# Hanford Elementary School District

## REGULAR BOARD MEETING AGENDA

*Wednesday, October 8, 2025*
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 #26-01 Jefferson
  Case #25-03 Washington

**OPEN SESSION**
5:50 p.m.

Take action on closed session items

1. **PRESENTATIONS, REPORTS AND COMMUNICATIONS**
   *(In order to ensure 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) Review dates to remember

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 September 17, 2025; September 19, 2025; and September 26, 2025
   b) Approve minutes of the Regular Board Meeting held on September 24, 2025
   c) Approve interdistrict transfers as recommended
   d) Donation:
      - $213.00 from Martin Luther King Jr Elementary PTC
      - 100 Backpacks filled with school supplies from Valley Voices

- *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.*

## 3. INFORMATION ITEMS

a) Receive for information the California School Dashboard Local Indicators (*Heugly*)
b) Receive for information the revised Board Policy and Administrative Regulation 0450 – Comprehensive Safety Plan (*Strickland*)
c) Receive for information the revised Board Policy 3312 – Contracts (*Endo*)
d) Receive for information the revised Board Policy and Administrative Regulation 3515.4 – Recovery for Property Loss or Damage (*Endo*)
e) Receive for information the revised Board Policy 3516.5 – Emergency Schedules (*Endo*)

## 4. BOARD POLICIES AND ADMINISTRATION

a) Consider approval of the Consultant Contract with Dedra Stafford (*Rubalcava*)

## 5. PERSONNEL (Martinez)

a) Employment

Temporary Employees/Substitutes

- Julius Rojas, Athletic Coach, effective 09/08/25

Short Term Classified

- Margarita Barragan, Short-Term Yard Supervisor – 3.5 hrs., Simas, effective 09/15/25-10/24/25
- Jenyffer Fuentes, Short-Term Yard Supervisor – 2.25 hrs., Hamilton, effective 08/25/25-10/10/25
- Cindy Medina, Short-Term Yard Supervisor – 2.0 hrs., King, effective 08/25/25-10/10/25
- Sheila Parker, Short-Term Yard Supervisor – 1.5 hrs., Lincoln, effective 08/25/25-10/10/25
- Haylei Widdis, Short-Term Yard Supervisor – 3.5 hrs., Roosevelt, effective 09/08/25-10/16/25

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

- Michelle Bañuelos, 6-8th Girls Volleyball, Jefferson, effective 08/25/25-10/22/25
- Mariah Benitez, 4-6th Girls Softball, Hamilton, effective 09/08/25-10/27/25
- Luis Botello, 8th Boys Football, Kennedy, effective 08/25/25-11/03/25
- Mark Corfman, 4-6th Boys Football, Roosevelt, effective 09/08/25-10/27/25
- Eric Jones, 4-6th Boys Football, Washington, effective 09/08/25-10/27/25
- Myles Picazo, 8th Boys Football, Kennedy, effective 08/25/25-11/03/25
- Michael Quiñones, 4-6th Girls Softball, Washington, effective 09/08/25-10/27/25
- Julius Rojas, 4-6th Girls Softball, Lincoln, effective 09/08/25-10/27/25
- Roy Ramiez, 4-6th Boys Football, Hamilton, effective 09/08/25-10/27/25
- Aaron Sparks, 4-6th Boys Football, King, effective 09/08/25-10/27/25
- O'Ryin Turner, 4-6th Boys Football, Richmond, effective 09/08/25-10/27/25

b) Resignations

Classified

- Cecilia Ayala, Yard Supervisor – 2.5 hrs., Wilson, effective 09/05/25
- Maricruz Pacheco Barajas, READY Program Tutor – 4.5 hrs., Richmond, effective 09/25/25

c) Retirements

Certificated

- Stacey Claycamp, Teacher, Simas, effective 10/14/25

d) Volunteers

| Name | School |
|---|---|
| Patricia Ramos Oliva | Hamilton |
| Celina Banuelos | Jefferson |
| Darlene Borges | Jefferson |
| Manyla Hahn | Jefferson |
| Jonathan Maravilla | Jefferson |
| Patreza Newton | Jefferson |
| Brandi Perez (HESD EE) | Jefferson |
| Dulce Aguirre | King |
| Oriel Greaux | King |
| Elena Porras | King |
| Ruth Rodriguez | King/Monroe |
| Veronica Sanchez | King |
| Kaitlyn Solorzano | King |
| Janie Vallejo | Lincoln/Roosevelt |
| Devin Balbina | Monroe |
| Maricruz Clement | Monroe |
| Richard Davis | Monroe |
| Anna Ramirez | Monroe |
| Reynaldo Ramirez | Monroe |
| Christina Zorrilla | Monroe |
| Moises Perez | Richmond |
| Janet Pimentel (HESD EE) | Richmond |
| Charlie Spafford | Richmond |
| Diego Salazar | Roosevelt |
| Alicia Aleixo (HESD EE) | Simas |
| Lindsay Folliott | Simas |
| Annette Santana-Hinds | Simas |
| Karen Ursua | Simas |
| Moises Lopez | Washington |
| Victoria Ortiz | Washington |
| Ana Perez | Washington |
| Daniel Pierotte (HESD EE) | Washington |
| Alicia Ramirez | Washington |

**6. FINANCIAL** (*Endo*)

NONE

**ADJOURN MEETING**

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Joy Gabler
FROM: Jay Strickland
DATE: September 25, 2025

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

Date you wish to have your item considered: October 8, 2025

ITEM: Administrative Panel Recommendations

PURPOSE:
Case# 26-01 Jefferson

REVOKE READMISSION
Case# 25-03 Washington

HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 09/29/2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 10/08/2025

**ITEM:**
Consider approval of warrants.

**PURPOSE:**
The administration is requesting the approval of the warrants as listed on the registers dated: 09/17/2025, 09/19/2025 and 09/26/2025

**FISCAL IMPACT:**
See attached.

**RECOMMENDATIONS:**
Approve the warrants.

13 Hanford Elementary School District

# Warrant Register For Warrants
# Dated 09/17/2025



9/19/2025 7:33:13AM

| Warrant Number | Vendor Number | Vendor Name | Amount |
|---|---|---|---|
| 12787540 | 3258 | BANK OF AMERICA–Other Services, Materials/Supplies, Travel/Conference | $18,083.09 |

**Total Amount of All Warrants:** $18,083.09

13 Hanford Elementary School District

# Warrant Register For Warrants
# Dated 09/19/2025



9/19/2025 7:33:30AM

| Warrant Number | Vendor Number | Vendor Name | Amount |
|---|---|---|---|
| 12787633 | 7735 | MELISSA ACOSTA – Reimburse-Other Services | $105.00 |
| 12787634 | 7417 | NANCY ACOSTA – Reimburse-Materials/Supplies | $239.95 |
| 12787635 | 6431 | AMAZON.COM – Materials/Supplies, Books | $6,019.60 |
| 12787636 | 8539 | CYNTHIA ANAYA – Advance-Mileage | $74.20 |
| 12787637 | 6253 | AT&T – Telephone Communications | $3,115.08 |
| 12787638 | 3947 | ATKINSON ANDELSON LOYA RUUD & ROMO – Other Services | $763.88 |
| 12787639 | 7865 | SCOTT BALDWIN – Reimburse-Materials/Supplies | $200.00 |
| 12787640 | 1676 | BAND SHOPPE – Materials/Supplies | $209.68 |
| 12787641 | 7544 | ASHLEY BARBA – Reimburse-Materials/Supplies | $155.76 |
| 12787642 | 8678 | SUMMER BARRIOS – Reimburse-Materials/Supplies | $146.32 |
| 12787643 | 7399 | BIMBO BAKERIES USA – Food Services-Food | $667.20 |
| 12787644 | 653 | BRAD'S HANFORD SMOG-N-TUNE INC – Services/Repair | $125.25 |
| 12787645 | 236 | STATE OF CALIFORNIA – Other Services | $1,846.00 |
| 12787646 | 8670 | CASTO CHAPTER 14 – Travel/Conference | $210.00 |
| 12787647 | 1667 | CDW GOVERNMENT INC. – Materials/Supplies | $11,506.09 |
| 12787648 | 8461 | CEN-CAL PRESSURE PROS LLC – Services/Repair | $5,600.00 |
| 12787649 | 304 | NICK CHAMPI ENTERPRISES INC. – Services/Repair | $17,670.00 |
| 12787650 | 8602 | CHARACTERSTRONG LLC – Other Services | $799.50 |
| 12787651 | 7891 | CINTAS CORPORATION NO. 2 – Materials/Supplies | $123.11 |
| 12787652 | 8521 | CLAY CAFÉ – Other Services | $1,034.25 |
| 12787653 | 416 | DEMCO INC. – Materials/Supplies | $149.30 |
| 12787654 | 6274 | ANTHONY ECK – Reimburse-Materials/Supplies | $118.09 |
| 12787655 | 7776 | DAVID FLORENDO – Reimburse-Materials/Supplies | $19.16 |
| 12787656 | 2461 | GAMETIME – Monroe & Roosevelt Playground Structures | $123,532.02 |
| 12787657 | 8011 | GAMETIME ATHLETICS – Materials/Supplies | $4,796.00 |
| 12787658 | 2290 | ROBERT A. GARCIA – Refund Payroll | $601.68 |
| 12787659 | 1393 | GAS COMPANY – Utilities | $208.28 |
| 12787660 | 591 | GOLD STAR FOODS – Food Services-Food | $42,282.60 |
| 12787661 | 2157 | YOLANDA GOMES – Reimburse-Materials/Supplies | $71.96 |
| 12787662 | 599 | GOPHER SPORT – Materials/Supplies | $1,143.97 |
| 12787663 | 8257 | IMPERIAL BAG & PAPER CO LLC – Food Services-Materials/Supplies | $573.91 |
| 12787664 | 4597 | IVS COMPUTER TECHNOLOGY – Materials/Supplies, Services/Repair | $3,658.13 |
| 12787665 | 3760 | KINGS COUNTY AIR – Services/Repair | $37,210.00 |
| 12787666 | 801 | KINGS COUNTY MOBILE LOCKSMITH – Materials/Supplies | $2,306.90 |
| 12787667 | 806 | KINGS COUNTY TROPHY – Materials/Supplies | $396.20 |
| 12787668 | 5270 | KUTA SOFTWARE LLC – Other Services | $261.00 |
| 12787669 | 7096 | MELISSA LINCICUM – Reimburse-Mileage | $18.06 |
| 12787670 | 7521 | LITERACY RESOURCES LLC – Textbooks | $214.05 |
| 12787671 | 8677 | MOISES LOPEZ – Reimburse-Other Services | $39.00 |
| 12787672 | 8683 | JONATHAN MARAVILLA – Reimburse-Other Services | $39.00 |
| 12787673 | 1004 | MORRISON'S SILKSCREEN – Materials/Supplies | $2,727.90 |
| 12787674 | 8422 | MUSIC THEATRE INTERNATIONAL – Materials/Supplies, Other | $629.68 |
| 12787675 | 6018 | NAfME – Membership Dues | $160.00 |
| 12787676 | 7185 | NATIONAL SCHOOL FORMS INC. – Materials/Supplies | $336.28 |
| 12787677 | 5510 | NEWEGG.COM – Materials/Supplies | $195.33 |
| 12787678 | 1058 | ODP BUSINESS SOLUTIONS LLC – Materials/Supplies | $384.55 |
| 12787679 | 1125 | PETUNIA'S PLACE – Books | $575.59 |
| 12787680 | 3689 | PIONEER VALLEY ED. PRESS – Materials/Supplies, Other Services | $3,180.25 |

13 Hanford Elementary School District

# Warrant Register For Warrants
# Dated 09/19/2025



9/19/2025 7:33:30AM

| Warrant Number | Vendor Number | Vendor Name | Amount |
|---|---|---|---|
| 12787681 | 6946 | MARIA PORRAS – Reimburse-Other Services | $161.00 |
| 12787682 | 7445 | PRO-PT – Other Services | $110.00 |
| 12787683 | 8222 | PRO-SCREEN INC. – Materials/Supplies | $259.85 |
| 12787684 | 1168 | PRODUCERS DAIRY PRODUCTS – Food Services-Food | $15,783.17 |
| 12787685 | 7580 | PRUDENTIAL OVERALL SUPPLY – Food Services-Other Services | $215.42 |
| 12787686 | 2993 | TIM REVIOUS – Refund-Payroll | $723.82 |
| 12787687 | 6574 | MARIBEL SANTIAGO – Reimburse-Materials/Supplies | $98.51 |
| 12787688 | 8334 | RYNE SANTOS – Reimburse-Materials/Supplies | $200.00 |
| 12787689 | 8684 | HARKIRAN SARAN – Reimburse-Other Services | $39.00 |
| 12787690 | 1303 | SAVE MART SUPERMARKETS – Food Services-Food | $23.67 |
| 12787691 | 1327 | SCHOOL SPECIALTY LLC – Materials/Supplies | $270.51 |
| 12787692 | 1349 | SIERRA SCHOOL EQUIPMENT CO. – Materials/Supplies | $20,358.56 |
| 12787693 | 7113 | AMANDA SKADAN – Reimburse-Materials/Supplies | $15.56 |
| 12787694 | 1374 | SMART & FINAL STORES (HFD DO) – Materials/Supplies | $204.11 |
| 12787695 | 1801 | SMART & FINAL STORES (HFD KIT) – Food Services-Food | $25.69 |
| 12787696 | 8651 | SOUND CONTRACTING INC. – Services/Repair | $11,381.82 |
| 12787697 | 1392 | SOUTHERN CALIFORNIA EDISON CO. – Utilities | $61,896.30 |
| 12787698 | 1444 | SYSCO FOODSERVICES OF MODESTO – Food Services-Food | $51,740.41 |
| 12787699 | 4581 | TIGER SUPPLIES INC – Materials/Supplies | $900.39 |
| 12787700 | 4017 | JOSE TORRES – Reimburse-Materials/Supplies | $200.00 |
| 12787701 | 1504 | TURF STAR INC. – Materials/Supplies | $1,958.18 |
| 12787702 | 3749 | ULINE INC – Materials/Supplies | $1,466.35 |
| 12787703 | 8675 | KAREN URSUA – Reimburse-Other Services | $39.00 |
| 12787704 | 7319 | YOSEMITE MOUNTAIN – MLK Study Trip | $2,735.00 |
| 12787705 | 8676 | NORA ZARAGOZA – Reimburse-Other Services | $39.00 |

**Total Amount of All Warrants:** **$447,285.08**

13 Hanford Elementary School District

# Credit Card Register For Payments
## Dated 09/19/2025



9/19/2025 7:33:47AM

| Document Number | Vendor Number | Vendor Name | Amount |
|---|---|---|---|
| 14042447 | 4304 | BAILEY'S TEST STRIPS & - Food Services-Materials/Supplies | $174.00 |
| 14042448 | 297 | BRADY INDUSTRIES – Materials/Supplies, Services/Repair | $14,167.98 |
| 14042449 | 5922 | COUSINS CONCERT ATTIRE – Materials/Supplies | $68.80 |
| 14042450 | 5690 | INDOFF INCORPORATED – Woodrow Furniture | $35,393.67 |
| 14042451 | 1111 | J W PEPPER & SON INC – Books | $315.76 |
| 14042452 | 827 | LA TAPATIA TORTILLERIA INC. – Food Services-Food | $1,092.00 |
| 14042453 | 5362 | NOBILE BROS INC – Services/Repair | $1,325.25 |
| 14042454 | 1071 | ORIENTAL TRADING CO. INC. – Materials/Supplies | $1,643.52 |
| 14042455 | 1350 | SIGN WORKS – Services/Repair | $461.65 |
| 14042456 | 7170 | WEVIDEO INC. – Other Services | $329.70 |

**Total Amount of All Credit Card Payments:** **$54,972.33**

13 Hanford Elementary School District

# Warrant Register For Warrants
# Dated 09/26/2025



9/26/2025 7:29:01AM

| Warrant Number | Vendor Number | Vendor Name | Amount |
|---|---|---|---|
| 12788203 | 8635 | AIR CONTROL BALANCING INC. – Services/Repair | $6,120.00 |
| 12788204 | 6431 | AMAZON.COM – Materials/Supplies | $9,600.51 |
| 12788205 | 8662 | AMIRA LEARNING INC. – Other Services | $9,350.00 |
| 12788206 | 8673 | APPLIANCE REPAIR SPECIALIST INC. – Services/Repair | $308.68 |
| 12788207 | 6253 | AT&T – Telephone Communications | $153.95 |
| 12788208 | 6145 | KYLA BAKER – Advance-Mileage | $20.72 |
| 12788209 | 6658 | BRICKS4KIDZ – Other Services | $630.00 |
| 12788210 | 4178 | COOK'S COMMUNICATION – Services/Repair | $144.88 |
| 12788211 | 8048 | CUMMINGS FARMS – Richmond Field Trip | $670.00 |
| 12788212 | 4893 | DISCOVERY EDUCATION – Other Services | $11,500.00 |
| 12788213 | 8284 | FORD FARMS – Jefferson Study Trip | $1,060.00 |
| 12788214 | 5535 | FRESNO STATE UNIVERSITY-WELTY CENTER – Travel/Conference | $6,000.00 |
| 12788215 | 1393 | GAS COMPANY – Utilities | $348.64 |
| 12788216 | 599 | GOPHER SPORT – Materials/Supplies | $610.85 |
| 12788217 | 604 | GRAINGER – Materials/Supplies | $872.13 |
| 12788218 | 7196 | GRAVIC INC. – Other Services | $650.00 |
| 12788219 | 3512 | BETHANY HANKE – Reimburse-Materials/Supplies | $185.40 |
| 12788220 | 1895 | JENNIFER HENDERSON – Reimburse-Materials/Supplies | $62.09 |
| 12788221 | 8257 | IMPERIAL BAG & PAPER CO LLC – Food Services-Materials/Supplies | $4,243.59 |
| 12788222 | 6573 | IXL LEARNING – Other Services | $83,456.25 |
| 12788223 | 8661 | JAZZY'S SWEET TREATS – Other Services | $4,800.00 |
| 12788224 | 796 | KINGS COUNTY OFFICE OF ED – Other Services | $35.50 |
| 12788225 | 806 | KINGS COUNTY TROPHY – Materials/Supplies | $75.78 |
| 12788226 | 5765 | RYAN LEDAK – Reimburse-Materials/Supplies | $200.00 |
| 12788227 | 3048 | CYNTHIA LEWIS – Reimburse-Materials/Supplies | $200.00 |
| 12788228 | 7821 | LOW COST EARBUDS – Warehouse Inventory | $3,935.02 |
| 12788229 | 5312 | MCDERMONT VENTURE INC. – Roosevelt Field Trip | $437.04 |
| 12788230 | 6290 | ANNA MORENO – Reimburse-Materials/Supplies | $200.00 |
| 12788231 | 1004 | MORRISON'S SILKSCREEN – Materials/Supplies | $3,090.00 |
| 12788232 | 8422 | MUSIC THEATRE INTERNATIONAL – Materials/Supplies, Other Services | $779.68 |
| 12788233 | 3689 | PIONEER VALLEY ED. PRESS – Materials/Supplies | $2,459.49 |
| 12788234 | 7278 | MONICA RAMOS – Reimburse-Materials/Supplies | $139.50 |
| 12788235 | 7525 | KAYLA RIVERA – Reimburse-Materials/Supplies | $48.67 |
| 12788236 | 1253 | ROBINSON'S INTERIORS INC. – Materials/Supplies, Services/Repair | $625.00 |
| 12788237 | 2799 | ROLLER TOWNE – Washington Field Trip | $1,178.00 |
| 12788238 | 1303 | SAVE MART SUPERMARKETS – Food Services-Food | $269.94 |
| 12788239 | 1374 | SMART & FINAL STORES (HFD DO) – Materials/Supplies | $395.18 |
| 12788240 | 1801 | SMART & FINAL STORES (HFD KIT) – Food Services-Food | $399.62 |
| 12788241 | 7842 | TOMMY SMART – Reimburse-Materials/Supplies | $200.00 |
| 12788242 | 3800 | SONITROL OF FRESNO – Other Services | $8,621.34 |
| 12788243 | 1403 | STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits | $11,917.95 |
| 12788244 | 4541 | STONEY'S CONCRETE LLC – Materials/Supplies | $762.75 |
| 12788245 | 3665 | THE TECH INTERACTIVE – Monroe Study Trip | $1,278.00 |
| 12788246 | 2176 | TOLEDO PHYSICAL EDUCATION – Materials/Supplies | $541.18 |
| 12788247 | 1558 | VERIZON WIRELESS – Telephone Communications | $1,608.68 |
| 12788248 | 1561 | CRAIG VIDAL – Reimburse-Materials/Supplies | $190.01 |
| 12788249 | 21 | VISALIA ADVENTURE PARK – Roosevelt Field Trip | $800.00 |

13 Hanford Elementary School District

# Credit Card Register For Payments
## Dated 09/26/2025



9/26/2025 7:29:19AM

| Document Number | Vendor Number | Vendor Name | Amount |
|---|---|---|---|
| 14042493 | 297 | BRADY INDUSTRIES – Materials/Supplies | $148.09 |
| 14042494 | 176 | BSN SPORTS LLC – Materials/Supplies | $1,016.93 |
| 14042495 | 5747 | CRISIS PREVENTION INSTITUTE (C – Membership Dues | $600.00 |
| 14042496 | 7836 | FOLLETT CONTENT SOLUTIONS LLC – Books | $230.68 |
| 14042497 | 5690 | INDOFF INCORPORATED – Warehouse Inventory | $3,337.05 |
| 14042498 | 5362 | NOBILE BROS INC – Services/Repair | $889.03 |
| 14042499 | 1071 | ORIENTAL TRADING CO. INC. – Materials/Supplies | $1,432.77 |
| 14042500 | 1313 | SCHOLASTIC TEACHERS STORE – Books | $1,615.36 |
| 14042501 | 1350 | SIGN WORKS – Materials/Supplies | $238.20 |

**Total Amount of All Credit Card Payments:** **$9,508.11**

# Hanford Elementary School District
## *Minutes of the Regular Board Meeting*
## *September 24, 2025*

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees held on September 24, 2025, in the District Office Board Room, 714 N. White Street, Hanford, CA.

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

**HESD Managers Present** Joy C. Gabler, Superintendent, and the following administrators were present: Kelly Bekedam, Lindsey Calvillo, David Endo, Amy Fochetti, Matt Gamble, David Goldsmith, Robert Heugly, Jennifer Levinson, Jaime Martinez, Miranda Mendoza, Daniel Pierotte, Jill Rubalcava, Cruz Sanchez-Leal, and Jay Strickland.

**PRESENTATION, REPORTS AND COMMUNICATIONS**

**Public Comments** No public comments were received.

**Board and Staff Comments** Superintendent Joy Gabler introduced Chris Martinez, new Chief Technology Officer. He will begin on October 13th.

**Dates to Remember** President Garcia reviewed dates to remember: Girls' Spiker Classic – October 1st; Jefferson Volleyball – October 8th; Regular Board Meeting – October 8th.

**CONSENT ITEMS**

Trustee Revious made a motion to take consent items "a" through "d" together. Trustee Garner seconded; motion carried 5-0:

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

Trustee Revious then made a motion to approve consent items "a" through "d". Trustee Hernandez 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 September 3, 2025; September 5, 2025; September 10 2025 and September 12, 2025.

b) Minutes of the Regular Board Meeting held on September 10, 2025.
c) Interdistrict transfers as recommended.
d) Donation:
- Two clarinets donated by Danielle Franco

Trustee Strickland thanked Danielle for the donation of clarinets.

**INFORMATION ITEMS**

**Monthly Financial Report**

a) David Endo, Chief Business Official, Assessment & Accountability, presented for information the monthly financial reports for the period of 07/01/2025-08/31/2025. David shared everything is going according to plan.

**LCAP Revisions**

b) Robert Heugly, Director of Program Development, Assessment & Accountability, presented for information the 2025-2026 Local Control Accountability Plan Revisions. The LCAP was approve by the Board and the Kings County of Education. KCOE has made slight changes in language and budget numbers.

**BOARD POLICIES AND ADMINISTRATION**

**Change Order No. 3**

a) Trustee Garner made a motion to approve Change Order No. 3 for the District Office rooftop windows that need resealing and replacement. Trustee Revious seconded; motion carried 5-0:
Garcia – Yes
Garner – Yes
Hernandez – Yes
Revious – Yes
Strickland – Yes

**Contract Training Services**

b) Trustee Revious made a motion to approve the contract training services to train the bus driving instructor candidate, Angel Mora, to meet the requirements of the State Academy. Trustee Garner seconded; motion carried 5-0:
Garcia – Yes
Garner – Yes
Hernandez – Yes
Revious – Yes
Strickland – Yes

**Change Order No. 7**

c) Trustee Strickland made a motion to approve the Change Order No. 7 for the new TK classrooms at Monroe Elementary related to concrete removal, drainage improvements, landscaping revisions, and signage additions. Trustee Revious seconded; motion carried 5-0:
Garcia – Yes
Garner – Yes
Hernandez – Yes
Revious – Yes
Strickland – Yes

**Angela Beyer**

d) Trustee Strickland made a motion to approve the consultant contract with Angela Beyer for five-day professional development training. Trustee Revious seconded; motion carried 5-0:

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

**BP 1312.3**

e) Trustee Revious made a motion to approve the revised Board Policy 1312.3– Uniform Complaint Procedures. Trustee Strickland seconded; motion carried 5-0:

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

**AR 1312.4**

f) Trustee Revious made a motion to approve the revised Administrative Regulation 1312.4 – Williams Complaint Procedures. Trustee Hernandez seconded; motion carried 5-0:

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

**PERSONNEL**

Trustee Garner made a motion to take Personnel items "a" through "c" together. Trustee Hernandez seconded; motion carried 5-0:

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

Trustee Garner then made a motion to approve Personnel items "a" through "c". Trustee Hernandez seconded; motion carried 5-0:

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

The following items were approved:

*Item "a" – Employment*

Classified Management

- Chris Martinez, Chief Technology Officer – 8.0 hrs., Information Systems, effective 10/13/25

Classified

- Janelle Evans, Food Service Utility Worker – 3.5 hrs., Food Services, effective 9/3/25
- Vanessa Padilla, Special Education Aide – 5.0 hrs., Lincoln, effective 9/8/25

Temporary Employees/Substitutes

- Lisa Puente, Substitute Yard Supervisor, effective 9/8/25
- Vanessa Sandoval, Substitute Administrative Secretary II, effective 9/2/25

***Item "b" – Resignations***

Classified

- Mariah Henegar, Yard Supervisor – 3.5 hrs., Simas, effective 9/12/25
- Gerardo Nuno-Valdivia, Substitute Yard Supervisor, effective 8/19/25
- Alisa Ramirez, Substitute Account Technician III and Clerk Typist II, effective 8/29/25
- Jessica Sweeden, Substitute Yard Supervisor, effective 8/15/25

***Item "c" – Volunteers***

| Name | School |
|---|---|
| Breanna Arroyos | Hamilton |
| Milani Lusk | Hamilton |
| Ashley Moroles | Hamilton |
| Shelby Sanchez | Hamilton |
| Nora Zaragoza | Hamilton |
| Lawrence Bays | Jefferson |
| Ashley Billings | Jefferson |
| Kelsey Campbell (HESD EE) | Jefferson |
| Yvette De La Cruz | Jefferson |
| Louie Garcia | Jefferson |
| Francisca Ramos | Jefferson |
| Kristina Kelly | Kennedy |
| Anysia Magana | King |
| Nohemi Meza (HESD EE) | King |
| Kassandra Olguin | Lincoln |
| Stefani Quesada | Lincoln |
| Toya Alcantar | Monroe |
| Jessica De Lira | Monroe/Jefferson |
| Maritza Smith | Monroe |
| Guadalupe Garcia Suarez | Richmond |
| Fabiola Hernandez | Richmond |
| Mikayla Martell | Richmond |
| Deysy Pacheco | Richmond |
| Lisbeth Zaragoza | Richmond |
| Brian Zeno | Richmond |
| Danica DeLoza | Roosevelt |
| Andreia Carrillo | Simas |
| Nini Duarte | Simas |
| Anadalila Mendoza-Martinez (HESD EE) | Simas |
| Elizabeth Campos | Washington |
| Megan Lawhead | Washington |
| Christopher Merz | Washington |
| Jessica Sanchez | Washington |
| Ronald Lopez | Wilson |

**FINANCIAL**

**Novogradac & Company LLP J & Jones Hall**

a) Trustee Strickland made a motion to approve contracts with Novogradac & Company LLP and Jones Hall to provide specialized services in support of the District's efforts to secure federal tax credits related to the installation of solar arrays at Hamilton Elementary and Washington Elementary. Trustee Revious seconded; motion carried 5-0:

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

**Audit Reports**

b) Trustee Revious made a motion to accept audit reports for Lincoln Elementary modernization, Richmond Elementary modernization, Roosevelt Elementary modernization, and Washington Elementary modernization. Trustee Strickland seconded; motion carried 5-0:

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

**Adjournment**

There being no further business, President Garcia adjourned the meeting at 5:45 p.m.

Respectfully submitted,

Joy C. Gabler,
Secretary to the Board of Trustees

Approved: _____ _____

Robert 'Bobby' Garcia, President Lupe Hernandez, Clerk

| No | A/D | Sch Req'd | Home Sch | Date |
|---|---|---|---|---|
| I-243 | A | King | Lakeside | 9/29/2025 |
| I-244 | A | King | Lakeside | 9/29/2025 |
| I-245 | A | Washington | Pioneer | 9/29/2025 |

| No | A/D | Sch Req'd | Home Sch | Date |
|---|---|---|---|---|
| O-183 | A | Laton | Monroe | 9/29/2025 |
| O-184 | A | Laton | Monroe | 9/29/2025 |
| O-185 | A | Laton | Monroe | 9/29/2025 |
| O-186 | A | Lemoore | Wilson | 9/29/2025 |
| O-187 | A | Lemoore | Roosevelt | 9/29/2025 |
| O-188 | A | Lemoore | Roosevelt | 9/29/2025 |
| O-189 | A | Lemoore | Richmond | 9/29/2025 |
| O-190 | A | Lemoore | Richmond | 9/29/2025 |
| O-191 | A | Pioneer | Lincoln | 9/29/2025 |
| O-192 | A | Lemoore | Wilson | 9/29/2025 |

HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Kelly Bekedam

DATE: September 22, 2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: October 8, 2025

**ITEM:** Consider approval of PTC donation of $213.00 to MLK.

**PURPOSE:** Funding to help pay the additional cost of the beginning of the year staff welcome back luncheon.

**FISCAL IMPACT:** 0100-1100-0-0000-2700-430000-022-0000

**RECOMMENDATIONS:** Approve Donation

HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Jay Strickland

DATE: September 26, 2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: October 8, 2025

**ITEM: Donations**

**PURPOSE:** Valley Voices donated 100 backpacks with a variety of school supplies inside each backpack for student distribution. These backpacks will be used for students who are in need or later have the need for a new backpack.

**FISCAL IMPACT:** None

**RECOMMENDATIONS:** To approve

# HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly
DATE: September 26, 2025

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☒ Information
☐ Action

Date you wish to have your item considered: October 8, 2025

**ITEM:** Consider for information the California School Dashboard Local Indicators

**PURPOSE:** The California Department of Education (CDE) recently released the 2023–24 Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalency data report on DataQuest. The CDE will report 2023–24 TAMO data for each LEA on the 2025 California School Dashboard (Dashboard) as part of the Priority 1 Local Indicator. Since the 2023–24 TAMO data was unavailable at the time that LEAs were reporting their local indicator data to the governing board/body this past June, LEAs must report the 2023–24 TAMO data at the next available meeting of the governing board/body

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2023-2024 | 277.0 | 91.6% | 0.9% | 3.8% | 2.1% | 1.2% | 0.4% | 0 |

The Local Indicator can be viewed at the following link:

https://resources.finalsite.net/images/v1758840342/hesdk12caus/izlznktdty0o7kqe6kdv/UPDATED2025_Local_Indicator_Self-Reflection_24-25_Indicators_Hanford_Elementary_School_District_20250925.pdf

**Fiscal Impact:**
The Local Indicators are a requirement of LCFF funding.

**RECOMMENDATION:** Consider for Information the California School Dashboard Local Indicators.

# 2025-26 Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|---|---|---|
| Hanford Elementary School District | Robert Heugly<br>Director of Program Development, Assessment, and Accountability | rheugly@hanfordesd.org<br>5595853600 |

# Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

# Local Indicators

The local indicators address the following state priority areas:

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

## Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2023-2024 | 277.0 | 91.6% | 0.9% | 3.8% | 2.1% | 1.2% | 0.4% | 0 |

| Access to Instructional Materials | Number | Percent |
|---|---|---|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0 |

| Facility Conditions | Number |
|---|---|
| Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

## Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | 3 | | |
| History-Social Science | | | 3 | | |

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | | 5 |
| History-Social Science | | | | | 5 |

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

**Other Adopted Academic Standards**

**4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Career Technical Education | 1 | | | | | |
| Health Education Content Standards | | | 3 | | | |
| Physical Education Model Content Standards | | | | | 5 | |
| Visual and Performing Arts | | | | 4 | | |
| World Language | | 2 | | | | |

**Support for Teachers and Administrators**

**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | | 5 |
| Identifying the professional learning needs of individual teachers | | | | | 5 |
| Providing support for teachers on the standards they have not yet mastered | | | | | 5 |

**Optional Narrative (Limited to 1,500 characters)**

**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | 4 |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | 5 |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | 4 |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | 5 |

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The district continues to expand upon its success in building relationships between school staff and families. The district's 2024-2025 annual LCAP Parent Survey indicates that parents are satisfied with the communication and support they receive from their child's school.

99% of parents agree/strongly agree with the statement: My child is receiving satisfactory instruction in Language Arts and Math.
97% of parents agree/strongly agree with the statement: My child receives adequate support so he/she can make satisfactory progress toward the Standards in Language Arts and/or Math.
93% of parents agree/strongly agree with the statement: I have been given suggestions/ideas to use at home to help my child meet grade level standards in English Language Arts and Math.
96% of parents agree/strongly agree with the statement: There are adequate opportunities for me to become informed about the school's programs.
98% of parents agree/strongly agree with the statement: When I have questions about my child's class work, I can ask for clarification and assistance from my child's school.

The district, school administration, and individual teachers make extensive use of the district's online communication tools, including Parent Square, Zoom, and Teams, to communicate with families. The district upgraded its online parent communication tools to Parent Square in 2022-2023 and continues to use it in 2024-2025. Based on the 2024-2025 annual LCAP Parent Survey, 90% of the parents said they "regularly" use Parent Square, and 9% "sometimes" use Parent Square.

The district plans to expand parent education/training opportunities in the coming school year.

The District's (and school site) websites provide information about school operations, our instructional programs, and opportunities for involvement and participation in decision-making.

The district maintains a Facebook feed as another layer of communication.
The district surveys parents for feedback and input.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

1. In 2025-2026, the district will continue to implement the parent/family communication tool Parent Square. The district will look to expand opportunities for parent/family engagement and communication on other district-provided platforms.

2. The district's Parent Advisory Committee and District English Learner Advisory Committee enthusiastically support the parent support and training programs that are currently being offered. The district will work to expand these programs in the coming year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Expansion of the district's parent education and training programs will include classes that specifically address the needs of underrepresented families including English Learners, Long-Term English Learners (LTELS), and the families of other subgroups of students.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | 4 |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 4 |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 5 |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | 4 |

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The district continues to work on developing partnerships with families to build partnerships for student outcomes.
The 2024-2025 HESD Parent Survey indicates that:

97% of parents strongly agree or agree with the statement, “The Report to Parents helps me to understand what my child is expected to achieve in ELA and math.”
93% of parents strongly agree or agree with the statement, “I have been given suggestions/ideas to use at home to help my child meet grade level standards in ELA and math.”
98% of parents strongly agree or agree with the statement, “When I have questions about my child’s classwork, I can ask for clarification and assistance from my child’s school.”
Parent/teacher conferences were attended at a rate of 99.8%.

The district's parent committees (PAC and DELAC) both recommend the expansion of the popular parent training/education opportunities, including Kinder Counts, along with First and Forward. There are versions of these popular parent education programs that are focused on the families of English learners as well as on all students. The committees also recommend expanding parent training opportunities to include those that are targeted to families of Long-Term English Learners and other lower-achieving subgroups. The district plans to expand these programs and offer additional opportunities targeted to the families of subgroups.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

The district's parent committees (PAC and DELAC) both recommend the expansion of the popular parent training/education opportunities including, Kinder Counts along with First and Forward. There are versions of these popular parent education programs that are focused on the families of English learners and focused on all students. The committees also recommend expanding parent training opportunities to include those that are targeted to families of Long-Term English Learners and other lower achieving subgroups.

The district's focus on Building Partnerships for Student Outcomes will look to expand the training and education offerings for parents. The expansion of parent education/training opportunities will necessitate additional outreach, staff, facilities, and materials. The district's planning will include provisions for these resources.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The district's parent committees (PAC and DELAC) both recommend the expansion of the popular parent training/education opportunities including, Kinder Counts along with First and Forward. There are versions of these popular parent education programs that are focused on the families of English learners and focused on all students. The committees also recommend expanding parent training opportunities to include those that are targeted to families of Long-Term English Learners and other lower achieving subgroups.

The district plans to expand the offering of parent education and training opportunities to underrepresented families that include families of underachieving student subgroups. These include families of English learners, Long-Term English Learners, African American, homeless and foster youth.

**Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 4 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 4 |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 4 |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 4 |

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The district maintains a Parent Advisory Committee (PAC) that meets regularly throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the Parent Advisory Committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP), the recommendations made by the PAC go beyond the LCAP, supporting the needs of students across the district, regardless of specific plans or funding sources (although these funds were specifically discussed at these meetings). The PAC is a well-informed group of parents who have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs. Members of the PAC are well-informed on the district's programs and services for students, also going beyond programs and services in the LCAP, and are active participants in the district's comprehensive strategic planning.

The District English Learner Advisory Committee (DELAC) is comprised of a majority of parents of students who are English learners. The DELAC meets regularly throughout the school year. Although the primary purpose of the DELAC is to provide input into the development of the district's federal Title I and Title III programs and services for English learners, the recommendations made by the DELAC go beyond these funding sources and plans, supporting the unique needs of students who are English learners across the district, regardless of specific plans or funding sources (although these funds were specifically discussed at these meetings). The DELAC is a well-informed group of parents who have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs as they relate to students who are English learners. Members of the DELAC are well-informed on the district's programs and services for all students, with an emphasis on students who are English learners, and are active participants in the district's comprehensive strategic planning.

Based on the 2024-2025 annual LCAP Parent Survey, 98% of parents agree/strongly agree with the statement: 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.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district will continue to support committee members' understanding of the district's achievement, school climate and other metrics along with their knowledge of the district's programs and services for students with the goal of leading them toward providing thoughtful, informed input and recommendations.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The district will continue to include, on its committees, parent representatives of the district's student subgroups.

## School Climate (LCFF Priority 6)

**Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Students in 5th – 8th grade participate in an annual survey every March. The survey platform being used is anonymous to elicit honest feedback from all students, thus, the results cannot be disaggregated by student groups. On the 2024-2025 Student Survey, students overwhelmingly support the district's efforts to create a broad educational and safe experience:

- Physical education is important for good health. (95.04% of students Agree/Strongly Agree)
- Physical education activities enrich (improve) my experience at school. (75.72% of students Agree/Strongly Agree)
- I think it is important to have music at my school. (76.59% Agree/Strongly Agree)
- Participating in music enriches (improves) my experience at school. (86.04% Agree/Strongly Agree)
- Participating in art enriches (improves) my experience at school. (65.58% Agree/Strongly Agree)
- Participating in Art motivates me to come to school every day. (58.02% Agree/Strongly Agree)

Students feel safe at school and connected to their school:

- I feel safe at school. (78.70% Agree/Strongly Agree)
- There is an adult I can talk to if I have a problem at school. (76.04% Agree/Strongly Agree)
- I enjoy learning at my school. (65.94% Agree/Strongly Agree)
- I plan to go to college. (85.96% Agree/Strongly Agree)

Students have some concerns about bullying, but feel that adults at the school are able to prevent most bullying.

- There is a lot of bullying at my school (45.46% Agree/Strongly Agree)
- Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school. (68.57% Agree/Strongly Agree)

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Students in grades 5 through 8, from all of the district's schools, participated in the survey. There were 1,653 responses. The survey was conducted using an anonymous online platform. Since respondents were completing the survey anonymously, results are not disaggregated by subgroup.

The data show that students overwhelmingly support the district's efforts to deliver a broad educational experience and that students feel safe at school and connected to their school. Although students have some concerns about bullying, they feel supported by adults in the school and that adults at the school are able to prevent most bullying.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The district will continue to deliver a broad educational experience to its students. The district's educational partners have provided a mandate that says a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education.

The district will continue its efforts to ensure that students learn in a safe, well maintained school where they are supported, engaged, and connected to their school. The district will continue to provide health and social/emotional support to students with health professionals, counselors, student specialists, learning directors and vice principals, a social worker, and other personnel and non-personnel support.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The following metrics are used to track a broad course of study:

- The number of minutes of physical education instruction
- The number of elementary students who receive art instruction
- The number of junior high students who select art as an elective
- The number of 5th and 6th graders who choose to participate in elementary band
- The number of junior high students who choose band as an elective
- The number of classes participating in academic study trips
- Results from the HESD Parent Survey and the HESD Student Survey indicate parent and student satisfaction with the district's art, music, physical education, and academic study trip programs

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

One of the greatest successes of the HESD LCAP has been the district's efforts to provide students with a broad educational program. A continuing mandate, reiterated by every educational partner group in advisory committees, through surveys, and in student focus groups has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology.

- Junior high and elementary school students received the required number of PE minutes.
- All students in the elementary grades received art instruction. In junior high schools, 221 students chose art as an elective.
- 538 students in 5th and 6th grade participated in band. 258 junior high students chose band as an elective.
- All students in 4th students received music instruction.
- All elementary and junior high students participated in an academic study trip.
- Students and parents overwhelmingly express support and high levels of satisfaction for the districts' art, music, and physical education programs, as well as with academic study trips on district surveys.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

All students will participate in the district's programs and services that provide a broad instructional program.
The district's LCAP is designed to reduce/eliminate barriers to a broad educational program. The district's LCAP provides supplies and materials for art, music, physical education, after-school sporting events, and academic study trips. No fees are collected for participation or supplies for any district activity. Students who are unable to obtain musical instruments have them provided by the district.
Nevertheless, some barriers to a broad instructional program include:

- A limited number of art teachers provide art instruction to all elementary students and to junior high students who choose art as an elective. This may limit the quantity of art instruction elementary students receive.
- A lack of museums, zoos, state and national parks in close proximity to the schools in the district means that travel to major cities such as Los Angeles or San Francisco is often necessary. Long travel times can place a strain on students, especially younger children, and school staff.
- While all students received English language arts, mathematics, science, history, visual and performing arts, and physical education, scheduling these activities so that students have choices, all instructional minutes requirements are met, and that there are no conflicts continues to be a challenge.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

With the upcoming school year, the district will continue its programs and services that provide students with a broad educational program, including concerts, sporting events, academic study trips, and art exhibits. The district will look to expand its arts and band programs with additional staff.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
| c. Identifying alternative placements for pupils who are | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Jason Strickland

DATE: 9/24/2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: 10/8/2025

**ITEM:** BP/AR 0450: Comprehensive Safety Plan

**PURPOSE**: Policy updated to include in the philosophical statement that, in addition to high expectations for student conduct, there are high expectationsfor staff conduct. Additionally, policy updated to reflect legislative intent to provide staff training on the comprehensive school safety plan.

Regulation updated to reflect NEW LAW (AB 2887, 2024) which (1) provides legislative intent that districts develop a comprehensive school safety plan (CSSP) in consultation with local medical services personnel and other persons who may be interested in the health and safety of students, and (2) requires CSSPs to include procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. Additionally, regulation updated to reflect NEW LAW (AB 2968, 2024) which requires, beginning with the 2026-27 school year, the disaster procedures in CSSPs to include a procedure to identify appropriate refuge shelter for all students and staff for use in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff, and NEW LAW (AB 1858, 2024) which requires, if the CSSP includes procedures to prepare for active shooters or other armed assailants by conducting a drill, the drill to be in accordance with specified components. In addition, regulation updated for reflect NEW LAW (SB 153, 2024) which requires CSSPs to include an instructional continuity plan to establish communication and provide instruction to students when in-person instruction is disrupted due to an emergency.

**FISCAL IMPACT:** None

**RECOMMENDATIONS:** Receive updates

**Policy 0450: Comprehensive Safety Plan** **Status:** ADOPTED

**Original Adopted Date:** 04/22/1998 | **Last Revised Date:** 12/14/2016 | **Last Reviewed Date:** 12/14/2016

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for staff and student conduct, responsible behavior, and respect for others.

The school site council at each district school shall develop a comprehensive school safety plan (CSSP) relevant to the needs and resources of that particular school. ~~These plans shall apply to the regular school day and to after school programs. These plans shall apply to the regular school day and to after school programs.~~ New school campuses shall develop a ~~safety plan~~CSSP within one year of initiating operations. (Education Code 32281, 32286)

The ~~school safety plan~~CSSP shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the school site.

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval.
(Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

As necessary, the Superintendent or designee shall provide CSSP training to all school staff.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education ~~of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)~~ ~~**Tactical Response Plan**~~
(CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

**Tactical Response Plan**

Notwithstanding the process described above, any portion of a ~~comprehensive safety plan~~CSSP that ~~includes~~addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to ~~be taken to~~ safeguard students and staff, secure ~~the~~ affected school premises, and apprehend ~~the~~ criminal perpetrator(s), shall be developed by ~~district administrators~~the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, ~~district administrators~~the Superintendent or designee shall consult with law enforcement officials and with ~~a~~ representative(s) of ~~an~~ employee bargaining unit~~,~~(s), if ~~he/she chooses~~they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

**~~Public Access to~~ Safety Plan(s) Access and Reporting**

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the ~~comprehensive safety plan~~CSSP that include tactical responses to criminal incidents ~~shall~~need not be publicly disclosed.

~~1~~The Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

**Regulation 0450: Comprehensive Safety Plan** **Status:** ADOPTED

**Original Adopted Date:** 04/22/1998 | **Last Revised Date:** 12/14/2016 | **Last Reviewed Date:** 12/14/2016

**Development and Review of Comprehensive School Safety Plan**

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan~~.~~ (CSSP). When practical, the school site council ~~also~~ shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

Additionally, the school site council may invite community leaders, local emergency medical services personnel, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence to participate in the planning process. (Education Code 32280)

The school site council may delegate the responsibility for developing a ~~comprehensive safety plan~~CSSP to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the ~~comprehensive safety plan~~CSSP, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting~~:~~, if available: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations

2. Local civic leaders

3. Local business organizations

**Content of the Comprehensive Safety Plan**

Each ~~comprehensive safety plan~~CSSP shall include an assessment of the current status of any crime committed on campus and at ~~school-related~~schoolrelated functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

The plan ~~also~~ shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3

2. Routine and emergency disaster procedures including, but not limited to:

   a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of

      1973

   b. An earthquake emergency procedure system ~~in accordance with Education Code 32282~~as specified

   c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

   d. Commencing with the 2026-27 school year, a procedure to identify appropriate refuge shelter for all students and staff to be used in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts ~~which~~that would lead to suspension, expulsion, or mandatory expulsion recommendations

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to
Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

8. A safe and orderly school environment conducive to learning

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 ~~Among the strategies for providing a safe environment, the school safety plan may also include:~~

10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

11. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school

12. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

13. For schools that serve students in any of grades 7-12, a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose

14. An instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency, as specified in Education Code 32282

Among the strategies for providing a safe environment, the CSSP may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

4. Parent/guardian and community involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

5. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians

6. Annual notification to parents/guardians related to the safe storage of firearms

~~5.~~7. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

~~6.~~8. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

~~7.~~9. District policy ~~related to~~prohibiting the possession of firearms and ammunition on school grounds

~~8.~~10. Measures to prevent or minimize the influence of gangs on campus

~~9.~~11. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

12. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content

~~10.~~13. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

14. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity

15. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses~~.~~

~~11.~~ Guidelines may include, but are not limited to, the following:

a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement

b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

~~12.~~16. Strategies for suicide prevention and intervention

17. District policy and/or plan related to pandemics

~~13.~~18. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

~~14.~~19. Crisis prevention and intervention strategies, which may include the following:

a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

c. Assignment of staff members responsible for each identified task and procedure

d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan

e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders

~~f.~~g. Development of a method for the reporting of violent incidents

~~g.~~h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

~~15.~~20. ~~Staff development in~~Training on assessment and reporting of potential threats, violence prevention, and intervention techniques~~, including~~ Such training shall include preparation to implement the elements of the ~~safety plan~~CSSP

~~1.~~21. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

22. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible

HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 09/29/2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: 10/08/2025

**ITEM:**
Receive the following revised Board Policy for information:
BP 3312 – Contracts

**PURPOSE:**
Policy updated to broaden philosophical statement to include that the Governing Board ensure that contracts entered into on behalf of the district conform to any applicable legal standards. Additionally, policy updated to provide that Board members and district employees involved in the making of contracts on behalf of the district comply with applicable law. In addition, policy updated to add language that executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor, is a public record unless otherwise exempt from disclosure under state or federal law. Policy also updated to reflect **NEW LAW (SB 1303, 2024)** which (1) requires, if the district utilizes a private labor compliance entity, the entity to submit a signed declaration verifying that it does not have a conflict of interest, and (2) defines "private labor compliance entity" and "conflict of interest." Additionally, policy updated to clarify language regarding public records and that a district may not enforce a confidentiality clause that would prevent the district from making any part of the contract a public record.

**FISCAL IMPACT:**
None.

**RECOMMENDATIONS:**
Consider adoption of the following revised Board Policy at the next board meeting:
BP 3312 – Contracts

## Policy 3312: Contracts

**Status:** ADOPTED

**Original Adopted Date:** ~~05/16/2001~~11/01/2003 | **Last Revised Date:** ~~11/08/2023~~03/01/2025 | **Last Reviewed Date:** ~~11/08/2023~~03/01/2025

The Governing Board recognizes its responsibility to enter into contracts on behalf of the district for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of district goals. In exercising this authority to enter into a contract, the Board shall ensure that the district's ~~interest is~~interests are protected~~,~~ and that the terms of the contract conform to any applicable legal standards, including~~ the~~, but not limited to, bidding requirements in Public Contract Code 20111.

~~In addition,~~ Board members and district employees involved in the making of contracts on behalf of the district shall comply with applicable law and the district's conflict of interest policy, as specified in Board Bylaw 9270 - Conflict of Interest.

The Board may, by a majority vote, delegate to the Superintendent or designee the authority to enter into contracts on behalf of the district. To be valid or to constitute an enforceable obligation against the district, all such contracts must be approved and/or ratified by the Board. (Education Code 17604, 17605, 35161)

~~Every contract entered into on behalf of the district shall be made available for public inspection, except when the law prohibits disclosure.~~ Unless otherwise exempt from disclosure under state or federal law, executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor, are public records to which members of the public shall have access. (Government Code 7928.801)

No contract shall prohibit a district employee from disparaging the goods or services of any contracting party.
(Education Code 35182.5)

If the district utilizes a private labor compliance entity, the Superintendent or designee shall verify that the entity does not have a conflict of interest. (Labor Code 1771.8)

A *private labor compliance entity* is a third-party company hired by a district to perform labor compliance and enforcement activities on public works projects on the district's behalf. (Labor Code 1771.8)

A *conflict of interest* is a situation in which a private labor compliance entity performs labor compliance work under contract for both the district and a contractor who is bidding a public works project for the district. (Labor Code 1771.8)

If the district's private labor compliance entity seeks to respond to an alleged conflict of interest, the Superintendent or designee shall confer with the entity and/or the contractor regarding the applicable contracts and relevant public works law. (Labor Code 1771.8)

**Contracts for Non-~~nutritious~~Nutritious Foods or Beverages**

The district shall not enter into or renew a contract for the sale of foods or beverages that do not meet applicable nutritional standards specified in Education Code 49431-49431.7, 5 CCR 15500-15501 or 15575-15578, or 7 CFR 210.11 or 220.12, unless the contract specifies that such sale will occur off campus or outside the time restriction specified in ~~the~~ applicable law.

**Description**

Before the district enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious foods as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of the contract benefit public education. (Education Code 35182.5)

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include, but are not ~~be~~ limited to, the following:

1. Procedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources, and integrity of every employee responsible for handling money or property~~.~~

   ~~1.~~ Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.

2. Procedures to ensure that district personnel do not handle cash or product at the school site~~.~~

   ~~2.~~ The contract shall specify that the vendor stock the machines and shall provide cash accounting, along with a check, for district proceeds directly to the control office.

To ensure that funds raised by the contract benefit district schools and students:

1. The Superintendent or designee may invite parents/guardians, students, staff, and interested community members to make recommendations regarding the contract, including recommendations as to how the funds will be spent in a manner that benefits public education~~.~~

2. Prior to ratifying the contract, the Board shall designate the specific programs and activities that will be funded by the proceeds of the contract and consider how the contract reflects the district's vision and goals~~.~~

3. The contract shall specify that the contractor report, on a quarterly basis, to the Superintendent or designee the number of food items or beverages sold within the district and the amount of money raised by the sales~~.~~

   ~~3.~~ The Superintendent or designee shall report these amounts to the Board on a regular basis.

4. The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fundraising activities~~.~~

Any contract for the sale or advertisement of non-nutritious foods or carbonated or non-nutritious beverages shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

The Board shall not enter into or renew any contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, on non-nutritious foods until parents/guardians, students, and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled Board meeting. The Board shall clearly, and in a manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting. (Education Code 35182.5)

Description

~~identify in the agenda the contract to be discussed at the meeting. (Education Code 35182.5)~~

The public hearing shall include, but not be limited to, a discussion of the nutritional value of foods and beverages sold within the district; the availability of fresh fruit, vegetables, and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar, and additives in the foods and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education Code 35182.5)

The contract shall be a public record and shall be accessible to the public~~ and~~. The district may not include a

confidentiality clause that would prevent the district or a district school from making any part of the contract public~~.~~ and may not enforce any such clause included by a contracting party. (Education Code 35182.5; Government Code 7928.801)

**Contracts for Electronic Products or Services**

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed~~,~~ public hearing of the Board~~.~~

2. Makes a finding that the electronic product or service is or would be an integral component of the education of students~~.~~

3. Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students~~.~~

4. As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning ~~center.~~centers

5. Offers parents/guardians the opportunity to request in writing that ~~their child~~the student not be exposed to the program that contains the advertising~~.~~

~~5.~~ A request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

**Contracts for Digital Storage and Maintenance of Student Records**

The district may enter into or renew a contract with a third party for the purpose of providing services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or to provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records. For these purposes, student records include any information maintained by the district that is directly related to a student and any information acquired directly from the student through the use of instructional software or applications assigned to the student by a teacher or other district employee, and do not include deidentified information. (Education Code 49073.1)

Any such contract shall contain all of the following: (Education Code 49073.1)

1. A statement that student records continue to be the property of and under the control of the district

2. If applicable, a description of the means by which students may retain possession and control of their own student-generated content, as defined in Education Code 49073.1, including options by which a student may transfer student-generated content to a personal account

3. A prohibition against the third party using any information in the student record for any purpose other than those required or specifically permitted by the contract

4. A description of the procedures by which a parent/guardian or a student age 18 years or older may review personally identifiable information in the student's records and correct erroneous information

5. A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of student records

6. A description of the procedures for notifying the affected parent/guardian, or the affected student if age 18 years or older, in the event of an unauthorized disclosure of the student's records

7. A certification that a student's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced, except that these requirements shall not apply to student-generated content if the student chooses to establish or maintain an account with the third party for the purpose of storing that content

8. A description of how the district and the third party will jointly ensure compliance with the federal Family
   Educational Rights and Privacy Act, 20 USC 1232g

9. A prohibition against the third party using personally identifiable information in student records to engage in targeted advertising

**Contracts for Personal Services**

In order to achieve cost savings, the district may enter into or renew a contract for any personal service that is currently or customarily performed by classified employees~~,~~ if the contract does not displace ~~school~~ district employees and meets other conditions specified in Education Code 45103.1. To enter into or renew such a contract, the Board shall ensure that the district meets the ~~numerous~~ conditions specified in Education Code 45103.1.

In addition, the district may enter into or renew any contract for personal service without meeting the conditions described above, if any of the following conditions ~~exists~~exist: (Education Code 45103.1)

1. The contract is for new district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors

2. The services contracted are not available within the district, cannot be performed satisfactorily by district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the district

3. The services are incidental to a contract for the purchase or lease of real or personal property, including, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented

4. The district's policy, administrative, or legal goals and purposes cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary district hiring process

5. The nature of the work is such that the criteria for emergency appointments, as defined in Education Code

**Description**

45103.1, apply

~~6.~~ The contractor will provide equipment, materials, facilities, or support services that could not feasibly be

6. provided by the district in the location where the services are to be performed

7. The services are of such an urgent, temporary, or occasional nature that the delay that would result from using the district's regular or ordinary hiring process would frustrate their very purpose

HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 09/29/2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: 10/08/2025

**ITEM:**
Receive the following revised Board Policy and Administrative Regulation for information:
BP/AR 3515.4 – Recovery For Property Loss Or Damage

**PURPOSE:**
Policy updated to reference current parent/guardian liability limits for the costs of specified damages caused by their minor child. Additionally, policy updated to clarify that debt may not be collected for damages caused by a current or former student experiencing homelessness or foster child.

Regulation updated to make the process for recovery for property loss or damage more evident. Additionally, regulation updated to more closely align with law.

**FISCAL IMPACT:**
None.

**RECOMMENDATIONS:**
Consider adoption of the following revised Board Policy and Administrative Regulation at the next board meeting:
BP/AR 3515.4 – Recovery For Property Loss Or Damage

## Policy 3515.4: Recovery For Property Loss Or Damage

**Status:** ADOPTED

**Original Adopted Date:** ~~05/16/2001~~10/01/1997 | **Last Revised Date:** ~~10/23/2019~~09/01/2025 | **Last Reviewed Date:** ~~10/23/2019~~09/01/2025

The Governing Board~~ of Trustees~~ desires to create a safe and secure learning environment and to minimize acts of vandalism and damage to school property. When district property is damaged due to the willful misconduct of a student or other person, the ~~district~~Superintendent or designee shall seek reimbursement of damages, within the limitations specified in law, from the parent/guardian of a minor child or from any other responsible individual.

The district may collect debt owed by a student or former student as a result of vandalism or to cover the replacement cost of district books, supplies, or property loaned to a student that the student ~~willfully~~ fails to return or that is willfully cut, defaced, or otherwise injured. However, ~~this policy~~the Superintendent or designee shall not ~~apply to a student who is~~collect debt for such damage caused by a current or former ~~homeless~~student experiencing homelessness or foster child or youth. (Education Code 48904, 49014)

### Rewards

The Board may offer and pay a reward for information leading to the determination of the identity of, and the apprehension of, any person who willfully damages or destroys any district property. (Government Code 53069.5)

The Board authorizes the Superintendent or designee to offer a reward in any amount deemed appropriate, not exceeding $2,500. A reward in excess of $2,500 shall be authorized in advance by the Board.

The Superintendent or designee shall disburse the reward when the guilt of the person responsible for the act has been established by a criminal conviction or other appropriate judicial procedure. If more than one person provides information, the reward shall be divided among them as appropriate.

## Regulation 3515.4: Recovery For Property Loss Or Damage

**Status:** ADOPTED

**Original Adopted Date:** ~~05/16/2001~~10/01/1997 | **Last Revised Date:** ~~10/23/2019~~09/01/2025 | **Last Reviewed Date:** ~~10/23/2019~~09/01/2025

~~District~~In order to initiate the process for recovery for property loss or damage, district employees shall report any damage to or loss of school property to the Superintendent or designee immediately after such damage or loss is discovered.

~~The~~Upon learning of any instance of loss or damage to school property, the Superintendent or designee shall conduct a complete investigation~~ of any instance of damage to or loss of school property and shall consult~~, which includes consulting with law enforcement officials when appropriate.

~~When~~After the investigation is concluded, the individual causing the damage or loss has been identified, and the costs of repair, replacement, or cleanup determined, the Superintendent or designee shall take all practical and reasonable steps~~ to recover the district's costs and shall consult~~, including consultation with the district's legal counsel and/or insurance carrier, as ~~appropriate~~needed, to recover the district's loss.

Such steps may also include the filing of a civil complaint in a court of competent jurisdiction to recover damages from the responsible person and, if the responsible person is a minor, from the parent/guardian in accordance with law. Damages may include the cost of repair or replacement of the property, the payment of any reward, interest, court costs, and all other damages as provided by law.

If the responsible person is a minor student of the district and the student's parents/guardians are unable to pay for the damages or to return the property, the district shall offer a program of voluntary work for the student in lieu of the payment of monetary damages. The district may offer any other student or former student, with parent/guardian permission, the option to provide service, work, or other alternative, nonmonetary forms of compensation to settle the debt owed as a result of property loss or damage. Service or work exchanged for repayment of a debt shall comply with all provisions of the Labor Code related to youth employment. (Education Code 48904, 49014)

The Superintendent or designee may withhold the student's grades, diploma, and/or transcripts until the student's parents/guardians have paid for the damages or the voluntary work has been completed. Prior to withholding a student's grades, diploma, or transcripts, the student's parent/guardian shall be notified of the alleged misconduct and due process shall be afforded the student in accordance with law. (Education Code 48904)

Additionally~~(Education Code 48904)~~

~~In addition~~, the Superintendent or designee shall initiate appropriate disciplinary procedures against the student.

HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 09/29/2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: 10/08/2025

**ITEM:**
Receive the following revised Board Policy for information:
BP 3516.5 – Emergency Schedules

**PURPOSE:**
Policy updated to add "health conditions" as a reason for which the Superintendent or designee is authorized by the Governing Board to close a school site, change the regular school day schedule, or take any necessary action. Additionally, policy updated to reference **NEW LAW (SB 1429, 2024)** which adds snowstorms to the list of emergencies for which a district may apply to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure and material decreases in attendance. In addition, policy updated to reflect **NEW LAW (SB 153, 2024)** and **NEW LAW (AB 176, 2024)** which require a district that submits an affidavit for a school closure necessitated by an emergency condition to (1) for an emergency event occurring after September 1, 2021 but before July 1, 2026, certify that the district has a plan for offering independent study to affected students within 10 instructional days of the first day of a school closure or material decrease in attendance, and (2) for events occurring on or after July 1, 2026, certify that an instructional continuity plan is included in the district's comprehensive safety plan and that the district offered student engagement and instruction consistent with the instructional continuity plan or certify that it did not do so due to extenuating circumstances. **NEW LAW (SB 153, 2024)** also authorizes districts, beginning July 1, 2025, to implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost instructional time and offset absences due to emergency events. Additionally, policy updated to combine material related to student and parent/guardian notifications, make more current the modalities of the district's notification system for informing students and
parents/guardians of a change in the school day schedule, a school closure due to an emergency, or change in operation of school bus schedules, and reflect **NEW LAW (AB 2905, 2024)** which requires, when a district or school uses an automatic dialing-announcing device, for the device to

be operated by a person who follows all procedures required by law prior to operating the device, and disconnect the device from the telephone line upon the termination of the call.

**FISCAL IMPACT:**
None.

**RECOMMENDATIONS:**
Consider adoption of the following revised Board Policy at the next board meeting:
BP 3516.5 – Emergency Schedules

## Policy 3516.5: Emergency Schedules

**Status:** ADOPTED

**Original Adopted Date:** ~~05/16/2001~~12/01/1992 **| Last Revised Date:** 03/01/2025 **|**
**Last Reviewed Date:** ~~05/16/2001~~03/01/2025

In order to provide for the safety of students and staff, the Governing Board ~~of Trustees~~ authorizes the Superintendent or designee to close a school site, ~~to~~ change the regular school day schedule, or ~~to~~ take any necessary action when ~~adverse~~ hazardous environmental, health, or weather conditions, or other emergencies, warrant.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

For school closures or material decreases in attendance due to emergency events that occur between September 2, 2021 and June 30, 2026, the Superintendent or designee shall certify in the affidavit submitted to the SPI that the district has a plan for offering independent study within 10 instructional days of the school closure to any student impacted by the emergency condition. The plan shall address the establishment, within a reasonable time, of independent study master agreements as specified in Board Policy 6158 - Independent Study, and require reopening in person as soon as possible once allowable under the direction from the city or county health officer. (Education Code 46393)

For school closures or material decreases in attendance due to emergency events occurring on or after July 1, 2026, the Superintendent or designee shall certify in the affidavit submitted to the SPI that the district's comprehensive safety plan includes an instructional continuity plan, and that the district offered student engagement and instruction consistent with the instructional continuity plan, or that it did not do so due to extenuating circumstances.
(Education Code 46393)

The Superintendent or designee shall establish a system for informing students and parents/guardians ~~when school buses are not operating or when the school day schedule is changed or the school is closed~~with timely notice in advance of any changes to the school day, a school closure, or if school buses are not operating as scheduled. The district's notification system shall include, but is not limited to, notifying local television, streaming services, and/or radio stations; posting on district website(s) and/or social media account(s); sending email and text messages; and/or making telephone calls.

~~In~~When the ~~event that students arrive at school when~~district makes any notification to students and/or parents/guardians utilizing an automatic dialingannouncing device, the device shall be operated by a person who shall follow all procedures required by law prior to operating the device, and disconnect the device from the telephone line upon the termination of the call. (Public Utilities Code 2874)

Whenever the school day schedule changes ~~or the schedule changes~~ after students have arrived at school ~~has begun~~, the Superintendent or designee shall ensure that ~~supervision is provided~~ students are supervised in accordance with the procedures specified in ~~the district's emergency and disaster preparedness plan~~Board Policy/Administrative Regulation 3516 - Emergencies and Disaster Preparedness Plan.

The Superintendent or designee may provide a means to ~~compensate for~~ make up lost instructional time later during the year. ~~Students and parents/guardians shall receive timely advanced notice of any resulting changes~~

HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Jill Rubalcava

DATE: September 30, 2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: October 8, 2025

**ITEM:** Consultant Contract with Dedra Stafford

**PURPOSE:** To provide 1 full day of professional development, Summarization in Any Subject for 2nd-8th grade teachers (district-wide pd day, 10/17/2025).

**FISCAL IMPACT:** $5,500

**RECOMMENDATIONS:** Approval

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

**TO:** Joy C. Gabler

**FROM:** Jaime Martinez

**DATE:** September 29, 2025

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

( ) Information
(X ) Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **October 8, 2025**

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

**PURPOSE:**

**a. Employment**

Temporary Employees/Substitutes
- Julius Rojas, Athletic Coach, effective 09/08/25

Short Term Classified
- Margarita Barragan, Short-Term Yard Supervisor – 3.5 hrs., Simas, effective 09/15/25-10/24/25
- Jenyffer Fuentes, Short-Term Yard Supervisor – 2.25 hrs., Hamilton, effective 08/25/25-10/10/25
- Cindy Medina, Short-Term Yard Supervisor – 2.0 hrs., King, effective 08/25/25-10/10/25
- Sheila Parker, Short-Term Yard Supervisor – 1.5 hrs., Lincoln, effective 08/25/25-10/10/25
- Haylei Widdis, Short-Term Yard Supervisor – 3.5 hrs., Roosevelt, effective 09/08/25-10/16/25

Employment and Certification of Temporary Athletic Team Coaches pursuant to Title 5 CCR 5594
- Michelle Bañuelos, 6-8th Girls Volleyball, Jefferson, effective 08/25/25-10/22/25
- Mariah Benitez, 4-6th Girls Softball, Hamilton, effective 09/08/25-10/27/25
- Luis Botello, 8th Boys Football, Kennedy, effective 08/25/25-11/03/25
- Mark Corfman, 4-6th Boys Football, Roosevelt, effective 09/08/25-10/27/25

- Eric Jones, 4-6th Boys Football, Washington, effective 09/08/25-10/27/25
- Myles Picazo, 8th Boys Football, Kennedy, effective 08/25/25-11/03/25
- Michael Quiñones, 4-6th Girls Softball, Washington, effective 09/08/25-10/27/25
- Julius Rojas, 4-6th Girls Softball, Lincoln, effective 09/08/25-10/27/25
- Roy Ramiez, 4-6th Boys Football, Hamilton, effective 09/08/25-10/27/25
- Aaron Sparks, 4-6th Boys Football, King, effective 09/08/25-10/27/25
- O'Ryin Turner, 4-6th Boys Football, Richmond, effective 09/08/25-10/27/25

**b. Resignations**

Classified

- Cecilia Ayala, Yard Supervisor – 2.5 hrs., Wilson, effective 09/05/25
- Maricruz Pacheco Barajas, READY Program Tutor – 4.5 hrs., Richmond, effective 09/25/25

**c. Retirements**

Certificated

- Stacey Claycamp, Teacher, Simas, effective 10/14/25

**d. Volunteers**

| Name | School |
|---|---|
| Patricia Ramos Oliva | Hamilton |
| Celina Banuelos | Jefferson |
| Darlene Borges | Jefferson |
| Manyla Hahn | Jefferson |
| Jonathan Maravilla | Jefferson |
| Patreza Newton | Jefferson |
| Brandi Perez (HESD EE) | Jefferson |
| Dulce Aguirre | King |
| Oriel Greaux | King |
| Elena Porras | King |
| Ruth Rodriguez | King/Monroe |
| Veronica Sanchez | King |
| Kaitlyn Solorzano | King |
| Janie Vallejo | Lincoln/Roosevelt |
| Devin Balbina | Monroe |
| Maricruz Clement | Monroe |
| Richard Davis | Monroe |
| Anna Ramirez | Monroe |
| Reynaldo Ramirez | Monroe |
| Christina Zorrilla | Monroe |
| Moises Perez | Richmond |
| Janet Pimentel (HESD EE) | Richmond |
| Charlie Spafford | Richmond |

| | |
|---|---|
| Diego Salazar | Roosevelt |
| Alicia Aleixo (HESD EE) | Simas |
| Lindsay Folliott | Simas |
| Annette Santana-Hinds | Simas |
| Karen Ursua | Simas |
| Moises Lopez | Washington |
| Victoria Ortiz | Washington |
| Ana Perez | Washington |
| Daniel Pierotte (HESD EE) | Washington |
| Alicia Ramirez | Washington |

**RECOMMENDATION:** Approve.