALIFORNIA EDISON CO. – Utilities	\$17,369.48
12737520	6895	TAETUM SOUZA – Reimburse-Materials/Supplies	\$200.00
12737521	1404	STANISLAUS FOUNDATION – ADMIN – Health/Welfare Benefits	\$2,960.62
12737522	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$31,151.74
12737523	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$13,611.36
12737524	4381	STAPLES - BUSINESS ADVANTAGE – Materials/Supplies, Warehouse Inv	\$1,267.69
12737525	8343	MISHAELYNN STEPHENS – Reimburse-Other Services	\$39.00
12737526	5502	CORY STEWART – Reimburse-Materials/Supplies	\$200.00
12737527	2847	PAULINE STRAMBI – Reimburse-Materials/Supplies	\$159.91
12737528	7872	EMILY THOMPSON – Reimburse-Materials/Supplies	\$109.00

**Warrant Register For Warrants  
Dated 02/09/2024**

Warrant Number	Vendor Number	Vendor Name	Amount
12737529	8344	JOSE GUADALUPE TORRES – Reimburse-Materials/Supplies	\$198.94
12737530	5758	LINA TUON – Reimburse-Materials/Supplies	\$200.00
12737531	1558	VERIZON WIRELESS – Telephone Communications	\$1,383.11
Total Amount of All Warrants:			<b>\$401,642.15</b>

**Credit Card Register For Payments**  
**Dated 02/09/2024**

Document Number	Vendor Number	Vendor Name	Amount
14038142	176	BSN SPORTS – Materials/Supplies	\$2,666.83
14038143	3567	E.L. ACHIEVE – Travel/Conference	\$595.00
14038144	1147	POSITIVE PROMOTIONS – Materials/Supplies	\$445.44
14038145	1466	TERMINIX INTERNATIONAL – Food Services-Services	\$40.00
<b>Total Amount of All Credit Card Payments:</b>			<b>\$3,747.27</b>

**Warrant Register For Warrants  
Dated 02/14/2024**

Warrant Number	Vendor Number	Vendor Name	Amount
12737953	1367	SISC III – HEALTH/WELFARE BENEFITS	\$708,404.75
12737954	8245	VALLEY PAINT & SUPPLY LLC – MATERIALS/SUPPLIES	\$324.18
<b>Total Amount of All Warrants:</b>			<b>\$708,728.93</b>

# Warrant Register For Warrants

## Dated 02/16/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12738021	4119	KRISTINA BALDWIN – TRAVEL/CONFERENCE	\$52.26
12738022	3258	BANK OF AMERICA – TRAVEL/CONFERENCE	\$8,237.91
12738023	3654	JOSEFA BUSTOS-PELAYO – MILEAGE REIMB	\$286.76
12738024	6859	CENTRAL COAST AQUARIUM – OTHER SERVICES	\$46.00
12738025	6954	MARINA CERVANTEZ – REIMB – MATERIALS/SUPPLIES	\$185.97
12738026	7832	SERENA DILL – REIMB- MATERIALS/SUPPLIES	\$88.62
12738027	1750	EMPIRE SUPPLY COMPANY INC. – MATERIALS/SUPPLIES	\$2,490.35
12738028	8063	FIDELITY SECURITY LIFE INSURANCE CO. – HEALTH/WELFARE	\$11,328.02
12738029	8063	FIDELITY SECURITY LIFE INSURANCE CO. – HEALTH/WELFARE	\$140.28
12738030	8350	LEANN GENT – REISSUE PAYROLL REFUND	\$132.51
12738031	1458	JULIAN GONZALEZ – RIEMB- MATERIALS/SUPPLIES	\$197.44
12738032	5946	THE HARTFORD – HEALTH/WELFARE BENEFITS	\$1,493.16
12738033	2188	THE HOME DEPOT PRO – MATERIALS/SUPPLIES	\$825.39
12738034	5052	IMAGINE U CHILDRENS MUSEUM – OTHER SERVICES	\$300.00
12738035	6617	LESLIE MARAIN – MILEAGE REIMB	\$366.03
12738036	5768	MCGEE PRODUCTIONS – OTHER SERVICES	\$1,000.00
12738037	7732	METLIFE SMALL MARKET – HEALTH/WELFARE	\$4,699.45
12738038	7861	WILLIAM POTTER – TRAVEL/CONFERENCE	\$105.00
12738039	6035	PROJECT SURVIVAL CAT HAVEN – OTHER SERVICES	\$300.00
12738040	1188	QUILL LLC – MATERIALS/SUPPLIES	\$8,346.93
12738041	5067	RUSSELL SIGLER INC – MATERIALS/SUPPLIES	\$2,405.06
12738042	1303	SAVE MART SUPERMARKETS – MATERIALS/SUPPLIES	\$39.99
12738043	3073	NINA SCHAFFER – REIMB – MATERIALS/SUPPLIES	\$200.00
12738044	6326	SHANNON SHUKLIAN – REIMB – MATERIALS/SUPPLIES	\$138.48
12738045	8095	SKYLINE BUS CHARTER LLC – OTHER SERVICES	\$5,100.00
12738046	1801	SMART & FINAL STORES (HFD KIT) – MATERIALS/SUPPLIES	\$152.58
12738047	3749	ULINE INC – MATERIALS/SUPPLIES	\$457.60
12738048	1521	UNITED REFRIGERATION INC. – MATERIALS/SUPPLIES	\$2,442.46
12738049	1780	UNITED RENTALS – SERVICES/REPAIRS	\$1,837.04
12738050	1780	UNITED RENTALS – SERVICES/REPAIRS	\$2,262.01
12738051	3154	UPS – POSTAGE	\$37.94
12738052	8349	CRYSTAL VARGAS – OTHER SERVICES	\$39.00
12738053	1575	WALMART COMMUNITY RFCSLLC – MATERIALS/SUPPLIES	\$199.09
12738054	8348	MIA WELSH – OTHER SERVICES	\$39.00
12738055	1603	WESTERN BUILDING MATERIALS – SERVICES/REPAIRS	\$2,380.00

**Total Amount of All Warrants:**

**\$58,352.33**



Credit Card Register For Payments  
Dated 02/16/2024

Document Number	Vendor Number	Vendor Name	Amount
14038200	7170	WEVIDEO INC. – OTHER SERVICES	\$299.00
Total Amount of All Credit Card Payments:			\$299 . 00

Hanford Elementary School District  
*Minutes of the Regular Board Meeting*  
*February 14, 2024*

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees on February 14, 2024, at the District Office Board Room, 714 N. White Street, Hanford, CA.

**Call to Order** President Strickland called the meeting to order at 5:30 p.m. Trustee Garcia, Garner, Hernandez and Revious were present.

**HESD Managers Present** Joy C. Gabler, Superintendent, and the following administrators were present: Kristina Baldwin, Cristy Goins, David Endo, Lucy Gomez, Lindsay Hastings, Robert Heugly, Jaime Martinez, William Potter, Cynthia Pursell, Jill Rubalcava, and Jay Strickland.

**CLOSED SESSION**

**Closed Session** Trustees adjourned to closed session at 5:30 for the purpose of:

- Student Discipline pursuant to Education Code section 48918
- Public Employee Discipline/Dismissal/Release (GC 54957)

**Open Session** Trustees returned to open session at 6:00 p.m.

**Case# 24-16; 24-17** Trustee Garcia moved to accept the Findings of Facts and expel Case #24-16 and #24-17 for the remainder of the 2023-2024 school year for violation of Education Code 48900 and/or 48915 as determined by the Administrative Panel at hearings held on February 13, 2024. Trustee Garcia further moved that the expulsion order be immediately suspended, and students may return to regular school in probationary status on a Behavior Conditions plan through June 7, 2024. Trustee Revious seconded; motion carried 5-0:

Garcia – Yes  
 Garner – Yes  
 Hernandez – Yes  
 Revious – Yes  
 Strickland – Yes

**Case# 24-18** No action was taken on Case #24-18.

**Personnel** No action was taken by the Board.

**PRESENTATION, REPORTS AND COMMUNICATIONS**

**Public Comments** None

**Board and Staff** None  
**Comments**

**Requests to Address the Board** None

**Dates to Remember** President Strickland reviewed dates to remember: Regular Board Meeting – February 12<sup>th</sup>; Holiday – February 19.

**CONSENT ITEMS**

Trustee Garcia made a motion to take consent items “a” through “g” together. Trustee Revious seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

Trustee Garcia then made a motion to approve consent items “a” through “g”. Trustee Revious seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

The items approved are as follows:

- a) Warrant listings dated January 19, 2024; January 24, 2024; January 26, 2024; January 31, 2024 and February 2, 2024.
- b) Minutes of the Regular Board Meeting held on January 24, 2024.
- c) Interdistrict transfers as recommended.
- d) Donation of \$5,654.20 from Jefferson Academy PTC.
- e) Donation of 55 Emergency Trauma Kits from Officer Carrillo from Hanford Police Department.
- f) Donation of \$67.53 from Box Tops to MLK.
- g) Donation of \$2,208.71 from MLK PTC.

Jay Strickland, Assistant Superintendent of Student Services, acknowledge and thanked Hanford Police Department for donation of trauma kits.

**INFORMATION ITEMS**

**Comprehensive Safety Plan** a) Jay Strickland, Assistant Superintendent of Student Services, presented for information the Comprehensive Safety Plan. He mentioned it is reviewed and updated every year and he has gone through it and has updated any changes needed.

- Financial Reports**      b) David Endo, Chief Business Official, presented for information the monthly financial report for the period of 07/01/2023-12/31/2023. He mentioned everything is going according to plan.
- BP 5020**      c) Jill Rubalcava, Assistant Superintendent of Curriculum, presented for information the revised Board Policy:
- 5020 – Intervention in Underperforming Schools
- BP 5131.9**      d) Jill Rubalcava, Assistant Superintendent of Curriculum, presented for information the revised Board Policy:
- 5131.9 – Academic Honesty
- BP 6154**      e) Jill Rubalcava, Assistant Superintendent of Curriculum, presented for information the revised Board Policy:
- 6154 – Homework/Makeup Work
- BP/AR 0460**      f) Robert Heugly, Director of Program Development, Assessment & Accountability, presented for information the revised Board Policy and Administrative Regulation:
- 0460 – Local Control Accountability Plan
- BP 0500**      g) Robert Heugly, Director of Program Development, Assessment & Accountability, presented for information the revised Board Policy:
- 0500 – Accountability
- BP 0520**      h) Robert Heugly, Director of Program Development, Assessment & Accountability, presented for information the revised Board Policy:
- 0520 – Intervention in Underperforming Schools
- AR 1312.3**      i) Robert Heugly, Director of Program Development, Assessment & Accountability, presented for information the new Administrative Regulation:
- 1312.3 – Uniform Complaint Procedures
- BP/AR 6020**      j) Robert Heugly, Director of Program Development, Assessment & Accountability, presented for information the revised Board Policy and Administrative Regulation:
- 6020 – Parent Involvement
- BP/AR 1330**      k) William Potter, Director of Facilities and Operations, presented for information the revised Board Policy and Administrative Regulation:
- 1330 – Use of School Facilities
- AR 7140**      l) William Potter, Director of Facilities and Operations, presented for information the revised Administrative Regulation:
- 7140 – Architectural and Engineering Services

## **BOARD POLICIES AND ADMINISTRATION**

- Isom Advisors** a) Trustee Garcia made a motion to approve having Isom Advisors conduct a Bond Measure Survey. Trustee Revious seconded; motion carried 5-0:  
Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes
- MOU – Hanford Fire Department** b) Trustee Garcia made a motion to approve the Memorandum of Understanding with City of Hanford Fire Department to provide experience opportunities for READY Program. Trustee Revious seconded; motion carried 5-0:  
Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes
- Categorical Aid Programs** c) Trustee Garcia made a motion to approve the Consolidated Application for Funding Categorical Aid Programs (Winter Release). Trustee Garner seconded; motion carried 5-0:  
Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes
- 2023-24 School Plans** d) Trustee Garner made a motion to approve the updated 2023-2024 School Plans for Student Achievement. Trustee Garcia seconded; motion carried 5-0:  
Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes
- WW Admin Building Project** e) Trustee Revious made a motion to approve the ratification of agreement with Forensic Analytical for environmental health consulting for the Woodrow Wilson Admin Building Project. Trustee Garcia seconded; motion carried 5-0:  
Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes
- Surplus Property** f) Trustee Garcia made a motion to approve the declaration of surplus property. Trustee Garner seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

**AR 5125.2**

g) Trustee Garcia made a motion to approve the revised Administrative Regulation 5125.2 – Withholding Grades, Diploma, or Transcripts. Trustee Revious seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

**PERSONNEL**

Trustee Garcia made a motion to take Personnel items “a” through “d” together. Trustee Hernandez seconded; the motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

Trustee Garcia then made a motion to approve Personnel items “a” through “d”. Trustee Hernandez seconded; the motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

***Item “a” –  
Employment***

The following items were approved:

Classified

- Karina Mendez Solorio, Bus Driver – 4.5 hrs., Transportation, effective 1/23/24
- Adilene Ochoa, Yard Supervisor – 3.5 hrs., Lincoln, effective 1/8/24
- Jasmine Reyes Hernandez, Special Circumstance Aide – 5.75 hrs., Washington, effective 2/20/24
- Kierra Silveira, Yard Supervisor – 2.5 hrs., Washington, effective 1/22/24

Classified Temps/Subs

- Mary Davila, Substitute Clerk Typist II, effective 1/30/24
- Shelby Poole, Substitute Bus Driver, effective 1/23/24
- Rebecca Quiñones, Substitute Special Circumstance Aide, effective 1/19/24
- Yahir Martin Sigala, Substitute Custodian I and Groundskeeper I, effective 1/19/24
- Maribel Solorzano Medel, Substitute Yard Supervisor, effective 1/23/24
- Stephanie Treviño, Substitute READY Program Tutor, effective 1/17/24

- Elizabeth Villa, Substitute Special Education Aide and Yard Supervisor, effective 1/18/24

Short Term Classified

- Dulce Ambrocio, Short-Term Yard Supervisor – 2.75 hrs., Wilson, effective 1/29/24 – 3/22/24
- Luis Botello, Short-Term Yard Supervisor – 3.5 hrs., Kennedy, effective 2/5/24 – 3/22/24

Employment and Certification of Temporary Athletic Team Coaches pursuant to Title 5 CCR 5594

- Luis Botello, 4-6th Boys Track, King, effective 3/1/24 – 5/2/24
- Veronica Godinez, 4-6th Girls Track, Hamilton, effective 3/1/24 – 5/2/24
- Alison Vidal, 4-6th Girls Track, Monroe, effective 3/1/24 – 5/2/24

***Item "b" – Resignations***

Classified

- Hailey Belton, READY Program Tutor – 4.5 hrs., Lincoln, effective 2/16/24
- Jessica Castro, Substitute Telephone Clerk – 8.0 hrs., Human Resources, effective 1/19/24
- Baylee Chrisman, Educational Tutor, K-8 – 4.5 hrs., Simas, effective 1/25/24
- Ariana De Soto, READY Program Tutor – 4.5 hrs., Richmond, effective 2/16/24
- LeAnna Mattos, Yard Supervisor – 3.0 hrs., Wilson, effective 2/16/24
- Maya Mendez, READY Program Tutor – 4.5 hrs., Washington, effective 2/9/24

Certificated

- Nicole Cartledge, Teacher, Washington, effective 6/7/24
- Serena Dill, Teacher, King, effective 6/7/24

Termination due to Failure to Complete Mandatory Training

- Manal Ahmed, Substitute Paraprofessional (TK/K), effective 11/27/23

Retirement

- Julia Lofy, Teacher, King, effective 6/7/24

***Item "c" - Volunteers***

<u>Name</u>	<u>School</u>
Jazmin Becerra	Jefferson
Gloria Castaneda	Jefferson
Naldy Clothier	Jefferson
Jacob Fauntleroy	Monroe
Shandon Harter	Monroe
Danielle Hawkins	Monroe
John Passmore	Monroe
Richard Soto	Monroe
Roxana Vasquez (HESD Employee)	Monroe
Carmen Martinez Yepez	Richmond
Betsaida Ruiz Medina	Richmond
Anastasia Prisaznik (HESD Employee)	Simas
Vanessa Salinas Hernandez	Simas
Wendy Avila (HESD Employee)	Washington
Korin Lopez (HESD Employee)	Washington
Kristal Ramirez	Washington

***Item "d" – MOU***

- Approval of an Internship Memorandum of Understanding between Fresno Pacific University and Hanford Elementary School District

## **FINANCIAL**

- School Works** a) Trustee Garcia made a motion to ratify contract for services with School Works to conduct a Developer Fee Justification Study. Trustee Revious seconded; motion carried 5-0:
- Garcia – Yes
  - Garner – Yes
  - Hernandez – Yes
  - Revious – Yes
  - Strickland – Yes

- Resolution #15-24** b) Trustee Garcia made a motion to adopt Resolution #15-24 allowing for the purchase of Apple products utilizing a piggyback bid issued by Downey Unified School District. Trustee Garner seconded; motion carried 5-0:
- Garcia – Yes
  - Garner – Yes
  - Hernandez – Yes
  - Revious – Yes
  - Strickland – Yes

**2<sup>nd</sup> Interim Report** David Endo, Chief Business Official, presented the 2<sup>nd</sup> Interim Report in a PowerPoint Presentation. He reviewed the budget reporting timeline and the two major factors for the Local Control Funding Formula. Funding from Average Daily Attendance (ADA) and ADA for free and reduced students, foster students and English learner students. David reviewed the enrollment and attendance trends by month and by year. We have been slowly losing attendance and we want to keep an eye on it. Currently we are being funded on the prior three year's ADA. This year does not play a role but next year it will. There is a difference of \$1.6 million if we were to be funded based on prior year's ADA. David then reviewed the general fund budget comparison showing an increase in SELPA ADA, over \$808k in ESSER funds, and \$40k in ELOP funding. The expenditures are \$52k in Title III, \$48k in Ed Tutor salaries, \$1,400k in LCAP supplies, and \$126k in SELPA transfer. The total general fund layout between unrestricted and restricted was shared, showing over \$20 million in restricted ending fund balance. David stated this will help offset the ESSER funds we will no longer get. He then reviewed the other HESD funds stating not much has changed. The multi-year projection assumptions were reviewed. David highlighted: 5,375 in ADA, 0.76% for COLA in 2024-25 (calculation from the State), ADA and unduplicated percentage remain static, HVIP electric bus grant will go away, \$7 million restoration in ELOP funding, and \$12million ESSER funding will come off. The step-in column increase was reviewed and the multiyear projections for 23/24, 24/25 and 25/26. Lastly, David reviewed what to look forward too: enrollment was up 42 students from prior year, ADA rate was at 92.9% through month 5, funded COLA is projected to drop to 0.76% in 2024-25 from 3.76%, restrictions to the Learning Recovery Block Grant are proposed and it appears to become less discretionary, Transitional Kindergarten adds an additional two months of eligibility for students next year, projected Step/Column increases, and over \$13 million in one-time grants in 2023-24.



- c) Trustee Garcia made a motion to approval the 2<sup>nd</sup> Interim Report. Trustee Garner seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

**Resolution #17-d) 24** Trustee Garcia made a motion to adopt Resolution#17-24: 2023-2024 Budget Revisions – 2<sup>nd</sup> Interim. Trustee Hernandez seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

**Adjournment** There being no further business, President Strickland adjourned the meeting at 6:40 p.m.

Respectfully submitted,

Joy C. Gabler,  
Secretary to the Board of Trustees

Approved:

\_\_\_\_\_  
Greg Strickland, President

\_\_\_\_\_  
Lupe Hernandez, Clerk

No	Reason	A/D	Sch Req'd	Home Sch	Date
I-288	O	A	King	Armona	2/20/2024
I-289	FLI	A	Jefferson	Pioneer	2/20/2024
I-290	FLI	A	Jefferson	Pioneer	2/20/2024

# HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 16, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☒ Information  
☐ Action

Date you wish to have your item considered: February 28, 2024

**ITEM: Receive for Information the LCAP Mid-Year Update and LCFF BOP**

**PURPOSE:**

All school districts are required to present a mid-year update of the LCAP and the LCFF Budget Overview for Parents on or before February 28 of each year at a regularly scheduled meeting of the governing board or body of the LEA.

The mid-year report must include the following:

- all available mid-year outcome data related to metrics identified in the current year's LCAP, and
- all available mid-year expenditure and implementation data on all actions identified in the current year's LCAP. (EC sections 47606.5, 52062, and 52068)

**FISCAL IMPACT:** The fiscal impact is detailed in the LCAP and is included in the document slides.

**RECOMMENDATION:** This item is informational only

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# MidYear LCAP Update

The logo of the Hanford Elementary School District is a circular seal. It features a red outer ring with the text "HANFORD ELEMENTARY" at the top and "SCHOOL DISTRICT" at the bottom. Inside the ring is a blue circle containing a large yellow star with a smaller yellow circle in its center. The words "Promoting Excellence" are written in a red arc across the bottom of the blue circle. There are three small yellow stars on the right side of the blue circle.

February 28, 2024

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## Hanford Elementary School District

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All school districts are required to present a report on the annual update to the LCAP and the LCFF Budget Overview for Parents on or before February 28 of each year at a regularly scheduled meeting of the governing board or body of the LEA.

The mid-year report must include the following:

- all available mid-year outcome data related to metrics identified in the current year's LCAP, and
- all available mid-year expenditure and implementation data on all actions identified in the current year's LCAP. (EC sections 47606.5, 52062, and 52068)

# BOP (LCFF Budget Overview for Parents)

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\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF Funds	\$77,177,530
LCFF Supplemental & Concentration Grants	\$18,629,216
All Other State Funds	\$5,489,112
All Local Funds	\$3,419,398
All federal funds	\$12,854,711
Total Projected Revenue	\$98,940,751

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	\$98,821,137
Total Budgeted Expenditures in the LCAP	\$20,921,741
Total Budgeted Expenditures for High Needs Students in the LCAP	\$20,921,741
Expenditures not in the LCAP	\$77,899,396

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$18,078,571
Actual Expenditures for High Needs Students in LCAP	\$17,314,839

Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	\$2,292,525
2022-23 Difference in Budgeted and Actual Expenditures	\$-763,732

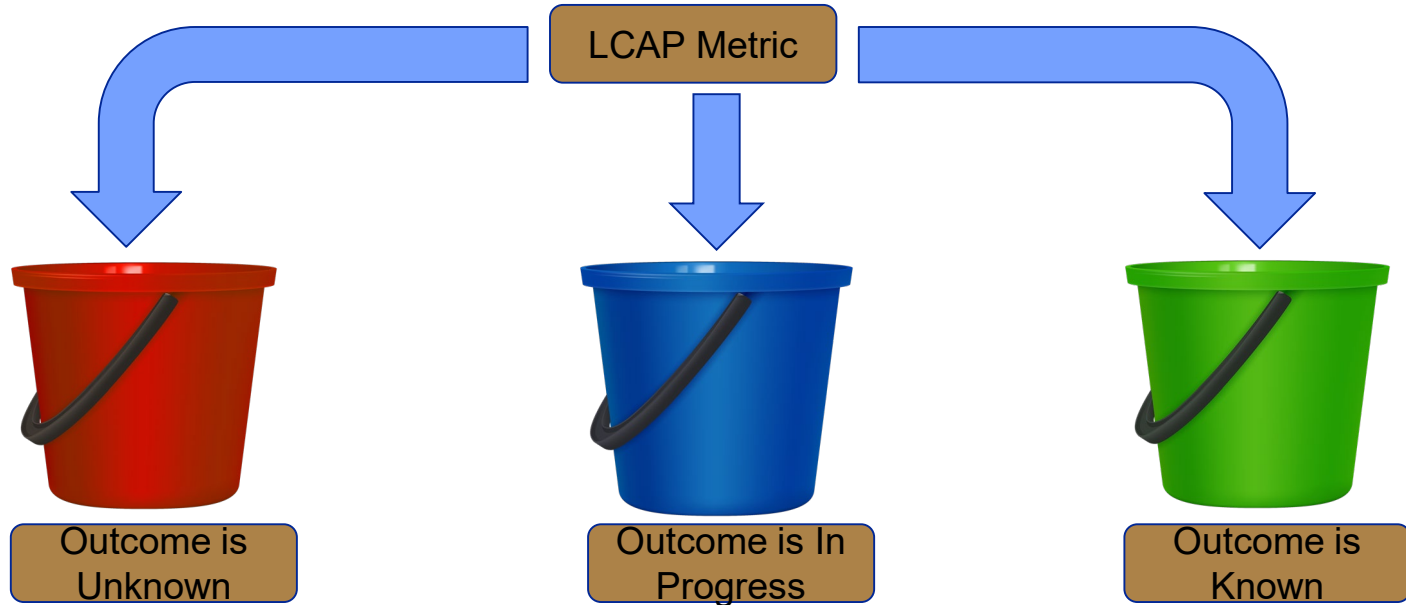
# Metrics Implementation Expenditures

- Mid-year outcome data related to metrics identified in the current year's LCAP
  - Mid-year expenditure and implementation data on all actions identified in the current year's LCAP
-

# Midyear Update: LCAP Metric Outcome Data

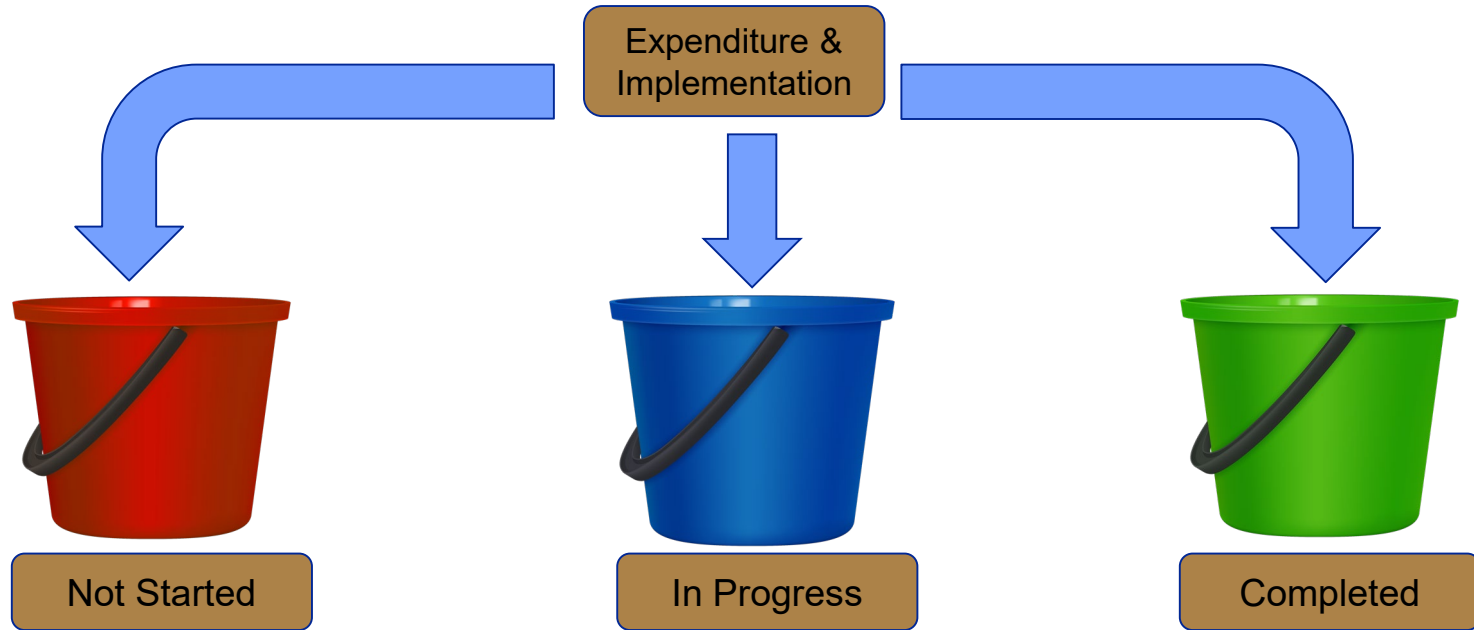
27

Metrics: The things we can measure to determine whether we are making progress toward meeting our goals.



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

# Midyear Update: LCAP Expenditures and Implem<sup>28</sup>



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through the First Interim budget update.



# LCAP Goal 1

*Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.*



## A Broad Educational Program

# LCAP Goal Metrics

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
1	<p>Priority 2A: Implementation of State Standards</p> <p>Priority 2B: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	The District received a score of "Met" on the 2021 CA School Dashboard: Implementation of Academic Standards Local Indicator.	<p>The District received a score of "Met" on the 2023 CA School Dashboard: Implementation of Academic Standards Local Indicator.</p> <p>Priority 2B: English Learner Progress was Blue (Very High) at 62.8% making progress towards English Language Proficiency on the CA School Dashboard.</p>	The District will receive a score of "Met" on the CA School Dashboard Implementation of Academic Standards Local Indicator.
1	<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p> <p>A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;</p> <p>B. Programs and services developed and provided to unduplicated pupils</p> <p>C. Programs and services developed and provided to individuals with exceptional needs.</p>	The District received a score of "Met" on the 2021 CA School Dashboard: Access to a Broad Course of Study Local Indicator.	The District received a score of "Met" on the 2023 CA School Dashboard: Access to a Broad Course of Study Local Indicator.	The District will receive a score of "Met" on the CA School Dashboard Access to a Broad Course of Study Local Indicator.

# LCAP Goal Metrics (continued)

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
1	<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p> <p>B. Programs and services developed and provided to unduplicated pupils California Education Code Section 42238.02(b) (1) For purposes of this section unduplicated pupil means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.</p> <p>C. Programs and services developed and provided to individuals with exceptional needs.</p>	<p>Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students selfselect participation in band: 5th Grade: 209 6th Grade: 151 (Total 360)</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 226 students chose art. 240 students chose music.</p>	<p>Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students selfselect participation in band: 5th Grade: For 2022-23: 248 6th Grade: For 2022-23: 215</p> <p>All students in 4th grade at Richmond, Roosevelt, Lincoln, and King are receiving music instruction. (The schools with the highest #s of low-income students)</p> <p>Junior High 2022-23: 227 students chose art 2022-23: 248 students chose music</p>	<p>Students, including individuals with exceptional needs, will receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>All students will receive the required number of PE minutes.</p> <p>Elementary Schools: Art: All Students will receive art Instruction. Music: 5th and 6th grade students will self-select participation in band: 5th Grade: 200 6th Grade: 175</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools will receive music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 250 students will choose art. 250 students will choose music.</p>

# LCAP Goal Metrics(continued)

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
1	Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described	<p>Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree: Physical education activities enrich (improve) my experience at school: 82% Participating in physical education motivates me to come to school every day: 64% Participating in music enriches (improves) my experience at school: 91% Participating in music motivates me to come to school every day: 77% Learning about music will help me in the future: 80% Participating in art enriches (improves) my experience at school: 74%</p>	<p>2023-2024 Surveys not conducted yet 2022-2023 results were as follows: % Agree/Strongly Agree: Physical education activities enrich (improve) my experience at school: 73.37% Participating in physical education motivates me to come to school every day: 48.76% Participating in music enriches (improves) my experience at school: 80.83% Participating in music motivates me to come to school every day: 70.43% Learning about music will help me in the future: 78.1% Participating in art enriches (improves) my experience at school: 65.91% Participating in art motivates me to come to school every day: 59.83% Learning about art will help me in the future: 60.27%</p>	<p>Students will be enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree: Physical education activities enrich (improve) my experience at school: 80% Participating in physical education motivates me to come to school every day: 75% Participating in music enriches (improves) my experience at school: 90% Participating in music motivates me to come to school every day: 80% Learning about music will help me in the future: 80% Participating in art enriches (improves) my experience at school: 80%</p>

# LCAP Goal Actions

Action Title	Budgeted Expenditure	Actuals 2/13/2024	Implementation Note
Supplies/Materials School Sites	\$198,377	\$91,992	School sites are using these funds to support student learning.
School Libraries	\$865,597	\$471,053	LMTs are full-time. School libraries are supporting student learning.
Technology	\$5,799,192	\$915,733	All students currently have a device. 7 technicians continue working to keep devices and systems operational.
Study Trips	\$310,000	\$100,503	Academic Study Trips are ongoing.
Art, Music, PE	\$2,018,960	\$1,068,125	These programs are up and running—students are participating.
After School Program	\$2,593	\$5,042	Elementary After School READY program funded through ELOP. Junior high after-school activities are ongoing.

## LCAP Goal 2

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.



## Academic Achievement

# LCAP Goal Metrics

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
2	Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide assessments (ELA)	English Language Arts: Overall: 24.5 Below Level 3 (Orange) EL: 48.2 Below Level 3 (Orange) SED: 33.4 Below Level 3 (Orange) SWD: 93.9 Below Level 3 (Red) Homeless: 81.3 Below Level 3 (Red) Asian: 15.6 Below Level 3 (Orange) Af Am: 52.7 Below Level 3 (Orange) Hisp: 30.5 Below Level 3 (Orange) 2/More: 3.3 Above Level 3 (Yellow) White: 9.9 Above Level 3 (Green)	English Language Arts: Overall: 16.4 Below Level 3 (Orange) EL: 36.5 Below Level 3 (Yellow) SED: 28.2 Below Level 3 (Yellow) SWD: 104.1 Below Level 3 (Red) Homeless: 46.8 Below Level 3 (Orange) Asian: Not large enough of a group Af Am: 50.2 Below Level 3 (Yellow) Hisp: 20.6 Below Level 3 (Orange) 2/More: 5.8 Above Level 3 (Orange) White: 14.9 Above Level 3 (Green)	English Language Arts: Overall: 5 Below Level 3 (Green) EL: 3.2 Below Level 3 (Green) SED: 2.6 Above Level 3 (Green) SWD: 70 Below Level 3 (Yellow) Homeless: 36.3 Below Level 3 (Yellow) Asian: 2.4 Above Level 3 (Green) Af Am: 5 Below Level 3 (Green) Hisp: 2.5 Above Level 3 (Green) 2/More: 9.3 Above Level 3 (Green) White: 18.3 Above Level 3 (Green)
2	Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide Assessments (Math)	Mathematics: Overall: 51.2 Below Level 3 (Orange) EL: 61.7 Below Level 3 (Yellow) SED: 49.8 Below Level 3 (Yellow) SWD: 118.6 Below Level 3 (Red) Homeless: 94.6 Below Level 3 (Orange) Asian: 7.2 Below Level 3 (Green) Af Am: 77.7 Below Level 3 (Orange) Hisp: 46.5 Below Level 3 (Orange) 2/More: 17.7 Below Level 3 (Yellow) White: 6.1 Below Level 3 (Green)	Mathematics: Overall: 45.8 Below Level 3 (Yellow) EL: 65.9 Below Level 3 (Yellow) SED: 57.6 Below Level 3 (Yellow) SWD: 126.5 Below Level 3 (Red) Homeless: 77.0 Below Level 3 (Orange) Asian: Not large enough of a group Af Am: 78.7 Below Level 3 (Yellow) Hisp: 49.9 Below Level 3 (Yellow) 2/More: 23.6 Below Level 3 (Yellow) White: 18.4 Below Level 3 (Green)	Mathematics: Overall: 25 Below Level 3 (Green) EL: 12.2 Below Level 3 (Green) SED: 22.8 Below Level 3 (Green) SWD: 94.6 Below Level 3 (Yellow) Homeless: 49.6 Below Level 3 (Yellow) Asian: 1.8 Above Level 3 (Green) Af Am: 23.7 Below Level 3 (Green) Hisp: 22.5 Below Level 3 (Green) 2/More: 8.7 Below Level 3 (Green) White: 2.9 Above Level 3 (Green)

# LCAP Goal Metrics (continued)

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
2	Priority 4: Pupil Achievement as measured by all of the following, as applicable: Locally Collected CAASPP Data: ELA	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP ELA Overall: 38.22% SWD: 5.77% Eco. Disadvantaged: 33.45% English Learner: 15.22% Asian: 40.74% African American: 26.77% Hispanic: 35.81% White: 59.11% Two or More: 47.62% Homeless: 34.78%	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA Overall: 44.77% SWD: 11.14% Eco. Disadvantaged: 40.46% English Learner: 20.41% Asian: 65.52% African American: 34.15% Hispanic: 42.87% White: 57.11% Two or More: 54.47% Homeless: 31.06%	Percent Proficient: Percentage of Students Scoring Proficient (Exceeded or met) CAASPP ELA Overall: 45.03% SWD: 10% Eco. Disadvantaged: 40% English Learner: 20.22% Asian: 50% African American: 35% Hispanic: 41% White: 70% Two or More: 55% Homeless: 40%
2	Priority 4: Pupil Achievement as measured by all of the following, as applicable: Locally Collected CAASPP Data: Math	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP Math Overall: 25.74% SWD: 4.79% Eco. Disadvantaged: 20.84% English Learners: 8.95% Asian: 29.17% African American: 12.12% Hispanic: 22.91% White: 43.19% Two or More: 33.33% Homeless: 13.64%	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math Overall: 33.66% SWD: 8.60% Eco. Disadvantaged: 29.12% English Learners: 12.50% Asian: 51.72% African American: 23.78% Hispanic: 31.32% White: 46.33% Two or More: 46.43% Homeless: 19.42%	Percent Proficient Percentage of Students Scoring Proficient (Exceeded or met) CAASPP Math Overall: 31% SWD: 8% Eco. Disadvantaged: 30% English Learners: 13.95% Asian: 40% African American: 20% Hispanic: 30% White: 48% Two or More: 40% Homeless: 20%



# LCAP Goal Metrics(continued)

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
2	Priority 4: Pupil Achievement as measured by all of the following, as applicable: D. The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC	41.9% making progress towards English language proficiency	Very High (Blue) 62.8% making progress towards English language proficiency (CA Dashboard)	High 55.5% making progress towards English language proficiency
2	Priority 4: Pupil Achievement as measured by all of the following, as applicable: D. The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC	2021 ELPAC Percentage of EL Students Scoring Proficient on the Summative ELPAC 13.98%	2023 ELPAC (CDE Data Quest) Percentage of EL Students Scoring Proficient on the Summative ELPAC 23.77%	Percentage of EL Students Scoring Proficient on the Summative ELPAC 20%
2	Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The English learner reclassification rate	10.30%	The English learner reclassification rate: 15% (2022-2023: 205 reclassified out of 1412 EL students)	The English learner reclassification rate: 15%
2	Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/9/20.	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/27/23.	All students will have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution.

# LCAP Goal Actions

Action Title	Budgeted Expenditure	Actuals 2/13/2024	Implementation Note
Eliminate Combination Classes Grades 1-8	\$905,213	\$561,856	Completed—no combination classes.
Summer Program	\$123,320	\$0	Planning in process. Elementary School Program funded through ELOP \$
Instructional Materials	\$359,140	\$228,675	Purchases ongoing.
Supporting Designated and Integrated ELD	\$1,071,143	\$642,350	Support for designated and integrated ELD are in place.

## LCAP Goal 3:

The district will support teachers and staff with professional development, training, and collaboration time.



## Support for Teachers & Staff

# LCAP Goal Metrics

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
3	Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	241 Teachers with Full Credential 15 Teachers without Full Credential	As of 9/11/23: 268 Teachers (13 interns & 5 Short-Term Staff Permit (STSP))	All teachers in the LEA will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
3	HESD Teacher Survey	% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement. 78%	2023-24 Survey not conducted yet 2022-23: 90% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.	80% will Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.
3	New Teacher Induction Completion Rates	100% of teachers in the district's induction program successfully cleared their credential.	In Progress	100% of teachers in the district's induction program successfully cleared their credential.

# LCAP Goal Metrics (continued)

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
3	Priority 4: Pupil Achievement as measured by all of the following, as applicable: Locally Collected CAASPP Data: ELA	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP ELA Overall: 38.22% SWD: 5.77% Eco. Disadvantaged: 33.45% English Learner: 15.22% Asian: 40.74% African American: 26.77% Hispanic: 35.81% White: 59.11% Two or More: 47.62% Homeless: 34.78%	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA Overall: 44.77% SWD: 11.14% Eco. Disadvantaged: 40.46% English Learner: 20.41% Asian: 65.52% African American: 34.15% Hispanic: 42.87% White: 57.11% Two or More: 54.47% Homeless: 31.06%	Percent Proficient: Percentage of Students Scoring Proficient (Exceeded or met) CAASPP ELA Overall: 45.03% SWD: 10% Eco. Disadvantaged: 40% English Learner: 20.22% Asian: 50% African American: 35% Hispanic: 41% White: 70% Two or More: 55% Homeless: 40%
3	Priority 4: Pupil Achievement as measured by all of the following, as applicable: Locally Collected CAASPP Data: Math	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP Math Overall: 25.74% SWD: 4.79% Eco. Disadvantaged: 20.84% English Learners: 8.95% Asian: 29.17% African American: 12.12% Hispanic: 22.91% White: 43.19% Two or More: 33.33% Homeless: 13.64%	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math Overall: 33.66% SWD: 8.60% Eco. Disadvantaged: 29.12% English Learners: 12.50% Asian: 51.72% African American: 23.78% Hispanic: 31.32% White: 46.33% Two or More: 46.43% Homeless: 19.42%	Percent Proficient Percentage of Students Scoring Proficient (Exceeded or met) CAASPP Math Overall: 31% SWD: 8% Eco. Disadvantaged: 30% English Learners: 13.95% Asian: 40% African American: 20% Hispanic: 30% White: 48% Two or More: 40% Homeless: 20%

# LCAP Goal Actions

Action Title	Budgeted Expenditure	Actuals 2/13/2024	Implementation Note
Teacher Professional Development	\$1,176,480	\$407,327	Two teacher PD days have taken place. One remains (January 26, 2024)
Teacher Collaboration Time	\$108,326	\$59,832	Teachers are provided with collaboration time each Wednesday.
New Teacher Induction	\$143,586	\$80,856	Induction program is supporting new teachers.

## LCAP Goal 4:

Students will learn in a safe, well-maintained school where they are supported, engaged, and connected to their school.



## Supports for Students

# LCAP Goal Metrics

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
4	Priority 6: School Climate as measured by all of the following, as applicable: A. Pupil suspension rates	<p>The district's suspension rate was 2.7% (2019 Dashboard/2019 Dataquest).</p> <p>Dashboard: All Students: 2.7% (Green)</p> <p>Dashboard: EL: 1.4% (Green)</p> <p>Dashboard: SED: 2.9% (Green)</p> <p>Dashboard: SWD: 5.7% (Orange)</p> <p>Dashboard: Hisp: 2.2% (Green)</p> <p>Dashboard: Asian: 1.9% (Green)</p> <p>Dashboard: AfAm: 8.2% (Red)</p> <p>Dashboard: Filipino: 0% (Blue)</p> <p>Dashboard: 2/More: 6.7% (Red)</p> <p>Dashboard: White: 3.2% (Yellow)</p> <p>Dashboard: Foster: 12.2% (Red)</p> <p>Dashboard: Homeless: 4.9% (Yellow)</p>	<p>The district's suspension rate was 5.4% (2023 CA Dashboard).</p> <p>Dashboard: All Students: 5.4% (Orange)</p> <p>Dashboard: EL: 4.6% (Orange)</p> <p>Dashboard: SED: 6.1% (Red)</p> <p>Dashboard: SWD: 6.3% (Red)</p> <p>Dashboard: Hisp: 5.1% (Orange)</p> <p>Dashboard: Asian: 0% (Blue)</p> <p>Dashboard: AfAm: 11.6% (Red)</p> <p>Dashboard: Filipino: 0% (Blue)</p> <p>Dashboard: 2/More: 6.0% (Orange)</p> <p>Dashboard: White: 5.4% (Orange)</p> <p>Foster: 8.2% (Red)</p> <p>Dashboard: Homeless: 7.9% (Orange)</p>	<p>The district's suspension rate will be 2.4% (Decline of 0.3%).</p> <p>Dashboard: All Students: 1.8% (Green)</p> <p>Dashboard: EL: 0.5% (Blue)</p> <p>Dashboard: SED: 2.0% (Green)</p> <p>Dashboard: SWD: 3% (Green)</p> <p>Dashboard: Hisp: 1.3% (Green)</p> <p>Dashboard: Asian: 1.0% (Green)</p> <p>Dashboard: AfAm: 5.2% (Yellow)</p> <p>Dashboard: Filipino: Between 0% - 3% (Green)</p> <p>Dataquest: Between 0% and 3%</p> <p>Dashboard: 2/More: 3% (Green)</p> <p>Dashboard: White: 2.3% (Green)</p> <p>Dashboard: Foster: 6% (Yellow)</p> <p>Dashboard: Homeless: 3% (Green)</p>
4	Priority 6: School Climate as measured by all of the following, as applicable: B. Pupil expulsion rates	<p>The district's expulsion rate was 0.50%.</p>	<p>The district's expulsion rate as of 1/19/24 was 0.39%.</p>	<p>The district's expulsion rate will be below 0.50%.</p>
4	Priority 5: Pupil Engagement as measured by all of the following, as applicable: A. School attendance rate	<p>The district's school attendance rate was 96.1%.</p>	<p>The district's school attendance rate as of 4th register month (Dec) was 95.4%.</p>	<p>The district's school attendance rate will be 97%.</p>



# LCAP Goal Metrics (continued)

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
4	Priority 5: Pupil Engagement as measured by all of the following, as applicable: B. Chronic absenteeism rates	The District's chronic absenteeism rate was 7.9% (2019 Dashboard) Dashboard: Overall: 7.9% (Yellow) Dashboard: EL: 6.2% (Orange) Dashboard: SED: 8.6% (Yellow) Dashboard: SWD: 13.7% (Red) Dashboard: Hisp: 7.6% (Yellow) Dashboard: Asian: 5.9% (Orange) Dashboard: AfAm: 10.3% (Orange) Dashboard: Filipino: 8.3% (Orange) Dashboard: 2/More: 8.3% (Green) Dashboard: White: 8.2% (Yellow) Dashboard: Foster Youth: 11.6% (Orange) Dashboard: Homeless: 22.8% (Yellow) Dashboard: Am Indian: 18.9% (Orange)	The District's chronic absenteeism rate was 22.1% (2023 Dashboard) Dashboard: Overall: 22.1% (Yellow) Dashboard: EL: 18.1% (Yellow) Dashboard: SED: 24.3% (Yellow) Dashboard: SWD: 29.6% (Yellow) Dashboard: Hisp: 22.3% (Yellow) Dashboard: Asian: 6.4% (Green) Dashboard: AfAm: 29.3% (Yellow) Dashboard: Filipino: 9.1% (Green) Dashboard: 2/More: 23.6% (Yellow) Dashboard: White: 19.7% (Yellow) Dashboard: Foster Youth: 17.6% (Yellow) Dashboard: Homeless: 36.8% (Yellow) Dashboard: Am Indian: 23.8% (Orange)	The District's chronic absenteeism rate will be 7.4% (Decrease of 0.5%) Dashboard: Overall: 7.4% (Green) Dashboard: EL: 4.7% (Green) Dashboard: SED: 7.1% (Green) Dashboard: SWD: 10% (Green) Dashboard: Hisp: 6.1% (Green) Dashboard: Asian: 4.4% (Green) Dashboard: AfAm: 4.9% (Green) Dashboard: Filipino: 6.8% (Green) Dashboard: 2/More: 6.8% (Green) Dashboard: White: 6.7% (Green) Dashboard: Foster Youth: 5.6% (Green) Dashboard: Homeless: 10% (Yellow) Dashboard: Am Indian: 10% (Green)
4	Priority 5: Pupil Engagement as measured by all of the following, as applicable: C. Middle school dropout rates	The district's middle school dropout rate was 0%.	The district's middle school dropout rate was 0%.	Middle school dropout rate will be 0%

# LCAP Goal Metrics (continued)

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
4	Priority 6: School Climate as measured by all of the following, as applicable: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	93% of parents agree or strongly agree with the statement, "My child is safe at school" on the 19-20 HESD Parent Survey.  83% of students agree/strongly agree with the statement, "I feel safe at school" on the HESD Student Survey.  Teachers will provide their input and voice on school climate and their "sense of school connectedness" through monthly meetings with their bargaining unit HETA.	2023-24 Surveys Not Conducted Yet Per 2022-2023 SURVEYS 96% of parents agree or strongly agree with the statement, "My child is safe at school"  74.06% of students agree or strongly agree with the statement, "I feel safe at school."	The percentage of parents who agree or strongly agree with the statement, "My child is safe at school" on the HESD Parent Survey will be 90% or more.  The percentage of students who agree or strongly agree with the statement, "I feel safe at school" on the HESD Student Survey will be 90% or more.  Minutes of HETA meet and consult will reflect that teachers agree that students are safe at school and connected to their school.
4	Priority 1: Basic Services addresses the degree to which: C. School facilities are maintained in good repair	All schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT)	2023-24: Most schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT). These schools received a score of "Good": Monore, Roosevelt, and Woodrow	All schools will receive a score of "Exemplary" on the California Facilities Inspection Tool (FIT)

# LCAP Goal Actions

Action Title	Budgeted Expenditure	Actuals 2/13/2024	Implementation Note
Coordination of Student Support (LDs, CWA, Social Worker(s), Foster Youth)	\$1,157,634	\$679,557	All services being provided to students. Additional social workers funded with one-time \$.
Health Professionals (Nurses, Counselors)	\$2,465,166	\$1,413,800	All services being provided to students. LVNs are full-time. Counselor at every site (two at jr. highs), some funded with one-time \$.
School Support Staff (Specialists, VPs, SROs, CDS)	\$3,369,842	\$1,731,689	All services being provided to students.
Transportation	\$500,000	\$500,000	All services being provided to students.

## LCAP Goal 5:

Communication between schools and home will be regular and meaningful.



## Parent Engagement & Communication

# LCAP Goal Metrics

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
5	<p>Priority 3: Parental Involvement addresses:</p> <p>B. How the school district will promote parental participation in programs for unduplicated pupils</p> <p>C. How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2019-2020 Parent/teacher attendance rate: 99.1%.</p> <p>2020 HESD Parent Survey: 95% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>95% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p> <p>95% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).</p>	<p>2023-2024: Parent/teacher attendance rate: 99.8%.</p> <p>2023-24 Surveys have not been conducted yet</p> <p>2022-23 HESD Parent Survey: 98% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>97% Agree/Strongly Agree: The Report to Parents helps me to understand what my child is expected to achieve in English Language Arts and Math.</p> <p>96% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).</p>	<p>The parent conference attendance rate will be 95% or greater.</p> <p>The percentage of parents who agree/strongly agree with the following statements on the HESD Parent Survey will be 95% or greater.</p> <p>Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards. (95% or greater)</p> <p>The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math. (95% or greater)</p>
5	<p>Priority 3: Parental Involvement addresses:</p> <p>B. How the school district will promote parental participation in programs for unduplicated pupils</p> <p>C. How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>The District received a score of "Met" on the 2021 California School Dashboard local indicator for Parent Engagement.</p>	<p>The District received a score of "Met" on the 2023 California School Dashboard local indicator for Parent Engagement.</p>	<p>The District will receive a score of "Met" on the California School Dashboard local indicator for Parent Engagement.</p>

# LCAP Goal Metrics (continued)

Goal	Metrics	Baseline	Mid-Year Outcome	Desired Outcome for 2023-24
5	Priority 3: Parental Involvement addresses: A.The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	<p>Parents(including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both districtwide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2019-2020 HESD Parent Survey: 95% Agree/Strongly Agree : I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>93% Agree/Strongly Agree: There are adequate opportunities for me to become informed about the school's programs.</p>	<p>Parents(including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both districtwide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2023-24 Parent Survey not conducted yet 2022-2023 HESD Parent Survey: Agree/Strongly Agree : 99% I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>Agree/Strongly Agree: 96% There are adequate opportunities for me to become informed about the school's programs.</p>	<p>The district and schools maintain the required committees.</p> <p>The percentage of parents who agree/strongly agree with the following statements on the HESD Parent Survey will be 95% or greater.</p> <p>I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations. (95% or greater)</p> <p>There are adequate opportunities for me to become informed about the school's programs. (95% or greater)</p>

# LCAP Goal 5 Actions

Action Title	Budgeted Expenditure	Actuals 2/13/2024	Implementation Note
Parent/Family Communication	\$0	\$0	Funded with Title I
Parent. Inv. Activities	\$347,172	\$121,715	Parent involvement activities are being provided.
Required Committees	\$0	\$0	Committees are in place.





**HANFORD ELEMENTARY SCHOOL DISTRICT**  
**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 16, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☒ Information  
☐ Action

Date you wish to have your item considered: February 28, 2024

**ITEM:** Receive for information a report from the District Parent Advisory Committee for the meeting held on February 6, 2024 (For PAC Meeting #2)

**PURPOSE:** The PAC advises the board on the educational programs and services included in the Local Control Accountability Plan.

**FISCAL IMPACT:** PAC is a requirement of the Local Control Funding Formula.

**RECOMMENDATION:** This item is informational only

# Hanford Elementary School District

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Hanford Elementary School District (HESD)  
 Parent Advisory Committee  
 Meeting #2 Report to the HESD Board of Trustees

Date of Meeting: February 7, 2023  
 Starting Time: 9:00 a.m. to 10:30 a.m.

Purpose of the Meeting: To consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.

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## The PAC received information on the following topics:

The Local Control Accountability Plan (LCAP)

- LCAP Structure/Organization & Goals

The California School Dashboard

- CA School Dashboard State Indicators
  - Test Scores in ELA and Math
  - English Learner Progress

Programs and Services (LCAP Actions) to support academic achievement

- Review of Programs and Services (Under LCAP Goals 1 & 2)
- 

## The PAC made the following recommendations:

1. The PAC recommends continuing, and expanding if possible, Parent Workshops (Parent Education Nights) with a focus on math, including homework help.
  2. The PAC recommends adding classroom-to-home communications that include how-to links to videos and/or instructions that break down math steps and How-To's for current and upcoming math skills including a monthly/quarterly math how-to guide for parents to help their child at home.
  3. The PAC recommends having a beginning of the year informational videos on how to use ParentVue and ParentSquare.
  4. PAC recommends the district/school send out periodic reminders to parents about the HESD Public Website that highlights parent resources.
  5. The PAC recommends that for Junior High students:
    - Look at Study Trips that inspire and open the mind such as visiting places that specialize in Technology, Robotics, Coding, etc.
    - Look at opportunities to have students partake in college preparation classes or events.
    - Look to provide financial literacy classes to students
- 

## The Superintendent Responds:

1. The Superintendent supports the recommendation of continuing, and expanding, if possible, Parent Workshops (Parent Education Nights) with a focus on math, including homework help.
2. The Superintendent supports the recommendation regarding including how-to links to videos and/or instructions that breaks down math steps and How-To's for current and upcoming math skills including a monthly/quarterly math how-to guide for parents to help their child at home. The parent Advisory Committee's recommendation will be shared with the Assistant Superintendent of Curriculum, Instruction & Professional Development, and School Site Leadership Teams.
3. The Superintendent supports the recommendation of having a beginning of the year informational videos on how to use ParentVue and ParentSquare.
4. The Superintendent supports the recommendation of having periodic reminders sent out to parents about the HESD Public Website that highlights parent resources.
5. The Superintendent supports the recommendation for Junior High students of:
  - a. Looking into Study Trips that inspire and open the mind such as visiting places that specialize in Technology, Robotics, Coding, etc.
  - b. Looking into opportunities to have students partake in college preparation classes or events.
  - c. Looking into providing financial literacy classes to students.

# HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Lucy Gomez

DATE: February 16, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☒ Information  
☐ Action

Date you wish to have your item considered: February 28, 2024

**ITEM:** Receive for information a report from the District English Learner Advisory Committee for the meeting held on February 8, 2024 (For DELAC Meeting #2)

**PURPOSE:** The DELAC advises the board on the educational programs and services for English Learners including services that are part of the Local Control Accountability Plan.

**FISCAL IMPACT:** DELAC is a requirement of the Local Control Funding Formula and several Federally funded programs.

# Hanford Elementary School District

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## Hanford Elementary School District (HESD) District English Learner Advisory Committee (DELAC) Report to the Board

Date of Meeting: February 8, 2024  
Starting Time: 9:00a.m. to 10:30a.m.  
Location: Board Room

### **The District English Learner Advisory Committee received information on the following topics:**

- California School Dashboard Academic Indicators in ELA and Mathematics for English Learners at the district level and for each school
  - English Learner Progress Indicator (ELPI)
  - Receive information regarding district programs and services for English learners.
  - Consolidated Application for Funding
  - Review and comment on the mandatory written notifications sent to parents and guardians. (5 CCR Section 11308)
- 

### **The District English Learner Advisory Committee made the following recommendations:**

1. Approve the Consolidated Application for funding.
  2. Continue to ensure that English Learners are provided with both Designated and Integrated English Language Development (ELD) Instruction.
  3. Continue to provide professional development that:
    - Deepens staffs' understanding of the English Language Development (ELD) Standards and academic implications across subject areas.
    - Emphasize students' use of academic English across academic subjects.
  4. Expand parent academies (Kinder Counts/First and Forward) and include math parent training for upper grade students.
  5. Continue to provide mandatory written notifications for guardian's and parents.
- 

### **The Superintendent Responds:**

1. The Superintendent supports the recommendation to approve the Consolidated Application for funding.
2. The Superintendent supports the recommendation to continue to ensure that English Learners are provided with both Designated and Integrated English Language Development (ELD) Instruction.
3. The Superintendent supports the recommendation to continue to provide professional development that:
  - Deepens staffs' understanding of the English Language Development (ELD) Standards and academic implications across subject areas.
  - Emphasize students' use of academic English across academic subjects.
4. The Superintendent supports the recommendation to expand parent academies (Kinder Counts/First and Forward) and include math parent training for upper grade students.
5. The Superintendent supports the recommendation to provide mandatory written notifications for guardian's and parents.

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/16/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☒ Information  
☐ Action

Date you wish to have your item considered: 02/28/2024

**ITEM:**

Receive for information monthly financial reports for the period of 07/01/2023-01/31/2024.

**PURPOSE:**

Attached are financial summaries for all of the District's funds for the period of 07/01/2023-01/31/2024.

**FISCAL IMPACT:**

The financial reports are informational only.

**RECOMMENDATIONS:**

Receive the monthly financial reports.

13 Hanford Elementary School District  
 Fiscal Year: 2024  
 Requested by dendo

## Fiscal Position Report

January 2024

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2/16/2024 9:31:07AM

Fund: 0100 General Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
<b>BEGINNING BALANCE</b>						
Net Beginning Balance	9791-9795		\$49,376,768.98	\$49,376,768.98		
<b>REVENUES</b>						
1) LCFF Sources	8010-8099	\$7,923,142.33	\$44,734,753.57	\$77,557,726.00	57.68	42.32
2) Federal Revenues	8100-8299	\$2,324,827.00	\$5,909,427.71	\$16,247,604.87	36.37	63.63
3) Other State Revenues	8300-8599	\$934,753.00	\$7,773,947.12	\$6,527,692.39	119.09	(19.09)
4) Other Local Revenues	8600-8799	\$674,217.78	\$2,681,965.46	\$6,478,701.13	41.40	58.60
<b>5) Total, Revenues</b>		<b>\$11,856,940.11</b>	<b>\$61,100,093.86</b>	<b>\$106,811,724.39</b>	<b>57.20</b>	<b>42.80</b>
<b>EXPENDITURES</b>						
1) Certificated Salaries	1000-1999	\$3,534,170.72	\$21,846,670.09	\$40,394,057.34	54.08	45.92
2) Classified Salaries	2000-2999	\$1,317,376.17	\$9,119,588.89	\$16,930,594.20	53.86	46.14
3) Employee Benefits	3000-3999	\$2,082,805.17	\$12,195,560.56	\$26,862,413.53	45.40	54.60
4) Books and Supplies	4000-4999	\$92,889.17	\$2,824,864.94	\$8,054,744.97	35.07	64.93
5) Services, Oth Oper Exp	5000-5999	\$217,552.05	\$3,281,243.09	\$7,152,888.41	45.87	54.13
6) Capital Outlay	6000-6999	\$900,337.70	\$5,436,835.71	\$9,758,429.07	55.71	44.29
7) Other Outgo(excl. 7300`s)	7100-7499	\$72,056.00	\$509,144.54	\$2,715,064.28	18.75	81.25
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	(\$65,000.00)	0.00	100.00
<b>9) Total Expenditures</b>		<b>\$8,217,186.98</b>	<b>\$55,213,907.82</b>	<b>\$111,803,191.80</b>	<b>49.38</b>	<b>50.62</b>
<b>OTHER FINANCING SOURCES/USES</b>						
1) Transfers						
B) Transfers Out	7610-7629	\$0.00	\$294,096.00	\$294,096.00	100.00	0.00
2) Other Sources/Uses						
A) Sources	8930-8979	\$0.00	\$0.00	\$1,431,679.60	0.00	100.00
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
<b>4) Total, Other Financing Sources/Uses</b>		<b>\$0.00</b>	<b>(\$294,096.00)</b>	<b>\$1,137,583.60</b>	<b>17.04</b>	<b>82.96</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$3,639,753.13</b>	<b>\$5,592,090.04</b>	<b>(\$3,853,883.81)</b>		
<b>ENDING FUND BALANCE</b>			<b>\$54,968,859.02</b>	<b>\$45,522,885.17</b>		

Fiscal Position Report  
January 2024

Fund: 0800 Student Activity Special Revenue Fund

	January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
<b>BEGINNING BALANCE</b>					
Net Beginning Balance      9791-9795		\$19,771.20	\$19,771.20		
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>					
	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>		
<b>ENDING FUND BALANCE</b>		<u><b>\$19,771.20</b></u>	<u><b>\$19,771.20</b></u>		

Fiscal Position Report  
January 2024

Fund: 0900 Charter Schools Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
<b>BEGINNING BALANCE</b>						
Net Beginning Balance	9791-9795		\$62.13	\$62.13		
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>		
<b>ENDING FUND BALANCE</b>			<u>\$62.13</u>	<u>\$62.13</u>		



13 Hanford Elementary School District  
Fiscal Year: 2024  
Requested by dendo

## Fiscal Position Report

January 2024

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Fund: 1300 Cafeteria Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
<b>BEGINNING BALANCE</b>						
Net Beginning Balance	9791-9795		\$3,342,451.80	\$3,342,451.80		
<b>REVENUES</b>						
2) Federal Revenues	8100-8299	\$757,758.85	\$1,413,067.29	\$3,404,452.00	41.51	58.49
3) Other State Revenues	8300-8599	\$103,348.30	\$450,074.21	\$1,303,883.00	34.52	65.48
4) Other Local Revenues	8600-8799	\$23,008.17	\$68,096.24	\$119,480.00	56.99	43.01
<b>5) Total, Revenues</b>		<b>\$884,115.32</b>	<b>\$1,931,237.74</b>	<b>\$4,827,815.00</b>	<b>40.00</b>	<b>60.00</b>
<b>EXPENDITURES</b>						
2) Classified Salaries	2000-2999	\$122,573.15	\$800,000.07	\$1,540,735.25	51.92	48.08
3) Employee Benefits	3000-3999	\$50,714.84	\$312,389.72	\$701,518.00	44.53	55.47
4) Books and Supplies	4000-4999	\$82,575.07	\$913,925.66	\$2,316,928.00	39.45	60.55
5) Services, Oth Oper Exp	5000-5999	(\$6,474.06)	(\$8,137.83)	(\$31,655.12)	25.71	74.29
6) Capital Outlay	6000-6999	\$0.00	\$0.00	\$0.00	0.00	100.00
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	\$65,000.00	0.00	100.00
<b>9) Total Expenditures</b>		<b>\$249,389.00</b>	<b>\$2,018,177.62</b>	<b>\$4,592,526.13</b>	<b>43.94</b>	<b>56.06</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$634,726.32</b>	<b>(\$86,939.88)</b>	<b>\$235,288.87</b>		
<b>ENDING FUND BALANCE</b>			<b>\$3,255,511.92</b>	<b>\$3,577,740.67</b>		

13 Hanford Elementary School District  
Fiscal Year: 2024  
Requested by dendo

## Fiscal Position Report

January 2024

2/16/2024 9:31:07AM

Fund: 1400 Deferred Maintenance Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
<b>BEGINNING BALANCE</b>						
Net Beginning Balance	9791-9795		\$676,515.56	\$676,515.56		
<b>REVENUES</b>						
1) LCFF Sources	8010-8099	\$0.00	\$300,000.00	\$300,000.00	100.00	0.00
4) Other Local Revenues	8600-8799	\$2,984.60	\$6,935.44	\$15,000.00	46.24	53.76
<b>5) Total, Revenues</b>		<b>\$2,984.60</b>	<b>\$306,935.44</b>	<b>\$315,000.00</b>	<b>97.44</b>	<b>2.56</b>
<b>EXPENDITURES</b>						
5) Services, Oth Oper Exp	5000-5999	\$0.00	\$24,700.00	\$300,000.00	8.23	91.77
6) Capital Outlay	6000-6999	\$0.00	\$511,568.50	\$511,568.50	100.00	0.00
<b>9) Total Expenditures</b>		<b>\$0.00</b>	<b>\$536,268.50</b>	<b>\$811,568.50</b>	<b>66.08</b>	<b>33.92</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$2,984.60</b>	<b>(\$229,333.06)</b>	<b>(\$496,568.50)</b>		
<b>ENDING FUND BALANCE</b>			<b>\$447,182.50</b>	<b>\$179,947.06</b>		

13 Hanford Elementary School District  
Fiscal Year: 2024  
Requested by dendo

Fiscal Position Report  
January 2024

Fund: 1500 Pupil Transportation Equip

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
<b>BEGINNING BALANCE</b>						
Net Beginning Balance	9791-9795		\$357,499.63	\$357,499.63		
<b>REVENUES</b>						
4) Other Local Revenues	8600-8799	\$2,934.74	\$5,411.54	\$10,000.00	54.12	45.88
5) Total, Revenues		\$2,934.74	\$5,411.54	\$10,000.00	54.12	45.88
<b>OTHER FINANCING SOURCES/USES</b>						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$100,000.00	\$100,000.00	100.00	0.00
4) Total, Other Financing Sources/Uses		\$0.00	\$100,000.00	\$100,000.00	100.00	0.00
NET INCREASE (DECREASE) IN FUND BALANCE		\$2,934.74	\$105,411.54	\$110,000.00		
ENDING FUND BALANCE			\$462,911.17	\$467,499.63		

13 Hanford Elementary School District  
Fiscal Year: 2024  
Requested by dendo

Fiscal Position Report  
January 2024

Fund: 2000 SPECIAL RESERVE FUND FOR OTHER POSTE

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
<b>BEGINNING BALANCE</b>						
Net Beginning Balance	9791-9795		\$13,194,603.50	\$13,194,603.50		
<b>REVENUES</b>						
4) Other Local Revenues	8600-8799	\$85,760.67	\$164,675.68	\$330,000.00	49.90	50.10
5) Total, Revenues		\$85,760.67	\$164,675.68	\$330,000.00	49.90	50.10
<b>OTHER FINANCING SOURCES/USES</b>						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$194,096.00	\$194,096.00	100.00	0.00
4) Total, Other Financing Sources/Uses		\$0.00	\$194,096.00	\$194,096.00	100.00	0.00
NET INCREASE (DECREASE) IN FUND BALANCE		\$85,760.67	\$358,771.68	\$524,096.00		
ENDING FUND BALANCE			\$13,553,375.18	\$13,718,699.50		

Fiscal Position Report  
January 2024

Fund: 2120 Building Funds - Local 2

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
<b>BEGINNING BALANCE</b>						
Net Beginning Balance	9791-9795		\$0.00	\$0.00		
<b>EXPENDITURES</b>						
6) Capital Outlay	6000-6999	\$0.00	\$0.00	\$0.00	0.00	100.00
9) Total Expenditures		\$0.00	\$0.00	\$0.00	0.00	100.00
NET INCREASE (DECREASE) IN FUND BALANCE		\$0.00	\$0.00	\$0.00		
ENDING FUND BALANCE			\$0.00	\$0.00		

13 Hanford Elementary School District  
Fiscal Year: 2024  
Requested by dendo

## Fiscal Position Report

January 2024

2/16/2024 9:31:07AM

Fund: 2500 CapitalFacilities Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
<b>BEGINNING BALANCE</b>						
Net Beginning Balance	9791-9795		\$1,601,029.58	\$1,601,029.58		
<b>REVENUES</b>						
4) Other Local Revenues	8600-8799	\$128,928.96	\$356,094.03	\$400,000.00	89.02	10.98
<b>5) Total, Revenues</b>		<b>\$128,928.96</b>	<b>\$356,094.03</b>	<b>\$400,000.00</b>	<b>89.02</b>	<b>10.98</b>
<b>EXPENDITURES</b>						
5) Services, Oth Oper Exp	5000-5999	\$0.00	\$51,240.00	\$94,887.50	54.00	46.00
<b>9) Total Expenditures</b>		<b>\$0.00</b>	<b>\$51,240.00</b>	<b>\$94,887.50</b>	<b>54.00</b>	<b>46.00</b>
<b>OTHER FINANCING SOURCES/USES</b>						
1) Transfers						
B) Transfers Out	7610-7629	\$0.00	\$0.00	\$1,240,667.68	0.00	100.00
<b>4) Total, Other Financing Sources/Uses</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$1,240,667.68)</b>	<b>0.00</b>	<b>100.00</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$128,928.96</b>	<b>\$304,854.03</b>	<b>(\$935,555.18)</b>		
<b>ENDING FUND BALANCE</b>			<b>\$1,905,883.61</b>	<b>\$665,474.40</b>		

13 Hanford Elementary School District  
 Fiscal Year: 2024  
 Requested by dendo

## Fiscal Position Report

January 2024

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Fund: 3500 SCHOOL FACILITY PROGRAM

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
<b>BEGINNING BALANCE</b>						
Net Beginning Balance	9791-9795		\$1,486,484.41	\$1,486,484.41		
<b>REVENUES</b>						
3) Other State Revenues	8300-8599	\$0.00	\$11,257,073.00	\$14,617,304.00	77.01	22.99
4) Other Local Revenues	8600-8799	\$25,841.94	\$45,971.80	\$80,000.00	57.46	42.54
<b>5) Total, Revenues</b>		<b>\$25,841.94</b>	<b>\$11,303,044.80</b>	<b>\$14,697,304.00</b>	<b>76.91</b>	<b>23.09</b>
<b>EXPENDITURES</b>						
5) Services, Oth Oper Exp	5000-5999	\$0.00	\$0.00	\$0.00	0.00	100.00
6) Capital Outlay	6000-6999	\$146,157.80	\$254,351.80	\$3,179,166.60	8.00	92.00
<b>9) Total Expenditures</b>		<b>\$146,157.80</b>	<b>\$254,351.80</b>	<b>\$3,179,166.60</b>	<b>8.00</b>	<b>92.00</b>
<b>OTHER FINANCING SOURCES/USES</b>						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$0.00	\$2,740,667.68	0.00	100.00
B) Transfers Out	7610-7629	\$0.00	\$7,480,047.17	\$7,480,047.17	100.00	0.00
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
<b>4) Total, Other Financing Sources/Uses</b>		<b>\$0.00</b>	<b>(\$7,480,047.17)</b>	<b>(\$4,739,379.49)</b>	<b>73.19</b>	<b>26.81</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>(\$120,315.86)</b>	<b>\$3,568,645.83</b>	<b>\$6,778,757.91</b>		
<b>ENDING FUND BALANCE</b>			<b>\$5,055,130.24</b>	<b>\$8,265,242.32</b>		

13 Hanford Elementary School District  
 Fiscal Year: 2024  
 Requested by dendo

## Fiscal Position Report

January 2024

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Fund: 4000 Special Reserve - Capital Outlay

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
<b>BEGINNING BALANCE</b>						
Net Beginning Balance	9791-9795		\$3,285,082.44	\$3,285,082.44		
<b>REVENUES</b>						
4) Other Local Revenues	8600-8799	\$59,956.08	\$84,071.45	\$100,000.00	84.07	15.93
<b>5) Total, Revenues</b>		<b>\$59,956.08</b>	<b>\$84,071.45</b>	<b>\$100,000.00</b>	<b>84.07</b>	<b>15.93</b>
<b>EXPENDITURES</b>						
6) Capital Outlay	6000-6999	(\$5,982.30)	\$874.01	\$874.01	100.00	0.00
<b>9) Total Expenditures</b>		<b>(\$5,982.30)</b>	<b>\$874.01</b>	<b>\$874.01</b>	<b>100.00</b>	<b>0.00</b>
<b>OTHER FINANCING SOURCES/USES</b>						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$7,480,047.17	\$7,480,047.17	100.00	0.00
B) Transfers Out	7610-7629	\$0.00	\$0.00	\$1,500,000.00	0.00	100.00
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
<b>4) Total, Other Financing Sources/Uses</b>		<b>\$0.00</b>	<b>\$7,480,047.17</b>	<b>\$5,980,047.17</b>	<b>83.30</b>	<b>16.70</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$65,938.38</b>	<b>\$7,563,244.61</b>	<b>\$6,079,173.16</b>		
<b>ENDING FUND BALANCE</b>			<b>\$10,848,327.05</b>	<b>\$9,364,255.60</b>		



13 Hanford Elementary School District  
Fiscal Year: 2024  
Requested by dendo

Fiscal Position Report  
January 2024

Fund: 6720 Self-Insurance/Other

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
<b>BEGINNING BALANCE</b>						
Net Beginning Balance	9791-9795		\$772,011.51	\$772,011.51		
<b>REVENUES</b>						
4) Other Local Revenues	8600-8799	\$154,119.32	\$422,793.59	\$842,000.00	50.21	49.79
5) Total, Revenues		\$154,119.32	\$422,793.59	\$842,000.00	50.21	49.79
<b>EXPENDITURES</b>						
5) Services, Oth Oper Exp	5000-5999	\$47,792.22	\$321,350.77	\$820,000.00	39.19	60.81
9) Total Expenditures		\$47,792.22	\$321,350.77	\$820,000.00	39.19	60.81
NET INCREASE (DECREASE) IN FUND BALANCE		\$106,327.10	\$101,442.82	\$22,000.00		
ENDING FUND BALANCE			\$873,454.33	\$794,011.51		

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: February 15, 2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: February 28, 2024

**ITEM:** Consider adopting Resolution #18-24: Regarding Absent Board Member Compensation.

**PURPOSE:** Education Code section 35120(c) provides that a board member may be paid for any meeting when absent if the board by resolution duly adopted and included in its minutes finds that at the time of the meeting: 1) he or she is performing services outside the meeting for the school district or districts, (2) he or she was ill or on jury duty, (3) or the absence was due to a hardship deemed acceptable by the board. Trustee Tim Revious was unable to attend the January 24, 2024 meeting due to illness.

**FISCAL IMPACT:** Not to exceed \$303.88.

**RECOMMENDATIONS:** Adopt Resolution #18-24.

**HANFORD ELEMENTARY SCHOOL DISTRICT  
RESOLUTION # 18-24**

**Board of Trustees  
Hanford Elementary School District**

**RESOLUTION REGARDING ABSENT BOARD MEMBER COMPENSATION  
(Education Code § 35120(c))**

**WHEREAS**, Education Code section 35120(c) provides that a board member may be paid for any meeting when absent if the board by resolution duly adopted and included in its minutes finds that at the time of the meeting: 1) he or she is performing services outside the meeting for the school district or districts, (2) he or she was ill or on jury duty, (3) or the absence was due to a hardship deemed acceptable by the board.

**NOW, THEREFORE BE IT RESOLVED** that the Hanford Elementary School District Board of Trustees determines as follows:

1. Board Member Tim Revious was absent from the Hanford Elementary School District's regular board meeting held January 24, 2024 due to:
  - ☐ performing services outside the meeting for the school district
  - ☒ illness
  - ☐ jury duty
  - ☐ hardship deemed acceptable by the Board
2. Said Board Members shall be paid for the meeting.

**PASSED AND ADOPTED THIS 28th day of February, 2024** at a regular meeting, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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Greg Strickland, President

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Lupe Hernandez, Clerk

## HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler  
 FROM: Jay Strickland  
 DATE: February 22, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☐ Information  
☒ Action

Date you wish to have your item considered: 02/28/24

ITEM: Consider for adoption the Comprehensive Safety Plan for the following schools:

Hamilton School	Roosevelt School
Lincoln School	Washington School
Jefferson Charter Academy	Simas School
Monroe School	Community Day School
King School	John F. Kennedy Jr. High School
Lee Richmond School	Woodrow Wilson Jr. High School

PURPOSE: Students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. It is mandated that each school site develop and forward to the Board of Trustees, for approval, a Comprehensive Safety Plan relevant to the needs and resources of that particular school in order to ensure a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others. This includes safety procedures for a multitude of emergency events.

FISCAL IMPACT (if any): None

RECOMMENDATION (if any): Approve

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler  
FROM: Javier Espindola  
DATE: February 15, 2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet  
  
FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: February 28, 2024

**ITEM:** Approve Grant in the amount of \$18,029 from California Coastal Commission to Jefferson Academy.

**PURPOSE:** Third-grade students will research and learn about coastal life, with a focus on human impact, and publish as well as publicize their findings.

**FISCAL IMPACT:** Increase of \$18,029 to Jefferson Budget.

**RECOMMENDATIONS:** Approve Grant

**STANDARD GRANT AGREEMENT**

(Rev 02/2024)

STATE CONTROLLER'S OFFICE IDENTIFIER <b>3720-LCP/WT/GFWT/PC####</b>	AGREEMENT NUMBER <b>LCP/WT/GF-WT/PC-23-##</b>
	FEDERAL ID NUMBER

1. This Agreement is entered into between the State Agency and the Grantee named below:

STATE AGENCY'S NAME

California Coastal Commission

GRANTEE'S NAME


2. The term of this Agreement is: \_\_\_\_\_ Through \_\_\_\_\_ (End Term Date)

3. The maximum amount of this Agreement is: \$ \_\_\_\_\_

4. The parties agree to comply with the terms and conditions of the following EXHIBITS, which are by this reference made a part of the Agreement.

EXHIBIT A – Scope of Work	# pages
EXHIBIT A1- Definitions	2 pages
EXHIBIT B – Budget	# pages
EXHIBIT B1 – Budget Detail and Payment Provisions	# pages
EXHIBIT C – General Terms and Conditions	4 pages
EXHIBIT D – Special Terms and Conditions	4 pages
Check mark one item below as EXHIBIT D Attachment:	
<input checked="" type="checkbox"/> EXHIBIT D1 – Local Coastal Programs Terms and Conditions	9 pages
<input checked="" type="checkbox"/> EXHIBIT D2 – WHALE TAIL® Terms and Conditions	3 pages
EXHIBIT E – Grantee Certification Clauses Form (GCC-01/2019)	4 pages
EXHIBIT F – Amendment Template (Informal)	1 page

**IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.**

<b>GRANTEE</b>		<b>California Coastal Commission Use Only</b>  <input checked="" type="checkbox"/> This agreement is exempt from approval by the Department of General Services per SCM Vol. 1 4.06 (see 58 Ops. Cal. Atty. Gen 586 and 63 Ops. Cal. Atty. Gen. 290).
GRANTEE'S NAME (if other than an individual, state whether a corporation, partnership, etc.)		
BY (Authorized Signature)	DATE SIGNED (Do not type)	
 PRINTED NAME AND TITLE OF PERSON SIGNING		
ADDRESS		
<b>STATE OF CALIFORNIA</b>		
AGENCY NAME		
California Coastal Commission		
BY (Authorized Signature)	DATE SIGNED (Do not type)	
 PRINTED NAME AND TITLE OF PERSON SIGNING		
ADDRESS		
455 Market Street, Suite 200, Room 228, San Francisco, CA 94105		

**EXHIBIT A**

**SCOPE OF WORK**  
**(WHALE TAIL®)**

1. Grantee agrees to expend grant funds provided by the Commission only for and in accordance with project activities as described under the Scope of Work attached hereto as EXHIBIT A.
2. The Project representatives during the term of this agreement will be:

<b>State Agency:</b> California Coastal Commission	<b>Grantee:</b> Hanford Elementary School District
Name: Chris Parry ("Grant Manager") Public Education Program Manager	Name: David Endo Title: Chief Business Official
Address: 455 Market Street, Suite 200, Room 228 San Francisco, CA 94105	Address: PO Box 1067 Hanford, CA 93232
Phone: (415) 904-5208	Phone: (559) 585-3628
Email:	Email: dendo@hanfordesd.org

3. All inquiries will be directed to:

<b>State Agency:</b> California Coastal Commission	<b>Grantee:</b> Jefferson Academy School
Section/Unit: Public Education Program	
Name: Annie Kohut Frankel ("Grant Manager")	Name: Michelle White Title: School Operations Officer
Address: 455 Market Street, Suite 200, Room 228 San Francisco, CA 94105	Address: 1264 Middleton Street Hanford, CA 93230
Phone: (415) 597-5888	Phone: (559) 585-3700
Email: Annie.Frankel@coastal.ca.gov	Email: mwhite@hanfordesd.org

## EXHIBIT A

### SCOPE OF WORK

#### **General Fund Grant**

#### **WHALE TAIL® Grants Program**

**Title:** Be the Author of the Change You Wish to See in the World

**Organization:** Hanford Elementary School District

**Term of Project:** March 20, 2024 – June 30, 2024

**Federal Tax ID#:** 91-2128922

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#### **A. PROJECT DESCRIPTION**

Forty-eight third graders will conduct research, visit the coast on two field trips, and collectively publish a bilingual book about animal and plant life on the California coast. Students will host a publishing event to inspire the local community to care for the coast and its inhabitants.

Two third-grade classes will begin a unit on animal adaptations and human impact on the California environment. Students will complete a teacher-created pretest that identifies the knowledge of California coastal animals, focusing on animal adaptations and whether the animals are at risk of extinction.

Two field trips will be planned to visit Monterey Bay Aquarium and the Coastal Discovery Center and elephant seal viewing area in San Simeon. After each trip, teachers will review essential points to guide their students' research. Students will research a specific animal they learned about, compiling information on their physical traits and human impact on their ecosystem.

Students will deepen their research through bilingual marine life books as well as a special guest author presentation. Melissa Cristina Marquez, a Puerto Rican marine biologist and conservationist, will present to the students through Zoom. Prior to Melissa's presentation, students will send her questions about their animals.

Once students have edited their writing as a class and through teacher assistance, their work will be published. When the books arrive, invitations will be sent to the parents of the young authors to attend a district wide event, with a pre-event survey on their knowledge of the subject animals. Hanford Elementary School Board members, staff, parents, and students from Jefferson Academy will be welcomed to attend an Emmy-themed authors reading. Students will read a piece of their work and share their wish to change our human impact on our beautiful California coast. After the event, guests will fill out a survey on what they learned from the young authors and what their goal will be to bring awareness to our impact on the coastal ecosystem.



## **EXHIBIT A**

The grant funding source will be recognized on the school website and social media.

### **Goals and Objectives:**

Goal: Third-grade students will be able to research and learn about coastal life, with a focus on human impact, and publish as well as publicize their findings

- Objective 1a. 48 students, ages 8-9, will partake in two, one-day field trips to the California coast, inquiring about plant and animal life to learn about their physical adaptations and importance to our marine environment.
- Objective 1b. Students will continue their research and learn through bilingual books and interact with an internationally recognized marine biologist (Melissa Cristina Marquez), organizing their information into two informational essays or narratives inspired by factual research: one in English and the other Spanish.
- Objective 1c. Third-grade students will publish their work and will present their findings to the Hanford Elementary School District community, through a red-carpet event. In doing so, they must implement our Speaking and Listening Standards.

## **EXHIBIT A**

### **B. TASKLIST AND TIMELINE**

March-June 2024

- Order books
- Author visit
- 2 Field trips

April 2024

- Students publish their bilingual book

May 2024

- Emmy-themed publishing event

## EXHIBIT A

### **C. EVALUATION AND REPORTING**

**Final Report.** Your final report is submitted at the end of the contract period. It tells the story of your project including what was accomplished and learned. In addition to informing the Coastal Commission about the results of your project, the final report serves several purposes. It helps the Whale Tail Grants Program hold itself accountable to the goals of supporting marine and coastal education and conservation with an emphasis on communities that have historically received fewer such opportunities. And when we share the results of the Program, based on reports from grant recipients, it's a way for the public to hold us accountable. Your final report is also an opportunity for us to learn from your experience, which will help strengthen the Whale Tail Grants Program in the future.

(If you have already presented some of the information below in another format, such as an annual report, you may substitute that for the relevant questions below. We do, however, need details that are specific to the project that was paid for by this grant.)

Please include the following in your final report:

- A. Introduction** — A brief recap of the project that was funded by the grant. (This could be a summary of the project description in your grant agreement.)
- B. Participants/Audience** — A description of program participants or audience. If you have multiple types of engagements/experiences in your project with different participants, be sure to break down participation by project element if appropriate. Be as specific as possible, including the following:
  - How many people did you engage through this grant?
  - What type of outreach did you do, and where? How did people learn about your program?
  - What were your participant demographics, as applicable, for example race/ethnicity, age or grade level, English/non-English speakers, income level or other income indicators such as percent of students eligible for free and reduced lunch program, LGBTQ2S+ status, disability status, and/or other descriptors and identities. Please include numbers or percentages whenever possible.
  - If working with students, include the school name(s) and city and how many students you engaged from each school.
  - If project participants are not reached through schools, what city or neighborhood(s) are they from? Please include numbers or percentages whenever possible.
- C. Program Implementation** — A description of what happened.
  - List your original project goals and objectives (see project description). Provide a summary of what was accomplished relative to the project goals and objectives.

## EXHIBIT A

If any goals or objectives changed during the course of your project, describe that here.

- Include any other details you think are helpful to understanding what happened during your project.
- If applicable, describe any unanticipated factors that impeded or contributed to the success of your program. How were they handled? In hindsight, would you have done anything differently?
- If this program will continue past the grant period, do you plan to make changes in the future?
- How and with whom did you share the outcome of your program, as applicable?

**D. Funding Recognition** — How and where did you recognize the Whale Tail Grants Program as a funder of your project? Include screenshots and copies of relevant materials.

**E. Tracking and Assessing Impact** — How and what do you know about your program's impact?

- In what way(s) did you collect or capture data about your project's impact? How did you evaluate your success?
- What do your results tell you about your impact? How might it shape your future work?
- Include relevant data, which, depending on your project, might include participant quotes, interview notes, survey results, sample student products, pounds of trash collected, or other types of data you collected to measure impact.
- As applicable, include samples of the tools you used to track and measure your impact, such as surveys, pre/post tests, or data sheets.

**F. Any media coverage** of your project. Include pdfs of articles, links to websites, or other evidence of coverage if applicable.

**G. Copies of all products created as part of this grant**, such as translations, outreach pieces, curricula, how-to manuals, as applicable.

**H. Photographs** illustrating your project.

- Submit jpgs or pngs as separate files rather than (or in addition to) embedded in a document. These can be sent as email attachments or as a link to a cloud folder. Make sure the folder is accessible if using this method.
- Note whether the Coastal Commission has permission to use and share your photos to publicize the results of the WHALE TAIL® grants program. If permission is granted, photos may be used on webpages, in presentations or reports, or on social media, with credit to your organization.

## **EXHIBIT A1**

### **DEFINITIONS**

1. The term "Agreement"; this Grant Agreement.
2. The term "Budget Act"; the annual enacted version of the Budget Bill which makes appropriations for the support of the government of the State of California.
3. The term "Deputy Executive Director"; the Deputy Executive Director of the Commission.
4. The terms "Commission" or "Coastal Commission" and the acronym "CCC" all refer to the California Coastal Commission.
5. The term "Executive Director"; the Executive Director of the Commission.
6. The term "Grant" or "Grant Funds"; in the case of LCP grants, the money provided by the California Climate Investments program or, in the case of Public Education grants, sales and renewals of the WHALE TAIL® Specialty License Plate, or California's Voluntary Tax Check-Off Program, or General Fund/Local Assistance, and administered by the Coastal Commission to the Grantee pursuant to this Agreement.
7. The term "Grant Manager"; the representative of the Commission with authorization per the Executive Director to administer and provide oversight of the Grant.
8. The term "Grantee"; an applicant who has a signed agreement for Grant Funds.
9. The term "Project"; the activity described under the Scope of Work, attached as EXHIBIT A, to be accomplished with Grant Funds.
10. The term "Project Budget"; the Commission approved cost estimate submitted to the Commission's Grant Manager for the Project. The Project Budget shall describe all labor and material costs of completing each component of the Project. The Project Budget shall contain itemized amounts permissible for each item or task described in the Scope of Work. The Project Budget must include the set administrative and indirect costs agreed upon by the Parties if applicable.
11. The term "Public Agency"; any State of California department or agency, a county, city, public district or public agency formed under California law.
12. The term "Scope of Work" refers to EXHIBIT A, including the approved Project Description, Tasks, and Schedules.
13. The term "Termination Date"; the date by which all activity for the project must be concluded, as specified in the signature page of this Agreement. Work performed after this date cannot be reimbursed.

**EXHIBIT B**  
  
**BUDGET**  
**(WHALE TAIL®)**

2023/24 General Fund	
<b>Total Personnel Services</b>	<b>\$0</b>
<b>Operating Expenses</b>	
General Expenses*	\$12,429
Travel In State**	\$5,600
<b>Total Operating Expenses</b>	<b>\$18,029</b>
<b>Administrative Overhead</b>	<b>\$0</b>
<b>Total Budget</b>	<b>\$18,029</b>

\* General Expenses include field trip fees, books, food as necessary for field trip participants.

\*\* Travel Expenses include buses. Auto travel reimbursement rates are subject to State Travel Rates and IRS Adjustments. All travel reimbursement is subject to approval by Commission staff and limited to the total funds available in this line item. See Exhibit D-Travel Reimbursement.

**EXHIBIT B1**

**BUDGET DETAIL AND PAYMENT PROVISIONS**  
**(WHALE TAIL®)**

**1. Request for Funds**

- A. For performance of project activities deemed satisfactory by the Commission's Grant Manager during the term of this Agreement as specified in EXHIBITS A and B (Scope of Work and Project Budget) and upon receipt and approval of submitted invoices, the Commission agrees to reimburse Grantee for actual expenditures incurred in accordance with the rates specified herein or attached hereto.
- B. Invoices shall be submitted in arrears not more frequently than monthly via email (preferred method) to [Annie.Frankel@coastal.ca.gov](mailto:Annie.Frankel@coastal.ca.gov) or mailed in duplicate to:

California Coastal Commission  
Attn: Annie Frankel, Public Education Program  
455 Market Street, Suite 200, Room 228  
San Francisco, CA 94105
- C. Invoices shall contain the following information:
  - 1. Grantee's name and address as shown on this Agreement.
  - 2. Invoice number and date of the invoice.
  - 3. Time period covered by the invoice.
  - 4. Grant number as shown on this Agreement.
  - 5. Original or digital signature of the grantee.
  - 6. Itemized costs for the billing period in the same or greater level of detail as indicated in this agreement, with supporting documentation. Only those costs and/or cost categories expressly identified in this agreement may be reimbursed.
- D. Notwithstanding the foregoing, the Grant Manager of the Commission may request and the Grantee shall provide receipts or other source documents for any other direct expenditure or cost as described in the invoice, as and when necessary to resolve any issue concerning reimbursement.
- E. The Grantee's failure to fully execute and submit an invoice, including attachment of supporting documents, may relieve the Commission of its obligation to disburse funds to the Grantee unless and until the Grantee corrects all deficiencies.
- F. Any invoice that is submitted without the required itemization and documentation will not be authorized. If the invoice is incomplete, inadequate or inaccurate, the Commission will inform the Grantee and withhold payment until all required

## **EXHIBIT B1**

information is received or corrected. Any monetary claims made by a contractor against the Grantee, or other consequence, because of delays in payment shall be the sole responsibility of the Grantee and is not reimbursable under this Agreement. Grantee further agrees to indemnify the Coastal Commission from any such claim, and the parties herein expressly agree that provision of grant funds to Grantee pursuant to this Agreement does not create any sort of relationship as between the Grantee's contractor(s) and the Coastal Commission.

- G. Grant Funds in this award have a limited period in which they must be expended. Grantee expenditures funded by the Commission must occur before the Termination Date.
- H. The Grantee shall expend Grant Funds in the manner described above in EXHIBIT A (Scope of Work) and itemized in EXHIBIT B (Budget), subject to approval by the Coastal Commission's Grant Manager. Expenditure on items contained in the approved Project Budget may vary by as much as ten percent without prior approval by the Commission. In any event, the total amount of the Grant Funds may not be increased, except by written amendment to this Agreement.

### **2. Budget Contingency Clause**

- A. It is mutually agreed that if the final Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the Grant Program, this Agreement shall be of no further force and effect, and the Commission shall have no liability to pay any funds whatsoever to Grantee or to furnish any other consideration under this Agreement and Grantee shall not be obligated to continue performance under the provisions of this Agreement.
- B. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this Grant Program, the Commission shall have the option at its sole discretion to either cancel this Agreement with no liability accruing to the Commission or enter into an agreement amendment with Grantee to reflect the reduced amount.

### **3. Prompt Payment Clause**

Payment will be made no later than 45 days following receipt of properly submitted, undisputed invoices except as otherwise set forth in, and in each case in accordance with, the California Prompt Payment Act, Government Code section 927, et seq.



## EXHIBIT C

### **GENERAL TERMS AND CONDITIONS**

1. **APPROVAL**: This Agreement is of no force or effect until signed by both parties and approved by the California Coastal Commission. Grantee may not commence performance until such approval has been obtained.
2. **AMENDMENTS**: This Agreement may only be amended by mutual agreement in writing between Grantee and the Commission. Any request by the Grantee for an amendment must state the amendment request and reason for the request and shall be submitted in writing, such as by email or letter. The Grantee shall strive to make requests immediately upon discovering that an amendment may be needed. No oral understanding or agreement not incorporated into the Agreement in writing is binding on the parties.

Except as otherwise provided herein, the Grantee shall expend Grant Funds in the manner described in the Scope of Work (EXHIBIT A) and Project Budget (EXHIBIT B) approved by the Commission. In any event, the total amount of the Grant Funds may not be modified, except by written amendment to this Agreement. Any subsequent changes or additions to the Scope of Work and Project Budget approved by the Commission in writing are hereby incorporated by reference to this Agreement as though set forth in full in this Agreement. Changes to the grant term and/or the total amount of Grant Funds will require a formal amendment, while changes to Scope of Work (EXHIBIT A) and the Project Budget (EXHIBIT B) may be done through an informal amendment, found in EXHIBIT F.

3. **ASSIGNMENT**: This Agreement is not assignable by the Grantee, either in whole or in part, without the consent of the Commission in the form of a formal or informal written amendment.
4. **INDEMNIFICATION**: Grantee agrees to indemnify, defend and save harmless the State, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all consultants, subconsultants, suppliers, laborers, and any other person, firm or corporation furnishing or supplying work services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Grantee in the performance of this Agreement.
5. **DISPUTES**: Grantee shall continue with the responsibilities under this Agreement during any dispute.
6. **NO CREATION OF AGENT RELATIONSHIP**: Grantee, and the agents and employees of Grantee, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State.

**EXHIBIT C**

7. **NON-DISCRIMINATION CLAUSE:** During the performance of this Agreement, Grantee and its consultants, subconsultants shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (e.g., cancer), age (over 40), marital status, and denial of family care leave. Grantee and consultants shall ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Grantee and consultants shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code §12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. Grantee and its consultants shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.  
  
Grantee shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the Agreement.
8. **CERTIFICATION CLAUSES:** The GRANTEE CERTIFICATION CLAUSES contained in the document GCC-1/2019 are hereby incorporated by reference and made a part of this Agreement (EXHIBIT E) by this reference as if attached hereto.
9. **TIMELINESS:** Time is of the essence in this Agreement.
10. **COMPENSATION:** The consideration to be paid Grantee, as provided herein, shall be in compensation for all of Grantee's expenses incurred in the performance hereof, including travel, per diem, and taxes, unless otherwise expressly so provided.
11. **GOVERNING LAW:** This agreement is governed by and shall be interpreted in accordance with the laws of the State of California.
12. **ANTITRUST CLAIMS:** The Grantee by signing this agreement hereby certifies that if services or goods are obtained through a public purchase by means of a competitive bid, the Grantee shall comply with the requirements of the Government Codes Sections set out below.
  - a. The Government Code Chapter on Antitrust claims contains the following definitions:

**EXHIBIT C**

- 1) "Public purchase" means a purchase by means of competitive bids of goods, services, or materials by the State or any of its political subdivisions or public agencies on whose behalf the Attorney General may bring an action pursuant to subdivision (c) of Section 16750 of the Business and Professions Code.
  - 2) "Public purchasing body" means the State or the subdivision or agency making a public purchase. Government Code Section 4550.
- b. In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, materials, or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder. Government Code Section 4552.
  - c. If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery. Government Code Section 4553.
  - d. Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action. See Government Code Section 4554.
13. CHILD SUPPORT COMPLIANCE ACT: For any Agreement in excess of \$100,000, the Grantee acknowledges in accordance with Public Contract Code 7110, that:
- a. The Grantee recognizes the importance of child and family support obligations and shall fully comply with all applicable state and federal laws relating to child and family support enforcement, including, but not limited to, disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and

**EXHIBIT C**

- b. The Grantee, to the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.
14. UNENFORCEABLE PROVISION: In the event that any provision of this Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Agreement have force and effect and shall not be affected thereby.
15. PRIORITY HIRING CONSIDERATIONS: If this Agreement includes services in excess of \$200,000, the Grantee shall give priority consideration in filling vacancies in positions funded by the Agreement to qualified recipients of aid under Welfare and Institutions Code Section 11200 in accordance with Pub. Contract Code §10353.
16. AUDIT REQUIREMENTS AND FINANCIAL RECORDKEEPING: Commission projects are subject to audit by the State annually and for three (3) years following the payment of Grant Funds. Accordingly, Grantee shall maintain orderly, accurate and complete documents and records of all financial accounts, costs, disbursements, receipts and other matters relating to this Agreement consistent with the policies outlined in EXHIBIT C, hereto, for the Project and shall make them available to the State or the Commission for auditing, inspecting and copying at reasonable times. Grantee agrees to allow the auditor(s) to interview any employees who might reasonably have information related to such records. Further, Grantee agrees to include a similar right of the State to audit records and interview staff in any subcontract related to performance of this Agreement. (Gov. Code §8546.7, Pub. Contract Code §10115 et seq., CCR Title 2, Section 1896). Grantee shall also retain such documents and records for three (3) years after final payment and one (1) year following an audit unless a longer period of records retention is stipulated. The documents for audit should be retained onsite.

Grantee shall use applicable Generally Accepted Accounting Principles published by the American Institute of Certified Public Accountants.

If Grantee stated in the Project Budget that other sources of funding will be used to complete the Project, the Grantee shall establish internal systems to track expenditures of matching or in-kind funds on a regular basis and will make the documentation available to the Commission upon request.

## EXHIBIT D

### Special Terms and Conditions

#### 3. PROJECT EXECUTION:

- A. Grantee shall complete the Project before the Termination Date.
- B. Subject to the availability of funds, the Commission hereby grants to the Grantee the sum **\$18,029** (Grant Funds) not to exceed the amount stated on the signature page in consideration of and on condition that the sum be expended in carrying out the purposes as set forth in the description of the Project in this Agreement and its attachments and under the terms and conditions set forth in this Agreement.
- C. Prior to the commencement of any Project work, Grantee agrees to submit in writing to the Commission for prior approval any deviation from the original Scope of Work pursuant to EXHIBIT A and the Project Budget pursuant to EXHIBIT B. Changes in the Scope of Work or Project Budget must continue to ensure timely and effective completion of the Project, including where applicable a new or updated Local Coastal Program for certification by the Commission. Any modification or alteration in the Scope of Work or Project Budget on file with the Commission must be submitted to the Commission for approval. Changes to the Scope of Work or Project Budget shall require an amendment to this Agreement (see "Amendments" under EXHIBIT C).
- D. Grantee shall furnish any and all additional funds that may be necessary to complete the Project.
- E. As applicable, Grantee shall ensure that Project work excludes any and all Project work that was funded through previously awarded grants or the matching funds identified through previously awarded grants so as to ensure that current grant funding is not duplicative of previous grant funding. Such grants include, but are not limited to, WHALE TAIL® Grants; other grants previously awarded by the Coastal Commission; grants awarded by the Ocean Protection Council, California State Parks, the Natural Resources Agency, the State Coastal Conservancy, and other governmental and non-governmental entities.
- F. Final invoicing shall be submitted promptly following the termination date of the grant or upon a date mutually agreed upon by the Grantee and the Grant Manager.
- G. Grantee certifies that the Project does and will continue to comply with all current laws and regulations which apply to the Project, including, but not limited to, the California Coastal Act, health and safety codes, and disabled access laws.

## EXHIBIT D

### 2. POTENTIAL CONSULTANTS/CONTRACTORS

Nothing contained in this Agreement or otherwise, shall create any contractual relation between the Commission and any consultants, and no contract shall relieve the Grantee of its responsibilities and obligations hereunder. The Grantee agrees to be as fully responsible for the acts and omissions of its consultants and of persons either directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the Grantee. The Grantee's obligation to pay its consultants is an independent obligation from the Commission's obligation to make payments to the Grantee. As a result, the Commission shall have no obligation to pay or to enforce the payments of any moneys to any consultants.

The Grantee agrees to include in any agreement with any consultant and/or subconsultant under the Grant Project terms that preserve the rights, interests, and obligations for the benefit of the Commission and its funding sources as described in EXHIBIT C ("General Terms and Conditions") and EXHIBIT D/D1/D2 ("Special Terms and Conditions") of this Grant Agreement.

If all or any part of the Project to be funded under this Agreement will be performed by third parties under contract with the Grantee, prior to executing an agreement for services, the Grantee shall inform the Grant Manager of the selection of the third party.

Grantees seeking subcontractors under this Agreement to perform any services exceeding the cost of \$10,000.00 shall select those contractors pursuant to a process that seeks three competitive quotations or adequate justification for the absence of bidding.

All consultants and subcontractors are subject to all terms and conditions of this agreement in accordance with the California State Contracting Manual. Consultants seeking travel reimbursement see "Travel Reimbursement" clause below.

### 3. PROPERTY PURCHASED

The Grantee agrees to continue using property purchased under this Agreement for the purposes outlined in this Agreement or similar activities until it is fully consumed (*i.e.*, is either fully distributed, damaged, worn-out, or becomes obsolete).

Grantees shall receive prior authorization in writing by the Commission before reimbursement for any purchase order or subcontract exceeding \$10,000.00 for any articles, supplies, equipment, or services. The contractor shall provide in the request for authorization all particulars necessary for evaluation of the necessity or desirability of incurring such cost and the reasonableness of the price or cost.

## **EXHIBIT D**

### **4. SETTLEMENT OF DISPUTES**

If the Grantee believes that there is a dispute or grievance between Grantee and the Commission arising out of or relating to this Agreement, the Grantee shall first discuss and attempt to resolve the issue with the Commission's Grant Manager. If the issue cannot be resolved at this level, the Grantee shall follow the following procedures:

If the issue cannot be resolved directly with the Grant Manager, the Grantee shall submit, in writing, a grievance report together with any evidence to the Deputy Executive Director of the Commission. The grievance report must state the issues in the dispute, the legal authority, or other basis for the Grantee's position and the remedy sought. Within ten (10) days after receipt of the grievance report, the Deputy Executive Director, or his/her designee, shall meet in person or via phone with the Grantee and the Grant Manager for purposes of resolving the dispute. The decision of the Deputy Executive Director following such a meeting shall be final.

### **5. WAIVER AND RELEASE**

Grantee hereby waives all claims and recourses against the Commission, including the right to contribution for loss or damage to persons or property arising from, growing out of or in any way connected with or incident to this Agreement, except for claims for reimbursement of costs due under this Agreement, recovery of which shall be limited to the total amount properly incurred hereunder and in no event exceed the total amount of Grant Funds provided for hereunder. Grantee acknowledges that it is solely responsible for its compliance with the terms of this Agreement.

### **6. REALLOCATION OF FUNDS**

If Grantee fails to meet the performance criteria and/or Benchmarks in this Agreement, the Executive Director or his designee may immediately upon written notice cancel this Agreement or request to amend the Agreement, and as feasible, re-allocate any unspent funds to one or more of the other approved Grantees that needs additional funding or whose grant was not fully funded.

Should a Grantee not need the full amount of funds awarded by the Commission, they shall notify the Grant Manager as soon as possible so that any remaining allocated but unspent funds may be redistributed, as feasible. In addition, should Grantee fail to enter into an agreement necessary for its performance hereunder in a timely manner, the Executive Director or his designee may, upon Commission approval, reallocate funds to supplement an already awarded grant.

### **7. SURVIVAL**

The obligations in the "INDEMNIFICATION" and "AUDIT REQUIREMENTS AND FINANCIAL RECORDKEEPING" clauses of the General Terms and Conditions

## **EXHIBIT D**

(EXHIBIT C), and in the “ACKNOWLEDGMENT” and “WORK PRODUCT” clauses in the Special Terms and Conditions (EXHIBIT D1), as well as any other provisions in this Agreement that by their nature are intended to survive termination or expiration, shall survive the termination of this Agreement.

### **8. WAIVERS GENERALLY**

No term or provision hereof will be considered waived by either party, and no breach excused by either party, unless such waiver or consent is in writing and signed on behalf of the party against whom the waiver is asserted. No consent by either party to, or waiver of, a breach by either party, whether expressed or implied, will constitute consent to, waiver of or excuse of any other, different or subsequent breach by either party.

### **9. EXECUTIVE DIRECTOR'S DESIGNEE**

The Executive Director shall designate a Commission staff Grant Manager who shall have authority to act on behalf of the Executive Director with respect to this Agreement. Grantee shall be notified of such designation in writing.



## EXHIBIT D2

### **WHALE TAIL® Terms and Conditions**

#### 1. ACKNOWLEDGEMENT

The Grantee shall acknowledge the support of the Commission, and specifically that the funding is from the Commission's WHALE TAIL® Grants Program, on publicity, outreach or educational materials prepared under this Agreement, or when publicizing such work in any media. The WHALE TAIL® License Plate and Protect Our Coast and Oceans graphics should be used for such acknowledgement wherever possible. If placed online, the graphic should link to [www.ecoplates.com](http://www.ecoplates.com) wherever possible. Grantee shall consult with the Commission's Grant Manager for use of the funding credit logo.

#### 2. APPROVALS

Signage created with grant funding will be submitted for review and approval from the Commission, and will include credit to the funding source. At the Commission's request, the Grantee shall seek prior Commission approvals on the locations, costs, dates, agenda, instructors, instructional materials, and attendees at any reimbursable training seminar workshop or conference, and on any reimbursable publicity or educational materials to be made available for distribution.

#### 3. TRAVEL REIMBURSEMENT

The Commission will reimburse food as included in the Project Budget pursuant to EXHIBIT B at actual costs not to exceed \$20 per person per meal. The Commission will reimburse other travel and related expenses at actual costs not to exceed the State rates provided in Title 2, Division 1, Chapter 3, Subchapter 1, Article 2 of the California Code of Regulations. Grantees may seek reimbursement for any travel expenses that are in excess of these state rates, but only if the Grantee has received *prior* written approval of the Commission's Deputy Executive Director or his/her designee permitting the expenses in excess of state rates on the basis that state rates were not reasonably available. Reimbursement for the cost of operating a private vehicle shall not, under any circumstance, exceed the current rate specified by the State of California for unrepresented state employees as of the date the cost is incurred. Receipts will be required for all travel related reimbursements. All travel costs are inclusive within the budgeted amount referenced in this Agreement. Grantees shall ensure that travel and related expenses, including Grantee's consultant and subconsultant travel and related expenses, submitted to the Commission for reimbursement, do not exceed the State rates provided in Title 2, Division 1, Chapter 3, Subchapter 1, Article 2 of the California Code of Regulations, unless prior written approval permitting the expenses to be in excess of state rates was obtained, as noted above.

## EXHIBIT D2

### 4. WORK PRODUCT

The Grantee agrees to provide the Commission, and any of the Commission's assignees or successors in interest, a license to use any data, plans, drawings, specifications, surveys, studies and other digital, written, or graphic work produced in the performance of this Agreement, herein referred to as "materials." The Commission shall have the right to reproduce, publish, or use all such materials, or any part thereof, in any manner and for any purposes whatsoever and to authorize others to do so. The Commission agrees to credit the Grantee when reproducing, publishing, sharing, or using such materials.

### 5. PERMITS

The Grantee shall obtain all permit(s) required by law for accomplishing any work required in connection with this contract. The Grantee shall provide proof of these permits to the Coastal Commission upon approval.

In the event any permit(s) expire at any time during the term of this contract, Grantee agrees to provide the Coastal Commission proof of the renewed permit(s) within 30 days following the expiration date. In the event the Grantee fails to keep in effect at all times all required permit(s), the State may, in addition to any other remedies it may have, terminate this contract upon occurrence of such event.

### 6. TERMINATION

Except as otherwise set forth in this Agreement, this Agreement may be terminated or suspended (a) by the Commission for any reason upon thirty (30) days prior written notice to the Grantee, (b) by Grantee for any reason upon thirty (30) days prior written notice to the Commission subject to the approval of the Commission in its sole discretion, and (c) immediately upon written notice by either party "for cause". The term "for cause" shall mean that either the Grantee or the Commission fails to meet any material terms, conditions, and/or responsibilities of the Agreement.

In the event of a termination or suspension, the Grantee shall immediately stop work and take all reasonable measures to prevent further costs requiring reimbursement by the Commission. The Commission shall then only be responsible for any reasonable and non-terminable obligations incurred by the Grantee in the performance of this Agreement prior to the date of the notice to terminate or suspend, but not to exceed the balance of the total funds which remains unencumbered under this Agreement at the time of termination.

On or before the date of termination of this Agreement, whether terminated by the Grantee or the Commission, the Grantee shall provide the Commission with all work, material, data, information, and written, graphic or other work produced, developed or

**EXHIBIT D2**

acquired under this Agreement (whether completed or partial), in appropriate, readily useable form.

The Grantee expressly agrees to waive, release and relinquish the recovery of any consequential damages that may arise out of the termination or suspension of this Agreement.

The Grantee shall include in any agreement with any consultant retained for work under this Agreement a provision that entitles the Grantee to immediately suspend or terminate the agreement with the consultant for any reason on written notice.

## EXHIBIT E

### **CERTIFICATION (GCC-1/2019)**

The Grantee's signor CERTIFIES UNDER PENALTY OF PERJURY that they are duly authorized to legally bind the Grantee to the clauses below. This certification is made under the laws of the State of California.

### **GRANTEE CERTIFICATION CLAUSES**

1. **STATEMENT OF COMPLIANCE:** Grantee has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)
2. **DRUG-FREE WORKPLACE REQUIREMENTS:** Grantee will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:
  - a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
  - b. Establish a Drug-Free Awareness Program to inform employees about:
    - 1) the dangers of drug abuse in the workplace;
    - 2) the person's or organization's policy of maintaining a drug-free workplace;
    - 3) any available counseling, rehabilitation and employee assistance programs; and,
    - 4) penalties that may be imposed upon employees for drug abuse violations.
  - c. Every employee who works on the proposed Agreement will:
    - 1) receive a copy of the company's drug-free workplace policy statement; and,
    - 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Grantee may be ineligible for award of any future State agreements if the Coastal Commission determines that any of the following has occurred: (1) the Grantee has made false certification, or (2) violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. **NATIONAL LABOR RELATIONS BOARD CERTIFICATION:** Grantee certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Grantee within the immediately preceding two-year period because of Grantee's failure to comply with an order of a Federal court which orders Grantee to comply with an order of the National Labor Relations Board. (PCC 10296) (Not applicable to public entities.)

## **EXHIBIT E**

4. **EXPATRIATE CORPORATIONS:** Grantee hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.
5. **SWEATFREE CODE OF CONDUCT:**
  - a. All Grantees contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The Grantee further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at [www.dir.ca.gov](http://www.dir.ca.gov), and Public Contract Code Section 6108.
  - b. The Grantee agrees to cooperate fully in providing reasonable access to Grantee records, documents, agents or employees, or premises if reasonably required by authorized officials of the Coastal Commission, the Department of Industrial Relations, or the Department of Justice to determine Grantee compliance with the requirements under paragraph (a).
6. **DOMESTIC PARTNERS:** For Grantee Agreements of \$100,000 or more, Grantee certifies that the Grantee and/or its subcontractors/consultants are in compliance with Public Contract Code section 10295.3.
7. **GENDER IDENTITY:** For Grantee Agreements of \$100,000 or more, Grantee certifies that Grantee is in compliance with Public Contract Code section 10295.35.

## **DOING BUSINESS WITH THE STATE OF CALIFORNIA**

The following laws apply to persons or entities doing business with the State of California.

1. **CONFLICT OF INTEREST:** Grantee needs to be aware of the following provisions regarding current or former state employees. If Grantee has any questions on the

## EXHIBIT E

status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

### Current State Employees (Pub. Contract Code §10410)

- 1) No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.
- 2) No officer or employee shall contract on his or her own behalf as an independent Grantee with any state agency to provide goods or services.

### Former State Employees (Pub. Contract Code §10411):

- 1) For the two-year period from the date they left state employment, no former state officer or employee may enter into a contract in which they engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the agreement while employed in any capacity by any state agency.
- 2) For the twelve-month period from the date they left state employment, no former state officer or employee may enter into a contract with any state agency if they were employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to leaving state service.

If Grantee violates any provisions of above paragraphs, such action by Grantee shall render this Agreement void. (PCC 10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (PCC 10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Grantee needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Grantee affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)
3. AMERICANS WITH DISABILITIES ACT: Grantee assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

**EXHIBIT E**

4. GRANTEE NAME CHANGE: An amendment is required to change the Grantee's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.
  
5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:
  - a. When agreements are to be performed in the state by corporations, the Coastal Commission will be verifying that the Grantee is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.
  - b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate Grantee performing within the state not be subject to the franchise tax.
  - c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. The Coastal Commission will determine whether a corporation is in good standing by calling the Office of the Secretary of State.
  
6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.
  
7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Grantee shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.
  
8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all Grantees that are not another state agency or other government entity.

**EXHIBIT F**

**INFORMAL AMENDMENT**

**Amendment to \_\_\_\_\_**

1. This amendment (the "Amendment") is made by the California Coastal Commission and \_\_\_\_\_, parties to the agreement \_\_\_\_\_ dated (the "Agreement").

2. As of (date), the Agreement is amended as follows:

\_\_\_\_\_

3. Except as set forth in this Amendment, the Agreement is unaffected and shall continue in full force and effect in accordance with its terms. If there is conflict between this amendment and the Agreement or any earlier amendment, the terms of this amendment will prevail.

Signed and Agreed:

Representative of \_\_\_\_\_

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Dated: \_\_\_\_\_

Representative of California Coastal Commission:

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Dated: \_\_\_\_\_



## HANFORD ELEMENTARY SCHOOL DISTRICT

**Agenda Request Form**

**TO:** Joy C. Gabler  
**FROM:** Bill Potter  
**DATE:** February 16, 2024  
**FOR:** (X) Board Meeting  
( ) Superintendent's Cabinet  
**FOR:** ( ) Information  
(X) Action

Date you wish to have your item considered: February 28, 2024

**ITEM:**

Agreement for design and engineering for parking lot expansion

**PURPOSE:**

Architectural and Engineering services for a parking lot expansion at Washington Elementary School

**FISCAL IMPACT:**

\$16,000

**RECOMMENDATION:**

Enter into agreement with Gonzalez Architects



February 5, 2024

Mr. William Potter  
 Director of Facilities & Operations  
 Hanford Elementary School District  
 714 N. White Street  
 Hanford, CA 93230

**Re: Architectural / Engineering Services Proposal  
 Parking Lot Extension @ Washington E.S.  
 Hanford Elementary School District  
 G.A. No. 2403**

Dear Bill:

Per our recent conversation below is our proposal to provide Architectural & Engineering Design and Construction Administration Services for the Parking Lot Extension at Washington E.S. Anticipated total Conceptual Estimated Project Construction Cost is: \$ 160,000

See attached Conceptual Site Plan.

Construction Documents and Specifications,  
 Bidding and Construction Administration; No DSA review:  
 Includes Architectural, Civil and Landscaping.

Architectural & Engineering Fixed Fee: \$ 16,000

Thank you for allowing us the opportunity to submit our proposal for review and approval.  
 We look forward to working with the District on your facilities.

Should you have any questions, please call me.

Sincerely,

**GONZALEZ ARCHITECTS**


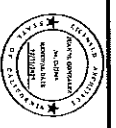
Juan M. Gonzalez,  
 Principal Architect

JMG:sm

- Notes:
1. Additional District request's beyond Design Approval will be compensated based on A/E standard hourly Rates.
  2. The above does not include Reimbursable Expenses; the Reimbursable Expense Factor is 1.12%.  
 The anticipated Reimbursable Expenses are for Topographic Survey, printing of Contract Documents, Bid printing.



**NORTH**  
**PARKING LOT EXPANSION**  
**CONCEPTUAL SITE PLAN**  
**WASHINGTON E.S.**  
 SCALE: 1" = 20'-0"

 <b>GONZALEZ ARCHITECTS</b> 7545 N. DEL MAR AVENUE, SUITE 703 FRESNO CALIFORNIA 93711 TEL: 559-497-1542 FAX: 559-497-1549 ARCHITECTURE PLANNING JUAN M. GONZALEZ, A.I.A.	PROJECT NO. 2001 DATE: 10/20/01 SHEET TITLE: CONCEPTUAL SITE PLAN	MARK DATE DESCRIPTION 10/20/01 10/20/01 10/20/01	
	<b>A</b>		

## HANFORD ELEMENTARY SCHOOL DISTRICT

**Agenda Request Form**

**TO:** Joy C. Gabler

**FROM:** Bill Potter

**DATE:** February 16, 2024

**FOR:** (X) Board Meeting  
( ) Superintendent's Cabinet

**FOR:** ( ) Information  
(X) Action

Date you wish to have your item considered: February 28, 2024

**ITEM:**

Award bid for HVAC replacement at Kennedy Jr High Classrooms, Administration Building, & Cafeteria Buildings

**PURPOSE:**

A Bid opening was held on February 14, 2024, where all eligible bids were tabulated. Marko Construction was the low bidder

**FISCAL IMPACT:**

\$939,955.00

**RECOMMENDATION:**

Award Project to Marko Construction

ISSUE DATE: February 15, 2024  
BID DATE: February 14, 2024  
MAI PROJECT NO.: 2233/23114

[illegible]

## HANFORD ELEMENTARY SCHOOL DISTRICT

**Agenda Request Form**

**TO:** Joy C. Gabler  
**FROM:** Bill Potter  
**DATE:** February 16, 2024  
**FOR:** (X) Board Meeting  
( ) Superintendent's Cabinet  
**FOR:** ( ) Information  
(X) Action

Date you wish to have your item considered: February 28, 2024

**ITEM:**

Award bid for New Parking Lot, Bus Lane, Parent Drop off Lane & Administrative Building at Woodrow Wilson Jr High

**PURPOSE:**

A Bid opening was held on February 13, 2024, where all eligible bids were tabulated. Ardent General was the low bidder

**FISCAL IMPACT:**

\$3,250,000

**RECOMMENDATION:**

Award Project to Ardent General Inc.

# BID TABULATION


## MANGINI ASSOCIATES INC.

**PROJECT:** New Administration Building at Woodrow Wilson Jr. HS  
**BID OPENING LOCATION:** Location  
**OWNER:** Hanford Elementary School District

**ISSUE DATE:** February 14, 2024  
**BID DATE:** February 13, 2024  
**MAI PROJECT NO.:** 2246

Bidders	Addenda Received	Bid Form Attachments											Base Bid		
		Bid Form Executed	1	Bid Bond	Subcontractor / DIR	Non-Collusion	Workman's Comp	Fingerprinting	Sufficient Fund Declaration	Drug Free	Alcohol & Tobacco Free Cert.	Non Contract Sanctioned Cert		Roof Project Cert.	DVBE
Davis Moreno Construction 4720 N. Blythe Fresno, CA 93722		x	x	x	x	x	x	x	x	x	x	x	x	x	\$ 3,595,000.00
AMG 26535 Summit Circle Santa Clarita, CA 91350															
Marko Construction 3675 East Jensen Avenue Fresno, CA 93725		x	x	x	x	x	x	x	x	x	x	x	x	x	\$ 3,265,212.00
Arcdent General Inc. 2960 N. Burl Avenue Fresno, CA 93727		x	x	x	x	x	x	x	x	x	x	x	x	x	\$ 3,250,000.00

**HANFORD ELEMENTARY SCHOOL DISTRICT**AGENDA REQUEST FORM

TO: Joy Gabler  
FROM: David Goldsmith   
DATE: February 20, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☐ Information  
☒ Action

Date you wish to have your item considered: March 28, 2024

ITEM: Consider conducting a formal public bid process for the purchase of student laptop computers.

PURPOSE: Hanford Elementary School District will need to refresh student laptop computers that are nearing over 3 years in age and beyond support coverage. This will require a purchase of a minimum of 1500 devices, and will need to be facilitated via formal public bid process.

FISCAL IMPACT: TBD

RECOMMENDATION: Approve the formal solicitation of bids for student laptop computers.



## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Jill Rubalcava

DATE: Januray 30, 2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: February 28, 2024

**ITEM:** Board Policy 5131.9 Academic Honesty

**PURPOSE:** Board Policy 5131.9 – Academic Honesty Policy updated to address prohibited and permitted student use of technology, including artificial intelligence, as it relates to academic honesty. Policy also updated to include that a student with a disability be permitted to use technology for any purpose for which technology is identified in the student’s individualized education program, that a student be given the opportunity to demonstrate that the use of technology was in accordance with policy when suspected by an employee that such use was in violation of academic honesty, and that any information acquired from an employee’s use of technology in determining whether a student has committed an act of academic dishonesty be shared with the student and the student’s parent/guardian, as appropriate. Additionally, policy updated to authorize the provision of staff training regarding the use of technology to improve education, including the detection of plagiarism and sensitivity to potential discrimination from algorithmic bias.

**FISCAL IMPACT:** none**RECOMMENDATIONS:** approval

## **Policy 5131.9: Academic Honesty**

**Status:** ADOPTED

**Original Adopted Date:** 06/01/1987 | **Last Revised Date:** 09/01/202305/16/2001 | **Last Reviewed Date:** 09/01/202305/16/2001

The Governing Board of Trustees believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules.

The Superintendent or designee may establish a committee comprised of students, parents/guardians, staff, administrators, and members of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty. Any recommendations for discipline shall be incorporated into the school's site level discipline rules.

### **Prohibited and Permitted Technology Use**

As the district's standards for academic achievement are designed to challenge all students to reach their full potential in acquiring the knowledge and skills needed for success in postsecondary education, employment, and responsible citizenship, any use of technology that prevents or inhibits a student from achieving these standards is prohibited. Prohibited uses include, but are not limited to, using technology primarily or solely for the completion of coursework as a student's original work and generating answers to mathematical, scientific, or analytical problems.

Permitted uses of technology include, but are not limited to, conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications.

Additionally, consistent with the limitations expressed in this policy and with teacher consent, students may also use technology to assist with assessments, homework, and/or makeup work or other uses approved by the teacher.

However, a student with a disability shall be permitted to use technology for any purpose identified in the student's individualized education program as a tool to support the student's learning.

If an employee suspects that a student has used technology in violation of this policy, the student shall be given the opportunity to demonstrate that the use of technology was in accordance with this policy.

Any information acquired from an employee's use of technology in determining whether a student has committed an act of academic dishonesty shall be shared with the student, and the student's parent/guardian as appropriate.

The Superintendent or designee may provide training to staff regarding the use of technology to improve education, including the detection of plagiarism and sensitivity to potential discrimination from algorithmic bias.

#### Policy Reference Disclaimer:

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

#### State

Ed. Code 35291-35291.5

#### Description

[School discipline rules](#)

Ed. Code 56341.1

[Assistive technology devices for a student with a disability](#)

#### Federal

20 USC 1401

#### Description

Assistive technology device; definition

#### Management Resources

Metropolitan Ed. Research Consortium Publication

#### Description

[Balancing the Benefits and Risks of AI Large Language Models in K12 Public Schools, 2023](#)

USDOE Office of Educational Technology Publication

[Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023](#)

Website

[Metropolitan Educational Research Consortium](#)

Website

[CSBA District and County Office of Education Legal Services](#)

#### Cross References

#### Code

5131

#### Description

~~Conduct~~[Conduct](#)

~~5131.8~~

~~Mobile Communication Devices~~

5137

~~Positive School Climate~~[Positive School Climate](#)

5144

~~Discipline~~[Discipline](#)

5144

~~Discipline~~[Discipline](#)

6000

~~Concepts And Roles~~[Concepts And Roles](#)

6141

~~Curriculum Development And Evaluation~~[Curriculum Development And Evaluation](#)

~~6141~~

~~Curriculum Development And Evaluation~~

6154

~~Homework/Makeup Work~~[Homework/Makeup Work](#)

6159

~~Individualized Education Program~~[Individualized Education Program](#)

6159

~~Individualized Education Program~~[Individualized Education Program](#)

6162.5

~~Student Assessment~~[Student Assessment](#)

~~6162.5~~

Student Assessment

6162.54

Test Integrity/Test Preparation~~Test Integrity/Test Preparation~~

6162.6

Use Of Copyrighted Materials~~Use Of Copyrighted Materials~~

6162.6

Use Of Copyrighted Materials~~Use Of Copyrighted Materials~~

6163.4

Student Use Of Technology~~Student Use Of Technology~~

6163.4-E-~~PDF~~(1)

Student Use Of Technology~~Student Use Of Technology~~

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Jill Rubalcava

DATE: Januray 26, 2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: February 28, 2024

**ITEM:** Board Policy 6154 Homework/Makeup Work

**PURPOSE:** BP 6154 - Homework/Makeup Work (BP revised) Policy updated to reflect NEW LAW (AB 982) which requires that, when a parent/guardian of a student who has been suspended for two or more days requests homework that the student would have otherwise been assigned, teachers must provide such homework. Also updated to add that meaningful homework can provide enrichment, address student use of technology, including artificial intelligence, as it relates to homework and makeup work, provide that teacher training may include designing homework assignments that inspire students' interests, include that students may work with other students and use approved outside resources as directed by the teacher, and move material related to notifying the student's parents/guardians when a student repeatedly fails to complete homework so that it follows chronologically.

**FISCAL IMPACT:** none**RECOMMENDATIONS:** approval

**Policy 6154: Homework/Makeup Work**

**Status:** ADOPTED

**Original Adopted Date:** 02/01/199705/16/2001 | **Last Revised Date:** 09/01/202324/2018 |  
**Last Reviewed Date:** 09/01/202324/2018

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time, provide enrichment, and assist students in developing good study habits. Homework and/or makeup work shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

Students may use technology to assist with homework and/or makeup work in conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications, as specified in Board Policy 5131.9 - Academic Honesty and Board Policy 6163.4 - Student Use of Technology.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives and inspire students' interests.

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, learn to work independently, and develop good personal study habits.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines ~~also~~ shall also be included in student and/or parent/guardian handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources

and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. Students may also work with other students and use approved outside resources as directed by the teacher.

To further support students' homework efforts, the Superintendent or designee may establish and maintain electronic forums, provide access to school library media centers and technological resources, and/or provide before-school and after-school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

~~When a student repeatedly fails to complete his/her~~ Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

If a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

~~To further support students' homework efforts, Hanford Elementary School District offers a supervised homework period during the READY after school program.~~

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

## Makeup Work

Students who are absent from~~miss~~ school~~-work because of absences~~ shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be ~~reasonably~~ equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

The Superintendent or designee shall notify parents/guardians that no student may have ~~his/her~~ grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

## Suspended Students

When a parent/guardian of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment shall not be included in the calculation of the student's overall grade in the class. (Education Code 48913.5)

~~(Education Code 48980)~~

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

### **Policy Reference Disclaimer:**

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

### **State**

Ed. Code 46120

Ed. Code 48205

Ed. Code 48913

Ed. Code 48913.5

Ed. Code 48980

Ed. Code 56341.1

Ed. Code 8420-8428

Ed. Code 8482-8484.65

Ed. Code 8484.7-8484.9

### **Federal**

20 USC 1401

20 USC 7171-7176

### **Management Resources**

CSBA Publication

USDOE Office of Educational  
Technology Publication

Website

Website

### **Description**

[Expanded Learning Opportunities Program](#)

[Absence from school for jury duty or precinct board service](#)

[Completion of work missed by suspended student](#)

[Suspended students; homework assignments](#)

[Parent/Guardian notifications](#)

[Assistive technology devices for a student with a disability](#)

[21st Century High School After School Safety and  
Enrichment for Teens](#)

[After School Education and Safety Program](#)

[21st Century Community Learning Centers](#)

### **Description**

Assistive technology device; definition

21st Century Community Learning Centers

### **Description**

[Research-Supported Strategies to Improve the Accuracy and  
Fairness of Grades, Governance Brief, July 2016](#)

[Artificial Intelligence and the Future of Teaching and  
Learning: Insights and Recommendations, May 2023](#)

[Metropolitan Educational Research Consortium](#)

[CSBA District and County Office of Education Legal Services](#)



**Cross References**

<b>Code</b>	<b>Description</b>
0470	<a href="#">COVID-19 Mitigation Plan</a> <del>COVID-19 Mitigation Plan</del>
1240	<a href="#">Volunteer Assistance</a> <del>Volunteer Assistance</del>
1240	<a href="#">Volunteer Assistance</a> <del>Volunteer Assistance</del>
<a href="#">1700</a>	<a href="#">Relations Between Private Industry And The Schools</a>
3541	<a href="#">Transportation Routes And Services</a> <del>Transportation Routes And Services</del>
4131	<a href="#">Staff Development</a> <del>Staff Development</del>
5020	<a href="#">Parent Rights And Responsibilities</a> <del>Parent Rights And Responsibilities</del>
5020	<a href="#">Parent Rights And Responsibilities</a> <del>Parent Rights And Responsibilities</del>
5113	<a href="#">Absences And Excuses</a> <del>Absences And Excuses</del>
5113	<a href="#">Absences And Excuses</a> <del>Absences And Excuses</del>
5121	<a href="#">Grades/Evaluation Of Student Achievement</a> <del>Grades/Evaluation Of Student Achievement</del>
5121	<a href="#">Grades/Evaluation Of Student Achievement</a> <del>Grades/Evaluation Of Student Achievement</del>
5131.9	<a href="#">Academic Honesty</a> <del>Academic Honesty</del>
5144.1	<a href="#">Suspension And Expulsion/Due Process</a> <del>Suspension And Expulsion/Due Process</del>
5144.1	<a href="#">Suspension And Expulsion/Due Process</a> <del>Suspension And Expulsion/Due Process</del>
5145.6	<a href="#">Parent/Guardian Notifications</a> <del>Parent/Guardian Notifications</del>
5145.6-E(1)	<a href="#">Parent/Guardian Notifications</a> <del>Parent/Guardian Notifications</del>
5148	<a href="#">Child Care And Development</a> <del>Child Care And Development</del>
5148	<a href="#">Child Care And Development</a> <del>Child Care And Development</del>
5148.2	<a href="#">Before/After School Programs</a> <del>Before/After School Programs</del>
5148.2	<a href="#">Before/After School Programs</a> <del>Before/After School Programs</del>
6011	<a href="#">Academic Standards</a> <del>Academic Standards</del>
6020	<a href="#">Parent Involvement</a> <del>Parent Involvement</del>
6020	<a href="#">Parent Involvement</a> <del>Parent Involvement</del>

6112	<u>School Day</u> <del>School Day</del>
6112	<u>School Day</u> <del>School Day</del>
6141.2	<u>Recognition Of Religious Beliefs And Customs</u> <del>Recognition Of Religious Beliefs And Customs</del>
6141.2	<u>Recognition Of Religious Beliefs And Customs</u> <del>Recognition Of Religious Beliefs And Customs</del>
<u>6142.4</u>	<u>Service Learning/Community Service Classes</u>
6159	<u>Individualized Education Program</u> <del>Individualized Education Program</del>
6159	<u>Individualized Education Program</u> <del>Individualized Education Program</del>
6163.1	<u>Library Media Centers</u> <del>Library Media Centers</del>
6163.4	<u>Student Use Of Technology</u> <del>Student Use Of Technology</del>
6163.4-E- <del>PDF</del> (1)	<u>Student Use Of Technology</u> <del>Student Use Of Technology</del>
<u>6176</u>	<u>Weekend/Saturday Classes</u>
6177	<u>Summer Learning Programs</u> <del>Summer Learning Programs</del>

# HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 16, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☐ Information  
☒ Action

Date you wish to have your item considered: February 28, 2024

**ITEM:** Receive for Action: BP/AR 0460 Local Control Accountability Plan

**PURPOSE:**

*Board Policy 0460* - Local Control and Accountability Plan Policy updated to reflect NEW LAW (SB 114, 2023) which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by NEW LAW (SB 141, 2023) as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. The policy was also updated to add headers for clarity, align the structure of the policy with the LCAP process, and clarify references to the annual update and budget overview for parents/guardians.

*Administrative Regulation 0460* - Local Control and Accountability Plan Regulation updated to reflect NEW LAW (SB 114, 2023) which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by NEW LAW (SB 141, 2023) as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. The regulation was also updated to add a "Timeline" section to provide greater specificity regarding required LCAP dates and recommended dates based on best practice, and reflect NEW LAW (SB 609, 2023) which requires districts to post the LCAP on the performance overview portion of the California School Dashboard.

**FISCAL IMPACT:** N/A

**RECOMMENDATION:** Approve BP/AR 0460

**Board District Policy Manual**  
**Hanford Elementary School District**  
**CSBA Policy Management Console**

**Policy 0460: Local Control And Accountability Plan**

**Status:** ADOPTED

**Original Adopted Date:** ~~08/13/2014~~10/01/2017 | **Last Revised Date:** 12/01/25/2023 | **Last Reviewed Date:** 12/01/25/2023

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP~~), and an annual update to the LCAP,~~ based on the most up-to-date template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP and the annual update shall be adopted or updated, as required, on or before July 1 of each year ~~and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years.~~ (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP and the annual update shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

~~Unduplicated students include students~~ (Education Code 52060, 52064)

~~An "unduplicated student" is a student who are~~ is eligible for free or reduced-price meals, ~~who is an English learners, and learner, or who is a~~ foster youth, as defined in Education Code 42238.01 ~~for purposes of the local control funding formula (LCFF).~~ (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and ~~homeless~~ students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth ~~or homeless, students—~~ experiencing homelessness, or long-term English learners. (Education Code 52052)

Beginning July 1, 2025, if the district is identified by the California Department of

Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update ~~to the LCAP~~, and shall be submitted to CDE within 15 days of adoption by the Board. ~~\_(Education Code 52064.3)~~

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. ~~\_(Education Code 52062)~~

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the ~~LCAP~~ adoption ~~of the LCAP~~ and ~~the~~ annual update ~~to the LCAP~~, the Board shall separately adopt ~~an LCFF~~ a local control funding formula budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. ~~\_(Education Code 52064.1)~~

~~Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3—Uniform Complaint Procedures. (Education Code 52075)~~

### **Plan Development**

~~The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. **Advisory Committees** Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.~~

~~The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)~~

### **Public Review and Input**

The Board shall establish a parent advisory committee ~~to provide advice on the LCAP. The committee, which~~ shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students ~~as defined above~~ and parents/guardians of students with disabilities. ~~—~~ (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee, which shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. ~~—~~ (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. ~~—~~ (Education Code 52063)

~~Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)~~

The Superintendent or designee shall present the LCAP ~~to the~~ and the annual update to each of these committee(s) before ~~it is~~ they are submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

### **LCAP Development and Consultation**

The Superintendent or designee shall gather data and information needed for effective and meaningful development of the LCAP and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

~~—~~ (Education Code 52062)

~~The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP.~~

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP and the annual update.

Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums and committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

~~The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)~~

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. ~~—~~ (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. ~~—~~ (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. ~~—~~ (Education Code 52062) All written notifications related to the LCAP and the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP ~~and the annual update~~. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and ~~AR~~ Board Policy 3100 ~~—~~ Budget. ~~—~~ (Education Code ~~42127~~, 52062)

#### **Adoption of the Plan and Submission**

The Board shall adopt the LCAP ~~and the annual update~~ prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. ~~—~~ (Education Code 52062)

~~The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)~~

#### **Submission of Plan to County Superintendent of Schools**

Not later than five days after adoption of the LCAP, the annual update, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the annual update, the budget, and the budget overview with the County Superintendent of Schools. ~~—~~ (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP and the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments ~~to the LCAP~~ within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. ~~—~~ (Education Code 52070)

If the County Superintendent does not approve the district's LCAP and the annual update, the Board shall accept technical assistance from the County Superintendent focused on revising the ~~plan~~ LCAP and the annual update so that ~~it~~ they can be approved. ~~—~~ (Education Code 52071)

### **Revisions**

The Board may adopt revisions to the LCAP and the annual update at any time during the period in which it is in effect, provided the Board follows the process to adopt the LCAP and the annual update pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

### **Monitoring Progress**

#### **and Complaints**

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

~~The Superintendent or designee shall seek and/or~~ Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Administrative Regulation 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

### **Technical Assistance**

If the district's LCAP and the annual update are not approved, the district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071 ~~or 52072~~ when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

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Policy Reference Disclaimer:

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

State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	<a href="#">State School Building Lease-Purchase Law, including definition of good repair</a>
Ed. Code 305-306	<a href="#">English language education</a>
Ed. Code 33430-33436	<a href="#">Learning Communities for School Success Program: grants for LCAP implementation</a>
Ed. Code 41020	<a href="#">Requirement for annual audit</a>
Ed. Code 41320-41322	<a href="#">Emergency apportionments</a>
Ed. Code 42127	<a href="#">Public hearing on budget adoption</a>
Ed. Code 42238.01-42238.07	<a href="#">Local control funding formula</a>
Ed. Code 44258.9	<a href="#">County superintendent review of teacher assignment</a>
Ed. Code 47604.33	<a href="#">Submission of reports by charter schools</a>
Ed. Code 47606.5	<a href="#">Charter schools: local control and accountability plan</a>
Ed. Code 48985	<a href="#">Notices to parents in language other than English</a>
Ed. Code 51210	<a href="#">Course of study for grades 1-6</a>
Ed. Code 51220	<a href="#">Course of study for grades 7-12</a>
Ed. Code 52052	<a href="#">Numerically significant student subgroups</a>
Ed. Code 52059.5	<a href="#">Statewide system of support</a>
Ed. Code 52060-52077	<a href="#">Local control and accountability plan</a>
Ed. Code 52302	<a href="#">Regional occupational centers and programs</a>
Ed. Code 52372.5	<a href="#">Linked learning program</a>
Ed. Code 54692	<a href="#">Partnership academies</a>
Ed. Code 60119	<a href="#">Sufficiency of textbooks and instructional materials: hearing and resolution</a>
Ed. Code 60605.8	<a href="#">California Assessment of Academic Achievement; Academic Content Standards Commission</a>
Ed. Code 60900	<a href="#">California Longitudinal Pupil Achievement Data System</a>

Ed. Code 64001	<a href="#">School plan for student achievement; consolidated application programs</a>
Ed. Code 99300-99301	<a href="#">Early Assessment Program</a>
W&I Code 300	<a href="#">Dependent child of the court</a>
<b>Federal</b>	<b>Description</b>
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement
<b>Management Resources</b>	<b>Description</b>
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication	LCFF Frequently Asked Questions
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013
California Department of Education Publication	California English Language Development Standards, 2012
California Department of Education Publication	California School Dashboard
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
California Department of Education Publication	<a href="#">California School Accounting Manual</a>
CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	<a href="#">CSBA District and County Office of Education Legal Services</a>

Website [California School Dashboard](#)

Website [CSBA](#)

Website [California Department of Education](#)

#### Cross References

Code	Description
0000	<u>Vision</u> Vision
<u>0400</u> <del>0000</del>	<u>Vision</u> Comprehensive Plans
<u>0415</u> <del>0400</del>	<u>Comprehensive Plans</u> Equity
<u>0420</u> <del>0415</del>	<u>Equity</u> School Plans/Site Councils
0420	<u>School Plans/Site Councils</u> School Plans/Site Councils
0420. <u>4</u>	<u>School Plans/Site Councils</u> Charter School Authorization
0420.4	<u>Charter School Authorization</u> Charter School Authorization
0420. <u>441</u>	<u>Charter School Authorization</u> Charter School Oversight
0420.41	<u>Charter School Oversight</u> Charter School Oversight
<u>0430</u> <del>0420.41-E(1)</del>	<u>Charter School Oversight</u> Comprehensive Local Plan For Special Education
0430	<u>Comprehensive Local Plan For Special Education</u> Comprehensive Local Plan For Special Education
<u>0440</u> <del>0430</del>	<u>Comprehensive Local Plan For Special Education</u> District Technology Plan
0440	<u>District Technology Plan</u> District Technology Plan
<u>0450</u> <del>0440</del>	<u>District Technology Plan</u> Comprehensive Safety Plan
0450	<u>Comprehensive Safety Plan</u> Comprehensive Safety Plan
<u>0500</u> <del>0450</del>	<u>Comprehensive Safety Plan</u> Accountability
<u>0520</u> <del>0500</del>	<u>Accountability</u> Intervention In Underperforming Schools
0520. <u>1</u>	<u>Intervention In Underperforming Schools</u> Comprehensive And Targeted School Improvement
<u>1100</u> <del>0520</del>	<u>Intervention In Underperforming Schools</u> Communication With The Public
<u>1113</u> <del>1100</del>	<u>Communication With The Public</u> District And School Websites
1113	<u>District And School Websites</u> District And School Websites
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<del>12201113</del> <del>E(1)</del>	<del>District And School Websites</del> <del>Citizen Advisory Committees</del>
1220	<del>Citizen Advisory Committees</del> <del>Citizen Advisory Committees</del>
<del>1312.3</del> <del>1220</del>	<del>Citizen Advisory Committees</del> <del>Uniform Complaint Procedures</del>
1312.3	<del>Uniform Complaint Procedures</del> <del>Uniform Complaint Procedures</del>
1312.43	<del>Williams Uniform Complaint Procedures</del> <del>Uniform Complaint Procedures</del>
1312.4 <del>E(1)</del> 3	<del>Williams Uniform Complaint Procedures – Classroom Notice</del> <del>Uniform Complaint Procedures</del>
1312.4 <del>E(2)</del>	<del>Williams Uniform Complaint Procedures – Complaint Form</del> <del>Williams Uniform Complaint Procedures</del>
<del>1312.4</del> <del>1340</del>	<del>Access To District Records</del> <del>Williams Uniform Complaint Procedures</del>
<del>1312.4</del> <del>1340</del>	<del>Access To District Records</del> <del>Williams Uniform Complaint Procedures</del>
<del>1340</del> <del>2121</del>	<del>Superintendent's Contract</del> <del>Access To District Records</del>
<del>1340</del> <del>2210</del>	<del>Administrative Discretion Regarding Board Policy</del> <del>Access To District Records</del>
<del>2121</del> <del>3400</del>	<del>Budget</del> <del>Superintendent's Contract</del>
<del>2210</del> <del>3400</del>	<del>Budget</del> <del>Administrative Discretion Regarding Board Policy</del>
<del>3100</del> <del>3110</del>	<del>Transfer Of Funds</del> <del>Budget</del>
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<del>3110</del> <del>3460</del>	<del>Financial Reports And Accountability</del> <del>Transfer Of Funds</del>
<del>3231</del> <del>3460</del>	<del>Financial Reports And Accountability</del> <del>Impact Aid</del>
<del>3460</del> <del>3517</del>	<del>Facilities Inspection</del> <del>Financial Reports And Accountability</del>
<del>3460</del> <del>3517</del>	<del>Facilities Inspection</del> <del>Financial Reports And Accountability</del>
<del>3517</del> <del>3553</del>	<del>Free And Reduced Price Meals</del> <del>Facilities Inspection</del>
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3553 <del>E PDF(2)</del>	<del>Free And Reduced Price Meals</del> <del>Free And Reduced Price Meals</del>
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<del>4113.4</del> 4131	<del>Staff Development</del> Assignment
<del>4131.4</del> 4140	<del>Bargaining Units</del> Staff Development
<del>4140.4</del> 4231	<del>Staff Development</del> Bargaining Units
<del>4231.4</del> 4240	<del>Bargaining Units</del> Staff Development
<del>4240.4</del> 4215	<del>Evaluation/Supervision</del> Bargaining Units
<del>4315.4</del> 4331	<del>Staff Development</del> Evaluation/Supervision
<del>4331.4</del> 4340	<del>Bargaining Units</del> Staff Development
<del>4340.5</del> 5030	<del>Student Wellness</del> Bargaining Units
<del>5030.5</del> 5113.1	<del>Chronic Absence And Truancy</del> Student Wellness
5113.1	<del>Chronic Absence And Truancy</del> Chronic Absence And Truancy
<del>5113.15</del> 5137	<del>Positive School Climate</del> Chronic Absence And Truancy
<del>5137.5</del> 5144	<del>Discipline</del> Positive School Climate
5144	<del>Discipline</del> Discipline
<del>5144.1</del>	<del>Suspension And Expulsion/Due Process</del> Discipline
5144.1	<del>Suspension And Expulsion/Due Process</del> Suspension And Expulsion/Due Process
<del>5144.21</del>	<del>Suspension And Expulsion/Due Process (Students With Disabilities)</del> Suspension And Expulsion/Due Process
<del>5145.65</del> 5144.2	<del>Parent/Guardian Notifications</del> Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6-E(1)	<del>Parent/Guardian Notifications</del> Parent/Guardian Notifications
<del>5145.96</del>	<del>Hate-Motivated Behavior</del> Parent/Guardian Notifications
<del>5145.95</del> 5147	<del>Dropout Prevention</del> Hate-Motivated Behavior
<del>5147.5</del> 5148.2	<del>Before/After School Programs</del> Dropout Prevention
5148.2	<del>Before/After School Programs</del> Before/After School Programs
<del>5148.26</del> 6011	<del>Academic Standards</del> Before/After School Programs
<del>6011.6</del> 6020	<del>Parent Involvement</del> Academic Standards
6020	<del>Parent Involvement</del> Parent Involvement
<del>6020.6</del> 6142.92	<del>Mathematics Instruction</del> Parent Involvement
<del>6120.6</del> 6142.93	<del>Science Instruction</del> Response To Instruction And Intervention
<del>6141.4</del> 6143	<del>Courses Of Study</del> International Baccalaureate Program
<del>6141.5</del> 6143	<del>Courses Of Study</del> Advanced Placement

<del>6142.56151</del>	<del>Class-Size</del> Environmental Education
<del>6142.926152</del>	<del>School-Sponsored Trips</del> Mathematics Instruction
<del>6142.936153</del>	<del>School-Sponsored Trips</del> Science Instruction
<del>61436159</del>	<del>Individualized Education Program</del> Courses Of Study
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<del>61616146.1</del>	<del>Selection And Evaluation Of Instructional Materials</del> High School Graduation Requirements
<del>61516161.1</del>	<del>Selection And Evaluation Of Instructional Materials</del> Class Size
<del>6162.56152.1</del>	<del>Student Assessment</del> Placement In Mathematics Courses
<del>6162.56152.1</del>	<del>Student Assessment</del> Placement In Mathematics Courses
<del>61536162.51</del>	<del>State Academic Achievement Tests</del> School-Sponsored Trips
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<del>61596163.1</del>	<del>Library Media Centers</del> Individualized Education Program
<del>61596164.2</del>	<del>Guidance/Counseling Services</del> Individualized Education Program
<del>6161.16164.4</del>	<del>Identification And Evaluation Of Individuals For Special Education</del> Selection And Evaluation Of Instructional Materials
<del>6161.16164.4</del>	<del>Identification And Evaluation Of Individuals For Special Education</del> Selection And Evaluation Of Instructional Materials
<del>6161.16164.5</del>	<del>Student Success Teams</del> Selection And Evaluation Of Instructional Materials
<del>61646162.5</del>	<del>Student Success Teams</del> Student Assessment
<del>6162.516164.6</del>	<del>Identification And Education Under Section 504</del> State Academic Achievement Tests
<del>6162.516164.6</del>	<del>Identification And Education Under Section 504</del> State Academic Achievement Tests
<del>6163.16171</del>	<del>Title I Programs</del> Library Media Centers
<del>6164.26171</del>	<del>Title I Programs</del> Guidance/Counseling Services
<del>6164.46173</del>	<del>Education For Homeless Children</del> Identification And Evaluation Of Individuals For Special Education
<del>6164.46173</del>	<del>Education For Homeless Children</del> Identification And Evaluation Of Individuals For Special Education
<del>6164.56173.1</del>	<del>Education For Foster Youth</del> Student Success Teams
<del>6173.16164.5</del>	<del>Education For Foster Youth</del> Student Success Teams

<del>6164.6</del> 6174	<del>Education For English Learners</del> Identification And Education Under Section 504
<del>6164.6</del> 6174	<del>Education For English Learners</del> Identification And Education Under Section 504
<del>6171</del> 6177	<del>Summer Learning Programs</del> Title I Programs
<del>6171</del> 6179	<del>Supplemental Instruction</del> Title I Programs
<del>6190</del> 6172	<del>Evaluation Of The Instructional Program</del> Gifted And Talented Student Program
<del>7110</del> 6172	<del>Facilities Master Plan</del> Gifted And Talented Student Program
<del>6173</del> 7110	<del>Facilities Master Plan</del> Education For Homeless Children
<del>6173</del> 9230	<del>Orientation</del> Education For Homeless Children
<del>6173</del> 9310	<del>Board Policies</del> Education For Homeless Children
<del>9320</del> 6173	<del>Meetings And Notices</del> Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.4	Education For American Indian Students
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan
9230	Orientation
9310	Board Policies
9320	Meetings And Notices

**Board District Policy Manual**  
**Hanford Elementary School District**  
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## Regulation 0460: Local Control And Accountability Plan

Status: ADOPTED

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Original Adopted Date: ~~08/13/2014~~10/01/2017 | Last Revised Date: 12/01/25/2023 | Last Reviewed Date: 12/01/25/2023

### Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) ~~and annual updates~~ shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and ~~homeless~~ students experiencing homelessness. The LCAP shall identify goals for each of the following state priorities:
  - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
  - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
  - 
  - c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities
  - d. Student achievement, as measured by all of the following as applicable:
    - i. Statewide assessments of student achievement
    - ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical

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education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs

- iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
- iv. The English learner reclassification rate
- v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
- vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable
- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable
- 
- 2. Any goals identified for any local priorities established by the Governing Board.
- 
- 3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items/items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items/items #1-3 above, the Board Superintendent or designee may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. -(Education Code 52060)

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For any local priorities addressed in the LCAP, the ~~Board and~~ Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals.—(Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard.—(Education Code 52060)

### **Increase or Improvement in Services for Unduplicated Students**

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students.—(5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall:—(5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

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### **Availability of the Plan Timeline**

By February 28 of each year, the Superintendent or designee shall provide a report to the Board on the annual update and the budget overview for parents/guardians. The report, which shall be presented to the Board at a regular meeting, shall include all available midyear outcome data related to metrics identified in the current year's LCAP and all available midyear expenditure and implementation data on all actions identified in the current year's LCAP. (Education Code 52062)

By May 15, but in no event later than May 31, the Superintendent or designee shall present the drafts of the LCAP and the annual update to the committees listed in the accompanying board policy for review and comment and shall provide each committee with a reasonable date by which each committee shall provide comments on the drafts. The Superintendent or designee shall respond in writing to comments received from the committee(s) no later than the public hearing on the LCAP and the annual update.

At the same time as the drafts of the LCAP and the annual update are presented to these committees, the Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. The notification shall also provide the deadline by which all written comments must be received, which shall be no later than the deadline for comments from the committee(s). All such written notifications shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

### **Availability**

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, including the annual update, the IDEA Addendum as applicable, and the ~~LCFF~~local control funding formula budget overview for parents/guardians on the homepage of the district's ~~web site~~website and the performance overview portion of the Dashboard. (Education Code 52064.1, 52064.3, 52065)

### **Policy Reference Disclaimer:**

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

<b>State</b>	<b>Description</b>
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	<a href="#">State School Building Lease-Purchase Law, including definition of good repair</a>
Ed. Code 305-306	<a href="#">English language education</a>
Ed. Code 33430-33436	<a href="#">Learning Communities for School Success Program: grants for LCAP implementation</a>
Ed. Code 41020	<a href="#">Requirement for annual audit</a>
Ed. Code 41320-41322	<a href="#">Emergency apportionments</a>
Ed. Code 42127	<a href="#">Public hearing on budget adoption</a>
Ed. Code 42238.01-42238.07	<a href="#">Local control funding formula</a>
Ed. Code 44258.9	<a href="#">County superintendent review of teacher assignment</a>
Ed. Code 47604.33	<a href="#">Submission of reports by charter schools</a>
Ed. Code 47606.5	<a href="#">Charter schools; local control and accountability plan</a>
Ed. Code 48985	<a href="#">Notices to parents in language other than English</a>

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Ed. Code 51210	<a href="#">Course of study for grades 1-6</a>
Ed. Code 51220	<a href="#">Course of study for grades 7-12</a>
Ed. Code 52052	<a href="#">Numerically significant student subgroups</a>
Ed. Code 52059.5	<a href="#">Statewide system of support</a>
Ed. Code 52060-52077	<a href="#">Local control and accountability plan</a>
Ed. Code 52302	<a href="#">Regional occupational centers and programs</a>
Ed. Code 52372.5	<a href="#">Linked learning program</a>
Ed. Code 54692	<a href="#">Partnership academies</a>
Ed. Code 60119	<a href="#">Sufficiency of textbooks and instructional materials; hearing and resolution</a>
Ed. Code 60605.8	<a href="#">California Assessment of Academic Achievement; Academic Content Standards Commission</a>
Ed. Code 60900	<a href="#">California Longitudinal Pupil Achievement Data System</a>
Ed. Code 64001	<a href="#">School plan for student achievement; consolidated application programs</a>
Ed. Code 99300-99301	<a href="#">Early Assessment Program</a>
W&I Code 300	<a href="#">Dependent child of the court</a>
<b>Federal</b>	<b>Description</b>
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement
<b>Management Resources</b>	<b>Description</b>
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication	LCFF Frequently Asked Questions
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013

California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013
California Department of Education Publication	California English Language Development Standards, 2012
California Department of Education Publication	California School Dashboard
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
California Department of Education Publication	<a href="#">California School Accounting Manual</a>
CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	<a href="#">CSBA District and County Office of Education Legal Services</a>
Website	<a href="#">California School Dashboard</a>
Website	<a href="#">CSBA</a>
Website	<a href="#">California Department of Education</a>

#### Cross References

Code	Description
0000	<del>Vision</del> Vision
<del>0400</del> 0000	<del>Vision</del> Comprehensive Plans
<del>0415</del> 0400	<del>Comprehensive Plans</del> Equity
<del>0420</del> 0415	<del>Equity</del> School Plans/Site Councils
0420	<del>School Plans/Site Councils</del> School Plans/Site Councils
0420.4	<del>School Plans/Site Councils</del> Charter School Authorization
0420.4	<del>Charter School Authorization</del> Charter School Authorization
0420.441	<del>Charter School Authorization</del> Charter School Oversight
0420.41	<del>Charter School Oversight</del> Charter School Oversight
<del>0430</del> 0420.41-E(1)	<del>Charter School Oversight</del> Comprehensive Local Plan For Special Education

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0430	<u>Comprehensive Local Plan For Special Education</u>
<del>0440</del> <del>0430</del>	<u>Comprehensive Local Plan For Special Education</u>
0440	<u>District Technology Plan</u>
<del>0450</del> <del>0440</del>	<u>District Technology Plan</u>
0450	<u>Comprehensive Safety Plan</u>
<del>0500</del> <del>0450</del>	<u>Comprehensive Safety Plan</u>
<del>0520</del> <del>0500</del>	<u>Accountability</u>
0520.1	<u>Intervention In Underperforming Schools</u>
<del>1100</del> <del>0520</del>	<u>Communication With The Public</u>
<del>1113</del> <del>1100</del>	<u>District And School Websites</u>
1113	<u>District And School Websites</u>
1113	<u>District And School Websites</u>
<del>1220</del> <del>1113</del> -E(1)	<u>Citizen Advisory Committees</u>
1220	<u>Citizen Advisory Committees</u>
<del>1312.3</del> <del>1220</del>	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.43	<u>Williams Uniform Complaint Procedures</u>
1312.4-E(1)3	<u>Williams Uniform Complaint Procedures – Classroom Notice</u>
1312.4-E(2)	<u>Williams Uniform Complaint Procedures – Complaint Form</u>
<del>1312.4</del> <del>1340</del>	<u>Access To District Records</u>
<del>1312.4</del> <del>1340</del>	<u>Access To District Records</u>
<del>1340</del> <del>2121</del>	<u>Superintendent's Contract</u>
<del>1340</del> <del>2210</del>	<u>Administrative Discretion Regarding Board Policy</u>

<del>21213400</del>	<del>Budget</del> Superintendent's Contract
<del>22103400</del>	<del>Budget</del> Administrative Discretion Regarding Board Policy
<del>31003410</del>	<del>Transfer Of Funds</del> Budget
<del>31003410</del>	<del>Transfer Of Funds</del> Budget
<del>31103460</del>	<del>Financial Reports And Accountability</del> Transfer Of Funds
<del>32313460</del>	<del>Financial Reports And Accountability</del> Impact Aid
<del>34603517</del>	<del>Facilities Inspection</del> Financial Reports And Accountability
<del>34603517</del>	<del>Facilities Inspection</del> Financial Reports And Accountability
<del>35173553</del>	<del>Free And Reduced Price Meals</del> Facilities Inspection
<del>35173553</del>	<del>Free And Reduced Price Meals</del> Facilities Inspection
3553-E PDF(2)	Free And Reduced Price MealsFree And Reduced Price Meals
<del>35534112.2</del>	<del>Certification</del> Free And Reduced Price Meals
4112.2	CertificationCertification
<del>4112.24113</del>	<del>Assignment</del> Certification
4113	AssignmentAssignment
<del>41134131</del>	<del>Staff Development</del> Assignment
<del>41314440</del>	<del>Bargaining Units</del> Staff Development
<del>41404231</del>	<del>Staff Development</del> Bargaining Units
<del>42314240</del>	<del>Bargaining Units</del> Staff Development
<del>42404315</del>	<del>Evaluation/Supervision</del> Bargaining Units
<del>43154331</del>	<del>Staff Development</del> Evaluation/Supervision
<del>43314340</del>	<del>Bargaining Units</del> Staff Development
<del>43405030</del>	<del>Student Wellness</del> Bargaining Units
<del>50305113.1</del>	<del>Chronic Absence And Truancy</del> Student Wellness
5113.1	Chronic Absence And TruancyChronic Absence And Truancy
<del>5113.15137</del>	<del>Positive School Climate</del> Chronic Absence And Truancy
<del>51375144</del>	<del>Discipline</del> Positive School Climate
5144	DisciplineDiscipline
<del>5144.1</del>	<del>Suspension And Expulsion/Due Process</del> Discipline
5144.1	Suspension And Expulsion/Due ProcessSuspension And Expulsion/Due Process

<del>5144.21</del>	<del>Suspension And Expulsion/Due Process (Students With Disabilities)</del> <del>Suspension And Expulsion/Due Process</del>
<del>5145.65144.2</del>	<del>Parent/Guardian Notifications</del> <del>Suspension And Expulsion/Due Process (Students With Disabilities)</del>
<del>5145.6-E(1)</del>	<del>Parent/Guardian Notifications</del> <del>Parent/Guardian Notifications</del>
<del>5145.96</del>	<del>Hate-Motivated Behavior</del> <del>Parent/Guardian Notifications</del>
<del>5145.95147</del>	<del>Dropout Prevention</del> <del>Hate-Motivated Behavior</del>
<del>5147.5148.2</del>	<del>Before/After School Programs</del> <del>Dropout Prevention</del>
<del>5148.2</del>	<del>Before/After School Programs</del> <del>Before/After School Programs</del>
<del>5148.26011</del>	<del>Academic Standards</del> <del>Before/After School Programs</del>
<del>60116020</del>	<del>Parent Involvement</del> <del>Academic Standards</del>
<del>6020</del>	<del>Parent Involvement</del> <del>Parent Involvement</del>
<del>60206142.92</del>	<del>Mathematics Instruction</del> <del>Parent Involvement</del>
<del>61206142.93</del>	<del>Science Instruction</del> <del>Response To Instruction And Intervention</del>
<del>6141.46143</del>	<del>Courses Of Study</del> <del>International Baccalaureate Program</del>
<del>6141.56143</del>	<del>Courses Of Study</del> <del>Advanced Placement</del>
<del>6142.56151</del>	<del>Class-Size</del> <del>Environmental Education</del>
<del>6142.926153</del>	<del>School-Sponsored Trips</del> <del>Mathematics Instruction</del>
<del>6142.936153</del>	<del>School-Sponsored Trips</del> <del>Science Instruction</del>
<del>61436159</del>	<del>Individualized Education Program</del> <del>Courses Of Study</del>
<del>61436159</del>	<del>Individualized Education Program</del> <del>Courses Of Study</del>
<del>61616146.1</del>	<del>Selection And Evaluation Of Instructional Materials</del> <del>High School Graduation Requirements</del>
<del>61516161.1</del>	<del>Selection And Evaluation Of Instructional Materials</del> <del>Class Size</del>
<del>6162.56152.1</del>	<del>Student Assessment</del> <del>Placement In Mathematics Courses</del>
<del>6162.56152.1</del>	<del>Student Assessment</del> <del>Placement In Mathematics Courses</del>
<del>61536162.51</del>	<del>State Academic Achievement Tests</del> <del>School-Sponsored Trips</del>
<del>61536162.51</del>	<del>State Academic Achievement Tests</del> <del>School-Sponsored Trips</del>
<del>61596163.1</del>	<del>Library Media Centers</del> <del>Individualized Education Program</del>
<del>61596164.2</del>	<del>Guidance/Counseling Services</del> <del>Individualized Education Program</del>



<del>6161.16164.4</del>	<del>Identification And Evaluation Of Individuals For Special Education</del> <del>Selection And Evaluation Of Instructional Materials</del>
<del>6161.16164.4</del>	<del>Identification And Evaluation Of Individuals For Special Education</del> <del>Selection And Evaluation Of Instructional Materials</del>
<del>6161.16164.5</del>	<del>Student Success Teams</del> <del>Selection And Evaluation Of Instructional Materials</del>
<del>6164.6162.5</del>	<del>Student Success Teams</del> <del>Student Assessment</del>
<del>6162.516164.6</del>	<del>Identification And Education Under Section 504</del> <del>State Academic Achievement Tests</del>
<del>6162.516164.6</del>	<del>Identification And Education Under Section 504</del> <del>State Academic Achievement Tests</del>
<del>6163.16171</del>	<del>Title I Programs</del> <del>Library Media Centers</del>
<del>6164.26171</del>	<del>Title I Programs</del> <del>Guidance/Counseling Services</del>
<del>6164.46173</del>	<del>Education For Homeless Children</del> <del>Identification And Evaluation Of Individuals For Special Education</del>
<del>6164.46173</del>	<del>Education For Homeless Children</del> <del>Identification And Evaluation Of Individuals For Special Education</del>
<del>6164.56173.1</del>	<del>Education For Foster Youth</del> <del>Student Success Teams</del>
<del>6173.16164.5</del>	<del>Education For Foster Youth</del> <del>Student Success Teams</del>
<del>6164.66174</del>	<del>Education For English Learners</del> <del>Identification And Education Under Section 504</del>
<del>6164.66174</del>	<del>Education For English Learners</del> <del>Identification And Education Under Section 504</del>
<del>6171.6177</del>	<del>Summer Learning Programs</del> <del>Title I Programs</del>
<del>6171.6179</del>	<del>Supplemental Instruction</del> <del>Title I Programs</del>
<del>6190.6172</del>	<del>Evaluation Of The Instructional Program</del> <del>Gifted And Talented Student Program</del>
<del>7110.6172</del>	<del>Facilities Master Plan</del> <del>Gifted And Talented Student Program</del>
<del>6173.7110</del>	<del>Facilities Master Plan</del> <del>Education For Homeless Children</del>
<del>6173.9230</del>	<del>Orientation</del> <del>Education For Homeless Children</del>
<del>6173.9310</del>	<del>Board Policies</del> <del>Education For Homeless Children</del>
<del>9320.6173</del>	<del>Meetings And Notices</del> <del>Education For Homeless Children</del>
<del>6173.1</del>	<del>Education For Foster Youth</del>
<del>6173.1</del>	<del>Education For Foster Youth</del>

<a href="#"><u>6173.4</u></a>	<a href="#"><u>Education For American Indian Students</u></a>
<a href="#"><u>6174</u></a>	<a href="#"><u>Education For English Learners</u></a>
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<a href="#"><u>6177</u></a>	<a href="#"><u>Summer Learning Programs</u></a>
<a href="#"><u>6178</u></a>	<a href="#"><u>Career Technical Education</u></a>
<a href="#"><u>6178</u></a>	<a href="#"><u>Career Technical Education</u></a>
<a href="#"><u>6179</u></a>	<a href="#"><u>Supplemental Instruction</u></a>
<a href="#"><u>6184</u></a>	<a href="#"><u>Continuation Education</u></a>
<a href="#"><u>6184</u></a>	<a href="#"><u>Continuation Education</u></a>
<a href="#"><u>6190</u></a>	<a href="#"><u>Evaluation Of The Instructional Program</u></a>
<a href="#"><u>7110</u></a>	<a href="#"><u>Facilities Master Plan</u></a>
<a href="#"><u>9230</u></a>	<a href="#"><u>Orientation</u></a>
<a href="#"><u>9310</u></a>	<a href="#"><u>Board Policies</u></a>
<a href="#"><u>9320</u></a>	<a href="#"><u>Meetings And Notices</u></a>

# HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 16, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☐ Information  
☒ Action

Date you wish to have your item considered: February 28, 2024

**ITEM:** Receive for Action: BP 0500

**PURPOSE:**

To update the Board Policy 0500 to match the CSBA sample

*Board Policy 0500 – Accountability:* Policy updated to reflect that the U.S. Department of Education declined the California Department of Education's (CDE) waiver request that would have allowed for the continued use of modified methods for calculating the Academic and Graduation Rate Indicators, resulting in the California School Dashboard no longer including any modified methods applied to state indicators and all Dashboard Alternative School Status schools being treated the same as all other schools on the Dashboard. Policy also updated to reflect NEW LAW (SB 114, 2023) which (1) adds "long-term English learners," defined by NEW LAW (SB 141, 2023) as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

**FISCAL IMPACT:** No financial impact

**RECOMMENDATION:** Approve BP 0500

**Board District Policy Manual**  
**Hanford Elementary School District**  
**CSBA Policy Management Console**

**Policy 0500: Accountability**

Status: ADOPTED

Original Adopted Date: ~~04/27/2016~~ 10/01/2013 | Last Revised Date: ~~12/01/09/2019~~ 2023 | Last Reviewed Date: ~~12/01/09/2019~~ 2023

The ~~Governing Board of Trustees~~ recognizes its responsibility to ensure accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP).

District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

~~The district's alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, community day schools, and nonpublic, nonsectarian schools pursuant to Education Code 56366, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052, 56366)~~

The district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, ~~long-term English learners~~, students with disabilities, foster youth, and ~~homeless~~ students ~~experiencing homelessness~~, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth, ~~long-term English learners~~, or ~~homeless~~ students ~~experiencing homelessness~~. (Education Code 52052)

The Superintendent shall ~~report~~ provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

The district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072. If the County Superintendent of Schools is required to provide technical assistance to the district, the district shall accept the technical assistance by providing timely documentation to, and maintaining regular communication with, the County Superintendent. (Education Code 52071)

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

**State References**

5 CCR 1068-1074

5 CCR 15440-15464

**Description**

Alternative schools accountability model; assessments

Standards and criteria for fiscal accountability

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<a href="#">Ed. Code 33127</a>	<a href="#">Standards and criteria for local budgets and expenditures - https://simbli.eboardsolutions.com/SU/SSdOjwErCwuHepXm11cupg==</a>
<a href="#">Ed. Code 33400-33407</a>	<a href="#">California Department of Education evaluation of district programs https://simbli.eboardsolutions.com/SU/cPxDbW3vjZcnlYalZVHgUw==</a>
<a href="#">Ed. Code 44660-44665</a>	<a href="#">Evaluation of certificated employees - https://simbli.eboardsolutions.com/SU/SklSPsVN82xw4slshJqODSb2A==</a>
<a href="#">Ed. Code 51041</a>	<a href="#">Evaluation of the educational program - https://simbli.eboardsolutions.com/SU/AFLfGnplusZXLfdEESdlkr5OA==</a>
<a href="#">Ed. Code 52052</a>	<a href="#">Accountability; numerically significant student subgroups - https://simbli.eboardsolutions.com/SU/wGe4pOjRslshjsTfWlo3rs0EA==</a>
<a href="#">Ed. Code 52060-52077</a>	<a href="#">Local control and accountability plan - https://simbli.eboardsolutions.com/SU/kjlplusPzLslshlt7rP0BfXZYJuQ==</a>
<a href="#">Ed. Code 56366</a>	<a href="#">Nonpublic, nonsectarian schools - https://simbli.eboardsolutions.com/SU/fRv2f0uy6f8plusyPyNo4mpZA==</a>
<a href="#">Ed. Code 60640-60648.5</a>	<a href="#">California Assessment of Student Performance and Progress - https://simbli.eboardsolutions.com/SU/HslshHaBzkgMYXjCsA0qmuMmg==</a>
<a href="#">Ed. Code 60900</a>	<a href="#">California Longitudinal Pupil Achievement Data System - https://simbli.eboardsolutions.com/SU/Xhplus6RDaeVyLMk9JRiYPUfg==</a>
<b>Federal References</b>	<b>Description</b>
<a href="#">20 USC 6311</a>	<a href="#">State plan</a>
<a href="#">20 USC 6312</a>	<a href="#">Local educational agency plan</a>
<a href="#">34 CFR 200.12-200.24</a>	<a href="#">State accountability system</a>
<a href="#">34 CFR 200.30-200.48</a>	<a href="#">State and LEA report cards and plans</a>
<b>Management Resources References</b>	<b>Description</b>
<a href="#">Website</a>	<a href="#">California Department of Education, California Longitudinal Pupil Achievement Data System (CALPADS) - https://simbli.eboardsolutions.com/SU/PmslshVE3E6W1r7vAGM28mLsA==</a>
<a href="#">Website</a>	<a href="#">CSBA District and County Office of Education Legal Services https://simbli.eboardsolutions.com/SU/UdykszdmPETuDsLshXk6R5akQ==</a>
<a href="#">Website</a>	<a href="#">California Department of Education, Accountability - https://simbli.eboardsolutions.com/SU/et1auFmKJDq2Qg3AyYYUJg==</a>
<a href="#">Website</a>	<a href="#">California School Dashboard - https://simbli.eboardsolutions.com/SU/nByAQc3f1HBdKN6yplusFYMtg==</a>
<a href="#">Website</a>	<a href="#">CSBA - https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==</a>
<a href="#">Website</a>	<a href="#">U.S. Department of Education - https://simbli.eboardsolutions.com/SU/XcSsJimoslsh3XhJKy4tplus7wplusA==</a>
<b>Cross References</b>	<b>Description</b>
<a href="#">0000</a>	<a href="#">Vision</a>
<a href="#">0200</a>	<a href="#">Goals For The School District</a>
<a href="#">0400</a>	<a href="#">Comprehensive Plans</a>
<a href="#">0415</a>	<a href="#">Equity</a>
<a href="#">0420</a>	<a href="#">School Plans/Site Councils</a>
<a href="#">0420</a>	<a href="#">School Plans/Site Councils</a>
<a href="#">0420.41</a>	<a href="#">Charter School Oversight</a>
<a href="#">0420.41-E(1)</a>	<a href="#">Charter School Oversight</a>

<u>0420.42</u>	<u>Charter School Renewal</u>
<u>0420.43</u>	<u>Charter School Revocation</u>
<u>0440</u>	<u>District Technology Plan</u>
<u>0440</u>	<u>District Technology Plan</u>
<u>0450</u>	<u>Comprehensive Safety Plan</u>
<u>0450</u>	<u>Comprehensive Safety Plan</u>
<u>0460</u>	<u>Local Control And Accountability Plan</u>
<u>0460</u>	<u>Local Control And Accountability Plan</u>
<u>0510</u>	<u>School Accountability Report Card</u>
<u>0520</u>	<u>Intervention In Underperforming Schools</u>
<u>0520.1</u>	<u>Comprehensive And Targeted School Improvement</u>
<u>1100</u>	<u>Communication With The Public</u>
<u>1112</u>	<u>Media Relations</u>
<u>1113</u>	<u>District And School Websites</u>
<u>1113</u>	<u>District And School Websites</u>
<u>1113-E(1)</u>	<u>District And School Websites</u>
<u>1220</u>	<u>Citizen Advisory Committees</u>
<u>1220</u>	<u>Citizen Advisory Committees</u>
<u>1240</u>	<u>Volunteer Assistance</u>
<u>1240</u>	<u>Volunteer Assistance</u>
<u>1330.1</u>	<u>Joint Use Agreements</u>
<u>1400</u>	<u>Relations Between Other Governmental Agencies And The Schools</u>
<u>1700</u>	<u>Relations Between Private Industry And The Schools</u>
<u>2000</u>	<u>Concepts And Roles</u>
<u>2140</u>	<u>Evaluation Of The Superintendent</u>
<u>3000</u>	<u>Concepts And Roles</u>
<u>3230</u>	<u>Federal Grant Funds</u>
<u>3230</u>	<u>Federal Grant Funds</u>
<u>3460</u>	<u>Financial Reports And Accountability</u>
<u>3460</u>	<u>Financial Reports And Accountability</u>
<u>3550</u>	<u>Food Service/Child Nutrition Program</u>
<u>3550</u>	<u>Food Service/Child Nutrition Program</u>
<u>3552</u>	<u>Summer Meal Program</u>
<u>3552</u>	<u>Summer Meal Program</u>
<u>4112.21</u>	<u>Interns</u>
<u>4112.21</u>	<u>Interns</u>
<u>4115</u>	<u>Evaluation/Supervision</u>
<u>4115</u>	<u>Evaluation/Supervision</u>
<u>4121</u>	<u>Temporary/Substitute Personnel</u>
<u>4121</u>	<u>Temporary/Substitute Personnel</u>
<u>4131</u>	<u>Staff Development</u>
<u>4131.1</u>	<u>Teacher Support And Guidance</u>
<u>4131.1</u>	<u>Teacher Support And Guidance</u>

<u>4141</u>	<u>Collective Bargaining Agreement</u>
<u>4215</u>	<u>Evaluation/Supervision</u>
<u>4231</u>	<u>Staff Development</u>
<u>4241</u>	<u>Collective Bargaining Agreement</u>
<u>4315</u>	<u>Evaluation/Supervision</u>
<u>4331</u>	<u>Staff Development</u>
<u>5113.1</u>	<u>Chronic Absence And Truancy</u>
<u>5113.1</u>	<u>Chronic Absence And Truancy</u>
<u>5113.11</u>	<u>Attendance Supervision</u>
<u>5142.2</u>	<u>Safe Routes To School Program</u>
<u>5142.2</u>	<u>Safe Routes To School Program</u>
<u>5148</u>	<u>Child Care And Development</u>
<u>5148</u>	<u>Child Care And Development</u>
<u>5148.2</u>	<u>Before/After School Programs</u>
<u>5148.2</u>	<u>Before/After School Programs</u>
<u>5148.3</u>	<u>Preschool/Early Childhood Education</u>
<u>5148.3</u>	<u>Preschool/Early Childhood Education</u>
<u>6000</u>	<u>Concepts And Roles 6011Academic Standards</u>
<u>6020</u>	<u>Parent Involvement</u>
<u>6020</u>	<u>Parent Involvement</u>
<u>6117</u>	<u>Year-Round Schedules</u>
<u>6120</u>	<u>Response To Instruction And Intervention</u>
<u>6141</u>	<u>Curriculum Development And Evaluation</u>
<u>6141</u>	<u>Curriculum Development And Evaluation</u>
<u>6141.4</u>	<u>International Baccalaureate Program</u>
<u>6142.2</u>	<u>World Language Instruction</u>
<u>6142.2</u>	<u>World Language Instruction</u>
<u>6142.6</u>	<u>Visual And Performing Arts Education</u>
<u>6142.7</u>	<u>Physical Education And Activity</u>
<u>6142.7</u>	<u>Physical Education And Activity</u>
<u>6142.8</u>	<u>Comprehensive Health Education</u>
<u>6142.8</u>	<u>Comprehensive Health Education</u>
<u>6142.91</u>	<u>Reading/Language Arts Instruction</u>
<u>6142.92</u>	<u>Mathematics Instruction</u>
<u>6142.93</u>	<u>Science Instruction</u>
<u>6142.94</u>	<u>History-Social Science Instruction</u>
<u>6145.2</u>	<u>Athletic Competition</u>
<u>6145.2</u>	<u>Athletic Competition</u>
<u>6151</u>	<u>Class Size</u>
<u>6152.1</u>	<u>Placement In Mathematics Courses</u>
<u>6152.1</u>	<u>Placement In Mathematics Courses</u>
<u>6158</u>	<u>Independent Study</u>

6158	Independent Study
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6162.54	Test Integrity/Test Preparation
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173- E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.4	Education For American Indian Students
6175	Migrant Education Program
6175	Migrant Education Program
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6178.2	Regional Occupational Center/Program
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education 6185 Community Day School
6185	Community Day School
6190	Evaluation Of The Instructional Program
6200	Adult Education
6200	Adult Education
9000	Role Of The Board
9310	Board Policies
9400	Board Self-Evaluation

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# HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 16, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☐ Information  
☒ Action

Date you wish to have your item considered: February 28, 2024

**ITEM:** Receive for Action: BP 0520

**PURPOSE:**

To update the Board Policy 0520 to match the CSBA sample

*Board Policy 0520 - Intervention in Underperforming Schools:* Policy updated to reflect NEW LAW (SB 114, 2023) which (1) expands technical assistance based on a numerically significant student subgroup not making sufficient progress towards its local control and accountability plan (LCAP) to include identifying student subgroups that are low-performing or experiencing significant disparities from other students or subgroups as identified on the California School Dashboard, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements which includes identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, and reviewing the district's data management policies and collection and submission processes to ensure the submission of accurate data according to the processes and timelines established by the California Department of Education, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

**FISCAL IMPACT:** No Financial Impact

**RECOMMENDATION:** Approve BP 0520

**Board District Policy Manual**  
**Hanford Elementary School District**  
**CSBA Policy Management Console**

**Policy 0520: Intervention In Underperforming Schools**

Status: ADOPTED

Original Adopted Date: 12/15/1999 10/01/2019 | Last Revised Date: 12/01/18/2006 2023 | Last Reviewed Date: 12/01/18/2006 2023

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If any district school participates in the state's intervention program for underperforming schools, the Board of Trustees shall support the school in developing and implementing plans for immediate action in order to improve student achievement. Such plans shall be based on an evaluation of achievement data for various groups of students, a comprehensive review of the school environment and the learning experience provided to students, and the identification of specific barriers to student learning. These action plans shall be approved by the Board at a regularly scheduled public meeting. The Board shall work with the Superintendent to develop governance strategies to support each participating school's implementation of its improvement plan. These strategies may be based on reviews of the alignment of district and school site goals for student achievement, budget priorities, staff qualifications and professional development, the alignment of curriculum and instructional materials to academic standards, accountability mechanisms, opportunities for parent/guardian and community involvement, and/or other district operations that may impact achievement at the school site. The Board shall closely monitor student performance in each participating school. The Superintendent or designee shall provide the Board with regular reports on the status and results of improvement efforts. The Board recognizes that any school participating in the state's Immediate Intervention/Underperforming Schools Program (II/USP) will be subject to state sanctions if student performance fails to improve in a timely manner, and shall therefore closely monitor the school's progress. The Superintendent or designee shall provide the Board with regular reports on the status and results of improvement efforts.

The Governing Board desires that all district schools provide a high-quality educational program that maximizes the achievement of each district student. The district shall provide assistance to schools to support the continuous improvement of student performance within the priorities identified in the district's local control and accountability plan (LCAP) and to enhance the achievement of low-performing student subgroups.

At its discretion, the Board may submit a request to the County Superintendent of Schools for technical assistance regarding the following: (Education Code 52071)

1. Identifying the district's strengths and weaknesses in regard to state priorities addressed in the LCAP, including collaboration between the district and County Superintendent to review performance data on the state and local indicators included in the California School Dashboard, educator qualifications data, and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness
2. Identifying student subgroups that are low performing or experiencing significant disparities from other subgroups as identified on the California School Dashboard in order to identify and implement effective programs and practices to improve the outcomes and opportunities for these students
3. Securing assistance from an academic, programmatic, or fiscal expert, or team of experts, to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the district
4. Identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals
5. Reviewing the district's data management policies and collection and submission processes, including monitoring and oversight of the student information system, to ensure the submission of accurate

data according to the processes and timelines established by the California Department of Education (CDE)

In the event that the County Superintendent requires the district to receive technical assistance based on a determination that one or more numerically significant student subgroups in a district school meet the performance criteria established pursuant Education Code 52064.5, the district shall, for a minimum of two years, maintain regular communication with, and provide timely documentation to, the County Superintendent regarding the district's completion of the activities listed in Items #1-5 above, or substantially similar activities. (Education Code 52071)

The district may, at its own expense, engage another service provider, including, but not limited to, another school district, the county office of education, or a charter school, to act as a partner to the district in filling the district's need for technical assistance. (Education Code 52071)

The district shall consider any recommendations from the California Collaborative for Educational Excellence in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52072, 52074)

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072.1)

1. Revision of the district's LCAP
2. Revision of the district's budget, in conjunction with changes in the LCAP, that would allow the district to improve the outcomes for all student subgroups in regard to state and local priorities
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

In addition, any school identified by CDE for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.

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

#### **State References**

Ed. Code 52052

Ed. Code 52059.5

Ed. Code 52060-52077

Ed. Code 60640-60648.5

Ed. Code 64001

#### **Federal References**

20 USC 6311-6322

#### **Description**

Numerically significant student subgroups -

<https://simbli.eboardsolutions.com/SU/wGe4pOjRslshjsTfWlo3rs0EA==>

Statewide system of support -

<https://simbli.eboardsolutions.com/SU/FeOETX8ebgiS8BNeW4qTGA==>

Local control and accountability plan -

<https://simbli.eboardsolutions.com/SU/kjIplusPzLslshlt7rP0BfXZYJuQ==>

California Assessment of Student Performance and Progress -

<https://simbli.eboardsolutions.com/SU/HslshHaBzkgMYXjCsA0qmuMmg==>

School plan for student achievement; consolidated application programs

<https://simbli.eboardsolutions.com/SU/upluszLmgwIL58slshU3z7Tsm3w==>

#### **Description**

Improving basic programs for disadvantaged students

<u>Management Resources References</u>	<u>Description</u>
<u>California Department of Education Publication</u>	<u>Targeted/Additional Targeted Support &amp; Improvement Frequently Asked Questions -</u> <a href="https://simbli.eboardsolutions.com/SU/PlIyJdGwN0j8X1cQwy4iQ==">https://simbli.eboardsolutions.com/SU/PlIyJdGwN0j8X1cQwy4iQ==</a>
<u>California Department of Education Publication</u>	<u>2022 Dashboard Technical Guide: Every Student Succeeds Act School Support, December 2022 -</u> <a href="https://simbli.eboardsolutions.com/SU/plusRjBBRvo0kSdelRkhIHJBg==">https://simbli.eboardsolutions.com/SU/plusRjBBRvo0kSdelRkhIHJBg==</a>
<u>California Department of Education Publication</u>	<u>California ESSA Consolidated State Plan, 2022 -</u> <a href="https://simbli.eboardsolutions.com/SU/k08CKRBizGe5cMeOxm4C0w==">https://simbli.eboardsolutions.com/SU/k08CKRBizGe5cMeOxm4C0w==</a>
<u>California Department of Education Publication</u>	<u>Comprehensive Support and Improvement Frequently Asked Questions</u> <a href="https://simbli.eboardsolutions.com/SU/ICSRuwFspAfVv74JDV2slshwg==">https://simbli.eboardsolutions.com/SU/ICSRuwFspAfVv74JDV2slshwg==</a>
<u>US DOE Publications</u>	<u>Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, September 2023 -</u> <a href="https://simbli.eboardsolutions.com/SU/pluscGslshlUOk7cqp1le1jdHMg==">https://simbli.eboardsolutions.com/SU/pluscGslshlUOk7cqp1le1jdHMg==</a>
<u>Website</u>	<u>CSBA District and County Office of Education Legal Services</u> <a href="https://simbli.eboardsolutions.com/SU/UdykszdmPETuDslshXk6R5akQ==">https://simbli.eboardsolutions.com/SU/UdykszdmPETuDslshXk6R5akQ==</a>
<u>Website</u>	<u>California Collaborative for Educational Excellence -</u> <a href="https://simbli.eboardsolutions.com/SU/Wr2AslshlLbalJf8XHVMp8plusw==">https://simbli.eboardsolutions.com/SU/Wr2AslshlLbalJf8XHVMp8plusw==</a>
<u>Website</u>	<u>California School Dashboard -</u> <a href="https://simbli.eboardsolutions.com/SU/nByAQc3f1HBdKN6vplusFYMTg==">https://simbli.eboardsolutions.com/SU/nByAQc3f1HBdKN6vplusFYMTg==</a>
<u>Website</u>	<u>U.S. Department of Education -</u> <a href="https://simbli.eboardsolutions.com/SU/XcSsJimoslsh3XhJky4tplus7wplusA==">https://simbli.eboardsolutions.com/SU/XcSsJimoslsh3XhJky4tplus7wplusA==</a>
<u>Website</u>	<u>California Department of Education -</u> <a href="https://simbli.eboardsolutions.com/SU/os2jq5DcA2RawmY2VZ5FZQ==">https://simbli.eboardsolutions.com/SU/os2jq5DcA2RawmY2VZ5FZQ==</a>
<u>Cross References</u>	<u>Description</u>
<u>0420</u>	<u>School Plans/Site Councils</u>
<u>0420</u>	<u>School Plans/Site Councils</u>
<u>0460</u>	<u>Local Control And Accountability Plan</u>
<u>0460</u>	<u>Local Control And Accountability Plan</u>
<u>0500</u>	<u>Accountability</u>
<u>0520.1</u>	<u>Comprehensive And Targeted School Improvement</u>

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# HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 16, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☐ Information  
☒ Action

Date you wish to have your item considered: February 28, 2024

**ITEM:** Receive for Action: AR 1312.3

**PURPOSE:**

To update the Administrative Regulation 1312.3 to match the CSBA sample UCP AR 1312.3

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. The regulation was also updated to ensure compliance with CDE's 2023-24 federal program monitoring instrument.

**FISCAL IMPACT:** The district receives a series of state and federal grants which are impacted by this policy.

**RECOMMENDATION:** Approve AR 1312.3

## **Regulation 1312.3: Uniform Complaint Procedures**

**Status:** ADOPTED

**Original Adopted Date:** 05/01/2017 | **Last Revised Date:** 02/14/2024 | **Last Reviewed Date:** 02/14/2024

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.

#### **Superintendent**

**PO Box 1067**

**Hanford CA 93230**

**559-585-3600**

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](http://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)

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**Policy Reference Disclaimer:**

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

<b>State</b>	<b>Description</b>
2 CCR 11023	<a href="#">Harassment and discrimination prevention and correction</a>
5 CCR 15580-15584	Child nutrition programs complaint procedures
5 CCR 3200-3205	Special education compliance complaints
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4600-4687	Uniform complaint procedures and Williams complaints
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Ed. Code 18100-18203	<a href="#">School libraries</a>



Ed. Code 200-262.4	<a href="#">Prohibition of discrimination</a>
Ed. Code 32280-32289.5	<a href="#">School safety plans</a>
Ed. Code 35186	<a href="#">Williams uniform complaint procedures</a>
Ed. Code 46015	<a href="#">Parental leave for students</a>
Ed. Code 48645.7	<a href="#">Juvenile court schools</a>
Ed. Code 48853-48853.5	<a href="#">Foster youth</a>
Ed. Code 48985	<a href="#">Notices to parents in language other than English</a>
Ed. Code 49010-49013	<a href="#">Student fees</a>
Ed. Code 49060-49079	<a href="#">Student records</a>
Ed. Code 49069.5	<a href="#">Records of foster youth</a>
Ed. Code 49490-49590	<a href="#">Child nutrition programs</a>
Ed. Code 49701	<a href="#">Provisions of the Interstate Compact on Educational Opportunities for Military Children</a>
Ed. Code 51204.5	<a href="#">Social sciences instruction; contributions of specified groups</a>
Ed. Code 51210	<a href="#">Course of study for grades 1-6</a>
Ed. Code 51222	<a href="#">Physical education</a>
Ed. Code 51223	<a href="#">Physical education; elementary schools</a>
Ed. Code 51225.1-51225.2	<a href="#">Foster youth, homeless children, former juvenile court school students; course credits; graduation requirements</a>
Ed. Code 51226-51226.1	<a href="#">Career technical education</a>
Ed. Code 51228.1-51228.3	<a href="#">Course periods without educational content</a>
Ed. Code 51501	<a href="#">Nondiscriminatory subject matter</a>
Ed. Code 52059.5	<a href="#">Statewide system of support</a>
Ed. Code 52060-52077	<a href="#">Local control and accountability plan</a>
Ed. Code 52075	<a href="#">Complaint for lack of compliance with local control and accountability plan requirements</a>
Ed. Code 52300-52462	<a href="#">Career technical education</a>
Ed. Code 52500-52617	<a href="#">Adult schools</a>
Ed. Code 54400-54425	<a href="#">Compensatory education programs</a>
Ed. Code 54440-54445	<a href="#">Migrant education</a>
Ed. Code 54460-54529	<a href="#">Compensatory education programs</a>
Ed. Code 59000-59300	<a href="#">Special schools and centers</a>

Ed. Code 60010	<a href="#">Instructional materials; definition</a>
Ed. Code 60040-60052	<a href="#">Requirements for instructional materials</a>
Ed. Code 64000-64001	<a href="#">Consolidated application process; school plan for student achievement</a>
Ed. Code 65000-65001	<a href="#">School site councils</a>
Ed. Code 8200-8488	<a href="#">Child care and development programs</a>
Ed. Code 8500-8538	<a href="#">Adult basic education</a>
Gov. Code 11135	<a href="#">Prohibition of discrimination</a>
Gov. Code 12900-12996	<a href="#">Fair Employment and Housing Act</a>
H&S Code 1596.792	<a href="#">California Child Day Care Act; general provisions and definitions</a>
H&S Code 1596.7925	<a href="#">California Child Day Care Act; health and safety regulations</a>
Pen. Code 422.55	<a href="#">Definition of hate crime</a>
Pen. Code 422.6	<a href="#">Crimes; harassment</a>
<b>Federal</b>	<b>Description</b>
20 USC 1221	Application of laws
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
20 USC 6301-6576	Title I Improving the Academic Achievement of the Disadvantaged
20 USC 6801-7014	Title III language instruction for limited English proficient and immigrant students
28 CFR 35.107	Nondiscrimination on basis of disability; complaints
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 100.3	Prohibition of discrimination on basis of race, color or national origin
34 CFR 104.7	Section 504; Designation of responsible employee and adoption of grievances procedures
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 106.30	Discrimination on the basis of sex in education programs and activities; definitions
34 CFR 106.44	Recipient's response to sexual harassment

34 CFR 106.45	Grievance process for formal complaints of sexual harassment
34 CFR 106.8	Designation of coordinator; dissemination of policy, and adoption of grievance procedures
34 CFR 110.25	Notification of nondiscrimination on the basis of age
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964
42 USC 6101-6107	Age Discrimination Act of 1975
<b>Management Resources</b>	<b>Description</b>
California Department of Education Publication	Uniform Complaint Procedure 2021-22 Program Instrument
California Department of Education Publication	Sample UCP Board Policies and Procedures
U.S. DOE, Office for Civil Rights Publication	Part 1: Questions and Answers Regarding the Department's Title IX Regulations, January 2021
U.S. DOE, Office for Civil Rights Publication	Questions and Answers on the Title IX Regulations on Sexual Harassment, July 2021
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014
U.S. DOJ Publication	Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2007
Website	<a href="#">CSBA District and County Office of Education Legal Services</a>
Website	<a href="#">Student Privacy Policy Office</a>
Website	<a href="#">U.S. Department of Agriculture</a>
Website	<a href="#">California Department of Social Services</a>
Website	<a href="#">U.S. Department of Justice</a>
Website	<a href="#">California Department of Education</a>
Website	<a href="#">CSBA</a>
Website	<a href="#">U.S. Department of Education, Office for Civil Rights</a>
Website	<a href="#">California Civil Rights Department</a>

**Cross References**

<b>Code</b>	<b>Description</b>
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.4	Williams Uniform Complaint Procedures

1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1313	Civility
1340	Access To District Records
1340	Access To District Records
3260	Fees And Charges
3260	Fees And Charges
3555	Nutrition Program Compliance
3555	Nutrition Program Compliance
3580	District Records
3580	District Records
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.23	Special Education Staff
4112.9	Employee Notifications
4112.9	Employee Notifications
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil And Legal Rights
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4212.9	Employee Notifications
4212.9	Employee Notifications
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.1	Civil And Legal Rights
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information

4231	Staff Development
4244	Complaints
4244	Complaints
4312.9	Employee Notifications
4312.9	Employee Notifications
4319.1	Civil And Legal Rights
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4344	Complaints
4344	Complaints
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5125	Student Records
5125	Student Records
5131.62	Tobacco
5131.62	Tobacco
5137	Positive School Climate
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment

5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
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6142.1	Sexual Health And HIV/AIDS Prevention Instruction
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6142.7	Physical Education And Activity
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6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6152	Class Assignment
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
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6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
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6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
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6163.1	Library Media Centers
6164.2	Guidance/Counseling Services
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6164.4	Identification And Evaluation Of Individuals For Special Education
6164.5	Student Success Teams
6164.5	Student Success Teams
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6173.2	Education Of Children Of Military Families
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6173.3	Education For Juvenile Court School Students
6175	Migrant Education Program
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# HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 16, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☐ Information  
☒ Action

Date you wish to have your item considered: February 28, 2024

**ITEM:** Receive for Action: BP/AR 6020 Parent Involvement

**PURPOSE:** The policy was reviewed and updated to reflect the requirements to work with parents/guardians and family members to jointly develop the district's parent involvement policy and to include strategies for family engagement in the Local Control and Accountability Plan (LCAP). For districts that receive federal Title IV funding for family engagement programs, the policy requires LEAs to inform parents/guardians and organizations of the existence of the program. The policy also contains material regarding the inclusion of the Title I LEA plan into the LCAP and the distribution of the district and school-level parent involvement policies.

Following CDE's Compensatory Education Program Instrument, the policy was reviewed, updated, and reflects the current CDE requirements. The local governing board of the LEA receiving Title I, Part A funding shall develop jointly with, agree on with, and distribute to, parents and family members of participating children, a written parent and family engagement policy which shall be incorporated into the LEA level plan, and establish the agency's expectations and objectives for meaningful parent and family involvement. Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. Funds reserved by an LEA shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy

**FISCAL IMPACT:** The district receives a series of federal grants which are impacted by this policy.

**RECOMMENDATION:** Approve BP/AR 6020

## **Policy 6020: Parent Involvement**

**Status:** ADOPTED

**Original Adopted Date:** 02/21/2007 | **Last Revised Date:** ~~12/15/2021~~ 02/14/2024 | **Last Reviewed Date:** ~~12/15/2021~~ 02/14/2024

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

### **Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

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**Policy Reference Disclaimer:**

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

**State**

**Description**

5 CCR 18275	Child care and development programs; parent involvement and education
Ed. Code 11500-11505	<a href="#">Programs to encourage parent involvement</a>
Ed. Code 48985	<a href="#">Notices to parents in language other than English</a>
Ed. Code 51101	<a href="#">Parents Rights Act of 2002</a>
Ed. Code 52060-52077	<a href="#">Local control and accountability plan</a>
Ed. Code 54444.1-54444.2	<a href="#">Parent advisory councils; services to migrant children</a>
Ed. Code 56190-56194	<a href="#">Community advisory committee; special education</a>
Ed. Code 64001	<a href="#">School plan for student achievement; consolidated application programs</a>
Lab. Code 230.8	<a href="#">Time off to visit child's school</a>
<b>Federal</b>	<b>Description</b>
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6314	Schoolwide programs
20 USC 6318	Parent and family engagement
20 USC 6631	Teacher and school leader incentive program; purposes and definitions
28 CFR 35.104	Definitions, auxiliary aids and services
28 CFR 35.160	Effective communications for individuals with disabilities
<b>Management Resources</b>	<b>Description</b>
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
California Department of Education Publication	Title I School-Level Parental Involvement Policy
U.S. Department of Education Publication	Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004
Website	<a href="#">CSBA District and County Office of Education Legal Services</a>
Website	<a href="#">California Department of Education, Family, School, Community Partnerships</a>
Website	<a href="#">California Parent Center</a>
Website	<a href="#">California State Parent Teacher Association</a>
Website	<a href="#">CSBA</a>
Website	<a href="#">National PTA</a>

Website	<a href="#">Parent Information and Resource Centers</a>
Website	<a href="#">Parents as Teachers National Center</a>
Website	<a href="#">U.S. Department of Education</a>

## Cross References

Code	Description
0000	<a href="#">Vision</a>
0000	<a href="#">Vision</a>
0100	<a href="#">Philosophy</a>
0400	<a href="#">Comprehensive Plans</a>
0410	<a href="#">Nondiscrimination In District Programs And Activities</a>
0420	<a href="#">School Plans/Site Councils</a>
0420	<a href="#">School Plans/Site Councils</a>
0430	<a href="#">Comprehensive Local Plan For Special Education</a>
0430	<a href="#">Comprehensive Local Plan For Special Education</a>
0450	<a href="#">Comprehensive Safety Plan</a>
0450	<a href="#">Comprehensive Safety Plan</a>
0460	<a href="#">Local Control And Accountability Plan</a>
0460	<a href="#">Local Control And Accountability Plan</a>
0470	<a href="#">COVID-19 Mitigation Plan</a>
0500	<a href="#">Accountability</a>
1000	<a href="#">Concepts And Roles</a>
1100	<a href="#">Communication With The Public</a>
1113	<a href="#">District And School Websites</a>
1113	<a href="#">District And School Websites</a>
1113-E(1)	<a href="#">District And School Websites</a>
1220	<a href="#">Citizen Advisory Committees</a>
1220	<a href="#">Citizen Advisory Committees</a>
1230	<a href="#">School-Connected Organizations</a>
1230	<a href="#">School-Connected Organizations</a>
1230-E PDF(1)	<a href="#">School-Connected Organizations</a>

1240	<a href="#">Volunteer Assistance</a>
1240	<a href="#">Volunteer Assistance</a>
1250	<a href="#">Visitors/Outsiders</a>
1250	<a href="#">Visitors/Outsiders</a>
1400	<a href="#">Relations Between Other Governmental Agencies And The Schools</a>
2230	<a href="#">Representative And Deliberative Groups</a>
3100	<a href="#">Budget</a>
3100	<a href="#">Budget</a>
3280	<a href="#">Sale Or Lease Of District-Owned Real Property</a>
3280	<a href="#">Sale Or Lease Of District-Owned Real Property</a>
4115	<a href="#">Evaluation/Supervision</a>
4115	<a href="#">Evaluation/Supervision</a>
4131	<a href="#">Staff Development</a>
4215	<a href="#">Evaluation/Supervision</a>
4215	<a href="#">Evaluation/Supervision</a>
4231	<a href="#">Staff Development</a>
4315	<a href="#">Evaluation/Supervision</a>
4331	<a href="#">Staff Development</a>
5020	<a href="#">Parent Rights And Responsibilities</a>
5020	<a href="#">Parent Rights And Responsibilities</a>
5030	<a href="#">Student Wellness</a>
5113	<a href="#">Absences And Excuses</a>
5113	<a href="#">Absences And Excuses</a>
5113.1	<a href="#">Chronic Absence And Truancy</a>
5113.1	<a href="#">Chronic Absence And Truancy</a>
5121	<a href="#">Grades/Evaluation Of Student Achievement</a>
5121	<a href="#">Grades/Evaluation Of Student Achievement</a>
5123	<a href="#">Promotion/Acceleration/Retention</a>
5123	<a href="#">Promotion/Acceleration/Retention</a>

5123-E PDF(1)	<a href="#">Promotion/Acceleration/Retention - Promotion Acceleration Retention</a>
5141.22	<a href="#">Infectious Diseases</a>
5141.22	<a href="#">Infectious Diseases</a>
5145.6	<a href="#">Parent/Guardian Notifications</a>
5145.6-E(1)	<a href="#">Parent/Guardian Notifications</a>
5148	<a href="#">Child Care And Development</a>
5148	<a href="#">Child Care And Development</a>
5148.2	<a href="#">Before/After School Programs</a>
5148.2	<a href="#">Before/After School Programs</a>
6000	<a href="#">Concepts And Roles</a>
6011	<a href="#">Academic Standards</a>
6142.6	<a href="#">Visual And Performing Arts Education</a>
6142.8	<a href="#">Comprehensive Health Education</a>
6145	<a href="#">Extracurricular And Cocurricular Activities</a>
6154	<a href="#">Homework/Makeup Work</a>
6161.1	<a href="#">Selection And Evaluation Of Instructional Materials</a>
6161.1	<a href="#">Selection And Evaluation Of Instructional Materials</a>
6162.5	<a href="#">Student Assessment</a>
6162.5	<a href="#">Student Assessment</a>
6162.51	<a href="#">State Academic Achievement Tests</a>
6162.51	<a href="#">State Academic Achievement Tests</a>
6164.5	<a href="#">Student Success Teams</a>
6164.5	<a href="#">Student Success Teams</a>
6170.1	<a href="#">Transitional Kindergarten</a>
6171	<a href="#">Title I Programs</a>
6171	<a href="#">Title I Programs</a>
6173.1	<a href="#">Education For Foster Youth</a>
6173.1	<a href="#">Education For Foster Youth</a>
6173.2	<a href="#">Education Of Children Of Military Families</a>
6173.2	<a href="#">Education Of Children Of Military Families</a>



6174	<a href="#"><u>Education For English Learners</u></a>
6174	<a href="#"><u>Education For English Learners</u></a>
6175	<a href="#"><u>Migrant Education Program</u></a>
6175	<a href="#"><u>Migrant Education Program</u></a>
6177	<a href="#"><u>Summer Learning Programs</u></a>
9200	<a href="#"><u>Limits Of Board Member Authority</u></a>
9310	<a href="#"><u>Board Policies</u></a>

## **Regulation 6020: Parent Involvement**

**Status:** ADOPTED

**Original Adopted Date:** 02/21/2007 | **Last Revised Date:** ~~12/15/2021~~ 02/14/2024 | **Last Reviewed Date:** ~~12/15/2021~~ 02/14/2024

### **District Strategies for Title I Schools**

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the district's local control and accountability plan (LCAP) in accordance with the review schedule established by the Governing Board
  - b. Invite input on the plan from other district committees and school site councils
  - c. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the plan and the opportunity to provide input
  - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
  - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
  - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
  - b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs
  - c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities
  - d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
  - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
  - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
  - c. Schedule joint meetings with representatives from related programs and share data and information across programs
  - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
- a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
  - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers

c. Strategies to support successful school and family interactions

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
  - b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
  - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
  - b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members

- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC 6318)

### **School-Level Policies for Title I Schools**

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards
  - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
  - b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
  - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
    - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
    - ii. Frequent reports to parents/guardians on their children's progress
    - iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
    - iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:
    - a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
    - b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
    - c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value

and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs

- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
  - i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families
  - j. Provide a master calendar of district/school activities and meetings
  - k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
  - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
  - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
  - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
  - o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
  - p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
  - q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
2. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

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## Policy Reference Disclaimer:

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

**State**

5 CCR 18275

**Description**

Child care and development programs; parent involvement and education

Ed. Code 11500-11505

[Programs to encourage parent involvement](#)

Ed. Code 48985

[Notices to parents in language other than English](#)

Ed. Code 51101

[Parents Rights Act of 2002](#)

Ed. Code 52060-52077

[Local control and accountability plan](#)

Ed. Code 54444.1-54444.2

[Parent advisory councils; services to migrant children](#)

Ed. Code 56190-56194

[Community advisory committee; special education](#)

Ed. Code 64001

[School plan for student achievement; consolidated application programs](#)

Lab. Code 230.8

[Time off to visit child's school](#)

**Federal**

20 USC 6311

**Description**

State plan

20 USC 6312

Local educational agency plan

20 USC 6314

Schoolwide programs

20 USC 6318

Parent and family engagement

20 USC 6631

Teacher and school leader incentive program; purposes and definitions

28 CFR 35.104

Definitions, auxiliary aids and services

28 CFR 35.160

Effective communications for individuals with disabilities

**Management Resources**

California Department of Education  
Publication

**Description**

Family Engagement Framework: A Tool for California School Districts, 2014

California Department of Education  
Publication

Title I School-Level Parental Involvement Policy

U.S. Department of Education  
Publication

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

Website

[CSBA District and County Office of Education Legal Services](#)

Website

[California Department of Education, Family, School, Community Partnerships](#)

Website

[California Parent Center](#)

Website	<a href="#">California State Parent Teacher Association</a>
Website	<a href="#">CSBA</a>
Website	<a href="#">National PTA</a>
Website	<a href="#">Parent Information and Resource Centers</a>
Website	<a href="#">Parents as Teachers National Center</a>
Website	<a href="#">U.S. Department of Education</a>

## Cross References

Code	Description
0000	<a href="#">Vision</a>
0000	<a href="#">Vision</a>
0100	<a href="#">Philosophy</a>
0400	<a href="#">Comprehensive Plans</a>
0410	<a href="#">Nondiscrimination In District Programs And Activities</a>
0420	<a href="#">School Plans/Site Councils</a>
0420	<a href="#">School Plans/Site Councils</a>
0430	<a href="#">Comprehensive Local Plan For Special Education</a>
0430	<a href="#">Comprehensive Local Plan For Special Education</a>
0450	<a href="#">Comprehensive Safety Plan</a>
0450	<a href="#">Comprehensive Safety Plan</a>
0460	<a href="#">Local Control And Accountability Plan</a>
0460	<a href="#">Local Control And Accountability Plan</a>
0470	<a href="#">COVID-19 Mitigation Plan</a>
0500	<a href="#">Accountability</a>
1000	<a href="#">Concepts And Roles</a>
1100	<a href="#">Communication With The Public</a>
1113	<a href="#">District And School Websites</a>
1113	<a href="#">District And School Websites</a>
1113-E(1)	<a href="#">District And School Websites</a>
1220	<a href="#">Citizen Advisory Committees</a>
1220	<a href="#">Citizen Advisory Committees</a>

1230	<a href="#">School-Connected Organizations</a>
1230	<a href="#">School-Connected Organizations</a>
1230-E PDF(1)	<a href="#">School-Connected Organizations</a>
1240	<a href="#">Volunteer Assistance</a>
1240	<a href="#">Volunteer Assistance</a>
1250	<a href="#">Visitors/Outsiders</a>
1250	<a href="#">Visitors/Outsiders</a>
1400	<a href="#">Relations Between Other Governmental Agencies And The Schools</a>
2230	<a href="#">Representative And Deliberative Groups</a>
3100	<a href="#">Budget</a>
3100	<a href="#">Budget</a>
3280	<a href="#">Sale Or Lease Of District-Owned Real Property</a>
3280	<a href="#">Sale Or Lease Of District-Owned Real Property</a>
4115	<a href="#">Evaluation/Supervision</a>
4115	<a href="#">Evaluation/Supervision</a>
4131	<a href="#">Staff Development</a>
4215	<a href="#">Evaluation/Supervision</a>
4215	<a href="#">Evaluation/Supervision</a>
4231	<a href="#">Staff Development</a>
4315	<a href="#">Evaluation/Supervision</a>
4331	<a href="#">Staff Development</a>
5020	<a href="#">Parent Rights And Responsibilities</a>
5020	<a href="#">Parent Rights And Responsibilities</a>
5030	<a href="#">Student Wellness</a>
5113	<a href="#">Absences And Excuses</a>
5113	<a href="#">Absences And Excuses</a>
5113.1	<a href="#">Chronic Absence And Truancy</a>
5113.1	<a href="#">Chronic Absence And Truancy</a>
5121	<a href="#">Grades/Evaluation Of Student Achievement</a>
5121	<a href="#">Grades/Evaluation Of Student Achievement</a>

5123	<a href="#">Promotion/Acceleration/Retention</a>
5123	<a href="#">Promotion/Acceleration/Retention</a>
5123-E PDF(1)	<a href="#">Promotion/Acceleration/Retention - Promotion Acceleration Retention</a>
5141.22	<a href="#">Infectious Diseases</a>
5141.22	<a href="#">Infectious Diseases</a>
5145.6	<a href="#">Parent/Guardian Notifications</a>
5145.6-E(1)	<a href="#">Parent/Guardian Notifications</a>
5148	<a href="#">Child Care And Development</a>
5148	<a href="#">Child Care And Development</a>
5148.2	<a href="#">Before/After School Programs</a>
5148.2	<a href="#">Before/After School Programs</a>
6000	<a href="#">Concepts And Roles</a>
6011	<a href="#">Academic Standards</a>
6142.6	<a href="#">Visual And Performing Arts Education</a>
6142.8	<a href="#">Comprehensive Health Education</a>
6145	<a href="#">Extracurricular And Cocurricular Activities</a>
6154	<a href="#">Homework/Makeup Work</a>
6161.1	<a href="#">Selection And Evaluation Of Instructional Materials</a>
6161.1	<a href="#">Selection And Evaluation Of Instructional Materials</a>
6162.5	<a href="#">Student Assessment</a>
6162.5	<a href="#">Student Assessment</a>
6162.51	<a href="#">State Academic Achievement Tests</a>
6162.51	<a href="#">State Academic Achievement Tests</a>
6164.5	<a href="#">Student Success Teams</a>
6164.5	<a href="#">Student Success Teams</a>
6170.1	<a href="#">Transitional Kindergarten</a>
6171	<a href="#">Title I Programs</a>
6171	<a href="#">Title I Programs</a>
6173.1	<a href="#">Education For Foster Youth</a>
6173.1	<a href="#">Education For Foster Youth</a>

6173.2	<a href="#"><u>Education Of Children Of Military Families</u></a>
6173.2	<a href="#"><u>Education Of Children Of Military Families</u></a>
6174	<a href="#"><u>Education For English Learners</u></a>
6174	<a href="#"><u>Education For English Learners</u></a>
6175	<a href="#"><u>Migrant Education Program</u></a>
6175	<a href="#"><u>Migrant Education Program</u></a>
6177	<a href="#"><u>Summer Learning Programs</u></a>
9200	<a href="#"><u>Limits Of Board Member Authority</u></a>
9310	<a href="#"><u>Board Policies</u></a>

HANFORD ELEMENTARY SCHOOL DISTRICT  
**Agenda Request Form**

**TO:** Joy C. Gabler

**FROM:** Bill Potter

**DATE:** February 16, 2024

**FOR:** ☒ Board Meeting  
☐ Superintendent's Cabinet

**FOR:** ☐ Information  
☒ Action

Date you wish to have your item considered: February 28, 2024

**ITEM:**

Approve the following revised Board Policy & Administrative Regulation

**PURPOSE:**

The following policy reflects changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and Federal law mandates as well as Education Code changes.

Policy updated to caution District when charging religious groups direct cost for use of facilities when those cost are not charged to other groups due to potential conflict between US Supreme Court decision and state law. Policy also updated to reflect the Governing Board may authorize the use of a school building as a vote center on election day and or during the 10 days preceding election day.

Regulation updated to encourage districts to create facilities use application and agreement for use of school facilities and grounds by any entity other than the district and anyone applying to use facilities do so as specified in district procedures and in accordance with law and reflet new law AB 2028. Which allow Governing Boards to allow district facilities be used by law enforcement and nonprofits for bicycle and scooter safety instruction for students.

- BP 1330 – Use of School Facilities
- AR 1330 - Use of School Facilities

**FISCAL IMPACT:**

None

**RECOMMENDATION:**

Adopt Revised Board Policy & Administration Regulation1330

Board Policy Manual  
Hanford Elementary School District

**Policy 1330: Use Of School Facilities**

**Status: ADOPTED**

Original Adopted Date: 05/16/2001 | Last Revised Date: 12/11/2013 | Last Reviewed Date: 12/11/2013

The Board of Trustees believes that school facilities and grounds are a vital community resource which should be used to foster community involvement and development. Therefore, the Board authorizes the use of school facilities by district residents and community groups for purposes specified in the Civic Center Act, to the extent that such use does not interfere with school activities or other school-related uses.

**School**

The Superintendent or designee shall give priority to school-related activities shall have priority in the use of school facilities and grounds. Other uses authorized under the Civic Center Act shall be on a first-come, first-served basis.

As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds.

The Board shall approve any such agreement only if it determines that it is in the best interest of the district and the community.

Subject to prior approval by the Board, the Superintendent or designee may grant the use of school facilities on those days on which the school is closed. (Education Code 37220)

For the effective management and control of school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that: (Education Code 38133).

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities
2. Preserve order in school buildings facilities and on school grounds and protect school facilities, designating including the designation of a person to supervise this task, if necessary
3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school-workschoolwork

Subject to prior approval by the Board, the Superintendent or designee may grant the use of school facilities or grounds on those days on which district schools are closed. (Education Code 37220)

There shall be no advertising on school facilities and grounds except as specified in Board Policy 1325 - Advertising and Promotion.

As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such agreement only if it determines that it is in the best interest of the district and the community. There shall be no advertising on

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school facilities and grounds except as allowed by district policy specified in BP 1325 – Advertising and Promotion.

#### **Fees**

The Board shall grant

#### **Fees**

The Board shall adopt a comprehensive schedule of fees to be charged for community use of school facilities and grounds, including, but not limited to, the multipurpose room(s), playing or athletic field(s), track and field venue(s), tennis court(s), and outdoor basketball court(s). The schedule of fees shall be prepared in accordance with 5 CCR 14037-14041. (5 CCR 14041)

OPTION 1: (Amount not to exceed direct costs to all community groups)

The Board believes that the use of school facilities or grounds should not result in an expense to the district. The Superintendent or designee shall charge all groups granted the use of school facilities or grounds under the Civic Center Act an amount not to exceed direct costs determined in accordance with 5 CCR 14037-14041. (Education Code 38134)  
OPTION 1 ENDS HERE

OPTION 2: (No charge to nonprofit organizations and youth and school-oriented groups)

The Board authorizes the use of school facilities or grounds, without charge, by nonprofit organizations and by clubs or associations organized to promote youth and school activities, including, but not limited to, Girl Scouts, Boy Scouts, Camp Fire USA, YMCA, parent-teacher associations, school-community advisory councils, and recreational youth sports leagues that charge participants no more than an average of \$60 per month. Other groups that request the use of school facilities under the Civic Center Act shall be charged an amount not to exceed direct costs determined in accordance with 5 CCR 14037-14041. (Education Code 38134)  
OPTION 2 ENDS HERE

OPTION 3: (No charge to school-related organizations)

The Board authorizes the use of school facilities or grounds without charge to school-related organizations whose activities are directly related to or for the benefit of district schools. All other groups requesting the use of school facilities under the Civic Center Act shall be charged an amount not to exceed direct costs. However, if the determined in accordance with 5 CCR 14037-14041.  
OPTION 3 ENDS HERE

Additionally, when any use of school facilities or grounds is for religious services, the group/district shall be charged/charge an amount that equals or exceeds/at least equal to the district's direct costs determined in accordance with . (Education Code 38134.

In determining direct costs to be charged for community use of school facilities or grounds, including, but not limited to, playing or athletic fields, track and field venues, tennis courts, and outdoor basketball courts, the Superintendent or designee shall include a proportionate share of the costs of the following: (Education Code 38134)



1. ~~Supplies, utilities, janitorial services, other services of district employees, and salaries of district employees directly associated with operation and maintenance of the school facilities or grounds involved~~
2. ~~Maintenance, repair, restoration, and refurbishment of the school facilities or grounds~~

However, for classroom-based programs that operate after school hours, including, but not limited to, after-school, tutoring, and child care programs, direct costs to be charged shall not include the cost of maintenance, repair, restoration, or refurbishment of the school facilities or grounds. (Education Code 38134)

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Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134) (Education Code 38134)

#### Calculating Direct Costs

Direct costs to be charged for community use of each, or each type of, school facility or grounds shall be calculated in accordance with 5 CCR 14038 and may reflect the community's proportionate share of the following costs: (Education Code 38134; 5 CCR 14038-14041)

1. Capital direct costs calculated in accordance with 5 CCR 14039, including the estimated costs of maintenance, repair, restoration, and refurbishment of non-classroom space school facilities or grounds
2. Operational direct costs calculated in accordance with 5 CCR 14040, including estimated costs of supplies, utilities, janitorial services, other services performed by district employees and/or contracted workers, and salaries and benefits paid to district employees directly associated with the administration of the Civic Center Act to operate and maintain school facilities and grounds

Direct cost fees shall not be discounted to any group or organization except when the discount is specifically authorized in the adopted fee schedule. (5 CCR 14041)

#### Expending Funds Collected as Capital Direct Costs

Any funds collected as capital direct costs shall be deposited into a special fund to be used only for capital maintenance, repair, restoration, and refurbishment of school facilities and grounds. (5 CCR 14042)

#### Use of School Facility as Polling Place

The Board may authorize the use of school buildings as polling places, or vote centers for election day. The Board may also authorize the use of school buildings, without cost, for the storage of voting machines and other vote-tabulating devices. However, if a city or county elections official specifically requests the use of a school building as a polling place, or vote center on election day and/or during the 10 days preceding election day, as well as during key dates necessary for drop-off, set-up, and pick-up of election materials, as determined by the elections official, the Board shall allow its use for such purpose. If school will be in session, the Superintendent or designee shall identify to elections officials the specific areas of the school buildings not occupied by school

activities that will be allowed for use as a polling place or vote center. (Elections Code 12283)

When a school is used as a polling place or vote center, the Superintendent or designee shall provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the normal process of voting and shall make a telephone line for Internet access available for use by local elections officials if so requested. The Superintendent or designee shall make a reasonable effort to ensure that the site is accessible to persons with disabilities. (Elections Code 12283)

The Superintendent or designee shall establish procedures to ensure student safety and minimize disruptions whenever school is in session while the facilities are being used as a polling place or vote center.

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**Policy Reference Disclaimer:**

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

<b>State</b>	<b>Description</b>
5 CCR 14037-14042	Proportionate direct costs for use of school facilities and grounds
Bus. Code 25608	<u>Alcohol on school property; use in connection with instruction</u>
Ed. Code 10900-10914.5	<u>Community recreation programs</u>
Ed. Code 32280-32289.5	<u>School safety plans</u>
Ed. Code 37220	<u>School holidays</u>
Ed. Code 38130-38138	<u>Civic Center Act; use of school property for public purposes</u>
Ed. Code 51860	<u>Time and facilities for bicycle and scooter safety instruction</u>
Elec. Code 12283	<u>Polling places: schools</u>
Gov. Code 54950-54963	<u>The Ralph M. Brown Act</u>
M&V Code 1800	<u>Definitions</u>
<b>Federal</b>	<b>Description</b>
20 USC 7905	Equal access to public school facilities
40 CFR 141.1-141.723	Drinking water standards
<b>Management Resources</b>	<b>Description</b>
Attorney General Opinion	79 Ops.Cal.Atty.Gen. 248 (1996)
Attorney General Opinion	82 Ops.Cal.Atty.Gen. 90 (1999)
Court Decision	Ellis v. Board of Education, (1945) 27 Cal.2d 322
Court Decision	Good News Club v. Milford Central School, (2001) 533 U.S. 98
Court Decision	Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384

Court Decision	<a href="#">ACLU v. Board of Education of Los Angeles (1961) 55 Cal .2d 167</a>
Court Decision	<a href="#">Cole v. Richardson, (1972) 405 U.S. 676</a>
Court Decision	<a href="#">Connell v. Higgenbotham, (1971) 403 U.S. 207</a>
CSBA Publication	<a href="#">Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009</a>
CSBA Publication	<a href="#">Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010</a>
Website	<a href="#">CSBA District and County Office of Education Legal Services</a>
Website	<a href="#">California Department of Education</a>
Website	<a href="#">CSBA</a>

#### Cross References

Code	Description
0410	<a href="#">Nondiscrimination In District Programs And Activities</a> <del>Nondiscrimination In District Programs And Activities</del>
0450	<a href="#">Comprehensive Safety Plan</a> <del>Comprehensive Safety Plan</del>
0450	<a href="#">Comprehensive Safety Plan</a> <del>Comprehensive Safety Plan</del>
0470	<a href="#">COVID-19 Mitigation Plan</a> <del>COVID-19 Mitigation Plan</del>
1000	<a href="#">Concepts And Roles</a> <del>Concepts And Roles</del>
1160	<a href="#">Political Processes</a> <del>Political Processes</del>
1230	<a href="#">School-Connected Organizations</a> <del>School-Connected Organizations</del>
1230	<a href="#">School-Connected Organizations</a> <del>School-Connected Organizations</del>
4230-E PDF(1)	<a href="#">School-Connected Organizations</a>
1325	<a href="#">Advertising And Promotion</a> <del>Advertising And Promotion</del>
13251330.1	<a href="#">Advertising And Promotion</a> <del>Advertising And Promotion</del>
1400	<a href="#">Relations Between Other Governmental Agencies And The Schools</a> <del>Relations Between Other Governmental Agencies And The Schools</del>
3280	<a href="#">Sale Or Lease Of District-Owned Real Property</a> <del>Sale Or Lease Of District-Owned Real Property</del>
3280	<a href="#">Sale Or Lease Of District-Owned Real Property</a> <del>Sale Or Lease Of District-Owned Real Property</del>
3513.3	<a href="#">Tobacco-Free Schools</a> <del>Tobacco-Free Schools</del>

3513.3	<u>Tobacco-Free Schools</u> <u>Tobacco-Free Schools</u>
3513.4	<u>Drug And Alcohol Free Schools</u> <u>Drug And Alcohol Free Schools</u>
3515.2	<u>Disruptions</u> <u>Disruptions</u>
3515.2	<u>Disruptions</u> <u>Disruptions</u>
3515.21	<u>Unmanned Aircraft Systems (Drones)</u> <u>Unmanned Aircraft Systems (Drones)</u>
3516	<u>Emergencies And Disaster Preparedness Plan</u> <u>Emergencies And Disaster Preparedness Plan</u>
3516	<u>Emergencies And Disaster Preparedness Plan</u> <u>Emergencies And Disaster Preparedness Plan</u>
3530	<u>Risk Management/Insurance</u> <u>Risk Management/Insurance</u>
3530	<u>Risk Management/Insurance</u> <u>Risk Management/Insurance</u>
4119.25	<u>Political Activities Of Employees</u> <u>Political Activities Of Employees</u>
4119.25	<u>Political Activities Of Employees</u> <u>Political Activities Of Employees</u>
4219.25	<u>Political Activities Of Employees</u> <u>Political Activities Of Employees</u>
4219.25	<u>Political Activities Of Employees</u> <u>Political Activities Of Employees</u>
4319.25	<u>Political Activities Of Employees</u> <u>Political Activities Of Employees</u>
4319.25	<u>Political Activities Of Employees</u> <u>Political Activities Of Employees</u>
5148	<u>Child Care And Development</u> <u>Child Care And Development</u>
5148	<u>Child Care And Development</u> <u>Child Care And Development</u>
5148.2	<u>Before/After School Programs</u> <u>Before/After School Programs</u>
5148.2	<u>Before/After School Programs</u> <u>Before/After School Programs</u>
<del>6111</del> 5148.3	<u>School Calendar</u> <u>Preschool/Early Childhood Education</u>
5148.3	<u>Preschool/Early Childhood Education</u>
6111	<u>School Calendar</u> <u>School Calendar</u>
6115	<u>Ceremonies And Observances</u> <u>Ceremonies And Observances</u>
6115	<u>Ceremonies And Observances</u> <u>Ceremonies And Observances</u>
6141.2	<u>Recognition Of Religious Beliefs And Customs</u> <u>Recognition Of Religious Beliefs And Customs</u>

6141.2	<u>Recognition Of Religious Beliefs And Customs</u> <u>Recognition Of Religious Beliefs And Customs</u>
6145	<u>Extracurricular And Cocurricular Activities</u> <u>Extracurricular And Cocurricular Activities</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6145.5	<u>Student Organizations And Equal Access</u> <u>Student Organizations And Equal Access</u>
6145.5	<u>Student Organizations And Equal Access</u> <u>Student Organizations And Equal Access</u>
7160	<u>Charter School Facilities</u> <u>Charter School Facilities</u>
7160	<u>Charter School Facilities</u> <u>Charter School Facilities</u>
9320	<u>Meetings And Notices</u> <u>Meetings And Notices</u>

**Board Policy Manual  
Hanford Elementary School District**

**Regulation 1330: Use Of School Facilities**

Status: ADOPTED

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Original Adopted Date: 05/16/2001 | Last Revised Date: 10/28/2015 | Last Reviewed Date: 10/28/2015

**Application for Use of Facilities**

Any person applying for the use of any school facilities or grounds on behalf of any society, group, or organization shall present written authorization from the group or organization to make the application.

Persons or organizations

~~Anyone applying for the use of school facilities or grounds shall submit a facilities use statement indicating that they uphold the state do so as specified in district procedures and federal constitutions and do not intend to use school premises or facilities to commit unlawful acts.~~

in accordance with law.

**Civic Center Use**

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Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for the following purposes: (Education Code 32282, 38131, 51860).

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1. Public, literary, scientific, recreational, educational, or public agency meetings
2. The discussion of matters of general or public interest
3. The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization
4. Child care programs to provide supervision and activities for children of preschool and elementary school age
5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies
6. Supervised recreational activities, including, but not limited to, sports league activities for youth that are arranged for and supervised by entities, including religious organizations or churches, and in which youth may participate regardless of religious belief or denomination

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7. A community youth center

8. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

9. A ceremony, patriotic celebration, or related educational assembly conducted by a veterans' organization

A *veterans' organization* means the American Legion, Veterans of Foreign Wars, Disabled American Veterans, United Spanish War Veterans, Grand Army of the Republic, or other duly recognized organization of honorably discharged soldiers, sailors, or marines of the United States, or any of their territories. (Military and Veterans Code 1800)

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10. Bicycle, scooter, electric bicycle, motorized bicycle, or motorized scooter safety instruction for district students by local law enforcement, public agencies, nonprofit associations, or organizations specified in Education Code 38134

- 10.11. Other purposes deemed appropriate by the Governing Board of Trustees

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## Restrictions

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School facilities or grounds shall not be used for any of the following activities:

1. Any use by an individual or group for the commission of any crime or any act prohibited by law
2. Any use which is inconsistent with the use of the school facilities for school purposes or which interferes with the regular conduct of school or school work
3. Any use which involves the possession, consumption, or sale of alcoholic beverages ~~drugs~~ or any restricted substances, including tobacco
4. Any use which involves the possession, consumption, or sale of alcoholic beverages, except for special events approved by the Superintendent or designee pursuant to Business and Professions Code 25608 which are covered by a special events permit pursuant to Division 9 of the Business and Professions Code and which will occur at a time when students are not on the grounds. Any such use of school facilities shall be subject to any limitations that may be necessary to reduce risks to the district and ensure the safety of participants, as determined by the Superintendent or designee. Applicable limitations shall be clearly stated in the facility use agreement to be signed by the user's representative.

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The district may exclude certain school facilities from nonschool use for safety or security reasons.

## Damage and Liability

Groups, organizations, or persons using school facilities or grounds shall be liable for any property damage caused by the activity. The district may charge the amount necessary to repair the damages and may deny the group further use of school facilities or grounds. (Education Code 38134)

Any group or organization using school facilities or grounds shall be liable for any injuries resulting from its negligence during the use of district facilities or grounds. The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk. (Education Code 38134)

Groups or organizations shall provide the district with evidence of insurance against claims arising out of the group's own negligence when using school facilities. (Education Code 38134)

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When permitted by law, the Superintendent or designee may shall require a hold harmless agreement and indemnification when warranted by the type of activity or the specific facilities being used.

#### Policy Reference Disclaimer:

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

State	Description
5 CCR 14037-14042	Proportionate direct costs for use of school facilities and grounds
Bus. Code 25608	<u>Alcohol on school property; use in connection with instruction</u>
Ed. Code 10900-10914.5	<u>Community recreation programs</u>
Ed. Code 32280-32289.5	<u>School safety plans</u>
Ed. Code 37220	<u>School holidays</u>
Ed. Code 38130-38138	<u>Civic Center Act; use of school property for public purposes</u>
Ed. Code 51860	<u>Time and facilities for bicycle and scooter safety instruction</u>
Elec. Code 12283	<u>Polling places; schools</u>
Gov. Code 54950-54963	<u>The Ralph M. Brown Act</u>
M&V Code 1800	<u>Definitions</u>
Federal	Description

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20 USC 7905	Equal access to public school facilities
40 CFR 141.1-141.723	Drinking water standards
<b>Management Resources</b>	<b>Description</b>
Attorney General Opinion	79 Ops.Cal.Atty.Gen. 248 (1996)
Attorney General Opinion	82 Ops.Cal.Atty.Gen. 90 (1999)
Court Decision	Ellis v. Board of Education, (1945) 27 Cal.2d 322
Court Decision	Good News Club v. Milford Central School, (2001) 533 U.S. 98
Court Decision	Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384
Court Decision	ACLU v. Board of Education of Los Angeles (1961) 55 Cal .2d 167
Court Decision	Cole v. Richardson, (1972) 405 U.S. 676
Court Decision	Connell v. Higgenbotham, (1971) 403 U.S. 207
CSBA Publication	<u>Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009</u>
CSBA Publication	<u>Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010</u>
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>California Department of Education</u>
Website	<u>CSBA</u>

#### Cross References

Code	Description
0410	<u>Nondiscrimination In District Programs And Activities</u> <u>Nondiscrimination In District Programs And Activities</u>
0450	<u>Comprehensive Safety Plan</u> <u>Comprehensive Safety Plan</u>
0450	<u>Comprehensive Safety Plan</u> <u>Comprehensive Safety Plan</u>
0470	<u>COVID-19 Mitigation Plan</u> <u>COVID-19 Mitigation Plan</u>
1000	<u>Concepts And Roles</u> <u>Concepts And Roles</u>
1160	<u>Political Processes</u> <u>Political Processes</u>
1230	<u>School-Connected Organizations</u> <u>School-Connected Organizations</u>
1230	<u>School-Connected Organizations</u> <u>School-Connected Organizations</u>
1230-E-PDF(1)	<u>School-Connected Organizations</u>

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1325	<u>Advertising And Promotion</u> Advertising And Promotion
13251330.1	<u>Advertising And Promotion</u> Joint Use Agreements
1400	<u>Relations Between Other Governmental Agencies And The Schools</u> Relations Between Other Governmental Agencies And The Schools
3280	<u>Sale Or Lease Of District-Owned Real Property</u> Sale Or Lease Of District-Owned Real Property
3280	<u>Sale Or Lease Of District-Owned Real Property</u> Sale Or Lease Of District-Owned Real Property
3513.3	<u>Tobacco-Free Schools</u> Tobacco-Free Schools
3513.3	<u>Tobacco-Free Schools</u> Tobacco-Free Schools
3513.4	<u>Drug And Alcohol-Free Schools</u> Drug And Alcohol Free Schools
3515.2	<u>Disruptions</u> Disruptions
3515.2	<u>Disruptions</u> Disruptions
3515.21	<u>Unmanned Aircraft Systems (Drones)</u> Unmanned Aircraft Systems (Drones)
3516	<u>Emergencies And Disaster Preparedness Plan</u> Emergencies And Disaster Preparedness Plan
3516	<u>Emergencies And Disaster Preparedness Plan</u> Emergencies And Disaster Preparedness Plan
3530	<u>Risk Management/Insurance</u> Risk Management/Insurance
3530	<u>Risk Management/Insurance</u> Risk Management/Insurance
4119.25	<u>Political Activities Of Employees</u> Political Activities Of Employees
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4219.25	<u>Political Activities Of Employees</u> Political Activities Of Employees
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4319.25	<u>Political Activities Of Employees</u> Political Activities Of Employees
4319.25	<u>Political Activities Of Employees</u> Political Activities Of Employees
5148	<u>Child Care And Development</u> Child Care And Development
5148	<u>Child Care And Development</u> Child Care And Development
5148.2	<u>Before/After School Programs</u> Before/After School Programs

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5148.2	<u>Before/After School Programs</u> Before/After School Programs
<del>6111</del> 5148.3	<u>School Calendar</u> Preschool/Early Childhood Education
<u>5148.3</u>	Preschool/Early Childhood Education
6111	<u>School Calendar</u> School Calendar
6115	<u>Ceremonies And Observances</u> Ceremonies And Observances
6115	<u>Ceremonies And Observances</u> Ceremonies And Observances
6141.2	<u>Recognition Of Religious Beliefs And Customs</u> Recognition Of Religious Beliefs And Customs
6141.2	<u>Recognition Of Religious Beliefs And Customs</u> Recognition Of Religious Beliefs And Customs
6145	<u>Extracurricular And Cocurricular Activities</u> Extracurricular And Cocurricular Activities
<u>6145</u>	Extracurricular And Cocurricular Activities
6145.5	<u>Student Organizations And Equal Access</u> Student Organizations And Equal Access
6145.5	<u>Student Organizations And Equal Access</u> Student Organizations And Equal Access
7160	<u>Charter School Facilities</u> Charter School Facilities
7160	<u>Charter School Facilities</u> Charter School Facilities
9320	<u>Meetings And Notices</u> Meetings And Notices

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## HANFORD ELEMENTARY SCHOOL DISTRICT

**Agenda Request Form**

**TO:** Joy C. Gabler  
**FROM:** Bill Potter  
**DATE:** February 16, 2024  
**FOR:** (X) Board Meeting  
( ) Superintendent's Cabinet  
**FOR:** ( ) Information  
(X) Action

Date you wish to have your item considered: February 28, 2024

**ITEM:**

Approve the following revised Administrative Regulation

**PURPOSE:**

The following policy reflects changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and Federal law mandates as well as Education Code changes.

Regulation updated to more closely align with the law and new law AB 185 which enables a district to enter into an alternate design build contract with a single entity for both design and construction of any school facility if the contract is in excess of \$5,000,000

- AR 7140 Architectural and Administrative Services

**FISCAL IMPACT:**

None

**RECOMMENDATION:**

Adopt Revised Administrative regulation 7140

**Board Policy Manual  
Hanford Elementary School District**

**Regulation 7140: Architectural And Engineering Services**

**Status: ADOPTED**

Original Adopted Date: 05/16/2001 | Last Reviewed Date: 05/16/2001

~~The Board of Trustees shall engage the services of a licensed architect(s) holding a valid certificate or engineer(s) holding a valid certificate for the preparation of plans, specifications or estimates for any construction project, through a signed contract. (Education Code 17302)~~

Contractors for any private architectural, landscape architectural, engineering, environmental, land surveying or construction project management services shall be selected, at fair and reasonable prices, on the basis of demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required. (Government Code 4526)

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The Superintendent or designee shall ensure that the selection process for projects receiving state funding. (Government Code 4526)

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- ~~1. Ensures that projects entail~~Assures maximum participation by small business firms as defined pursuant to Government Code 14837
2. Prohibits practices which might result in unlawful activity such as rebates, kickbacks, or other unlawful consideration
3. Prohibits district employees from participating in the selection process when they have a relationship with a person or business entity seeking a contract which would subject the employee to the prohibition of Government Code 87100

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~~Contracts shall specify that all plans, specifications and estimates prepared by the contractor shall become the property of the district. (Education Code 17316)~~

The selection process may also include: (Government Code 4527)

1. Evaluation of current statements of qualifications and performance data on file with the district and evaluation of statements that may be submitted by other firms regarding the proposed project
2. Discussion with at least three firms regarding anticipated concepts and the relative utility of alternative approaches for furnishing the required services
3. Selection, in order of preference, of at least three firms deemed to be the most highly qualified to provide the required services in accordance with established district criteria

The district shall negotiate a contract with the best qualified firm at compensation determined by the district to be fair and reasonable. If the district is unable to negotiate a contract with the most qualified firm, the district shall negotiate a contract with the second most qualified firm and, if unsuccessful, with the third most qualified firm. If the district is unable to negotiate a satisfactory contract with any of the selected firms, the district shall select additional firms in order of their

competence and qualification and continue negotiations until an agreement is reached. (Government Code 4528)

The above procedures shall not apply if the Superintendent or designee determines that the services needed are more of a technical nature and involve little professional judgment and that requiring bids would be in the public interest. (Government Code 4529)

Contracts shall specify that all plans, including, but not limited to, record drawings, specifications, and estimates prepared by the architect or structural engineer shall become the property of the district for the purpose of repair, maintenance, renovation, modernization, or other purposes, but only as they relate to the project for which the architect or structural engineer was retained. The contract shall also specify terms and conditions for reuse within the district of any plans prepared by the architect or structural engineer. (Education Code 17316)

A design-build contract may be awarded to a single entity for both design and construction of any school facility if the contract is in excess of \$1,000,000, or an alternative design-build contract may be awarded if the contract is in excess of \$5,000,000, as specified in Administrative Regulation 3311.3 - Design-Build Contracts. (Education Code 17250.20, 17250.62)

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<b>State</b>	<b>Description</b>
24 CCR 101	California Building Standards Code
5 CCR 14001	Minimum standards for school facilities
5 CCR 14030-14036	Standards, planning, and approval of school facilities
Bus. Code 5500-5502	<u>Architecture</u>
Bus. Code 5550-5558	<u>Architects; licensure</u>
Bus. Code 6700-6706.3	<u>Professional Engineers Act</u>
Bus. Code 6750-6767	<u>Engineers; licensure</u>
CA Constitution Article 22	<u>Architectural and engineering services</u>
Ed. Code 17070.10-17079.30	<u>Leroy F. Greene School Facilities Act</u>
Ed. Code 17250.10-17250.55	<u>Design-build contracts</u>
Ed. Code 17250.60-17250.69	<u>Alternative design-build contracts</u>
Ed. Code 17251-17256	<u>CDE powers concerning buildings and building sites</u>
Ed. Code 17260-17268	<u>Plans and specifications for school facilities</u>
Ed. Code 17280-17317	<u>Building approvals</u>
Ed. Code 17371	<u>Limitation on liability of governing board</u>
Gov. Code 14837	<u>Definition of small business</u>

Gov. Code 4525-4529.5	<u>Contracts with private architects, engineering, land surveying, and construction project management firms</u>
Gov. Code 87100	<u>Public officials; financial interest</u>
Pub. Cont. Code 20110-20118.44	<u>School district contracts</u>
<b>Management Resources</b>	<b>Description</b>
California Department of Education Publication	<u>Plan Submission Requirements for Modernization Projects, Form SFPD 4.08</u>
California Department of Education Publication	<u>Plan Submission Requirements for New Construction, Form SFPD 4.07</u>
Office of Public School Construction Publication	<u>School Facility Program Handbook, January 2019</u>
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>Department of General Services, Division of the State Architect</u>
Website	<u>American Institute of Architects California Council</u>
Website	<u>Department of General Services, Office of Public School Construction</u>
Website	<u>California Department of Education, School Facilities</u>

#### Cross References

Code	Description
1240	<u><del>Volunteer Assistance</del>Volunteer Assistance</u>
1240	<u><del>Volunteer Assistance</del>Volunteer Assistance</u>
3311	<u><del>Bids</del>Bids</u>
3311	<u><del>Bids</del>Bids</u>
3311.3	<u><del>Design-Build Contracts</del>Design-Build Contracts</u>
3312	<u><del>Contracts</del>Contracts</u>
3515.6	<u><del>Criminal Background Checks For Contractors</del>Criminal Background Checks For Contractors</u>
7000	<u><del>Concepts And Roles</del>Concepts And Roles</u>
7110	<u><del>Facilities Master Plan</del>Facilities Master Plan</u>
<del>7110</del>	<u><del>Facilities Master Plan</del></u>
7150	<u><del>Site Selection And Development</del>Site Selection And Development</u>
7150	<u><del>Site Selection And Development</del>Site Selection And Development</u>
9270	<u><del>Conflict Of Interest</del>Conflict Of Interest</u>

9270-E(1)

Conflict Of InterestConflict Of Interest



HANFORD ELEMENTARY SCHOOL DISTRICT  
**Human Resources Department**  
**AGENDA REQUEST FORM**

**TO:** Joy C. Gabler

**FROM:** Jaime Martinez

**DATE:** February 16, 2024

**RE:** (X ) Board Meeting  
 ( ) Superintendent's Cabinet  
 ( ) Information  
 (X ) Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **February 28, 2024**

**ITEM:** Consider approval of personnel transactions and related matters.

**PURPOSE:**

**a. Employment**

Classified

- Abigail Olguin-Serna, Substitute Telephone Clerk – 8.0 hrs., Human Resources, effective 2/13/24
- Mia Welsh, READY Program Tutor – 4.5 hrs., Washington, effective 2/13/24

Classified Temps/Subs

- Arlet Alatorre, Substitute Special Circumstances Aide, effective 2/13/24
- Zelante Mims, Substitute Yard Supervisor, effective 2/15/24
- Myles Picazo, Substitute Yard Supervisor, effective 2/5/24
- Claudia Tapia, Athletic Coach, effective 3/5/24

Short Term Classified

- Maribel Solorzano Medel, Short-Term Yard Supervisor – 3.5 hrs., Richmond, effective 2/13/24 – 4/5/24

Employment and Certification of Temporary Athletic Team Coaches pursuant to Title 5 CCR 5594

- Juan Botello, 4-6<sup>th</sup> Girls Track, King, effective 3/1/24 – 5/2/24
- Claudia Tapia, 4-6<sup>th</sup> Boys Track, Washington, effective 3/5/24 – 5/2/24

**b. Resignations**Classified

- Hailey Belton, READY Program Tutor – 4.5 hrs., Lincoln, effective 2/16/24
- Jessica Castro, Substitute Telephone Clerk – 8.0 hrs., Human Resources, effective 1/19/24
- Baylee Chrisman, Educational Tutor, K-8 – 4.5 hrs., Simas, effective 1/25/24
- Ariana De Soto, READY Program Tutor – 4.5 hrs., Richmond, effective 2/16/24
- LeAnna Mattos, Yard Supervisor – 3.0 hrs., Wilson, effective 2/16/24
- Maya Mendez, READY Program Tutor – 4.5 hrs., Washington, effective 2/9/24

**c. Leave of Absence**

- Jaqueline Huerta, Teacher on LOA, effective 2024-25 school year, child rearing
- Julee Pires, Teacher, effective 2024-25 school year, child rearing

**d. Volunteers**

<b>Name</b>	<b>School</b>
Addie Barraza	Hamilton
Nancy Cisneros	Hamilton
Robert Goforth	Hamilton
Sherry Logan	Hamilton
Analisa Viramontes	Hamilton
Vanessa Williams	Hamilton
Erika Diaz	Jefferson/Monroe
Jasmine Perez	Kennedy/Washington
Irene Arreguin	Lincoln
Sheccid Solis	Monroe
Crystal Vargas	Monroe
Dolores Davis	Simas
Davilyn Estrada	Simas
Daniel Haley	Simas
Mishaelynn Stephens	Simas
Roysbel Marquez	Washington
Martha Villafan-Torres	Washington
Kristina Zepeda	Washington

**RECOMMENDATION:** Approve.

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/16/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 02/28/2024

**ITEM:**

PUBLIC HEARING – Consider adoption of Resolution 16-24 which adopts the Developer Fee Justification Study and increases the Level 1 fee.

**PURPOSE:**

On January 24, 2024, the State Allocation Board (SAB) approved an inflationary increase applicable to “Level 1” developer fees. Based on application of the Marshall & Swift Eight California Cities Index for construction costs, SAB adjusted the Level 1 fee to \$5.17 per square foot for residential development and \$0.84 for commercial development. Hanford Elementary School District receives 60% of the fee with Hanford Joint Union High School District receiving 40%.

Enclosed for your information and review is a copy the Developer Fee Justification Study for the Hanford Elementary School District. This report justifies an increase to the Level 1 developer fees to statutory maximums and the resolution increases the developer fees.

**FISCAL IMPACT:**

The increase in the developer fee is dependent on housing permits.

**RECOMMENDATIONS:**

Adopt Resolution 16-24, which adopts the Developer Fee Justification Study and increases the Level 1 Developer Fee.

BEFORE THE GOVERNING BOARD OF THE  
HANFORD ELEMENTARY SCHOOL DISTRICT  
KINGS COUNTY, CALIFORNIA

In the Matter of	)	
	)	Resolution No. 16-24
THE ADOPTION OF A FEE	)	
JUSTIFICATION STUDY AND THE	)	
INCREASE IN SCHOOL FACILITIES	)	
FEES AND ADOPTION OF CEQA	)	
<u>NOTICE OF EXEMPTION</u>	)	

WHEREAS, Education Code section 17620 authorizes school districts to levy a fee, charge or dedication against any new construction within its boundaries for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, the governing board (“Board”) of the Hanford Elementary School District (“District”) has caused a study to be prepared by SchoolWorks entitled 2024 Developer Fee Justification Study (incorporated herein by reference and hereinafter referred to as the “Study”), which identifies the purpose and use for the fee and sets forth a reasonable relationship between the fee to be imposed, the type of development project on which the fee is to be imposed, and the increased school facilities made necessary by virtue of the burden imposed by the development; and

WHEREAS the Hanford Elementary School District (“District”) by agreement with the high school district[s] sharing geographical territory with the District (“Fee-Sharing Agreement”), may levy 60 % of the total fees permitted pursuant to Government Code Section 65995 for development in areas in which the District provides school services. The remaining

permitted fees shall be allocated to the high school district(s) within whose boundaries the residential, commercial, or industrial development shall occur; and

WHEREAS, pursuant to the authority of Government Code section 65995, subdivision (b)(3), the fees authorized by Education Code section 17620 have presently been established by the State Allocation Board (“SAB”) in the amount of \$5.17 per square foot for residential development and \$0.84 per square foot for commercial/industrial development; and

WHEREAS based upon the Fee-Sharing Agreement and in accordance with the increased level of fees permitted by the SAB pursuant to Government Code section 65995, the District may levy the following fees, which represent a percentage of the SAB Authorized Fee Amounts

1. \$3.10 per square foot of residential development (60% of \$5.17).
2. \$0.50 per square foot of commercial/industrial development (60% of \$0.84).

These amounts are justified by the needs of the District alone and do not include the needs of the high school district[s]; and

WHEREAS, Education Code section 17621 specifically exempts the adoption, increase, or imposition of any fee, charge, dedication or other requirement pursuant to Education Code section 17620 from the provisions of the California Environmental Quality Act (“CEQA”)(Pub. Resources Code Section 21000 et seq.); and

WHEREAS, upon a determination that the imposition of school facilities fees under Education Code section 17620 is exempt from CEQA, the District is entitled to file a Notice of Exemption with the County Clerk pursuant to California Code of Regulations, title 14, section 15062.

NOW, THEREFORE, BE IT RESOLVED, that the Board makes the following findings:

1. Prior to the adoption of this resolution (“Resolution”), the Board of the District conducted a public hearing at which oral and/or written presentations were made as part of the Board’s regularly scheduled meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered has been published twice in the newspaper in accordance with Government Code sections 66017 and 66018. Additionally, at least 10 days prior to the meeting, the District made all relevant information available to the public indicating the cost, or estimated cost, of the construction or reconstruction of school facilities made necessary by the residential and/or commercial/industrial development to which the fee shall apply.
2. The purpose of the fees is to provide adequate school facilities for the students of the District who will be generated by residential and commercial/industrial development in the District.
3. The fees are to be used to finance the construction and reconstruction of school facilities.
4. There is a reasonable relationship between the need for the imposition of the fee and the types of development projects upon which the fees shall be imposed for the purpose of the construction or reconstruction of school facilities, in that residential, commercial and industrial development will generate students who will attend District schools. These students cannot be housed by the District without additional school facilities, or the reconstruction of existing school

facilities. The fees will be used to fund all, or a portion of, new school facilities, or to reconstruct existing school facilities.

5. There is a reasonable relationship between the amount of the fee and the cost of the additional or reconstructed school facilities attributable to the development upon which the fee shall be imposed, in that the square footage of these developments has a direct relationship to the number of students that will be generated, and thus to the facilities the District must add and/or reconstruct in order to accommodate the additional students.
6. The District maintains a separate capital facilities account, or fund, as required by Government Code section 66006.
7. There are no other adequate sources of funds to meet the District's school facilities needs occasioned by, and resulting from, the construction of new residential and/or commercial/industrial development within the District.

AND BE IT FURTHER RESOLVED that the Board incorporates herein by reference, approves and adopts the Study entitled 2024 Developer Fee Justification Study, prepared by SchoolWorks which documents the need for the school facilities fees.

AND BE IT FURTHER RESOLVED that since the Study justifies fees at or in excess of the SAB Authorized Fee Amounts, the District, in accordance with Education Code sections 17620, et seq., and Government Code sections 65995, et seq., and the Fee-Sharing Agreement, hereby increases fees to the following amounts:

1. \$3.10 per square foot of residential development;
2. \$0.50 per square foot of commercial or industrial development except for Rental Self Storage facilities in which a fee of \$0.18 per square foot is justified.

AND BE IT FURTHER RESOLVED that the amount collected on behalf of both the District and the high school district[s] pursuant to this Resolution shall not exceed a total of \$5.17 per square foot for residential development and \$0.84 per square foot of commercial or industrial development.

AND BE IT FURTHER RESOLVED that the increase in fees shall take effect June 1, 2024.

AND BE IT FURTHER RESOLVED that the Superintendent of the District, or his or her designee, shall give notice of the Board's action herein to all cities and counties with jurisdiction over the territory of the District in accordance with the requirements of Education Code section 17620 and 17621, requesting that no building permits (or, for manufactured homes and mobile homes, certificates of occupancy) be issued on or after the date which is sixty (60) days after the date of this Resolution, without certification from the District that the fee specified herein have been paid. Said notice shall specify that collection of the fees is not subject to the restriction set forth in Government Code section 66007, subdivision (a) but, pursuant to subdivision (b) of that statute, the fees are to be collected prior to issuance of building permits.

AND BE IT FURTHER RESOLVED that developers of commercial or industrial development be provided the opportunity for a hearing to appeal the imposition of the fee on their developments.

AND BE IT FURTHER RESOLVED that nothing contained or expressed in this Resolution shall be construed to affect the District's authority to increase fees, enter into agreements with developers, or otherwise adopt or impose, to the extent permitted by law, additional fees, to fully mitigate the impact of residential and/or commercial/industrial development upon the District's school facilities.



AND BE IT FURTHER RESOLVED that the District's administration is authorized to make expenditures and to incur obligations of the fees for the purposes authorized by law.

AND BE IT FURTHER RESOLVED that the Board hereby finds that the increase in fees hereunder is statutorily exempt from the requirements of CEQA pursuant to Education Code section 17621.

AND BE IT FURTHER RESOLVED that this Board hereby adopts this Resolution and directs the Superintendent, or his or her designee, to file a certified copy of this Resolution, together with all relevant supporting documentation and a map clearly indicating the boundaries of the area subject to the fee, to each city and each county in which the District is situated, pursuant to Education Code section 17621.

This Resolution is adopted this 28<sup>th</sup> day of February, 2024 by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSTENTIONS: \_\_\_\_\_

ABSENT: \_\_\_\_\_

---

Clerk of the Governing Board

FEBRUARY 2024

# 2024 DEVELOPER FEE JUSTIFICATION STUDY FOR HANFORD ELEMENTARY SCHOOL DISTRICT

JOY GABLER,  
*SUPERINTENDENT*

*PREPARED BY*

SCHOOLWORKS, INC.  
8700 Auburn Folsom Rd., #200  
Granite Bay, CA 95746

PHONE: (916) 733-0402  
WWW.SCHOOLWORKSGIS.COM

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## Appendices

- SAB 50-01 - Enrollment Certification/Projection
- Census Data
- Use of Developer Fees
- Site Development Costs
- Index Adjustment on the Assessment for Development – State Allocation Board Meeting of January 24, 2024
- Annual Adjustment to School Facility Program Grants

## Executive Summary

This Developer Fee Justification Study demonstrates that the Hanford Elementary School District requires its full share of the full statutory impact fee to accommodate impacts from development activity.

A fee of \$4.79 per square foot for residential construction and a fee of \$0.78 per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **\$5.17** per square foot for residential construction and **\$0.84\*** per square foot for commercial/industrial construction. This proposed increase represents \$0.38 per square foot and \$0.06 per square foot for residential and commercial/ industrial construction, respectively. The District's share of the developer fees is 60%.

The following table shows the impacts of the new fee amounts:

**Table 1**  
**Hanford Elementary**  
**Developer Fee Collection Rates**

<b>Totals</b>	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$4.79	\$5.17	\$0.38
Commercial/Ind.	\$0.78	\$0.84	\$0.06
District Share:	60.00%		
<b>Net Impact</b>	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$2.87	\$3.10	\$0.23
Commercial/Ind.	\$0.47	\$0.50	\$0.03

\*except for Rental Self Storage facilities in which a fee of \$0.18 per square foot is justified.

The total projected number of housing units to be built over the next five years is 860. The average area per unit is 1,874 square feet. This Study demonstrates a need of \$7.39 per square foot for residential construction.

## Background

Education Code Section 17620 allows school districts to assess fees on new residential and commercial construction within their respective boundaries. These fees can be collected without special city or county approval, to fund the construction of new school facilities necessitated by the impact of residential and commercial development activity. In addition, these fees can also be used to fund the reconstruction of school facilities to accommodate students generated from new development projects. Fees are collected immediately prior to the time of the issuance of a building permit by the City or the County.

As new development generates students, additional school facilities or modernization of existing facilities will be needed to house the new students. Because of the high cost associated with constructing school facilities and the District's limited budget, outside funding sources are required for future school construction. State and local funding sources for the construction and/or reconstruction of school facilities are limited.

The authority cited in Education Code Section 17620 states in part "... the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at \$1.50 per square foot for residential construction and \$0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **\$5.17** per square foot of residential construction and **\$0.84** per square foot of commercial or industrial construction.

## Purpose and Intent

Prior to levying developer fees, a district must demonstrate and document that a reasonable relationship exists between the need for new or reconstructed school facilities and residential, commercial and industrial development. The justification for levying fees is required to address three basic links between the need for facilities and new development. These links or nexus are:

Burden Nexus: A district must identify the number of students anticipated to be generated by residential, commercial and industrial development. In addition, the district shall identify the school facility and cost impact of these students.

Cost Nexus: A district must demonstrate that the fees to be collected from residential, commercial and industrial development will not exceed the cost of providing school facilities for the students to be generated from the development.

Benefit Nexus: A district must show that the construction or reconstruction of school facilities to be funded by the collection of developer fees will benefit the students generated by residential, commercial and industrial development.

The purpose of this Study is to document if a reasonable relationship exists between residential, commercial and industrial development and the need for new and/or modernized facilities in the Hanford Elementary School District.

Following in this Study will be figures indicating the current enrollment and the projected development occurring within the attendance boundaries of the Hanford Elementary School District. The students generated will then be loaded into existing facilities to the extent of available space. Thereafter, the needed facilities will be determined and an estimated cost will be assigned. The cost of the facilities will then be compared to the area of residential, commercial and industrial development to determine the amount of developer fees justified.

## Enrollment and Impacts

In 2023/2024 the District's total enrollment (CBEDS) was 5,570 students. The enrollment by grade level is shown here in Table 2.

**Table 2**

**Hanford Elementary  
CURRENT ENROLLMENT**

<b>Grade</b>	<b>2023/2024</b>
TK/K	774
1	602
2	618
3	559
4	601
5	609
6	588
<hr/>	
TK-6 Total	4,351
7	602
8	617
<hr/>	
7-8 Total	1,219
<hr/>	
TK-8 Total	5,570

This data will be the basis for the enrollment impacts which will be presented later after a review of the development projections and the student generation factors.



Student Generation Factor

In determining the impact of new development, the District is required to show how many students will be generated from the new developments. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation factor is applied to the number of new housing units to determine development-related impacts.

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.70 for grades TK-8. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2020 Census. Table 3 shows the student generation factors for the various grade groupings.

Table 3

**Hanford Elementary  
STUDENT GENERATION FACTORS**

<u>Grades</u>	<u>Students per Household</u>
TK-6	0.30136
7-8	0.08753
<b>Total</b>	<b>0.38889</b>

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that **72.2%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

#### New Residential Development Impacts

The Hanford Elementary School District has experienced an average new residential construction rate of approximately 105 units per year over the past four years. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting the various city planning departments within the school district boundaries, it was determined that the residential construction rate over the next five years will average 172 units per year. Projecting the average rate forward, we would expect that 860 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.3889 to the projected 860 units of residential housing, we expect that 334 students will be generated from the new residential construction over the next five years. This includes 259 elementary school students and 75 middle school students.

The following table shows the projected impact of new development. The students generated by development will be utilized to determine the facility cost impacts to the school district.

**Table 4**

#### **Hanford Elementary DEVELOPMENT IMPACT ANALYSIS**

<u>Grades</u>	<u>Generation Rate</u>	<u>Students Generated</u>
TK to 6	0.3014	259
7 to 8	0.0875	75
<b>Totals</b>	<b>0.3889</b>	<b>334</b>

## Existing Facility Capacity

To determine the need for additional school facilities, the capacity of the existing facilities must be identified and compared to current and anticipated enrollments. The District's existing building capacity will be calculated using the State classroom loading standards shown in Table 6. The following types of "support-spaces" necessary for the conduct of the District's comprehensive educational program, are not included as "teaching stations," commonly known as "classrooms" to the public:

**Table 5**  
**List of Core and Support Facilities**

Library	Resource Specialist
Multipurpose Room	Gymnasium
Office Area	Lunch Room
Staff Workroom	P.E. Facilities

Because the District requires these types of support facilities as part of its existing facility and curriculum standards at its schools, new development's impact must not materially or adversely affect the continuance of these standards. Therefore, new development cannot require that the District house students in these integral support spaces.

### Classroom Loading Standards

The following maximum classroom loading-factors are used to determine teaching-station "capacity," in accordance with the State legislation and the State School Building Program. These capacity calculations are also used in preparing and filing the baseline school capacity statement with the Office of Public School Construction.

**Table 6**  
**State Classroom Loading Standards**

TK/Kindergarten	25 Students/Classroom
1 <sup>st</sup> -3 <sup>rd</sup> Grades	25 Students/Classroom
4 <sup>th</sup> -6 <sup>th</sup> Grades	25 Students/Classroom
7 <sup>th</sup> -8 <sup>th</sup> Grades	27 Students/Classroom
Non Severe Special Ed	13 Students/Classroom

### Existing Facility Capacity

The State determines the baseline capacity by either loading all permanent teaching stations plus a maximum number of portables equal to 25% of the number of permanent classrooms or by loading all permanent classrooms and only portables that are owned or have been leased for over 5 years. As allowed by law and required by the State, facility capacities are calculated by identifying the number of teaching stations at each campus. All qualified teaching stations were included in the calculation of the capacities at the time the initial inventory was calculated. To account for activity and changes since the baseline was established in 1998/99, the student grants (which represent the seats added either by new schools or additions to existing schools) for new construction projects funded by OPSC have been added. Using these guidelines the District's current State calculated capacity is shown in Table 7.

**Table 7**

<b>Hanford Elementary Summary of Existing Facility Capacity</b>							
<u>School Facility</u>	<u>Permanent Classrooms</u>	<u>Portable Classrooms</u>	<u>Chargeable Portables</u>	<u>Total Chargeable Classrooms</u>	<u>State Loading Factor</u>	<u>State Funded Projects</u>	<u>Total State Capacity</u>
Grades TK-6	116	51	18	134	25	1242	4592
Grades 7-8	41	11	11	52	27	0	1404
Special Ed	8	0	0	8	13	0	104
Totals	165	62	29	194		1242	6100

### OPSC Funded Projects

<u>Name</u>	<u>Project #</u>	<u>TK-6 Grants</u>	<u>7-8 Grants</u>	<u>Special Ed</u>	<u>CR</u>
Simas Elem	1	575	0	0	28
Hamilton Elem	2	575	0	0	28
Lincoln Elem	5	92	0	0	4
Totals		1242	0	0	60

This table shows a basic summary of the form and procedures used by OPSC (Office of Public School Construction) to determine the capacity of a school district. There were a total of 165 permanent classrooms in the District when the baseline was established. In addition, there were 62 portable classrooms. However, 33 of the portable classrooms were leased and therefore were not considered chargeable classrooms and are not included in the baseline capacity. Therefore, only the 29 owned portable classrooms are included in the baseline capacity. This results in a total classroom count of 194 and is referred to as the chargeable classrooms.

To determine the total capacity based on State standards, the capacity of the chargeable classrooms are multiplied by the State loading standards and then the capacity of the projects completed since 1998/99 (when the baseline was established) are added based on the State funded new construction projects. As Table 7 shows, the total State capacity of the District facilities is 6,100 students.

#### Unhoused Students by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing homes. The seats needed were determined individually for each grade grouping. The projected enrollment in the space needed analysis did not include the impact of any new housing units.

**Table 8**

#### **Hanford Elementary Summary of Available District Capacity**

<u>School Facility</u>	<u>State Capacity</u>	<u>Space Needed</u>	<u>Available Capacity</u>
Grades TK-6	4,592	5,112	(520)
Grades 7-8	1,404	1,306	98
Special Ed	104	111	(7)
Totals	6,100	6,529	(429)

Since the enrollment space needed exceeds the District capacity there is no excess capacity available to house students from new development.

## Calculation of Development's Fiscal Impact on Schools

This section of the Study will demonstrate that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Hanford Elementary School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

### School Facility Construction Costs

For the purposes of estimating the cost of building school facilities we have used the State School Building Program funding allowances. These amounts are shown in Table 9. In addition to the basic construction costs, there are site acquisition costs of \$132,384 per acre and service-site, utilities, off-site and general site development costs which are also shown in Table 9.

**Table 9**

#### **NEW CONSTRUCTION COSTS**

<u>Grade</u>	<u>Base Grant</u>	<u>Fire Alarms</u>	<u>Fire Sprinklers</u>	<u>Per Student Total</u>
TK-6	\$31,540	\$38	\$528	\$32,106
7-8	\$33,358	\$50	\$630	\$34,038

#### **Site Acreage Needs**

<u>Grade</u>	<u>Typical Acres</u>	<u>Average Students</u>	<u>Projected Unhoused Students</u>	<u>Equivalent Sites Needed</u>	<u>Site Acres Needed</u>
TK-6	10	600	259	0.43	4.32
7-8	20	800	0	0.00	0.00
<b>TOTAL</b>					<b>4.32</b>

#### **General Site Development Allowance**

<u>Grade</u>	<u>Acres</u>	<u>Allowance/Acre</u>	<u>Base Cost</u>	<u>% Allowance</u>	<u>Added Cost</u>	<u>Total Cost</u>
TK-6	4.32	\$51,340	\$221,789	6%	\$498,927	\$720,716
7-8	0.00	\$51,340	\$0	6%	\$0	\$0
<b>Totals</b>	<b>4.32</b>					<b>\$720,716</b>

#### **Site Acquisition & Development Summary**

<u>Grade</u>	<u>Acres Needed</u>	<u>Land Cost/Acre</u>	<u>Total Land Cost</u>	<u>Site Development Cost/Acre</u>	<u>Site Dev. Cost</u>	<u>General Site Development</u>	<u>Total Site Development</u>
TK-6	4.32	\$132,384	\$571,899	\$339,346	\$1,465,975	\$720,716	\$2,186,691
7-8	0.00	\$132,384	\$0	\$319,258	\$0	\$0	\$0
<b>Totals</b>	<b>4.32</b>		<b>\$571,899</b>		<b>\$1,465,975</b>	<b>\$720,716</b>	<b>\$2,186,691</b>

Note: The grant amounts used are twice those shown in the appendix to represent the full cost of the facility needs and not just the standard State funding share of 50%.

### Reconstruction/Modernization Costs

In addition to any new facilities needed, there is also a need to reconstruct or modernize existing facilities in order to maintain the existing levels of service as students from new development continue to arrive in the District's facilities. In order to generate capacity, it may also be necessary to reopen closed school facilities. Such reopening often requires reconstruction in order to provide the District's existing level of service. For purposes of this report, the analysis of modernization/reconstruction includes the possible reopening and refurbishing of closed or unused school facilities.

California has made a significant investment in school facilities through grants provided to help extend the useful life of public schools. The State's largest funding source for public school modernization projects, the School Facilities Program (SFP), requires a minimum local funding contribution of 40% of SFP-eligible costs. The State may provide up to 60% of the eligible costs at those times that State funding is available. However, SFP modernization grants frequently, if not usually, fall short of providing 60% of the actual costs for major modernizations. In the best cases, developer fees can help meet the District's required 40% local share. In many cases, developer fees may be necessary to supplement both the State's and the school district's contribution to a project.

Buildings generate eligibility for State reconstruction/modernization funding once they reach an age of 25 years old for permanent buildings and 20 years old for portables.

The usable life of school facilities is an important consideration in determining district facility needs into the future. The specific time when the projected residential developments will be built cannot be precisely predicted. Some new homes may be immediately occupied by families with school aged children, while others may be immediately occupied who will have school-aged children in five to ten years. As a result of these variables, for each new home, the District must be prepared to house the students residing there for an extended period of time. Students generated by the next five years of development will need to be accommodated in District schools for a significant amount of time that could exceed twenty years. Thus, the District will need to ensure that it has facilities in place for future decades.

As evidenced by the State Building program's use of the criteria that buildings older than twenty-five years (and portables older than twenty years) are eligible for modernization funds, school buildings require reconstruction/modernization to remain in use for students beyond the initial twenty to

twenty-five years of life of those buildings. To the extent that the District has buildings older than twenty to twenty-five years old, the point will be reached without reconstruction/modernization that those buildings will no longer be able to provide the existing level of service to students, and may, in some circumstances, need to be closed entirely for health and safety reasons. However, because of the new development, reconstruction/modernization must occur in order to have available school housing for the students generated from development.

The following table shows the District's eligibility for modernization/reconstruction funding in the State Building Program.

**Table 10**

**Modernization Project Needs**

<u>School</u>	<u>Eligible Modernization Grants</u>			<u>State</u>	<u>District</u>	<u>Project</u>
	<u>Elem</u>	<u>Middle</u>	<u>Spec Ed</u>	<u>Funding</u>	<u>Share</u>	<u>Total</u>
Lee Richmond Elementary	59	0	0	\$418,944	\$279,296	\$698,240
MLK Jr Elementary	500	0	0	\$3,190,075	\$2,126,717	\$5,316,792
Monroe Elementary	650	0	0	\$4,147,098	\$2,764,732	\$6,911,829
Roosevelt Elementary	275	0	0	\$1,754,541	\$1,169,694	\$2,924,235
Simas Elementary	512	0	0	\$3,266,637	\$2,177,758	\$5,444,395
John F Kennery Jr Junior High	0	591	0	\$3,980,681	\$2,653,788	\$6,634,468
Woodrow Wilson Junior High	0	610	0	\$4,108,655	\$2,739,103	\$6,847,758
<b>TOTALS</b>	<b>1996</b>	<b>1201</b>	<b>0</b>	<b>\$20,866,630</b>	<b>\$13,911,087</b>	<b>\$34,777,717</b>

**Table 11**

**New Development Share of Modernization Costs**

<u>Grade</u>	<u>Eligible</u>	<u>New Development</u>		
	<u>Modernization</u>	<u>Students</u>	<u>\$/Student</u>	<u>Amount</u>
<b>TK-6</b>	<b>1,996</b>	<b>0</b>	<b>\$10,634</b>	<b>\$0</b>
<b>7-8</b>	<b>1,201</b>	<b>75</b>	<b>\$11,226</b>	<b>\$841,950</b>
<b>Totals</b>	<b>3,197</b>	<b>75</b>		<b>\$841,950</b>

Includes students from new developments not housed in new facilities.  
Amounts based on State OPSC allowances for modernization projects.

This data is used to show that there are significant needs within the school District to invest in its existing facilities. Without modernizing its schools, the District could be forced to begin closing some of its buildings and schools.



To accurately account for the amount of the modernization projects attributed to the impact of new developments, only the students from new developments that were not already housed in new facilities are included in the net needs for modernization projects. As can be seen in the charts, the net modernization needs due to new development impacts are much less than the total District modernization needs.

#### Impact of New Residential Development

This next table compares the development-related enrollment to the available district capacity for each grade level and then multiplies the unhoused students by the new school construction costs to determine the total school facility costs related to the impact of new residential housing developments.

In addition, the State provides that new construction projects can include the costs for site acquisition and development, including appraisals, surveys and title reports. The District needs to acquire 4.32 acres to meet the needs of the students projected from the new developments. Therefore, the costs for site acquisition and development of the land have been included in the total impacts due to new development.

Finally, the modernization needs are included for the students not housed in new facilities but who would be housed in existing facilities that are eligible for and need to be modernized to provide adequate housing and to maintain the existing level of service for the students generated by development.

Table 12

**Hanford Elementary  
Summary of Residential Impact**

<u>School Facility</u>	<u>Students Generated</u>	<u>Available Space</u>	<u>Net Unhoused</u>	<u>Construction Cost Per Student</u>	<u>Total Facility Costs</u>
Elementary	259	0	259	\$32,106	\$8,315,454
Middle	75	98	0	\$34,038	\$0
Site Purchase: 4.32 acres					\$571,899
Site Development:					\$2,186,691
<b>New Construction needs due to development:</b>					<b>\$11,074,044</b>
<b>Modernization needs due to development:</b>					<b>\$841,950</b>
<b>TOTAL DEVELOPMENT IMPACT:</b>					<b>\$11,915,994</b>
<b>Average cost per student:</b>					<b>\$35,677</b>
<b>Total Residential Sq Ft:</b>					<b>1,611,640</b>
<b>Residential Fee Justified:</b>					<b>\$7.39</b>

The total need for school facilities based solely on the impact of the 860 new housing units projected over the next five years totals \$11,915,994. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 1,874 square feet. The total area for 860 new homes would therefore be 1,611,640 square feet. The total residential fee needed to be able to collect \$11,915,994 would be **\$7.39** per square foot.

Impact of Other Residential Development

In addition to new residential development projects that typically include new single family homes and new multi-family units, the District can also be impacted by additional types of new development projects. These include but are not limited to redevelopment projects, additions to existing housing units, and replacement of existing housing units with new housing units.

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential development projects. However, the net impact is reduced due to the fact that there was a previous residential building in its place. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impact fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less.

#### Impact of Commercial/Industrial Development

There is a correlation between the growth of commercial/industrial firms/facilities within a community and the generation of school students within most business service areas. Fees for commercial/industrial can only be imposed if the residential fees will not fully mitigate the cost of providing school facilities to students from new development.

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the “1990 SanDAG Traffic Generators Report”.

#### Employees per Square Foot of Commercial Development

Results from a survey published by the San Diego Association of Governments “1990 San DAG Traffic Generators” are used to establish numbers of employees per square foot of building area to be anticipated in new commercial or industrial development projects. The average number of workers per 1,000 square feet of area ranges from 0.06 for Rental Self Storage to 4.79 for Standard Commercial Offices. The generation factors from that report are shown in the following table.

**Table 13**

<b>Commercial/Industrial Category</b>	<b>Average Square Foot Per Employee</b>	<b>Employees Per Average Square Foot</b>
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Commercial Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

*Source: 1990 SanDAG Traffic Generators report*

#### Students per Employee

The number of students per employee is determined by using the S0802: Means of Transportation to Work by Selected Characteristics 2018-2022 American Community Survey 5-Year Estimates and DP1: Profile of General Population and Housing Characteristics 2020: DEC Demographic Profile for the District. There were 18,217 employees and 15,241 homes in the District. This represents a ratio of 1.1953 employees per home.

There were 5,927 school age children attending the District in 2020. This is a ratio of 0.3254 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (39.4%), because only those employees living in the District will impact the District's school facilities with their children. The net ratio of students per employee in the District is 0.1282.

#### School Facilities Cost per Student

Facility costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial development projects are contained in Table 12.

#### Residential Offset

When additional employees are generated in the District as a result of new commercial/industrial development, fees will also be charged on the residential units necessary to provide housing for the

employees living in the District. To prevent a commercial or industrial development from paying for the portion of the impact that will be covered by the residential fee, this amount has been calculated and deducted from each category. The residential offset amount is calculated by multiplying the following factors together and dividing by 1,000 (to convert from cost per 1,000 square feet to cost per square foot).

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (39.4 percent).
- Housing units per employee (0.8366). This was derived from the 2018-2022 ACS 5 Year Estimates an DP1 data for the District, which indicates there were 15,241 housing units and 18,217 employees.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (1,874).
- Residential fee charged by the District (\$3.10 (60% of \$5.17 per square foot)).
- Average cost per student was determined in Table 12.

The following table shows the calculation of the school facility costs generated by a square foot of new commercial/industrial development for each category of development.

**Table 14**

<b>Hanford Elementary Summary of Commercial and Industrial Uses</b>							
<u>Type</u>	Employees per 1,000 <u>Sq. Ft.</u>	Students per <u>Employee</u>	Students per <u>1,000 Sq. Ft.</u>	Average Cost per <u>Student</u>	Cost per <u>Sq. Ft.</u>	Residential offset per <u>Sq. Ft.</u>	Net Cost per <u>Sq. Ft.</u>
Banks	2.83	0.1282	0.363	\$35,677	\$12.94	\$4.06	\$8.88
Community Shopping Centers	1.53	0.1282	0.196	\$35,677	\$7.00	\$2.20	\$4.80
Neighborhood Shopping Centers	2.71	0.1282	0.347	\$35,677	\$12.39	\$3.89	\$8.50
Industrial Business Parks	3.52	0.1282	0.451	\$35,677	\$16.10	\$5.06	\$11.04
Industrial Parks	1.35	0.1282	0.173	\$35,677	\$6.17	\$1.94	\$4.23
Rental Self Storage	0.06	0.1282	0.008	\$35,677	\$0.27	\$0.09	\$0.18
Scientific Research & Development	3.04	0.1282	0.390	\$35,677	\$13.90	\$4.37	\$9.53
Lodging	1.13	0.1282	0.145	\$35,677	\$5.17	\$1.62	\$3.55
Standard Commercial Office	4.79	0.1282	0.614	\$35,677	\$21.91	\$6.88	\$15.03
Large High Rise Commercial Office	4.31	0.1282	0.552	\$35,677	\$19.71	\$6.19	\$13.52
Corporate Offices	2.69	0.1282	0.345	\$35,677	\$12.30	\$3.86	\$8.44
Medical Offices	4.27	0.1282	0.547	\$35,677	\$19.53	\$6.13	\$13.40

\*Based on 1990 SanDAG Traffic Generator Report

#### Net Cost per Square Foot

Since the Districts share of the State Maximum Fee is now \$0.50 (60% of \$0.84) for commercial/ industrial construction, the District is justified in collecting the maximum fee for all categories with the exception of Rental Self Storage. The District can only justify collection of \$0.18 per square foot of Rental Self Storage construction.

#### Verifying the Sufficiency of the Development Impact

Education Code Section 17620 requires districts to find that fee revenues will not exceed the cost of providing school facilities to the students generated by the development paying the fees. This section shows that the fee revenues do not exceed the impact of the new development.

The total need for school facilities resulting from new development totals \$11,915,994. The amount the District would collect over the five year period at the maximum rate of \$3.10 (60% of \$5.17) for residential and \$0.50 (60% of \$0.84) for commercial/industrial development would be as follows:

$\$3.10 \times 860 \text{ homes} \times 1,874 \text{ sq ft per home} = \$4,996,084$  for Residential

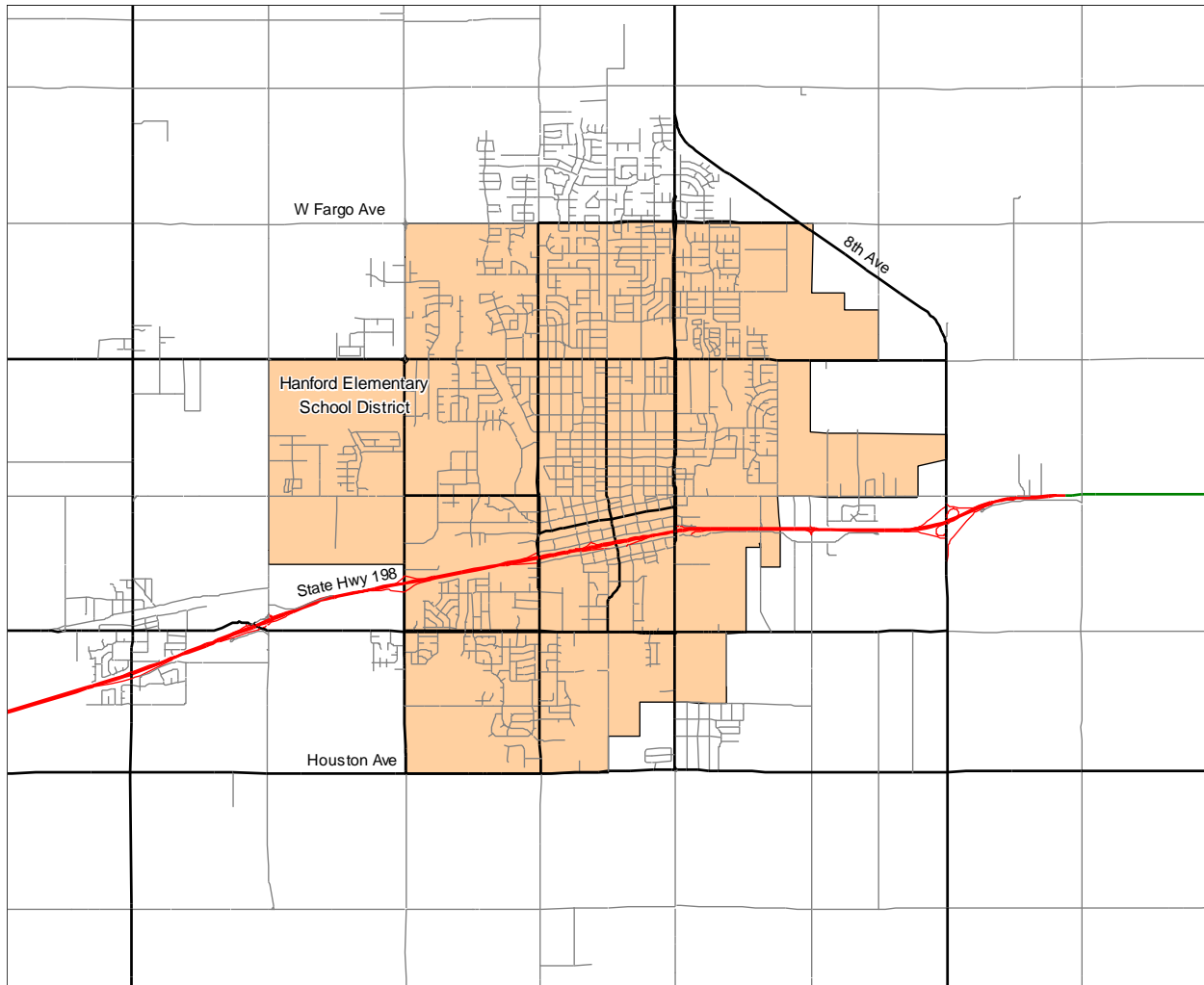
$\$0.50 \times 30,268 \text{ sq ft per year} \times 5 \text{ years} = \$75,670$  for Commercial/Industrial

Total projected 5 year income: \$5,071,754

The estimated income is less than the projected facility needs due to the impact of new development projects.

## District Map

The following map shows the extent of the areas for which development fees are applicable to the Hanford Elementary School District.



## Conclusion

Based on the data contained in this Study, it is found that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Hanford Elementary School District. The following three nexus tests required to show justification for levying fees have been met:

Burden Nexus: New residential development will generate an average of 0.3889 TK-8 grade students per unit. Because the District does not have adequate facilities for all the students generated by new developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of \$7.39 per square foot of residential development. Each square foot of residential development will generate \$3.10 (60% of \$5.17) in developer fees resulting in a shortfall of \$4.29 per square foot.

Benefit Nexus: The developer fees to be collected by the Hanford Elementary School District will be used for the provision of additional and reconstructed or modernized school facilities. This will benefit the students to be generated by new development by providing them with adequate educational school facilities.

The District's planned use of the fees received from development impacts will include the following types of projects, each of which will benefit students from new developments.

- 1) **New Schools:** When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.
- 2) **Additions to Existing Schools:** When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.



- 3) Portable Replacement Projects: Some of the District's capacity is in portables and therefore may not be included in the State's capacity calculations. These portables can be replaced with new permanent or modular classrooms to provide adequate space for students from new developments. These projects result in an increase to the facility capacity according to State standards. In addition, old portables that have reached the end of their life expectancy, will need to be replaced to maintain the existing level of service. These types of projects are considered modernization projects in the State Building Program. If development impacts did not exist, the old portables could be removed.
- 4) Modernization/Upgrade Projects: In many cases, students from new developments are not located in areas where new schools are planned to be built. The District plans to modernize or upgrade older schools to be equivalent to new schools so students will be housed in equitable facilities to those students housed in new schools. These projects may include updates to the building structures to meet current building standards, along with upgrades to the current fire and safety standards and any access compliance standards.

The District plans to use the developer fees on items listed below:

PROJECTS	ESTIMATED COST
Monroe Elementary TK/K Kinder wing	\$ 6.5 million
Simas Elementary TK/K Kinder wing	\$ 3.6 million
Martin Luther King Jr. Elementary Modernization	\$ 1.0 million
Monroe Elementary Modernization	\$ 5.2 million
Jefferson Academy Modernization	\$ 4.5 million
John F. Kennedy Junior High School Modernization	\$ 2.0 million
Woodrow Wilson Junior High School Modernization	\$ 8.8 million

Per the District's agreement with the High School District, the elementary share of the developer fees collected is 60%. The reasonable relationship identified by these findings provides the required justification for the Hanford Elementary School District to levy the maximum fees of \$3.10 (60% of \$5.17) per square foot for residential construction and \$0.50 (60% of \$0.84) per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of \$0.18 per square foot is justified as authorized by Education Code Section 17620.

# Appendices

## 2024 Developer Fee Justification Study

*Hanford Elementary School District*

**ENROLLMENT CERTIFICATION/PROJECTION**

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SAB 50-01 (REV 05/09)

Page 6 of 6

SCHOOL DISTRICT <b>Hanford Elementary</b>	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) <b>63917</b>
COUNTY <b>Kings</b>	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

Check one: ☒ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment ProjectionHSAA Districts Only - Check one: ☐ Attendance ☐ Residency☐ Residency - COS Districts Only - (Fifth Year Projection Only)☐ Modified Weighting (Fifth-Year Projection Only)☐ Alternate Weighting - (Fill in boxes to the right):

3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current

Part G. Number of New Dwelling Units  
(Fifth-Year Projection Only)**860**Part H. District Student Yield Factor  
(Fifth-Year Projection Only)**.388885**

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL
5460	1188	0	<b>6648</b>

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	0	0	<b>0</b>
Severe	0	0	<b>0</b>
TOTAL	0	0	

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:

- I am designated as an authorized district representative by the governing board of the district.
- If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).
- This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE

TELEPHONE NUMBER

E-MAIL ADDRESS

## Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev. 2020 / 2021	2nd Prev. 2021 / 2022	Previous 2022 / 2023	Current 2023 / 2024
K	/	/	/	/	627	703	746	774
1					597	555	605	602
2					625	590	561	618
3					584	607	591	559
4					653	587	606	601
5					651	635	587	609
6					624	632	625	588
7					663	589	624	602
8					666	653	580	617
9					720	767	714	729
10					718	716	780	740
11					770	694	741	800
12					764	823	763	794
TOTAL					<b>8662</b>	<b>8551</b>	<b>8523</b>	<b>8633</b>

## Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				0	0	0	0

## Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
TOTAL					<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe	0	0	<b>0</b>
Severe	0	0	<b>0</b>
TOTAL	0	0	

## Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev. 2020 / 2021	2nd Prev. 2021 / 2022	Previous 2022 / 2023	Current 2023 / 2024
/	/	/	/				

## Part F. Birth Data - (Fifth-Year Projection Only)

☐ County Birth Data ☐ Birth Data by District ZIP Codes☐ Estimate ☐ Estimate ☐ Estimate

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

# PROFILE OF GENERAL POPULATION AND HOUSING CHARACTERISTICS

**Note:** This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

		Hanford Elementary School District, California	
Label	Count	Percent	
> SEX AND AGE			
> MEDIAN AGE BY SEX			
> RACE			
> TOTAL RACES TALLIED [1]			
> HISPANIC OR LATINO			
> HISPANIC OR LATINO BY RACE			
> RELATIONSHIP			
> HOUSEHOLDS BY TYPE			
✓ HOUSING OCCUPANCY			
✓ Total housing units	15,868	100.0%	
Occupied housing units	15,241	96.0%	
✓ Vacant housing units	627	4.0%	
For rent	223	1.4%	
Rented, not occupied	39	0.2%	
For sale only	90	0.6%	
Sold, not occupied	33	0.2%	
For seasonal, recreational, or	69	0.4%	
All other vacants	173	1.1%	
✓ VACANCY RATES			
Homeowner vacancy rate (percent)	1.1	(X)	
Rental vacancy rate (percent) [5]	3.1	(X)	
✓ HOUSING TENURE			
✓ Occupied housing units	15,241	100.0%	
Owner-occupied housing units	8,395	55.1%	
Renter-occupied housing units	6,846	44.9%	

PROFILE OF GENERAL POPULATION AND HOUSING CHARACTERISTICS

**Survey/Program:** Decennial Census  
**Year:** 2020  
**Table ID:** DP1

Note: For information on data collection, confidentiality protection, nonsampling error, subject definitions, and guidance on using the data, visit the 2020 Census Demographic and Housing Characteristics File (DHC) Technical Documentation webpage.

To protect respondent confidentiality, data have undergone disclosure avoidance methods which add "statistical noise" - small, random additions or subtractions - to the data so that no one can reliably link the published data to a specific person or household. The Census Bureau encourages data users to aggregate small populations and geographies to improve accuracy and diminish implausible results.

An "(X)" means not applicable.

An "-" means the statistic could not be computed because there were an insufficient number of observations.

[1] The alone or in combination categories are tallies of responses rather than respondents. That is, the alone or in combination categories are not mutually exclusive. Individuals who reported two races were counted in two separate and distinct alone or in combination race categories, while those who reported three races were counted in three categories, and so on. For example, a respondent who indicated "White and Black or African American" was counted in the White alone or in combination category as well as in the Black or African American alone or in combination category. Consequently, the sum of all alone or in combination categories equals the number of races reported (i.e., responses), which exceeds the total population.

[2] "Child" includes biological, adopted, and stepchildren of the householder.

[3] "Own children" includes biological, adopted, and stepchildren of the householder.

[4] The homeowner vacancy rate is the proportion of the homeowner inventory that is vacant "for sale." It is computed by dividing the total number of vacant units "for sale only" by the sum of owner-occupied units, vacant units that are "for sale only," and vacant units that have been sold but not yet occupied; and then multiplying by 100.

[5] The rental vacancy rate is the proportion of the rental inventory that is vacant "for rent." It is computed by dividing the total number of vacant unit "for rent" by the sum of the renter-occupied units, vacant units that are "for rent," and vacant units that have been rented but not yet occupied; and then multiplying by 100.

Source: U.S. Census Bureau, 2020 Census Demographic Profile

# Selected Housing Characteristics

**Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.**

Hanford Elementary School District, California			
Label	Estimate	Margin of Error	
▼ HOUSING OCCUPANCY			
▼ Total housing units	15,376	±565	
Occupied housing units	14,635	±558	
Vacant housing units	741	±244	
Homeowner vacancy rate	0.7	±0.8	
Rental vacancy rate	1.8	±1.2	
▼ UNITS IN STRUCTURE			
▼ Total housing units	15,376	±565	
1-unit, detached	11,105	±583	
1-unit, attached	303	±150	
2 units	599	±229	
3 or 4 units	777	±212	
5 to 9 units	615	±213	
10 to 19 units	436	±177	
20 or more units	897	±220	
Mobile home	559	±144	
Boat, RV, van, etc.	85	±69	
▼ YEAR STRUCTURE BUILT			
▼ Total housing units	15,376	±565	
Built 2020 or later	84	±65	
Built 2010 to 2019	961	±207	
Built 2000 to 2009	1,616	±281	
Built 1990 to 1999	2,265	±313	
Built 1980 to 1989	3,067	±405	
Built 1970 to 1979	2,511	±393	
Built 1960 to 1969	1,682	±286	
Built 1950 to 1959	1,425	±318	
Built 1940 to 1949	885	±228	

Selected Housing Characteristics

**Survey/Program:** American Community Survey  
**Year:** 2022  
**Estimates:** 5-Year  
**Table ID:** DP04

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, the decennial census is the official source of population totals for April 1st of each decennial year. In between censuses, the Census Bureau's Population Estimates Program produces and disseminates the official estimates of the population for the nation, states, counties, cities, and towns and estimates of housing units for states and counties.

Information about the American Community Survey (ACS) can be found on the ACS website. Supporting documentation including code lists, subject definitions, data accuracy, and statistical testing, and a full list of ACS tables and table shells (without estimates) can be found on the Technical Documentation section of the ACS website.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the [Methodology](#) section.

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.

Households not paying cash rent are excluded from the calculation of median gross rent.

Telephone service data are not available for certain geographic areas due to problems with data collection of this question that occurred in 2019. Both ACS 1-year and ACS 5-year files were affected. It may take several years in the ACS 5-year files until the estimates are available for the geographic areas affected.

The 2018-2022 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on 2020 Census data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Explanation of Symbols:

- The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest interval or highest interval of an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.
- N  
The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area.
- (X)  
The estimate or margin of error is not applicable or not available.
- median-  
The median falls in the lowest interval of an open-ended distribution (for example "2,500-")
- median+  
The median falls in the highest interval of an open-ended distribution (for example "250,000+").
- \*\*  
The margin of error could not be computed because there were an insufficient number of sample observations.

\*\*\*

The margin of error could not be computed because the median falls in the lowest interval or highest interval of an open-ended distribution.

\*\*\*\*\*

A margin of error is not appropriate because the corresponding estimate is controlled to an independent population or housing estimate. Effectively, the corresponding estimate has no sampling error and the margin of error may be treated as zero.



# Means of Transportation to Work by Selected Characteristics

**Note:** This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

		Hanford Elementary School District, California		
		Total	Car, truck, or van	
Label		Estimate	Margin of Error	
✓ Workers 16 years and over		18,217	±957	
➤ AGE				
➤ SEX				
➤ RACE AND HISPANIC OR LATINO ORIGIN				
➤ NATIVITY AND CITIZENSHIP STATUS				
➤ LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH				
➤ EARNINGS IN THE PAST 12 MONTHS (IN 2022 INFLATION-ADJUSTED DOLLARS) FOR WORKERS				
➤ POVERTY STATUS IN THE PAST 12 MONTHS				
➤ Workers 16 years and over		18,217	±957	
✓ Workers 16 years and over who did not work from home		17,193	±942	
➤ TIME OF DEPARTURE TO GO TO WORK				
✓ TRAVEL TIME TO WORK				
Less than 10 minutes		23.2%	±2.9	
10 to 14 minutes		16.2%	±2.6	
15 to 19 minutes		13.4%	±2.5	
20 to 24 minutes		11.4%	±2.3	
25 to 29 minutes		8.6%	±2.4	
30 to 34 minutes		11.6%	±2.3	

Means of Transportation to Work by Selected Characteristics

**Survey/Program:** American Community Survey

**Year:** 2022

**Estimates:** 5-Year

**Table ID:** S0802

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, the decennial census is the official source of population totals for April 1st of each decennial year. In between censuses, the Census Bureau's Population Estimates Program produces and disseminates the official estimates of the population for the nation, states, counties, cities, and towns and estimates of housing units for states and counties.

Information about the American Community Survey (ACS) can be found on the ACS website. Supporting documentation including code lists, subject definitions, data accuracy, and statistical testing, and a full list of ACS tables and table shells (without estimates) can be found on the Technical Documentation section of the ACS website.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the [Methodology](#) section.

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.

Foreign born excludes people born outside the United States to a parent who is a U.S. citizen.

Workers include members of the Armed Forces and civilians who were at work last week.

Industry titles and their 4-digit codes are based on the 2017 North American Industry Classification System. The Industry categories adhere to the guidelines issued in Clarification Memorandum No. "NAICS Alternate Aggregation Structure for Use By U.S. Statistical Agencies," issued by the Office of Management and Budget.

Occupation titles and their 4-digit codes are based on the 2018 Standard Occupational Classification.

When information is missing or inconsistent, the Census Bureau logically assigns an acceptable value using the response to a related question or questions. If a logical assignment is not possible, data are filled using a statistical process called allocation, which uses a similar individual or household to provide a donor value. The "Allocated" section is the number of respondents who received an allocated value for a particular subject.

Several means of transportation to work categories were updated in 2019. For more information, see: Change to Means of Transportation.

In 2019, methodological changes were made to the class of worker question. These changes involved modifications to the question wording, the category wording, and the visual format of the categories on the questionnaire. The format for the class of worker categories are now listed under the headings "Private Sector Employee," "Government Employee," and "Self-Employed or Other." Additionally, the category of Active Duty was added as one of the response categories under the "Government Employee" section for the mail questionnaire. For more detailed information about the

The 2018-2022 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on 2020 Census data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

#### Explanation of Symbols:

-

The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest interval or highest interval of an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.

N

The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area.

(X)

The estimate or margin of error is not applicable or not available.

median-

The median falls in the lowest interval of an open-ended distribution (for example "2,500-")

median+

The median falls in the highest interval of an open-ended distribution (for example "250,000+").

\*\*

The margin of error could not be computed because there were an insufficient number of sample observations.

\*\*\*

The margin of error could not be computed because the median falls in the lowest interval or highest interval of an open-ended distribution.

\*\*\*\*\*

A margin of error is not appropriate because the corresponding estimate is controlled to an independent population or housing estimate. Effectively, the corresponding estimate has no sampling error and the margin of error may be treated as zero.

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/16/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 02/28/2024

**ITEM:**

Consider acceptance of the Building Fund (Measure U) financial and performance audit report.

**PURPOSE:**

In accordance with the requirements of Proposition 39, the District conducted an independent financial and performance audit of the Building Fund to ensure the bond funds were spent exclusively on projects identified in the text of the ballot Measure U.

The report has been included for review.

**FISCAL IMPACT:**

None.

**RECOMMENDATIONS:**

Accept the Building Fund (Measure U) financial and performance audit report.

February 7, 2024

Governing Board and  
Citizens' Oversight Committee  
Hanford Elementary School District  
Hanford, California

We have audited the financial statements of Hanford Elementary School District's (the District) Building Fund (Measure U) as of and for the year ended June 30, 2023 and have issued our report thereon dated February 7, 2024. We have also performed the performance audit of the District's Building Fund (Measure U). Professional standards require that we advise you of the following matters relating to our audit.

**Our Responsibility in Relation to the Financial Statement Audit of the District's Building Fund (Measure U) under Generally Accepted Auditing Standards and *Government Auditing Standards* and the Performance Audit under *Government Auditing Standards*.**

As communicated in our letter dated December 1, 2023, our responsibility, as described by professional standards, is to form and express an opinion(s) about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Additionally, our responsibility, as described by professional standards, is to conduct a performance audit in accordance with *Government Auditing Standards*. Our audit of the financial statements and performance audit does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the District solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding internal controls during our audit in our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated February 7, 2024.

### **Planned Scope and Timing of the Audit**

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

### **Compliance with All Ethics Requirements Regarding Independence**

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

### **Qualitative Aspects of the Entity's Significant Accounting Practices**

#### *Significant Accounting Policies*

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the District is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during the current year. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

#### *Significant Accounting Estimates*

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments. No such significant accounting estimates were identified.

#### *Financial Statement Disclosures*

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the District's Building Fund (Measure U) financial statements relate to:

The Summary of significant accounting policies in Note 1.

### **Significant Difficulties Encountered during the Audit**

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

**Uncorrected and Corrected Misstatements**

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole and each applicable opinion unit. There were no uncorrected or corrected misstatements identified as a result of our audit procedures.

**Disagreements with Management**

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the financial statements or the auditor's report. No such disagreements arose during the course of the audit.

**Circumstances that Affect the Form and Content of the Auditor's Report**

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report. The following Emphasis of Matter paragraph was added to the Auditor's Report:

As discussed in Note 1, the financial statements present only Building Fund (Measure U), and do not purport to, and do not, present fairly the financial position of the District as of June 30, 2023, the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

**Representations Requested from Management**

We have requested certain written representations from management which are included in the management representation letter dated February 7, 2024.

**Management's Consultations with Other Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

**Other Significant Matters, Findings, or Issues**

In the normal course of our professional association with the District, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, significant events or transactions that occurred during the year, operating conditions affecting the entity, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the District's auditors.

Our responsibility also includes communicating to you any information which we believe is a material misstatement of fact. Nothing came to our attention that caused us to believe that such information, or its manner of presentation, is materially inconsistent with the information, or manner of its presentation, appearing in the financial statements.

This report is intended solely for the information and use of the Governing Board and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Fresno, California





Financial and Performance Audits  
Building Fund (Measure U)  
June 30, 2023

**Hanford Elementary School District**

Hanford Elementary School District  
Building Fund (Measure U)

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June 30, 2023

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Financial Audit  
Building Fund (Measure U)  
June 30, 2023

## Hanford Elementary School District

## Independent Auditor's Report

Governing Board and  
Citizens Oversight Committee  
Hanford Elementary School District  
Hanford, California

### Report on the Audit of the Financial Statements

#### ***Opinion***

We have audited the financial statements of the Building Fund (Measure U) of the Hanford Elementary School District (the District), as of and for the year ended June 30, 2023, and the related notes to the financial statements, as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of the Building Fund (Measure U) of the Hanford Elementary School District, as of June 30, 2023, and the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### ***Emphasis of Matter***

As discussed in Note 1, the financial statements present only Building Fund (Measure U), and do not purport to, and do not, present fairly the financial position of the District as of June 30, 2023, the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated February 7, 2024 on our consideration of the Building Fund (Measure U) of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Building Fund (Measure U) of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Building Fund (Measure U) of the District's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Fresno, California  
February 7, 2024

Hanford Elementary School District  
Building Fund (Measure U)  
Balance Sheet  
June 30, 2023

---

Assets

Deposits and investments

\$ -

Fund Balance

Restricted for capital projects

\$ -

Hanford Elementary School District  
 Building Fund (Measure U)  
 Statement of Revenues, Expenditures, and Changes in Fund Balance  
 Year Ended June 30, 2023

---

Revenues	
Local sources	<u>\$ 94,844</u>
Expenditures	
Facility acquisition and construction	<u>1,590,357</u>
Deficiency of Revenues Over Expenditures	<u>(1,495,513)</u>
Other Financing Sources (Uses)	
Transfers in	55,254
Transfers out	<u>(661,847)</u>
Net financing uses	<u>(606,593)</u>
Net Change in Fund Balance	(2,102,106)
Fund Balance - Beginning	<u>2,102,106</u>
Fund Balance - Ending	<u><u>\$ -</u></u>



## **Note 1 - Summary of Significant Accounting Policies**

The accounting policies of the Hanford Elementary School District's (the District) Building Fund (Measure U) conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA). The Hanford Elementary School District Building Fund accounts for financial transactions in accordance with the policies and procedures of the California School Accounting Manual.

### **Financial Reporting Entity**

The financial statements include only the Building Fund of the Hanford Elementary School District used to account for Measure U. This Fund was established to account for the expenditures of general obligation bonds issued under Measure U. These financial statements are not intended to present fairly the financial position and results of operations of the Hanford Elementary School District in compliance with accounting principles generally accepted in the United States of America.

### **Fund Accounting**

The operations of the Building Fund are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenditures. Resources are allocated to and accounted for in the fund based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

### **Basis of Accounting**

The Building Fund is accounted for using a flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balance reports on the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources.

### **Budgets and Budgetary Accounting**

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all governmental funds. The District's governing board adopts an operating budget no later than July 1 in accordance with State law. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements. The Board revises this budget during the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

Hanford Elementary School District  
Building Fund (Measure U)  
Notes to Financial Statements  
June 30, 2023

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**Encumbrances**

The District utilizes an encumbrance accounting system under which purchase orders, contracts and other commitments for the expenditure of monies are recorded in order to reserve that portion of the applicable appropriation. Encumbrances are liquidated when the commitments are paid, and all outstanding encumbrances lapse at June 30.

**Fund Balance - Building Fund (Measure U)**

As of June 30, 2023, the fund balance in the Building Fund was \$0.

As of June 30, 2023, the fund balance is classified as follows:

**Restricted** - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

**Spending Order Policy**

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the governing board has provided otherwise in its commitment or assignment actions.

**Interfund Activity**

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds and after non-operating revenues/expenses in proprietary funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures/expenses during the reporting period. Actual results could differ from those estimates.

## **Note 2 - Interfund Transactions**

### **Operating Transfers**

Interfund transfers are used to (1) move revenues from the fund that statute or budget requires to collect them to the fund that statute or budget requires to expend them, (2) move receipts restricted to debt service from the funds collecting the receipts to the debt service fund as debt service payments become due, and (3) use unrestricted revenues collected in the general fund to finance various programs accounted for in other funds in accordance with budgetary authorizations. Interfund transfers for the year ended June 30, 2023, consist of the following:

The Building Fund transferred \$353,422 to the County School Facilities Non-Major Governmental Fund for the Roosevelt Modernization Project.

The Building Fund transferred \$308,425 to the Deferred Maintenance Non-Major Governmental Fund for the roofing project.

## **Note 3 - Contingencies**

### **Litigation**

The District is not currently a party to any legal proceedings related to the Building Fund (Measure U) as of June 30, 2023.



Independent Auditor's Report  
June 30, 2023

## Hanford Elementary School District

**Independent Auditor's Report on Internal Control over Financial Reporting and  
on Compliance and Other Matters Based on an Audit of Financial Statements Performed  
in Accordance with *Government Auditing Standards***

Governing Board and  
Citizens Oversight Committee  
Hanford Elementary School District  
Hanford, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the Building Fund (Measure U) of the Hanford Elementary School District (the District) as of and for the year ended June 30, 2023, and the related notes of the financial statements, and have issued our report thereon dated February 7, 2024.

**Emphasis of Matter**

As discussed in Note 1, the financial statements present only Building Fund (Measure U), and do not purport to, and do not, present fairly the financial position of the District, as of June 30, 2023, the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

**Report on Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's Building Fund (Measure U) financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Building Fund (Measure U) of the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Fresno, California  
February 7, 2024

Hanford Elementary School District  
Building Fund (Measure U)  
Financial Statement Findings  
June 30, 2023

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None reported.

Hanford Elementary School District  
Building Fund (Measure U)  
Summary of Schedule of Prior Audit Findings  
June 30, 2023

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There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.





Performance Audit  
Building Fund (Measure U)  
June 30, 2023

## Hanford Elementary School District

## Independent Auditor's Report on Performance

Governing Board and  
Citizens Oversight Committee  
Hanford Elementary School District  
Hanford, California

We were engaged to conduct a performance audit of the Building Fund (Measure U) of the Hanford Elementary School District (the District) for the year ended June 30, 2023.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

### Audit Authority/Purpose

The general obligation bonds associated with Measure U were issued pursuant to the Constitution and laws of the State of California (the State), including the provisions of Chapters 1 and 1.5 of Part 10 of the California *Education Code*, and other applicable provisions of law. The bonds are authorized to be issued by a resolution adopted by the Board of Supervisors of the County (the Resolution), pursuant to a request of the District made by a resolution adopted by the Board of Education of the District on May 11, 2016.

The District received authorization from an election held on November 8, 2016, to issue bonds of the District in an aggregate principal amount not to exceed \$24,000,000 to finance specific construction and renovation projects approved by eligible voters within the District. The proposition required approval by at least 55% of the votes cast by eligible voters within the District (the 2016 Authorization). The bonds represent the first and second series of the authorized bonds to be issued under the 2016 Authorization.

### Purpose

To repair and upgrade aging elementary/middle school facilities by repairing outdated classrooms, upgrading inadequate electrical systems, restrooms, improving access for disabled students, provide access to computers/ modern technology, replacing aging portable classrooms and repairing, constructing, acquiring classrooms, facilities, sites and equipment, shall Hanford Elementary School District issue \$24,000,000 in bonds at legal rates, requiring independent audits, citizens' oversight, no money for administrators, all funds staying local, without increasing current tax rates.

## Authority

On November 7, 2000, California voters approved Proposition 39, the Smaller Classes, Safer Schools and Financial Accountability Act. Proposition 39 amended portions of the California Constitution to provide for the issuance of general obligation bonds by the District, "for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of rental property for school facilities", upon approval by 55% of the electorate. In addition to reducing the approval threshold from two-thirds to 55%, Proposition 39 and the enacting legislation (AB 1908 and AB 2659) requires the following accountability measures as codified in *Education Code* sections 15278-15282:

1. Requires that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIII A, Section 1(b)(3)(C) of the California Constitution, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.
2. The District must list the specific school facilities projects to be funded in the ballot measure and must certify that the governing board has evaluated safety, class size reduction and information technology needs in developing the project list.
3. Requires the District to appoint a citizen's oversight committee.
4. Requires the District to conduct an annual independent financial audit and performance audit in accordance with the Government Auditing Standards issued by the Comptroller General of the United States of the bond proceeds until all of the proceeds have been expended.
5. Requires the District to conduct an annual independent performance audit to ensure that the funds have been expended only on the specific projects listed.

## Objectives of the Audit

Our audit was limited to the objectives listed below which includes determining the compliance with the performance requirements as referred to in Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution and Appendix A contained in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* issued by the California Education Audit Appeals Panel. Management is responsible for the District compliance with those requirements.

1. Determine whether expenditures charged to the Building Fund have been made in accordance with the bond project list approved by the voters through the approval of Measure U.
2. Determine whether salary transactions, charged to the Building Fund were in support of Measure U and not for District general administration or operations.

## Scope of the Audit

The scope of our performance audit covered the period of July 1, 2022 to June 30, 2023. The population of expenditures tested included all object and project codes associated with the bond projects. The propriety of expenditures for capital projects and maintenance projects funded through other State or local funding sources, other than proceeds of the bonds, were not included within the scope of the audit. Expenditures incurred subsequent to June 30, 2023, were not reviewed or included within the scope of our audit or in this report.

In planning and performing our performance audit, we obtained an understanding of the District's internal control in order to determine if the internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution but not for the purpose of expressing an opinion of the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

## Methodology

We obtained the general ledger and the project expenditure reports prepared by the District for the fiscal year ended June 30, 2023, for the Building Fund (Measure U). Within the fiscal year audited, we obtained the actual invoices, purchase orders, and other supporting documentation for a sample of expenditures to ensure compliance with the requirements of Article XIII A, Section 1(b)(3)(C) of the California Constitution and Measure U as to the approved bond projects list. We performed the following procedures:

1. We identified expenditures and projects charged to the general obligation bond proceeds by obtaining the general ledger and project listing.
2. We selected a sample of expenditures using the following criteria:
  - a) We considered all expenditures recorded in all object codes.
  - b) We considered all expenditures recorded in all projects that were funded from July 1, 2022 through June 30, 2023 from Measure U bond proceeds.
  - c) Additionally, if payroll costs were noted, obtained backup for the source of the expenditures regardless of the amount to determine if they related to administrative duties not related to project management.
3. Our sample included transactions totaling \$1,382,548. This represents 86.9% of the total expenditures of \$1,590,357.
4. We reviewed the actual invoices and other supporting documentation to determine that:
  - a) Expenditures were supported by invoices with evidence of proper approval and documentation of receipting goods or services.
  - b) Expenditures were expended in accordance with voter-approved ballot language.
  - c) Bond proceeds were not used for salaries of school administrators or other operating expenses of the District.

5. We determined that the District has met the compliance requirement of Measure U if the following conditions were met:
  - a) Supporting documents for expenditures were aligned with the voter-approved ballot language.
  - b) Supporting documents for expenditures were not used for salaries of school administrators or other operating expenses of the District.

The results of our tests indicated that the District expended Building Fund (Measure U) funds only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution.

#### **Audit Results**

The results of our tests indicated that, in all significant respects, the District has properly accounted for the expenditures held in the Building Fund (Measure U) and that such expenditures were made for authorized Bond projects.

This report is intended solely for the information and use of the District, Governing Board, and Citizens Oversight Committee, and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Eric Sully LLP". The signature is written in a cursive, flowing style.

Fresno, California  
February 7, 2024

Hanford Elementary School District  
Building Fund (Measure U)  
Findings, Recommendations, and Views of Responsible Officials  
June 30, 2023

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None reported.

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/16/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 02/28/2024

**ITEM:**

Consider approval of the Kings County Treasurer's Quarterly Compliance Report.

**PURPOSE:**

Enclosed is the Kings County Investment Pool compliance report for the quarter ending 12/31/2023. The interest rate for the quarter was 2.4612%.

**FISCAL IMPACT:**

None.

**RECOMMENDATIONS:**

Approve the Kings County Treasurer's Quarterly Compliance Report.



**COUNTY OF KINGS**  
**DEPARTMENT OF FINANCE**

284

Erik Ureña, CPA – Director of Finance  
1400 W. LACEY BLVD • HANFORD, CA 93230

ACCOUNTING DIVISION  
(559) 852-2455 • FAX: (559) 587-9935

TAX COLLECTOR • TREASURER DIVISION  
TAX: (559) 852-2479 • TREASURER (559) 852-2477  
FAX: (559) 582-1236

DATE: February 6, 2024

TO: Treasury Depositors  
Board of Supervisors  
County Treasury Oversight Committee

FROM: Erik Ureña, CPA, Director of Finance 

SUBJECT: Quarterly Portfolio Compliance Report

Enclosed is the Kings County Treasurer's - Quarterly Compliance Report for the period October 1 – December 31, 2023. The interest rate for the quarter for funds held by the Treasury was 2.4612%.

If you have any questions on the report or the portfolio, please feel free to call Tammy Phelps, Assistant Director of Finance - Treasury, at 852-2462.

Encl. 1



## Kings County Treasurer's Statement of Interest Earnings

For the Period October 1, 2023 - December 31, 2023	
<b>POOLED INVESTMENT ACCOUNT:</b>	
<b>Gross Interest Earnings (on Accrual Basis)</b>	\$4,981,333
Less: Administrative Expenses	(115,998)
Gains/Losses	0
Banking Expenses	(5,662)
Prior Qtr/yr int adjustments	8
<b>Net Interest Earnings Apportioned</b>	<b>\$4,859,682</b>
<b>Portfolio Return of Investment:</b>	
Average Pooled Funds Invested	\$772,688,003
Gross Yield on Investments	2.5577%
Net Yield on Investments	2.4952%
<b>Treasury Return on Investment:</b>	
Average Pooled Funds In Treasury	\$783,370,760
Gross Yield Pooled Treas Funds	2.5228%
Net Yield on Pooled Treasury Funds	2.4612%
<b>DIRECT INVESTMENT ACCOUNT:</b>	
Average Direct Funds Invested	\$0
<b>TOTAL AVERAGE FUNDS INVESTED:</b>	<b>\$772,688,003</b>

YIELD TRENDS		
Gross Yield History*		
Quarter	Pool	LAIF
Dec-23	2.5577%	3.9904%
Sep-23	2.3832%	3.5914%
Jun-23	2.2199%	3.1522%
Mar-23	1.8470%	2.7353%
Dec-22	1.3220%	2.0735%
Sep-22	1.0753%	1.3503%
Jun-22	0.8680%	0.7510%
Mar-22	0.7687%	0.3196%
Dec-21	0.7776%	0.2284%
Sep-21	0.7267%	0.2416%
Jun-21	0.7322%	0.3275%
Mar-21	0.8324%	0.4432%
Dec-20	1.0132%	0.6292%
Sep-20	1.3673%	0.8452%
Jun-20	1.6573%	1.3581%
Mar-20	2.0807%	2.0260%
Dec-19	2.1773%	2.2813%
Sep-19	2.1504%	2.4462%

\*The yield history represents gross portfolio yields; costs have not been deducted.

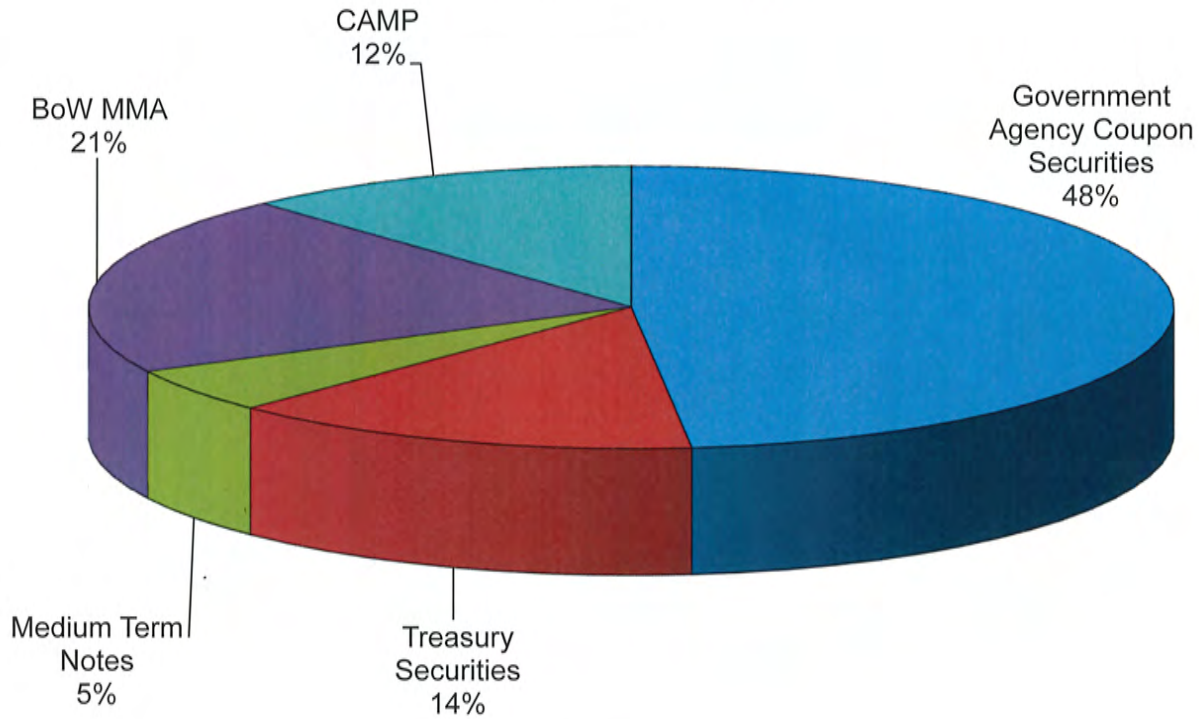
## Kings County Treasurer's Liquidity Projections for the Period January 1, 2024 - December 31, 2024 (In Thousands)

A		B	C	D		E	F	G
ACTUAL MONTH/ YEAR	TREASURER'S RECEIPTS	TREASURER'S DISBURSEMENTS	TREASURER'S SURPLUS or	INVESTMENTS				ESTIMATE SURPLUS
	ACTUAL	ACTUAL	(DEFICIT) (A-B)	MONTH YEAR	PORTFOLIO MATURITIES	LAIF	TOTAL (D+E)	
Jul-23	54,525	100,876	(46,351)	Jul-24	17,000	75,000	92,000	45,649
Aug-23	84,016	94,515	(10,499)	Aug-24	18,000	45,649	63,649	53,150
Sep-23	69,313	83,555	(14,242)	Sep-24	15,000	53,150	68,150	53,908
Oct-23	88,192	75,764	12,428	Oct-24	20,000	53,908	73,908	86,336
Nov-23	109,853	78,581	31,272	Nov-24	18,000	75,000	93,000	124,272
Dec-23	163,466	90,346	73,120	Dec-24	10,000	75,000	85,000	158,120
Jan-23	77,323	76,129	1,194	Jan-24	11,000	75,000	86,000	87,194
Feb-23	97,611	122,786	(25,175)	Feb-24	14,000	75,000	89,000	63,825
Mar-23	128,505	86,761	41,744	Mar-24	20,000	63,825	83,825	125,569
Apr-23	138,294	77,232	61,062	Apr-24	14,000	75,000	89,000	150,062
May-23	96,014	107,331	(11,317)	May-24	18,000	75,000	93,000	81,683
Jun-23	128,308	99,062	29,246	Jun-24	21,000	75,000	96,000	125,246
TOTALS	1,235,420	1,092,938	142,482	196,000				

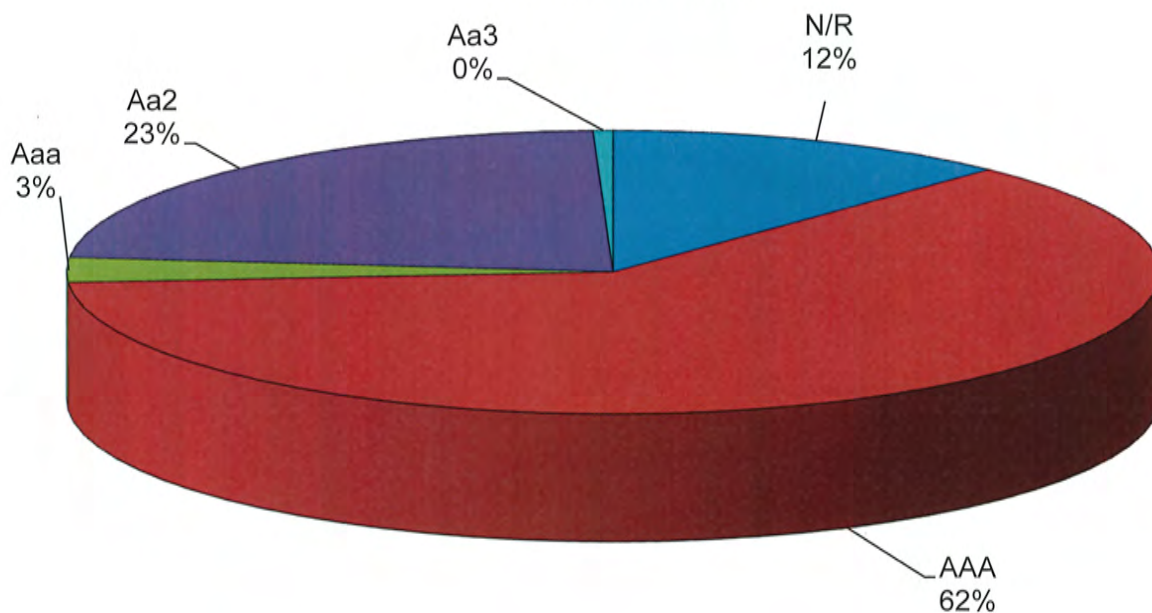
Sufficient liquidity exists to meet the mandated six months cash flow expenditure requirements. The historical receipts have been adjusted for expected non-re-occurring participant activity.

**KINGS COUNTY POOLED INVESTMENTS  
PORTFOLIO STATISTICS**

**Book Value by Investment Type**  
as of December 31, 2023



**Market Value Quality Allocation**  
as of December 31, 2023







**Kings County Investment Pool  
Portfolio Management  
Portfolio Summary  
December 31, 2023**

Kings County  
1400 W. Lacey Blvd.  
Kings County Govt. Center  
Hanford, CA  
(559)582-3211

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM 365 Equiv.	YTM 360 Equiv.
Government Agency Coupon Securities	409,000,000.00	397,678,420.00	409,149,229.47	48.22	611	2.033	2.005
Treasury Coupon Securities	120,000,000.00	115,108,650.00	119,782,985.94	14.12	446	0.739	0.729
Medium Term Notes	45,000,000.00	42,894,590.00	43,125,399.53	5.08	1,121	3.672	3.622
BofW MMA Deposit Account	175,564,030.14	175,564,030.14	175,564,030.14	20.69	1	4.580	4.517
CAMP - California Asset Mgmt Progr	100,934,660.13	100,934,660.13	100,934,660.13	11.89	1,487	5.550	5.474
	<b>850,498,690.27</b>	<b>832,180,350.27</b>	<b>848,556,305.21</b>	<b>100.00%</b>	<b>592</b>	<b>2.879</b>	<b>2.839</b>

**Investments**

**Cash and Accrued Interest**

Passbook/Checking (not included in yield calculations)	13,798,428.08	13,798,428.08	13,798,428.08		1	1.000	0.986
Accrued Interest at Purchase *		0.00	0.00				
Ending Accrued Interest		1,997,986.35	1,997,986.35				
Subtotal		15,796,414.43	15,796,414.43				
	<b>864,297,118.35</b>	<b>847,976,764.70</b>	<b>864,352,719.64</b>		<b>592</b>	<b>2.879</b>	<b>2.839</b>


**Total Cash and Investments**

Total Earnings	December 31 Month Ending	Fiscal Year To Date
Current Year	1,883,429.94	9,458,461.00

\* 200,056.25 Accrued at Purchase is Included in Book Value.

Average Daily Balance	812,298,251.65	758,961,253.43
Effective Rate of Return	2.73%	2.47%

The Pooled Portfolio was in compliance during the quarter ending December 31, 2023, with California Government Code Sections 53601 et.seq. and 53635, and the Director of Finance's Statement of Investment Policy dated January 1, 2023. Market prices are provided by U.S. Bank and are as of the last business day of the month. Ratings listed in the Portfolio Reports are issued by Moody's Rating Agency. If you have any questions about the Pooled Investment Fund, please call Tammy Phelps, Assistant Director of Finance - Treasury, at (559) 852-2462.

  
Erik Ureña, CPA, Director of Finance

2/16/24

Reporting period 12/01/2023-12/31/2023

Run Date: 01/04/2024 - 16:00

Portfolio POOL  
RC  
PM (PRF\_PM1) 7.3.0  
Report Ver. 7.3.6.1

**Kings County Investment Pool**  
**Portfolio Management**  
**Portfolio Details - Investments**  
**December 31, 2023**

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
<b>Government Agency Coupon Securities</b>												
3133EMMN9	200034	Federal Farm Credit Bank		01/11/2021	3,000,000.00	2,995,800.00	2,999,750.00	0.190	AAA	0.204	10	01/11/2024
3133EMNG3	200037	Federal Farm Credit Bank		01/19/2021	3,000,000.00	2,992,800.00	2,999,705.00	0.230	AAA	0.246	18	01/19/2024
3133EMQL9	200039	Federal Farm Credit Bank		02/12/2021	3,000,000.00	2,982,660.00	3,000,000.00	0.200	AAA	0.197	42	02/12/2024
3130AFW94	190030	Federal Home Loan Banks		12/03/2019	3,000,000.00	2,989,860.00	3,011,822.78	2.500	AAA	1.657	43	02/13/2024
3133EMRZ7	200045	Federal Farm Credit Bank		02/26/2021	3,000,000.00	2,976,840.00	3,000,300.00	0.250	AAA	0.227	56	02/26/2024
3130AVP63	220007	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,993,550.00	5,000,000.00	4.760	AAA	4.700	66	03/07/2024
3130AVP55	220008	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,992,400.00	5,000,000.00	4.740	AAA	4.678	81	03/22/2024
3133EMVD1	200053	Federal Farm Credit Bank		04/05/2021	3,000,000.00	2,960,220.00	2,999,625.00	0.330	AAA	0.350	95	04/05/2024
3130ALVY7	200054	Federal Home Loan Banks		04/15/2021	3,000,000.00	2,956,680.00	3,000,000.00	0.400	AAA	0.395	105	04/15/2024
3130ALXQ2	200056	Federal Home Loan Banks		04/29/2021	3,000,000.00	2,952,000.00	3,000,000.00	0.500	AAA	0.493	119	04/29/2024
3133ENWC0	210051	Federal Farm Credit Bank		05/03/2022	5,000,000.00	4,957,200.00	4,999,625.00	2.625	AAA	2.604	123	05/03/2024
3130AMPD8	200062	Federal Home Loan Banks		05/28/2021	3,000,000.00	2,940,270.00	3,000,000.00	0.385	AAA	0.380	148	05/28/2024
3133EME40	200064	Federal Farm Credit Bank		06/03/2021	3,000,000.00	2,936,520.00	3,000,000.00	0.330	AAA	0.325	154	06/03/2024
3130AMKX9	200059	Federal Home Loan Banks		06/07/2021	3,000,000.00	2,936,400.00	3,000,000.00	0.400	AAA	0.395	158	06/07/2024
3130AMLM2	200060	Federal Home Loan Banks		06/07/2021	3,000,000.00	2,937,690.00	3,000,000.00	0.375	AAA	0.370	158	06/07/2024
3130AMND0	200061	Federal Home Loan Banks		06/17/2021	3,000,000.00	2,935,080.00	3,000,000.00	0.430	AAA	0.424	168	06/17/2024
3130AMQC9	200063	Federal Home Loan Banks		06/24/2021	3,000,000.00	2,932,410.00	3,000,000.00	0.420	AAA	0.414	175	06/24/2024
3130AMRZ7	200065	Federal Home Loan Banks		06/28/2021	3,000,000.00	2,930,430.00	3,000,000.00	0.375	AAA	0.370	179	06/28/2024
3130AMT85	200066	Federal Home Loan Banks		06/28/2021	3,000,000.00	2,931,360.00	3,000,000.00	0.400	AAA	0.395	179	06/28/2024
3135G0V75	190029	Federal Nat'l Mortgage Assoc.		12/03/2019	3,000,000.00	2,949,960.00	3,002,010.67	1.750	AAA	1.657	183	07/02/2024
3130AMV82	210001	Federal Home Loan Banks		07/12/2021	3,000,000.00	2,923,980.00	3,000,000.00	0.350	AAA	0.345	193	07/12/2024
3130AMZ88	210002	Federal Home Loan Banks		07/12/2021	3,000,000.00	2,927,580.00	3,000,000.00	0.520	AAA	0.513	193	07/12/2024
3130AN5A4	210003	Federal Home Loan Banks		07/26/2021	3,000,000.00	2,923,800.00	3,000,000.00	0.500	AAA	0.493	207	07/26/2024
3130AN7K0	210004	Federal Home Loan Banks		07/29/2021	5,000,000.00	4,871,550.00	5,000,000.00	0.400	AAA	0.395	210	07/29/2024
3130ANDX5	210006	Federal Home Loan Banks		08/16/2021	5,000,000.00	4,859,500.00	5,000,000.00	0.500	AAA	0.493	228	08/16/2024
3130ANGT1	210007	Federal Home Loan Banks		08/23/2021	5,000,000.00	4,857,400.00	5,000,000.00	0.410	AAA	0.404	235	08/23/2024
3130AMCN0	200057	Federal Home Loan Banks		05/26/2021	3,000,000.00	2,912,220.00	3,000,000.00	0.500	AAA	0.493	238	08/26/2024
3130ANNS5	210009	Federal Home Loan Banks		08/30/2021	5,000,000.00	4,852,550.00	5,000,000.00	0.500	AAA	0.493	240	08/28/2024
3135G0ZR7	190028	Federal Nat'l Mortgage Assoc.		12/03/2019	3,000,000.00	2,951,340.00	3,027,129.25	2.625	AAA	1.657	249	09/06/2024
3130APK20	210029	Federal Home Loan Banks		12/03/2021	5,000,000.00	4,841,300.00	4,989,911.24	0.650	AAA	0.861	270	09/27/2024
3133ENCA6	210025	Federal Farm Credit Bank		10/25/2021	5,000,000.00	4,833,000.00	4,999,016.67	0.700	AAA	0.710	298	10/25/2024
3133EK6J0	190025	Federal Farm Credit Bank		11/08/2019	3,000,000.00	2,921,490.00	2,994,120.00	1.625	AAA	1.806	312	11/08/2024
3133ENDU1	210027	Federal Farm Credit Bank		11/15/2021	5,000,000.00	4,820,300.00	5,000,000.00	0.740	AAA	0.730	319	11/15/2024
3130APMB8	210026	Federal Home Loan Banks		11/22/2021	5,000,000.00	4,817,250.00	5,000,000.00	0.750	AAA	0.740	326	11/22/2024
3130APVG7	210028	Federal Home Loan Banks		11/30/2021	5,000,000.00	4,829,050.00	5,000,000.00	1.000	AAA	0.986	329	11/25/2024
3133ENGQ7	210030	Federal Farm Credit Bank		12/09/2021	5,000,000.00	4,826,250.00	5,000,000.00	0.920	AAA	0.907	343	12/09/2024
3133ENJH4	210040	Federal Farm Credit Bank		12/27/2021	5,000,000.00	4,809,450.00	5,000,000.00	0.940	AAA	0.927	361	12/27/2024
3130AQEM1	210038	Federal Home Loan Banks		01/06/2022	5,000,000.00	4,836,150.00	5,000,000.00	1.000	AAA	0.986	371	01/06/2025

Portfolio POOL  
RC  
PM (PRF\_PM2) 7.3.0

**Kings County Investment Pool**  
**Portfolio Management**  
**Portfolio Details - Investments**  
**December 31, 2023**

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
<b>Government Agency Coupon Securities</b>												
3130AQEG4	210039	Federal Home Loan Banks		01/10/2022	5,000,000.00	4,834,400.00	5,000,000.00	1.000	AAA	0.986	375	01/10/2025
3130AQFG3	210041	Federal Home Loan Banks		01/21/2022	5,000,000.00	4,798,650.00	5,000,000.00	1.125	AAA	1.110	386	01/21/2025
3130AQLL5	210042	Federal Home Loan Banks		01/27/2022	5,000,000.00	4,818,950.00	5,000,000.00	1.200	AAA	1.184	392	01/27/2025
3130AJ2C2	190049	Federal Home Loan Banks		02/03/2020	3,000,000.00	2,914,380.00	3,000,000.00	1.625	AAA	1.603	399	02/03/2025
3133EMQG0	200040	Federal Farm Credit Bank		02/10/2021	3,000,000.00	2,852,940.00	2,999,437.50	0.320	AAA	0.328	406	02/10/2025
3136G4T52	200005	Federal Nat'l Mortgage Assoc.		08/25/2020	3,000,000.00	2,872,950.00	3,000,000.00	0.520	AAA	0.513	421	02/25/2025
3130AVPB2	220009	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,969,450.00	5,000,000.00	4.090	AAA	4.036	431	03/07/2025
3130AVPA4	220010	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,967,450.00	5,000,000.00	4.080	AAA	4.025	445	03/21/2025
3134GWP26	200014	Federal Home Loan Mort. Co.		09/28/2020	3,000,000.00	2,846,130.00	3,000,000.00	0.500	AAA	0.493	452	03/28/2025
3130AVPC0	220011	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,966,200.00	5,000,000.00	4.080	AAA	4.024	472	04/17/2025
3133ENWH9	210052	Federal Farm Credit Bank		05/09/2022	5,000,000.00	4,890,300.00	4,994,575.00	2.900	AAA	2.935	494	05/09/2025
3130AVP97	220012	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,969,700.00	5,000,000.00	4.050	AAA	3.996	501	05/16/2025
3136G4Y64	200006	Federal Nat'l Mortgage Assoc.		08/27/2020	3,000,000.00	2,845,290.00	3,000,000.00	0.550	AAA	0.542	512	05/27/2025
3130AVP89	220013	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,967,000.00	5,000,000.00	4.020	AAA	3.967	522	06/06/2025
3130AVP71	220014	Federal Home Loan Banks		04/13/2023	5,000,000.00	4,968,700.00	5,000,000.00	4.010	AAA	3.957	529	06/13/2025
3130AXVA3	230010	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,039,950.00	5,000,000.00	4.900	AAA	4.837	557	07/11/2025
3134GWU08	200018	Federal Home Loan Mort. Co.		10/16/2020	3,000,000.00	2,827,050.00	3,000,000.00	0.500	AAA	0.493	562	07/16/2025
3133EPRS6	230011	Federal Farm Credit Bank		11/20/2023	5,000,000.00	5,030,600.00	5,071,878.33	4.875	AAA	4.853	574	07/28/2025
3133EMFC1	200026	Federal Farm Credit Bank		10/29/2020	3,000,000.00	2,824,350.00	3,000,000.00	0.530	AAA	0.523	575	07/29/2025
3133EL3P7	200004	Federal Farm Credit Bank		08/24/2020	3,000,000.00	2,811,480.00	3,000,000.00	0.530	AAA	0.523	589	08/12/2025
3136G4Q48	200001	Federal Nat'l Mortgage Assoc.		08/19/2020	3,000,000.00	2,820,780.00	2,998,800.00	0.600	AAA	0.612	596	08/19/2025
3136G4N74	200002	Federal Nat'l Mortgage Assoc.		08/21/2020	3,000,000.00	2,818,290.00	3,000,000.00	0.560	AAA	0.552	598	08/21/2025
3136G4X57	200003	Federal Nat'l Mortgage Assoc.		08/25/2020	3,000,000.00	2,820,150.00	3,000,000.00	0.625	AAA	0.616	602	08/25/2025
3136G4Z63	200007	Federal Nat'l Mortgage Assoc.		08/27/2020	3,000,000.00	2,818,380.00	3,000,000.00	0.600	AAA	0.592	604	08/27/2025
3134GWA22	200010	Federal Home Loan Mort. Co.		09/02/2020	3,000,000.00	2,811,420.00	3,000,000.00	0.550	AAA	0.542	610	09/02/2025
3134GWA55	200008	Federal Home Loan Mort. Co.		09/09/2020	3,000,000.00	2,815,290.00	3,000,000.00	0.650	AAA	0.641	617	09/09/2025
3134GWB70	200009	Federal Home Loan Mort. Co.		09/15/2020	3,000,000.00	2,812,320.00	3,000,000.00	0.625	AAA	0.616	623	09/15/2025
3134GWL38	200013	Federal Home Loan Mort. Co.		09/15/2020	3,000,000.00	2,808,180.00	3,000,000.00	0.540	AAA	0.533	623	09/15/2025
3134GWJ98	200011	Federal Home Loan Mort. Co.		09/16/2020	3,000,000.00	2,805,540.00	3,000,000.00	0.520	AAA	0.513	624	09/16/2025
3134GWU61	200017	Federal Home Loan Mort. Co.		09/22/2020	3,000,000.00	2,805,090.00	3,000,000.00	0.520	AAA	0.513	630	09/22/2025
3130AK3Z7	200012	Federal Home Loan Banks		09/29/2020	3,000,000.00	2,805,420.00	3,000,000.00	0.570	AAA	0.562	637	09/29/2025
3136G43L5	200015	Federal Nat'l Mortgage Assoc.		09/30/2020	3,000,000.00	2,804,130.00	3,000,000.00	0.550	AAA	0.542	638	09/30/2025
3136G44F7	200016	Federal Nat'l Mortgage Assoc.		09/30/2020	3,000,000.00	2,804,130.00	3,000,000.00	0.550	AAA	0.542	638	09/30/2025
3134GWX43	200019	Federal Home Loan Mort. Co.		10/02/2020	3,000,000.00	2,800,590.00	3,000,000.00	0.550	AAA	0.542	640	10/02/2025
3134GWY26	200021	Federal Home Loan Mort. Co.		10/08/2020	3,000,000.00	2,799,750.00	3,000,000.00	0.570	AAA	0.562	646	10/08/2025
3133EMCP5	200022	Federal Farm Credit Bank		10/14/2020	3,000,000.00	2,795,490.00	2,998,800.00	0.520	AAA	0.533	652	10/14/2025
3134GWXX9	200020	Federal Home Loan Mort. Co.		10/15/2020	3,000,000.00	2,796,600.00	3,000,000.00	0.550	AAA	0.542	653	10/15/2025
3136G44U4	200024	Federal Nat'l Mortgage Assoc.		10/20/2020	3,000,000.00	2,792,520.00	3,000,000.00	0.500	AAA	0.493	658	10/20/2025

Portfolio POOL

RC

**Kings County Investment Pool**  
**Portfolio Management**  
**Portfolio Details - Investments**  
**December 31, 2023**

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
<b>Government Agency Coupon Securities</b>												
3136G45C3	200025	Federal Nat'l Mortgage Assoc.		10/27/2020	3,000,000.00	2,792,430.00	3,000,000.00	0.540	AAA	0.533	665	10/27/2025
3134GWYZ3	200023	Federal Home Loan Mort. Co.		10/28/2020	3,000,000.00	2,791,590.00	3,000,000.00	0.530	AAA	0.523	666	10/28/2025
3133EMFS6	200028	Federal Farm Credit Bank		11/03/2020	3,000,000.00	2,795,070.00	3,000,000.00	0.460	AAA	0.454	672	11/03/2025
3135G06G3	200043	Federal Nat'l Mortgage Assoc.		02/23/2021	3,000,000.00	2,794,350.00	2,997,029.04	0.500	AAA	0.543	676	11/07/2025
3134GW6S0	200027	Federal Home Loan Mort. Co.		11/10/2020	3,000,000.00	2,791,470.00	3,000,000.00	0.610	AAA	0.602	679	11/10/2025
3135GA2X8	200029	Federal Nat'l Mortgage Assoc.		11/18/2020	3,000,000.00	2,785,860.00	3,000,000.00	0.550	AAA	0.542	687	11/18/2025
3130AWKM1	230017	Federal Home Loan Banks		12/08/2023	5,000,000.00	5,040,100.00	5,012,729.28	4.750	AAA	4.552	711	12/12/2025
3130AXVC9	230012	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,061,000.00	5,000,000.00	4.740	AAA	4.678	739	01/09/2026
3130AXVB1	230013	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,058,350.00	5,000,000.00	4.730	AAA	4.668	753	01/23/2026
3130ALB94	200041	Federal Home Loan Banks		02/26/2021	3,000,000.00	2,771,880.00	3,000,000.00	0.630	AAA	0.621	787	02/26/2026
3133EMSU7	200047	Federal Farm Credit Bank		03/09/2021	3,000,000.00	2,777,940.00	3,000,000.00	0.800	AAA	0.789	798	03/09/2026
3130ALDN1	200042	Federal Home Loan Banks		03/16/2021	3,000,000.00	2,776,050.00	3,000,000.00	0.800	AAA	0.789	805	03/16/2026
3130ALGB4	200044	Federal Home Loan Banks		03/17/2021	3,000,000.00	2,775,780.00	3,000,000.00	0.800	AAA	0.789	806	03/17/2026
3133EMUK6	200049	Federal Farm Credit Bank		03/25/2021	3,000,000.00	2,789,400.00	3,000,000.00	1.050	AAA	1.036	814	03/25/2026
3130ALS47	200048	Federal Home Loan Banks		04/07/2021	3,000,000.00	2,787,000.00	3,000,000.00	1.020	AAA	1.006	827	04/07/2026
3130ALTE4	200052	Federal Home Loan Banks		04/21/2021	3,000,000.00	2,782,200.00	3,000,000.00	1.000	AAA	0.986	841	04/21/2026
3130ALXV1	200055	Federal Home Loan Banks		04/22/2021	3,000,000.00	2,788,470.00	3,000,000.00	1.100	AAA	1.085	842	04/22/2026
3130AWLZ1	230014	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,062,650.00	5,005,710.41	4.750	AAA	4.636	893	06/12/2026
3130ANN48	210008	Federal Home Loan Banks		09/09/2021	5,000,000.00	4,578,950.00	5,000,000.00	1.000	AAA	0.986	982	09/09/2026
3130AXU63	230015	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,070,600.00	4,996,382.08	4.625	AAA	4.601	1,051	11/17/2026
3133EPG82	230019	Federal Farm Credit Bank		12/08/2023	5,000,000.00	5,048,350.00	5,027,419.44	5.060	AAA	4.828	1,065	12/01/2026
3133EPB38	230020	Federal Farm Credit Bank		12/08/2023	5,000,000.00	5,053,500.00	5,048,754.17	5.230	AAA	4.970	1,416	11/17/2027
3133EPN92	230024	Federal Farm Credit Bank		12/22/2023	5,000,000.00	5,001,050.00	5,000,000.00	4.860	AAA	4.793	1,451	12/22/2027
3134H1EK5	230005	Federal Home Loan Mort. Co.		10/11/2023	5,000,000.00	5,038,350.00	5,000,000.00	5.450	AAA	5.377	1,653	07/11/2028
3130AWTR1	230001	Federal Home Loan Banks		09/22/2023	5,000,000.00	5,092,200.00	4,962,416.67	4.375	AAA	4.613	1,712	09/08/2028
3133EPWK7	230002	Federal Farm Credit Bank		09/22/2023	5,000,000.00	5,130,100.00	4,966,900.00	4.500	AAA	4.586	1,726	09/22/2028
3134H1DS9	230004	Federal Home Loan Mort. Co.		09/28/2023	5,000,000.00	5,006,800.00	5,000,000.00	6.000	AAA	5.918	1,732	09/28/2028
3134H1DK6	230003	Federal Home Loan Mort. Co.		10/05/2023	5,000,000.00	5,000,400.00	5,000,000.00	6.150	AAA	6.066	1,739	10/05/2028
3130AXS58	230021	Federal Home Loan Banks		12/08/2023	5,000,000.00	5,056,300.00	5,045,381.94	5.150	AAA	4.953	1,778	11/13/2028
3130AY2L9	230022	Federal Home Loan Banks		12/12/2023	5,000,000.00	5,014,750.00	5,000,000.00	5.050	AAA	4.981	1,807	12/12/2028
3130AY3Z7	230023	Federal Home Loan Banks		12/18/2023	5,000,000.00	5,021,200.00	5,000,000.00	4.750	AAA	4.685	1,813	12/18/2028
<b>Subtotal and Average</b>			<b>404,001,302.22</b>		<b>409,000,000.00</b>	<b>397,678,420.00</b>	<b>409,149,229.47</b>			<b>2.005</b>	<b>611</b>	
<b>LAIF - Local Agency Investment Pool</b>												
SYS990001	990001	Local Agency Investment Fund		07/01/2023	0.00	0.00	0.00	1.970	N/R	1.943	1	
<b>Subtotal and Average</b>			<b>0.00</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>			<b>0.000</b>	<b>0</b>	

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<b>Treasury Coupon Securities</b>												
91282CBE0	210022	United States Treasury		10/18/2021	5,000,000.00	4,990,800.00	4,991,575.09	0.125	AAA	0.455	14	01/15/2024
9128285Z9	210032	United States Treasury		12/07/2021	5,000,000.00	4,988,500.00	5,046,009.16	2.500	AAA	0.648	30	01/31/2024
9128286G0	210037	United States Treasury		12/07/2021	5,000,000.00	4,976,450.00	5,041,354.90	2.375	AAA	0.690	59	02/29/2024
91282CBR1	210023	United States Treasury		10/18/2021	5,000,000.00	4,950,200.00	4,993,731.78	0.250	AAA	0.496	74	03/15/2024
91282CBR1	210033	United States Treasury		12/07/2021	5,000,000.00	4,950,200.00	4,988,851.40	0.250	AAA	0.692	74	03/15/2024
912828X70	210034	United States Treasury		12/07/2021	5,000,000.00	4,947,650.00	5,031,606.25	2.000	AAA	0.709	120	04/30/2024
91282CCC3	210019	United States Treasury		08/31/2021	5,000,000.00	4,910,150.00	4,997,841.28	0.250	AAA	0.332	135	05/15/2024
912828XT2	210020	United States Treasury		08/31/2021	5,000,000.00	4,933,400.00	5,041,366.95	2.000	AAA	0.335	151	05/31/2024
912828YH7	210010	United States Treasury		08/24/2021	5,000,000.00	4,874,400.00	5,053,124.31	1.500	AAA	0.425	273	09/30/2024
91282CDB4	210024	United States Treasury		10/18/2021	5,000,000.00	4,835,950.00	4,997,841.74	0.625	AAA	0.659	288	10/15/2024
91282CDB4	210036	United States Treasury		12/07/2021	5,000,000.00	4,835,950.00	4,988,896.96	0.625	AAA	0.838	288	10/15/2024
912828YM6	210011	United States Treasury		08/24/2021	5,000,000.00	4,864,450.00	5,052,077.96	1.500	AAA	0.445	304	10/31/2024
912828Z52	210013	United States Treasury		08/26/2021	5,000,000.00	4,824,050.00	5,062,619.93	1.375	AAA	0.526	396	01/31/2025
912828ZC7	210014	United States Treasury		08/26/2021	5,000,000.00	4,802,550.00	5,042,667.71	1.125	AAA	0.542	424	02/28/2025
912828ZL7	210015	United States Treasury		08/26/2021	5,000,000.00	4,731,650.00	4,984,408.16	0.375	AAA	0.578	485	04/30/2025
912828ZW3	210012	United States Treasury		08/24/2021	5,000,000.00	4,696,300.00	4,965,271.33	0.250	AAA	0.593	546	06/30/2025
91282CBC4	210044	United States Treasury		01/31/2022	5,000,000.00	4,633,800.00	4,859,030.81	0.375	AAA	0.000	730	12/31/2025
91282CBT7	210045	United States Treasury		01/31/2022	5,000,000.00	4,638,850.00	4,900,516.04	0.750	AAA	1.554	820	03/31/2026
91282CBW0	210016	United States Treasury		08/26/2021	5,000,000.00	4,625,800.00	4,998,331.38	0.750	AAA	0.754	850	04/30/2026
912828R36	210017	United States Treasury		08/26/2021	5,000,000.00	4,717,600.00	5,105,034.82	1.625	AAA	0.757	865	05/15/2026
91282CCJ8	210018	United States Treasury		08/26/2021	5,000,000.00	4,623,650.00	5,012,100.76	0.875	AAA	0.782	911	06/30/2026
91282CCP4	210046	United States Treasury		01/31/2022	5,000,000.00	4,579,900.00	4,858,160.78	0.625	AAA	1.586	942	07/31/2026
91282CCW9	210047	United States Treasury		01/31/2022	5,000,000.00	4,584,000.00	4,876,654.96	0.750	AAA	1.585	973	08/31/2026
91282CCZ2	210048	United States Treasury		01/31/2022	5,000,000.00	4,592,400.00	4,893,911.48	0.875	AAA	1.590	1,003	09/30/2026
<b>Subtotal and Average</b>			<b>119,782,985.94</b>		<b>120,000,000.00</b>	<b>115,108,650.00</b>	<b>119,782,985.94</b>			<b>0.729</b>	<b>446</b>	
<b>Medium Term Notes</b>												
037833DM9	190020	Apple Inc		10/28/2019	2,000,000.00	1,957,520.00	1,999,424.99	1.800	Aaa	1.805	254	09/11/2024
037833EB2	200038	Apple Inc		02/08/2021	3,000,000.00	2,778,510.00	3,000,000.00	0.700	Aaa	0.690	769	02/08/2026
037833EB2	200046	Apple Inc		03/01/2021	2,000,000.00	1,852,340.00	1,989,556.56	0.700	Aaa	0.902	769	02/08/2026
037833BZ2	230018	Apple Inc		12/08/2023	3,000,000.00	2,859,570.00	2,869,526.67	2.450	Aaa	4.485	946	08/04/2026
037833DN7	210049	Apple Inc		04/05/2022	5,000,000.00	4,709,900.00	4,900,357.14	2.050	Aaa	2.722	984	09/11/2026
931142ER0	210043	Wal-Mart Stores		01/31/2022	5,000,000.00	4,594,050.00	4,894,171.67	1.050	Aa2	1.764	990	09/17/2026
002824BF6	230016	Abbott Laboratories		11/20/2023	5,000,000.00	4,926,200.00	4,853,456.88	3.750	Aa3	4.745	1,064	11/30/2026
594918BY9	230006	Microsoft Corp		10/02/2023	5,000,000.00	4,869,650.00	4,772,516.67	3.300	Aaa	4.892	1,132	02/06/2027
478160CP7	230007	JOHNSON & JOHNSON		10/02/2023	5,000,000.00	4,461,450.00	4,300,290.28	0.950	Aaa	4.882	1,339	09/01/2027
931142FB4	230008	Wal-Mart Stores		10/02/2023	5,000,000.00	4,946,000.00	4,778,973.67	3.900	Aa2	4.941	1,566	04/15/2028
931142EE9	230009	Wal-Mart Stores		10/02/2023	5,000,000.00	4,939,400.00	4,767,125.00	3.700	Aa2	4.803	1,638	06/28/2028

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Subtotal and Average			42,507,488.94		45,000,000.00	42,894,590.00	43,125,399.53			3.622	1,121	
<b>BofW MMA Deposit Account</b>												
SYS999993	999993	Bank of the West		07/01/2019	175,564,030.14	175,564,030.14	175,564,030.14	4.580	Aa2	4.517	1	
Subtotal and Average			145,054,583.56		175,564,030.14	175,564,030.14	175,564,030.14			4.517	1	
<b>CAMP - California Asset Mgmt Progr</b>												
999995	999995	California Asset Mgmt Program		01/27/2023	100,934,660.13	100,934,660.13	100,934,660.13	5.550		5.474	1,487	01/27/2028
Subtotal and Average			100,506,780.42		100,934,660.13	100,934,660.13	100,934,660.13			5.474	1,487	
Total and Average			811,853,141.07		850,498,690.27	832,180,350.27	848,556,305.21			2.839	592	