KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
GOVERNING BOARD MEETING

Monday, January 12, 2026

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

Alternative Location:
2805 Orville
Cayucos, CA. 93430

4:00 p.m. – PUBLIC SESSION
5:00 p.m. – CLOSED SESSION
6:00 p.m. – PUBLIC SESSION
(Please note: Designated times are approximate)

AGENDA

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

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

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

1. Call to Order and Roll Call

2. Pledge of Allegiance

3. Moment of Contemplative Silence

4. Approval of Agenda

DISCUSSION

5. Superintendent's Report
   5.1. 2026 Employees of the Year
   5.2. Communications/Recognitions

6. Assistant Superintendent's- Curriculum & Instruction, Special Projects Report
   6.1. LCAP Presentation

7. Assistant Superintendent's- Business Services Report

8. Board Member Reports

ADJOURN FOR PUBLIC HEARING

PUBLIC HEARING
Quarterly Report on Williams Uniform Complaints

RECONVENE PUBLIC SESSION

ACTION

NOTICE TO PUBLIC – CONSENT AGENDA

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

9. Consent Agenda
   - 9.1. Consider Approval of Minutes – December 15, 2025 Board Meeting
   - 9.2. Consider Approval of Cash Balances
   - 9.3. Consider Approval of Budget Report
   - 9.4. Consider Approval of Accounts Payable Report
   - 9.5. Consider Approval of School Accountability Report Cards
   - 9.6. Consider Approval of Claim for Reimbursement Form Revisions
   - 9.7. Consider Approval of Proposal from Executive Office Interiors

   All items are routine. Should you have any specific questions regarding Consent Agenda items, please feel free to call prior to the meeting. For questions regarding the Accounts Payable Report, please contact Mac Vaquera.

BUSINESS SERVICES

10. Consider Approval of Quote from EMCOR Services for Emergency Boiler Repairs at Washington School

CURRICULUM & INSTRUCTION

11. Consider Approval of Quote from Newsela for After School Program to Support English Learners

ADMINISTRATIVE SERVICES

12. Consider Approval of Quarterly Report on Williams Uniform Complaints

PUBLIC COMMENT

PUBLIC COMMENT

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

13. Public Comment on Agendized and Non-Agendized Items

14. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Tuesday, February 10, 2026, 4:00 p.m., Professional Development Building

CLOSED SESSION

REVIEW OF PERSONNEL MATTERS PURSUANT TO GOVERNMENT CODES 11126 AND 54957

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

15. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)

16. Anticipated & Existing Litigation (Government Code Section 54956.9(b)) &(d)(1)
    16.1. Harrison v. Kingsburg Elementary Charter School District, Superior Court of California, County of Fresno (Case No.24CECG04652)

17. Student Discipline and Other Confidential Student Matters (Education Code Sections 35146, Ed. Code, §48900 et seq.)

    17.1. The Governing Board Will Meet in Closed Session to Consider Student Expulsion Recommendations per California Education Codes 48916, 49073-49079
        17.1.1. Case No. 26-02

18. Public Employee Employment (Government Code Section 54957)
    18.1. Certificated Personnel
        18.1.1. Consider Approval of Student Teachers for the 2025-2026 Spring Semester

    18.2. Classified Personnel
        18.2.1. Consider Approval of Unpaid Leave of Absence
        18.2.2. Consider Acceptance of Resignation for the Purposes of Retirement: Paraprofessional, Reagan Elementary
        18.2.3. Consider Acceptance of Resignation: Paraprofessional- Categorical, Washington School
        18.2.4. Consider Approval of Employee Request for Extended Leave

19. Pupil Personnel
    19.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
        19.1.1. Consider Approval of 2025-26 New Attendance Requests – Site-Based Program
        19.1.2. Consider Approval of 2025-26 New Attendance Requests – Central Valley Home School

RECONVENE PUBLIC SESSION

ACTION

20. Report of Actions Taken in Closed Session

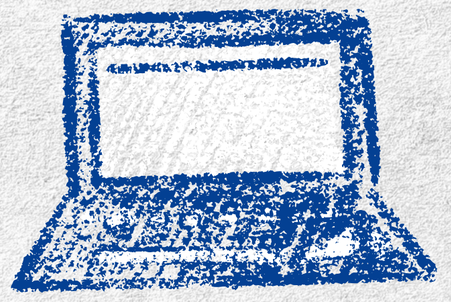
21. Adjourn

LOCAL CONTROL ACCOUNTABILITY PLAN

KECSD

WE WILL FIND A WAY FOR ALL STUDENTS TO LEARN!

24-25 25-26 26-27





LCFF & LCAP - WHAT ARE THEY?

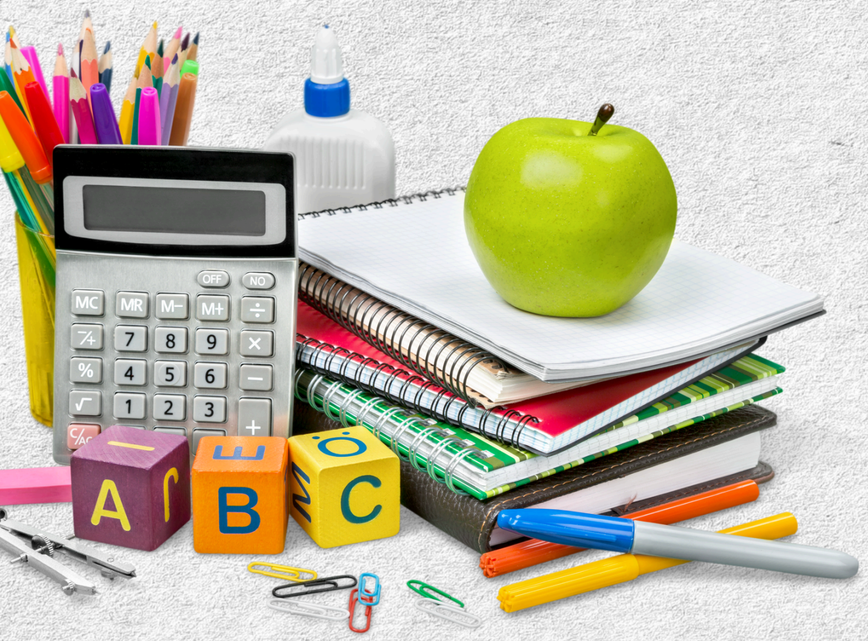
LOCAL CONTROL FUNDING FORMULA (LCFF)

What is it: A formula that determines how the state funds our school district. The money is allocated based on our enrollment of English Learner, Low Income and Foster students. The supplemental and concentration grant adds an additional percentage to the base grant.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

What is it: The LCAP is a 3-year accountability plan, that requires input from educational partners, to ensure LCFF funds are spent intentionally and strategically, for our state and local target populations: Students with English Learners, Low Income and Foster students.

LOCAL CONTROL ACCOUNTABILITY PLAN



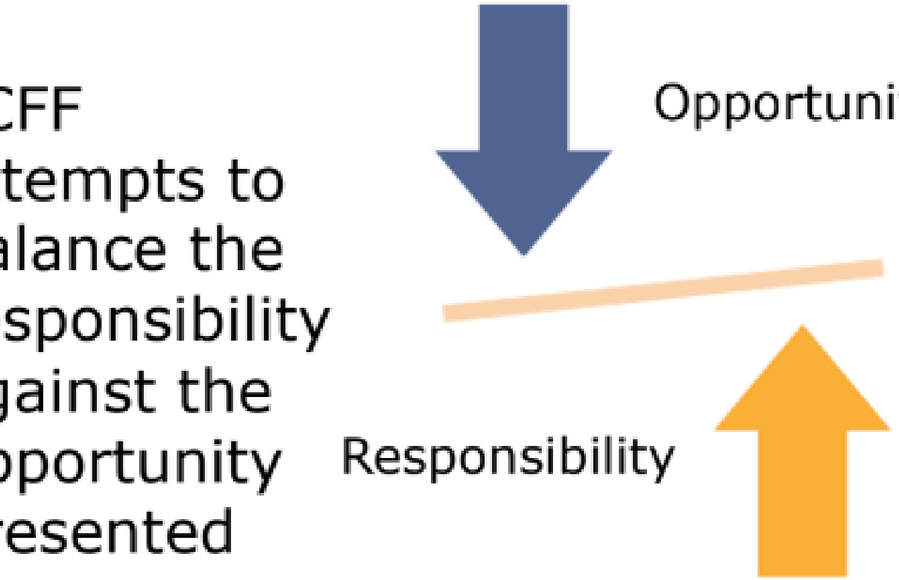
- The LCAP is a three year plan (2024-2027) that describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities.



What is Local Control Funding Formula (LCFF)?

- An historic reform to education funding in 2012-2013
- A redistribution of funds grounded in equity beginning in 2013-14
- Funding based on grade level grants and demographic data for each district
- Funding targets were phased in over a 6-year period
- We are "fully funded" with LCFF as of 2018-19
- Created accountability for how all students are served; in particular, student-groups (5 CCR 15496)
- Availability of funds for LEAs dependent upon COE's approval of an LCAP
- Subject of a state-wide audit resulting in AB1835

LCFF attempts to balance the responsibility against the opportunity presented





LCFF of 2013

Signaled a significant shift in CA's approach to funding & accountability







BUDGET 2025-2026

#1

What drives our budgeting?

- Local control accountability plan (LCAP)
- Charter
- School Site Plans

(Plans are based on data from multiple measures.)

#2

How much money do we get?

- S&C $6,005,073 million
- LCFF $23.937,774 MILLION
- FEDERAL$1,377,154 MILLION
- STATE $8,068,287 MILLION
- LOCAL $1.394,109 MILLION
- TOTAL = $40,782,397 MILLION

#3

What types of resources do we have?

- Restricted
- Unrestricted

#4

Where do we spend our resources?

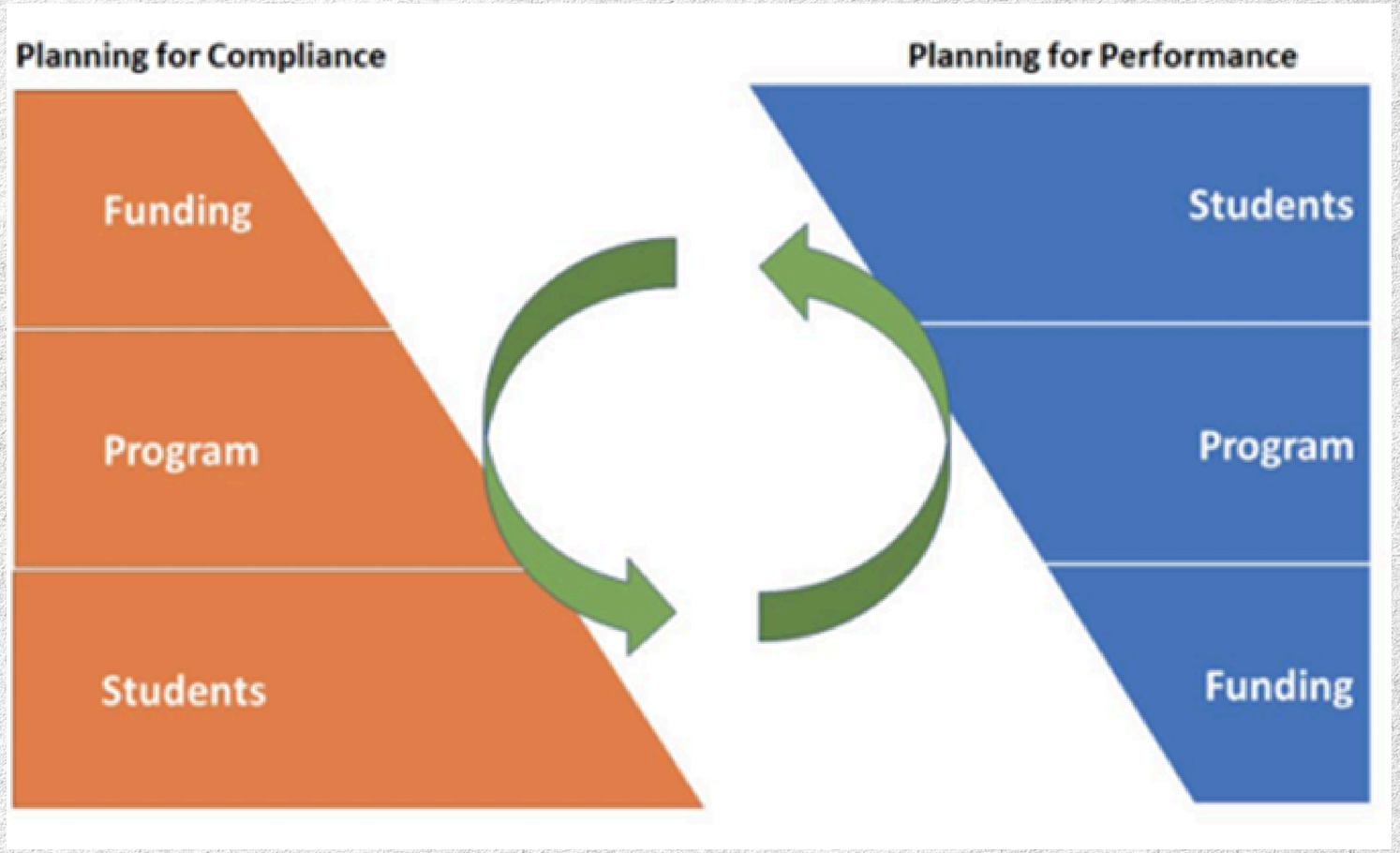
- School Sites
- District Support
- Infrastructure

#5

How do we spend our resources?

- Salaries & Benefits
- Books & Supplies
- Professional Development
- Operating Costs

SHIFT IN MINDSET



WHAT SETS US APART?

SIGNATURE PRACTICES

POINTS TO REMEMBER

•In addition to creating a culture for learning, a priority in the KECSD to improve student learning is to enhance the knowledge and skills of our teachers in providing the best FIRST INSTRUCTION for students...

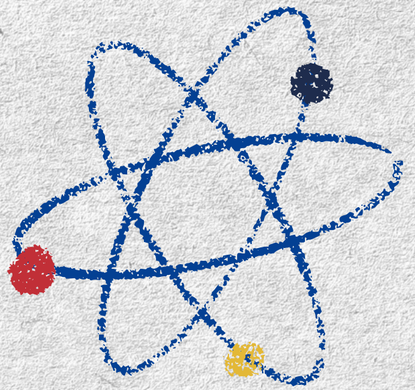
•Best first instruction is supported by a strong Professional Development Program targeting the District's Signature Practices: SIOP, PLC, RTI, PBIS and MTSS.

•All sites should also have Targeted Interventions to meet the needs of struggling learners.





LCAP TIMELINE



- SEPTEMBER-DECEMBER

1. Review Data
2. 212 Degrees Reports
3. CA School Dashboard
4. Needs Assessment

- JANUARY-FEBRUARY

1. Review Data
2. CA School Dashboard
3. Needs Assessment

- FEBRUARY-MARCH

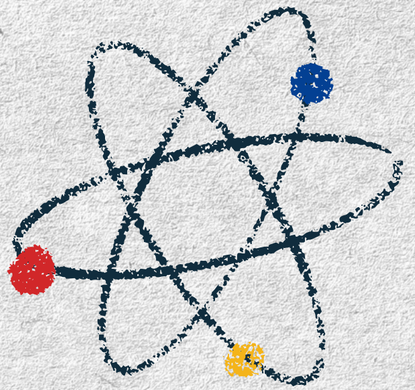
1. Monitor Data
2. Identify Needs
3. Analyze Budget
4. Calibrate Plan and Resources to Needs

Relentless

WE WILL FIND A WAY FOR ALL STUDENTS TO LEARN



LCAP TIMELINE



- MARCH-APRIL
  1. Revisit Stakeholders
  2. Revise LCAP
- MAY
  1. Public Viewing
  2. Public Hearing
- JUNE
  1. Board Adoption
  2. LCAP Submitted to FCSS

Relentless
WE WILL FIND A WAY FOR ALL STUDENTS TO LEARN

ENGAGING EDUCATIONAL PARTNERS

- PARENTS
- STUDENTS
- CLASSIFIED
- CERTIFICATED
- COMMUNITY
- ELAC, DELAC, SSC & PAC
- TEACHERS
- PRINCIPALS
- ADMINISTRATORS

JAN/FEB

ENGAGEMENT #1

- SHARE DATA
- PRESENT DRAFT ANNUAL UPDATE
- PRESENT DRAFT LCAP
- GOALS, ACTIONS & SERVICES
- GATHER INPUT

APRIL

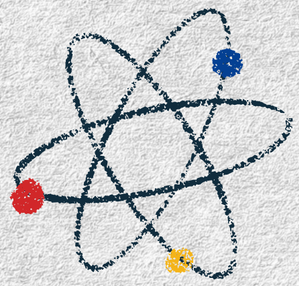
ENGAGEMENT #2

- SHARE LCAP DRAFT
- GATHER INPUT

Relentless
WE WILL FIND A WAY FOR ALL STUDENTS TO LEARN

THE 2025 LCAP SURVEY RESULTS





- PARENTS
- STUDENTS
- CLASSIFIED
- CERTIFICATED
- COMMUNITY
- ELAC, DELAC, SSC & PAC
- TEACHERS
- PRINCIPALS
- ADMINISTRATORS

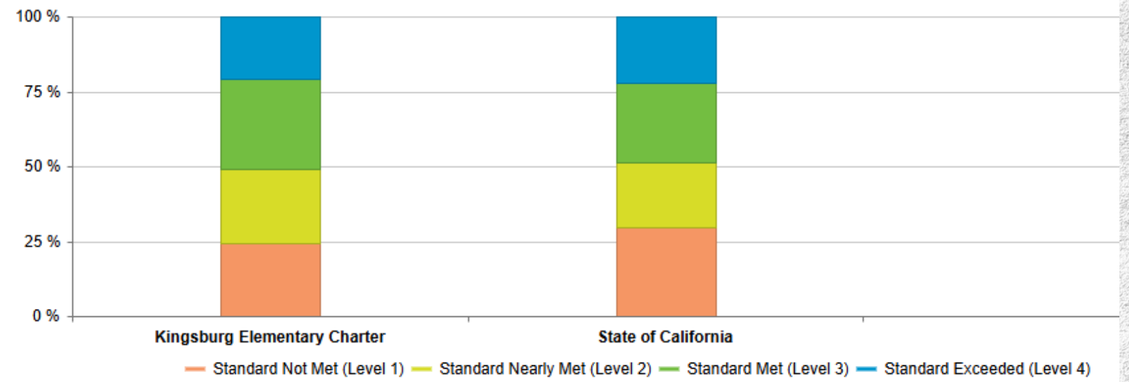
- GOAL 1 - STAFFING (PROPERLY CREDENTIALED TEACHERS)
- GOAL 2 - PARAPROFESSIONALS TO SUPPORT STUDENT LEARNING.
- GOAL 3 - TECHNOLOGY - ACCESS TO A BROAD AND CHALLENGING CURRICULUM FOCUSED ON 21ST CENTURY LEARNING.
- GOAL 4 - MENTAL HEALTH, SCHOOL CULTURE AND CLIMATE
- GOAL 5 (ISLAND) - MENTAL HEALTH, SCHOOL CULTURE, ACADEMICS, CLIMATE & PHYSICAL EDUCATION

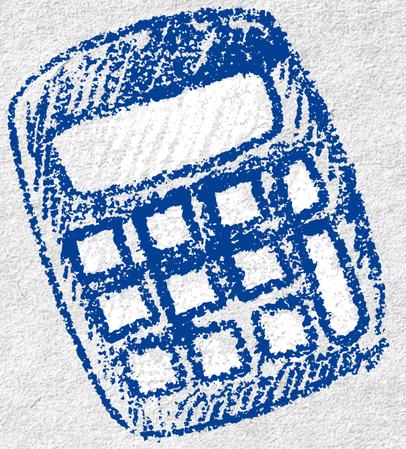


CAASPP DATA

ENGLISH LANGUAGE ARTS/LITERACY

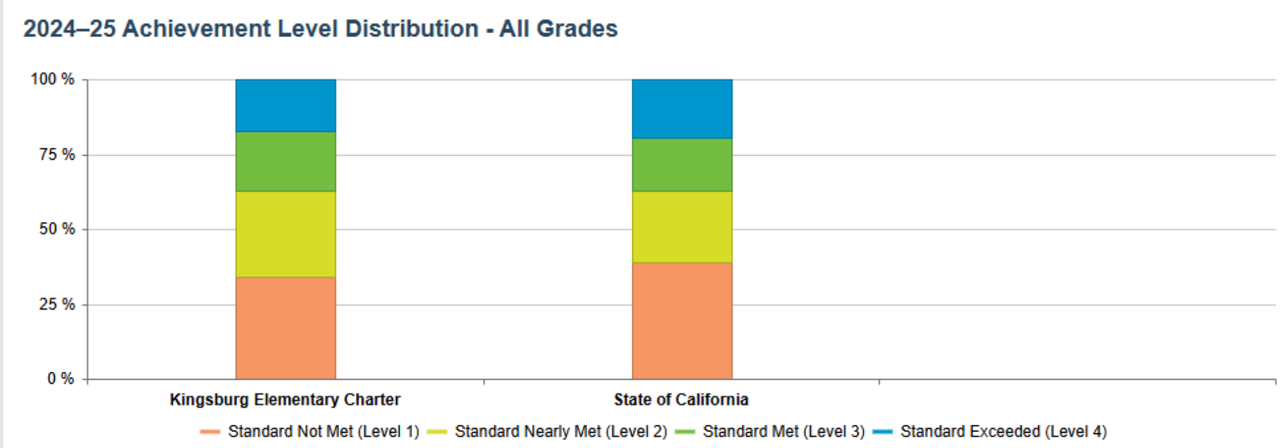
▼ Data Detail—All Students (accessible data)



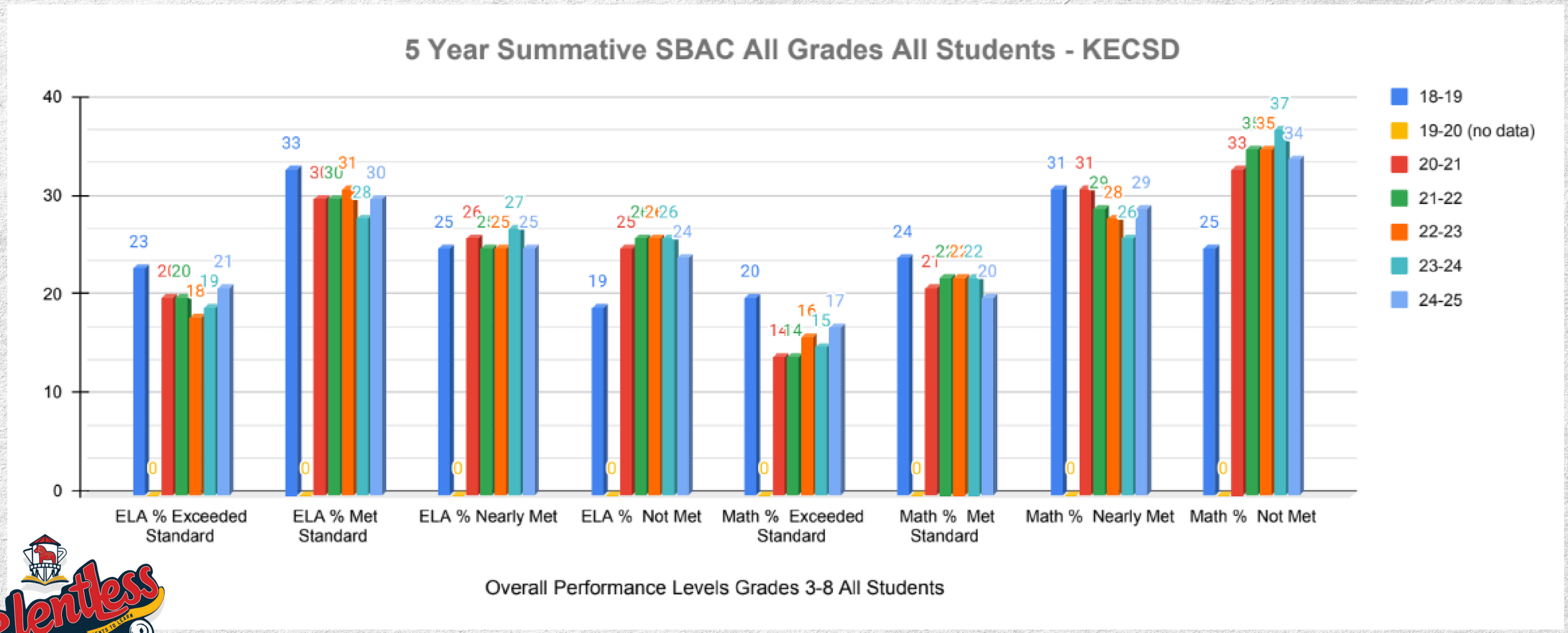


MATHEMATICS

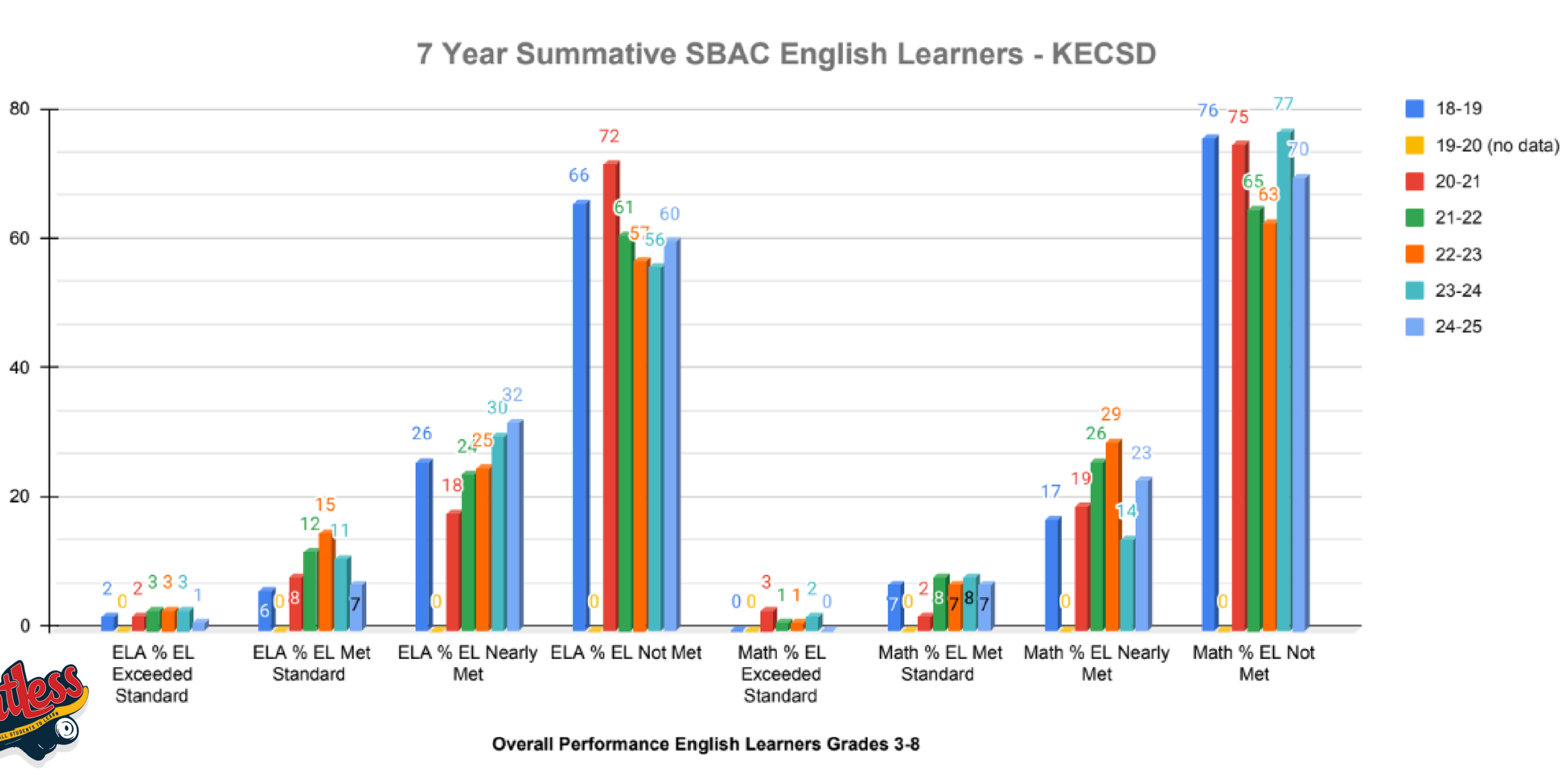
▼ Data Detail—All Students (accessible data)



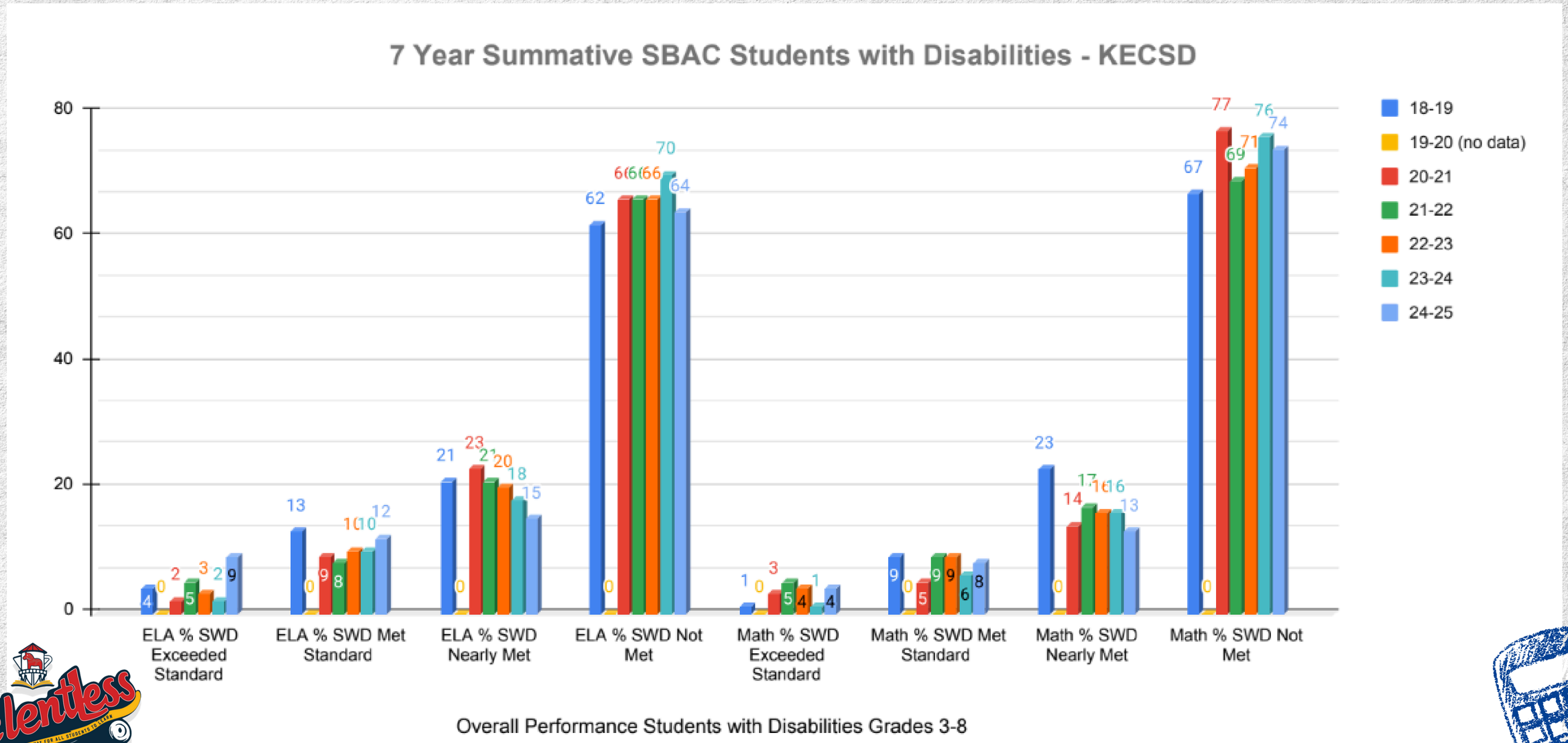
7-YEAR SUMMATIVE SBAC



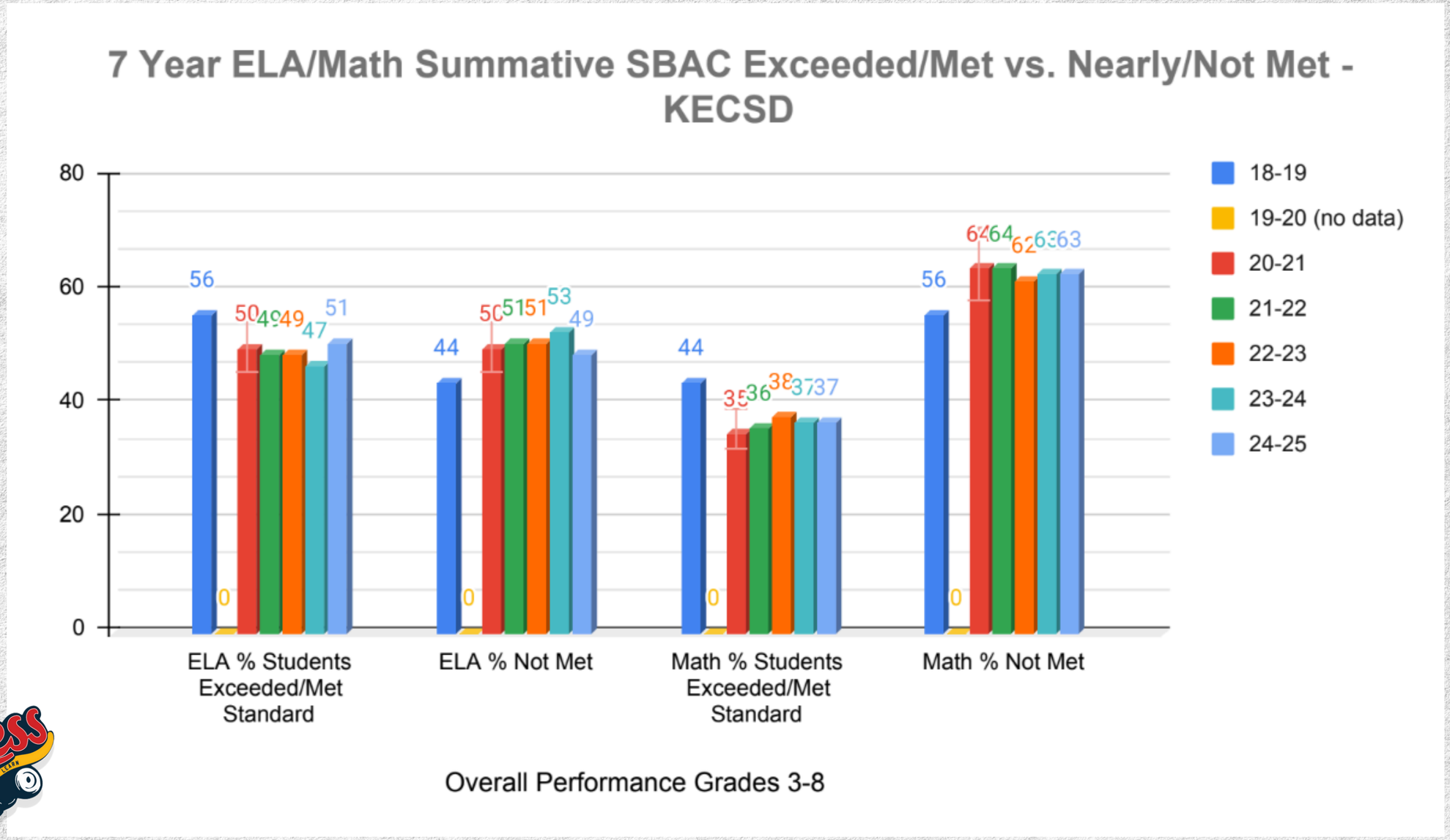
7-YEAR SUMMATIVE SBAC



7-YEAR SUMMATIVE SBAC



7-YEAR SUMMATIVE SBAC



CA SCHOOL DASHBOARD





California School DASHBOARD

Home | About | State Summary | Search | More Information | Select Language

DISTRICT PERFORMANCE OVERVIEW

Kingsburg Elementary Charter

Explore the performance of Kingsburg Elementary Charter under California's Accountability System.

Generate PDF Report

View All Schools

View Additional Reports

2025

Chronic Absenteeism Blue	Suspension Rate Green	English Learner Progress Orange	English Language Arts Green
Mathematics Yellow	Basics: Teachers, Instructional Materials, Facilities STANDARD MET	Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET
Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET		



CA SCHOOL DASHBOARD

KINGSBURG ELEMENTARY CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students | State



Green

1.7 points above standard

Increased 5.5 Points

EQUITY REPORT

Number of Student Groups in Each Color

1	2	3	1	1
Red	Orange	Yellow	Green	Blue

View More Details

LEARN MORE

Mathematics

All Students | State



Yellow

32.8 points below standard

Increased 3.2 Points

EQUITY REPORT

Number of Student Groups in Each Color

1	2	3	1	1
Red	Orange	Yellow	Green	Blue

View More Details

LEARN MORE

English Learner Progress

All Students | State



Orange

49% making progress

Declined 9.1%

LONG-TERM ENGLISH LEARNER PROGRESS

0	0	1	0	0
Red	Orange	Yellow	Green	Blue

View More Details

Student Population

Explore information about this district's student population.

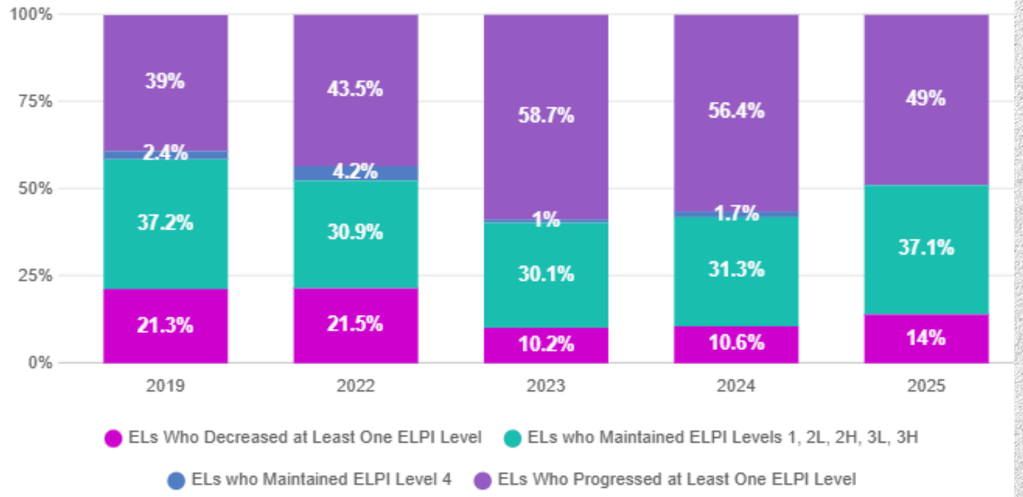
Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,100	72%	9.6%	0.3%

View More Information

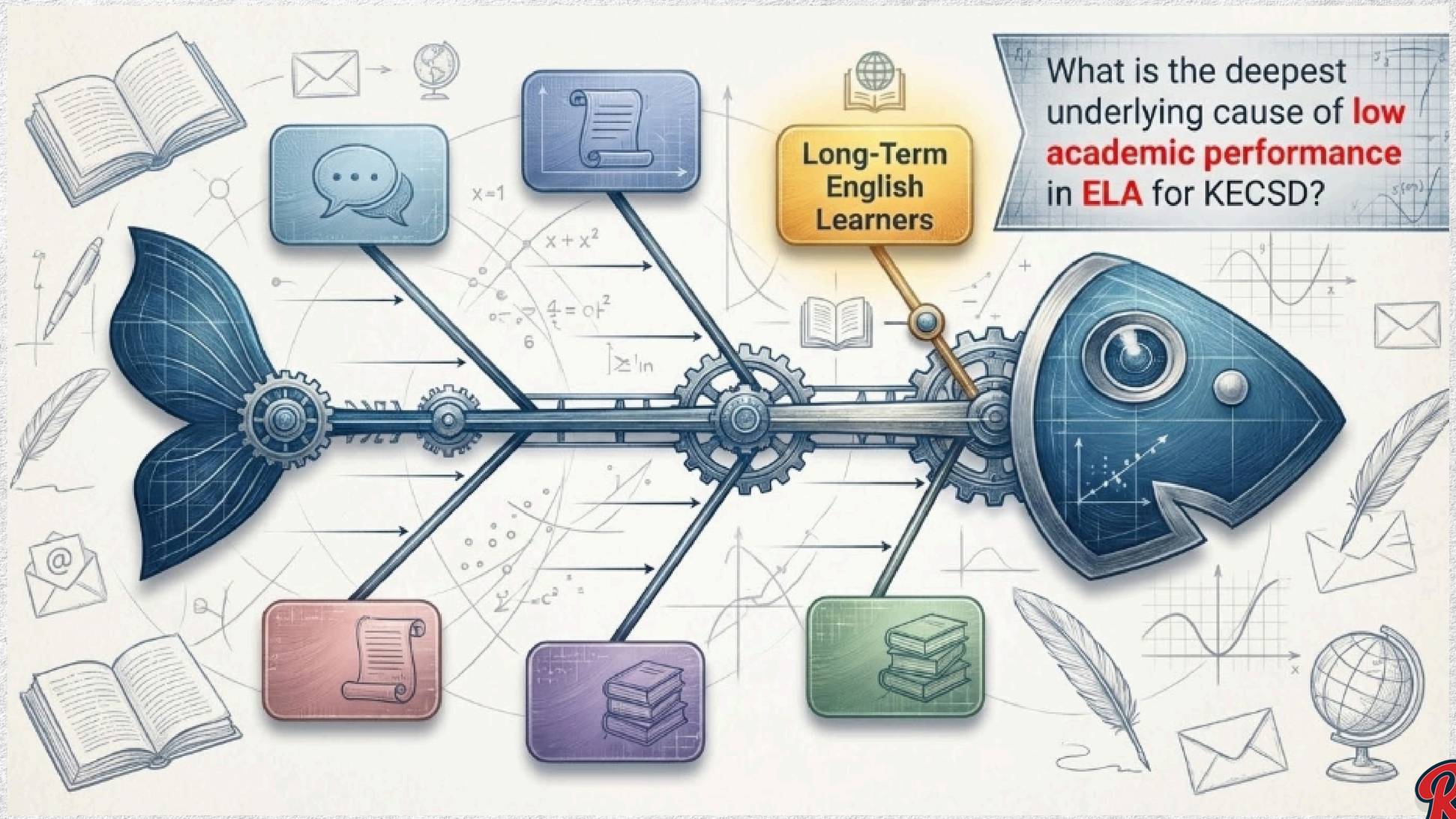
Student English Language Acquisition Results

Summative ELPAC

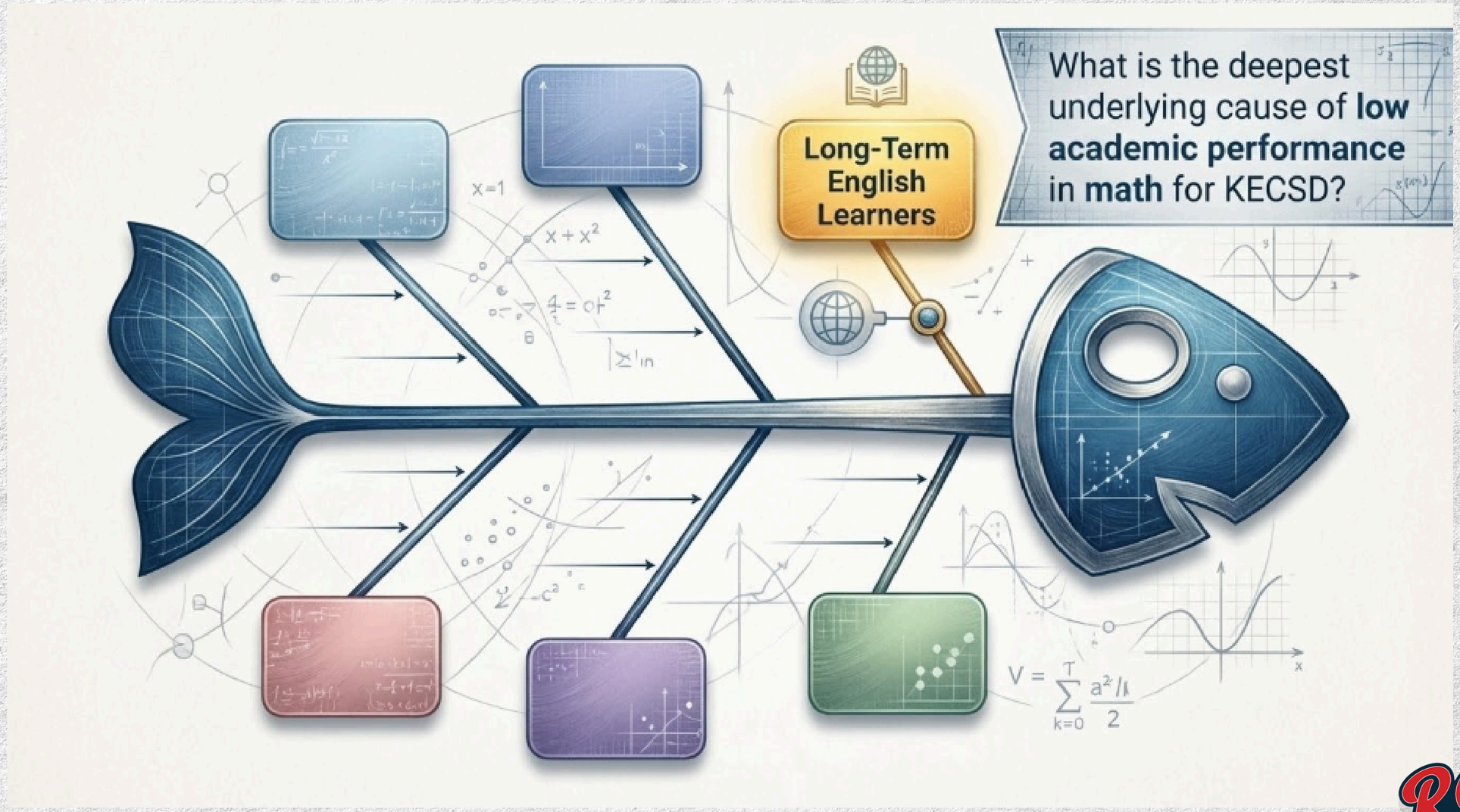
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



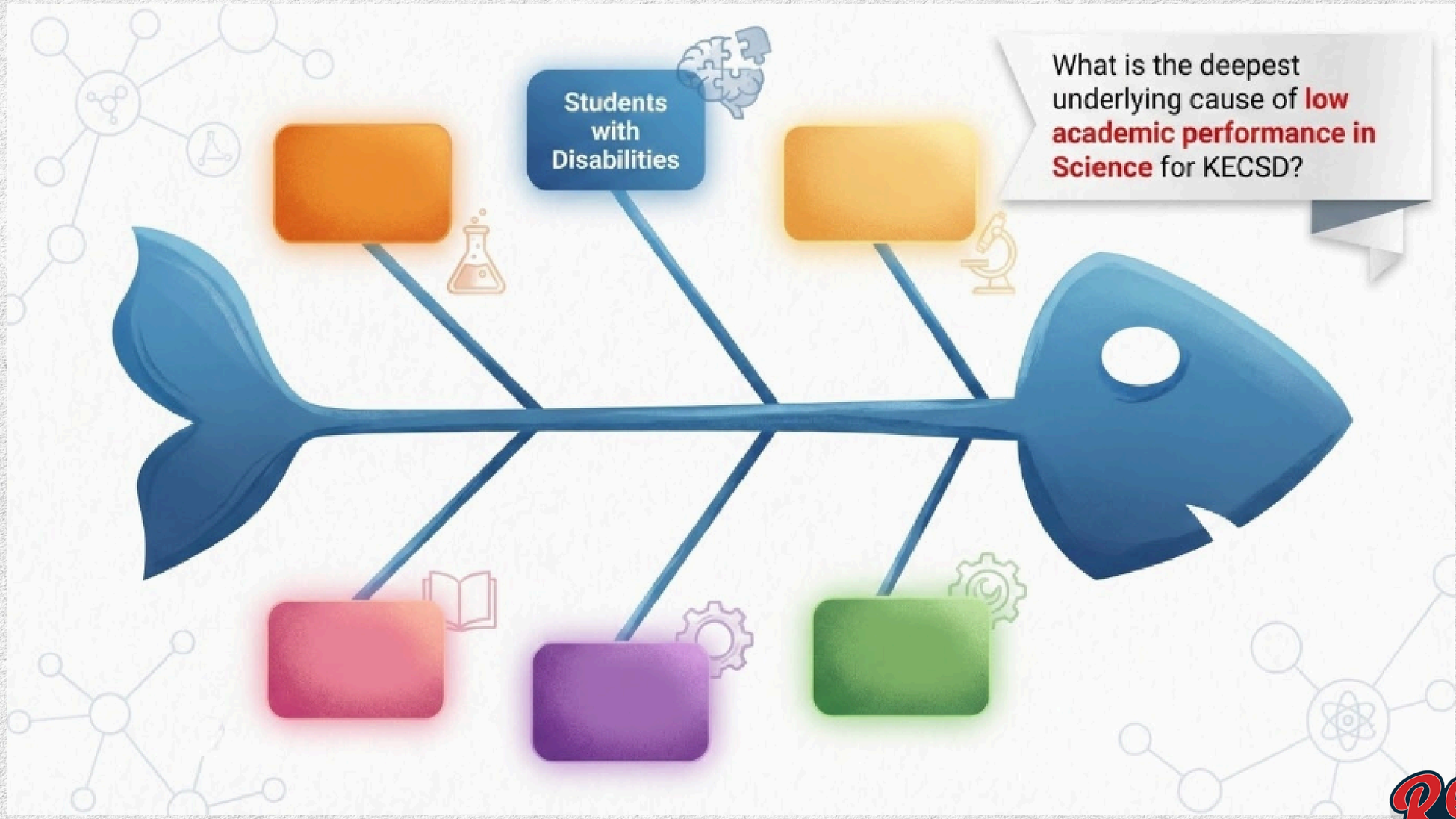
FISHBONE ROOT CAUSES



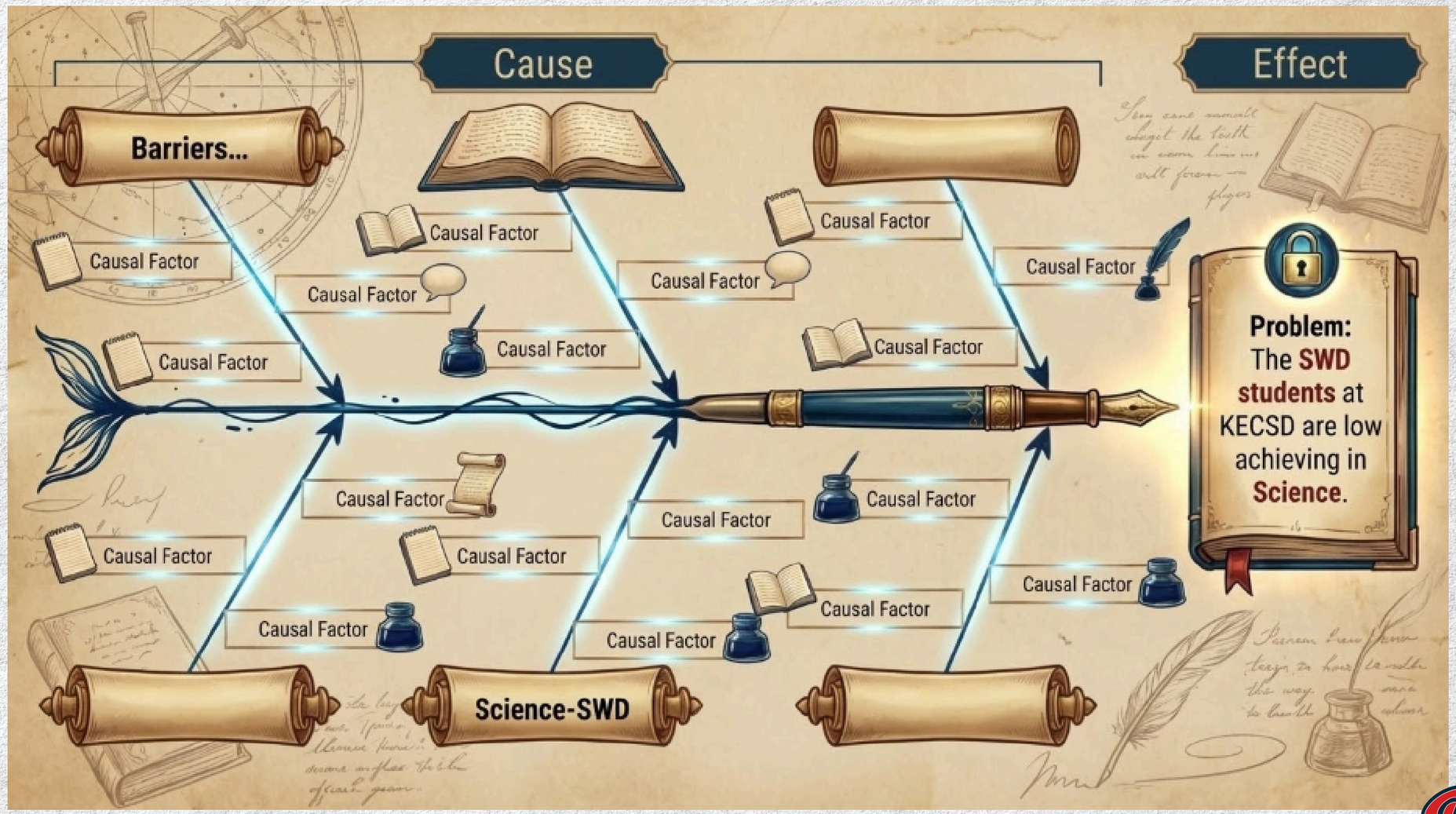
FISHBONE ROOT CAUSES



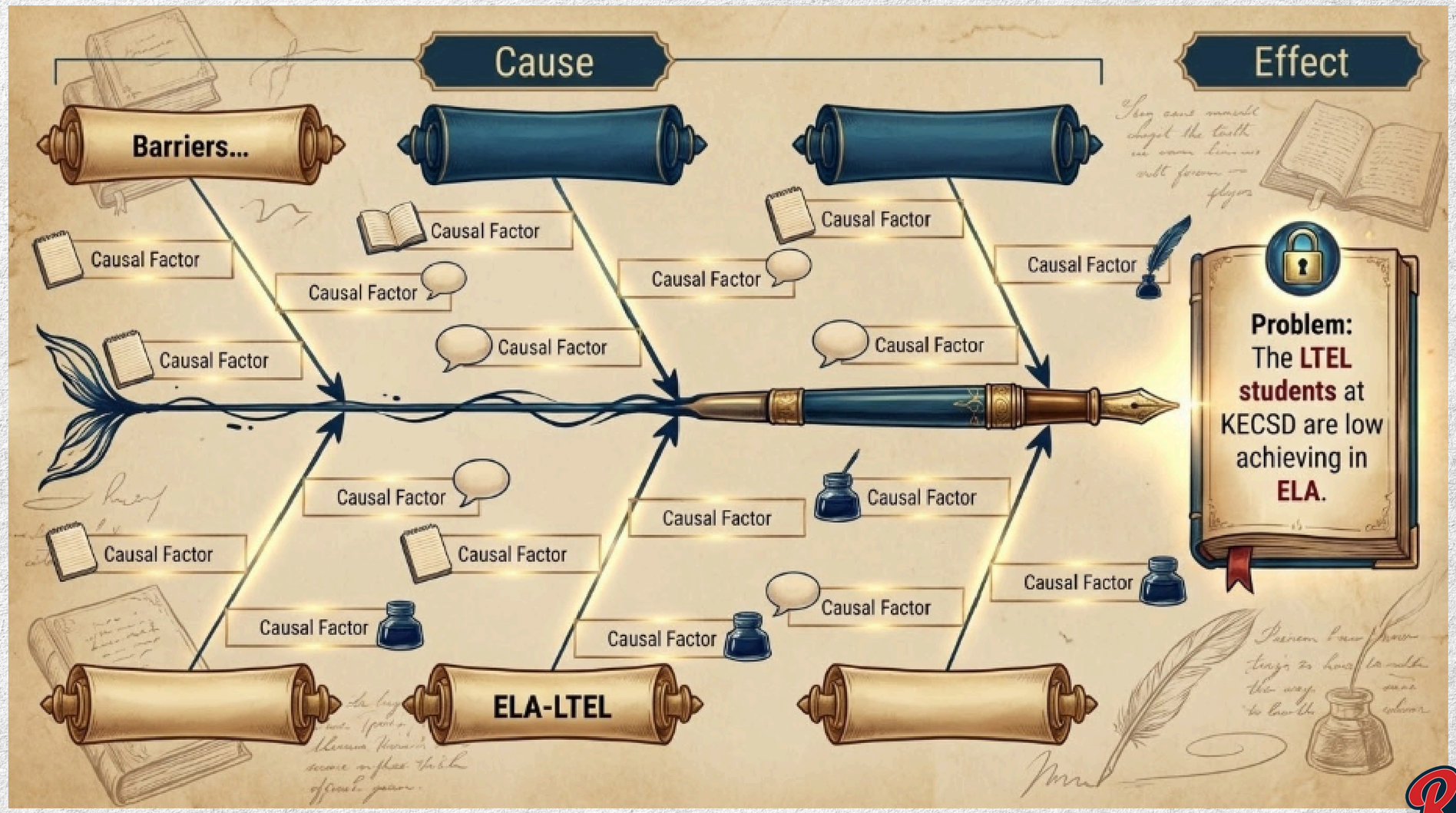
FISHBONE ROOT CAUSES



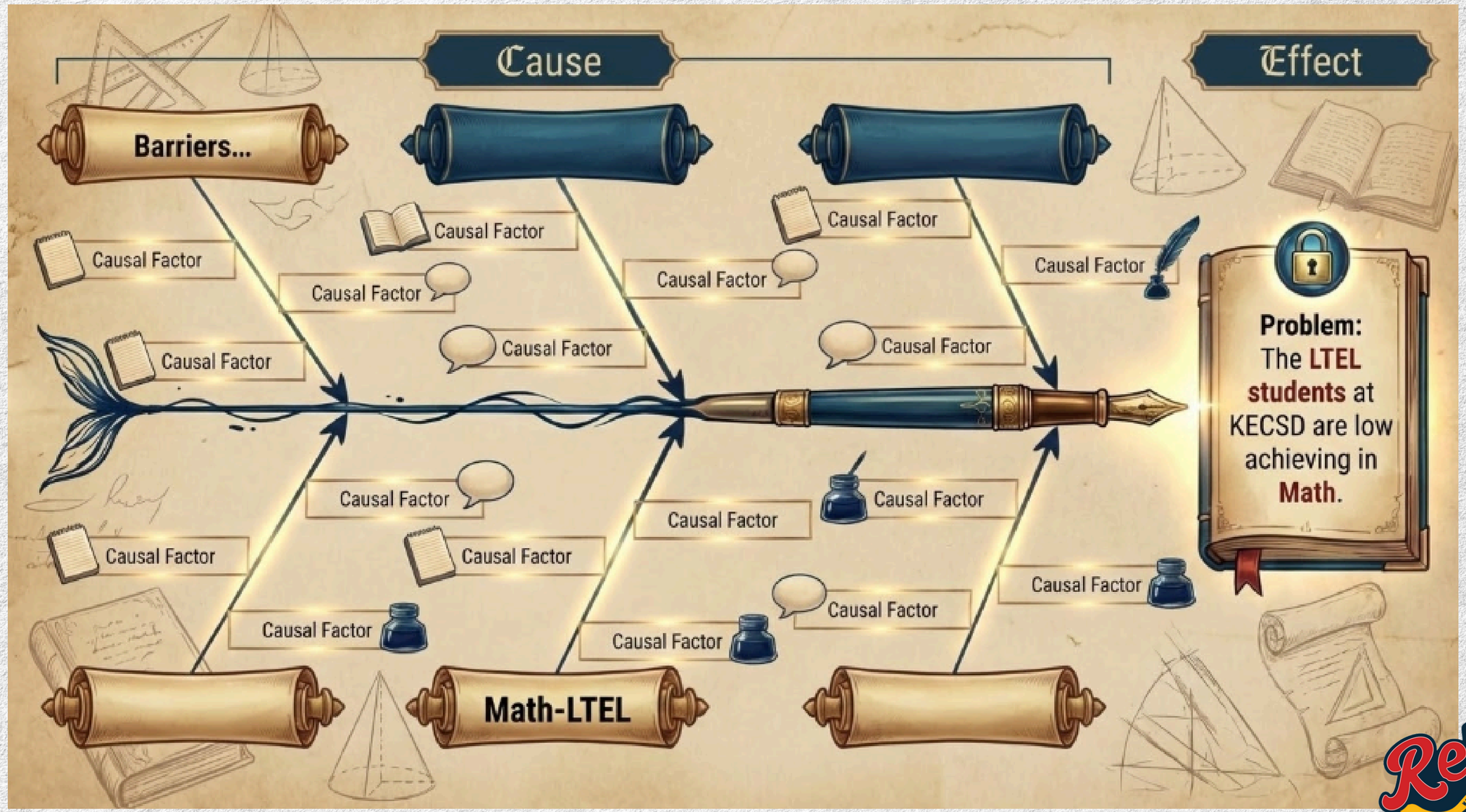
FISHBONE CAUSE/EFFECT



FISHBONE CAUSE/EFFECT



FISHBONE CAUSE/EFFECT



GOALS, ACTIONS & SERVICES

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

Action #	Title	Description
1.1	Closing the Achievement Gap	LREBG Action LREBG 1.1 = $40,411 The 2023 CA School Dashboard results indicate that our Low-Income and English Learners have a greater Distance from Standard (DFS) learning gap than the all-student group in ELA. Our experience and the outcome of conducting a root cause analysis indicate that teachers would benefit from

Action #	Title	Description
		continued access to additional diagnostic formative assessment information specific to student reading skills along with related supplemental instructional resources and supplies. KECSD will provide supplemental resources and DRA Assessment kits that support the core curriculum and instruction aligned to the CA standards. Through the Cycle of Inquiry used in all of our Professional Learning Communities, it has been determined that Supplemental/Intervention materials and the Developmental Reading Assessment (DRA) used during Multi-tiered Systems of Support, Response to Intervention (RTI), and after-school programs to support and scaffold instruction for the Low-Income and English Learner pupil population, is making a significant difference. DRA kits are used by teachers to analyze each student's level of reading and individual growth over time, so they know what early literacy skills to focus on. Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA assessments on the CA Dashboard will decrease as compared to our all-student group.



GOAL 1



PROVIDE BASIC SERVICES TO ALL SCHOOLS AND STUDENTS, INCLUDING CORE INSTRUCTION AND INSTRUCTION IN THE VISUAL AND PERFORMING ARTS. THE DISTRICT WILL OPERATE WITH INCREASED EFFICIENCY AND EFFECTIVENESS IN ALL AREAS OF OPERATION INCLUDING THE PROVISION OF HIGH QUALITY AND WELL-MAINTAINED FACILITIES, PROVISION OF INSTRUCTIONAL MATERIALS, PROMOTION OF SAFE SCHOOL ENVIRONMENTS AND TRANSPORTATION.





GOAL 2



PROVIDE FOCUSED INTERVENTION FOR STUDENTS AND PROFESSIONAL DEVELOPMENT FOR STAFF THAT SUPPORTS PEDAGOGY/INSTRUCTIONAL PLANNING AND EFFECTIVE UTILIZATION OF DATA TO PREPARE ALL STUDENTS FOR MASTERY OF THE STATE STANDARDS.







GOAL 3



ACCESS TO A BROAD AND CHALLENGING CURRICULUM FOCUSED ON 21ST CENTURY LEARNING. STUDENTS WILL BE SUCCESSFUL IN MASTERING THE NEW CALIFORNIA STANDARDS (CCSS) AND ACQUIRE 21ST CENTURY LEARNING SKILLS AND COLLEGE AND CAREER READINESS SKILLS, AS WELL AS DEVELOP A PASSION FOR CONTINUOUS LEARNING THROUGH INCREASED OPPORTUNITIES TO ACCESS TECHNOLOGY AND AFTER SCHOOL PROGRAMS.





GOAL 4



PROVIDE A POSITIVE, SAFE AND WELCOMING SCHOOL AND DISTRICT CLIMATE.







GOAL 5



BY 2027, KECSD WILL PROVIDE A POSITIVE, SAFE AND WELCOMING SCHOOL CLIMATE FOR THE STUDENTS AT ISLAND COMMUNITY DAY SCHOOL AS MEASURED BY A DECREASE IN CHRONIC ABSENTEEISM OF 5% FOR ALL STUDENTS.



HUDDLE UP



KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
GOVERNING BOARD MEETING

Monday, December 15, 2025

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

4:00 p.m.

MINUTES

DRAFT

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

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

   Board Members Present:
   Constance Lunde, President
   Brad Bergstrom, Member
   Karyll Smith Quinn, Member
   Frank Yanes, Member

   Board Members Absent:
   Reverend Edward Ezaki, Clerk

   District Office Administrators Present:
   Wesley Sever, Ed.D., Superintendent
   Matt Stovall, Assistant Superintendent, Curriculum & Instruction, Special Projects
   Bobby Rodriguez, Assistant Superintendent, Business Services
   Erin Pasillas, Director of Special Education & Student Services
   Sarah Ballard, Director of Human Resources

2. Pledge of Allegiance

3. Moment of Contemplative Silence

4. Approval of Agenda:

   Moved: Mr. Yanes; Seconded: Mr. Bergstrom, to approve the December 15, 2025, Board agenda as submitted:

   Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
   Motion Carried: 4-0

DISCUSSION

5. Superintendent's Report
   5.1. Communications/Recognitions
      5.1.1 Dr. Sever introduced our talented Rafer Johnson Junior High students who auditioned and have been accepted to the 2026 California All State Honor Choir. The Governing Board

also had the pleasure of hearing two songs from our Chamber Choir, directed by Jacob Pasalakis the Rafer Johnson Junior High and Regan Elementary Choir Director.

5.1.2 Dr. Sever announced Lincoln Elementary School has been recognized in the 2025 California Honor Roll, which is a list of the top 25% of California schools.

5.1.3 Dr. Sever congratulated Reagan Elementary School who has exited Differentiated Assistance. He thanked Matt, Erin, Kerry, Amie and the Reagan staff for all of their hard work.

5.1.4 Enrollment is up 31 students, bringing the total to 2,131 students.

5.1.5 We will have 26 student teachers from Kingsburg High School's Intro to Teaching Class starting after winter break.

5.1.6 We are very pleased to have recognized our 2025-2026 Educators of the Year: Administrator of the Year- Erin Pasillas, Educator of the Year- Michelle Stone and Employee of the Year- Mac Vaquera.

5.1.7 Christmas festivities are in full spirit and as you know our district goes above and beyond during the holidays! Congratulations to WASHINGTON on their 1st place float win during the Santa Lucia Parade in the Swedish category and we can't forget LINCOLN coming in 2nd place in the Swedish category. Reagan also came in 1st place in the Winter Wonderland category.

5.1.8 Our new music teachers Sarah Anderson and Katie Engstrom are doing an AMAZING job!

5.1.9 All of the Christmas performance across the sites have been WONDERFUL!

5.1.10 Dr. Sever formally thanked the KHS Dickens Carolers he saw perform for the Reagan students; they are FANASTIC!

6. Assistant Superintendent- Curriculum & Instruction, Special Projects' Report

6.1. The district will be hosting Wellness Day, the day after Christmas break at the Rafer Gym. This is an enjoyable 3-hour event and includes many actives such as yoga, art, pickleball and more. Teachers and certificated staff enjoy this time to recharge. KECSD ball caps were distributed and employees are encouraged to wear them to the activities. Board members are welcome to attend.

6.2. KROB will kick off March 2 – March 23, "A Boy Called Bat," Author Elena K. Arnold will hold assemblies at all school sites.

6.3. Our Math Adoption Committee with members from TK-8th grade have been working hard and putting in extra hours as they prepare to pilot and test new math curriculums. Fresno County Superintendents of Schools (FCSS) hosted a math publishers fair. The team selected their top two curriculums to test and field testing will commence in January. All teachers will get a vote in May to decide what the new curriculum will be. The team is excited to have a new quality math curriculum for all students. A special thanks to the committee for working so hard.

7. Assistant Superintendent- Business Services' Report

7.1. The Food Service staff did an amazing job doing scratch cooking with a Thanksgiving meal, bringing samples for the district office. The food service audit was just completed and there were no penalties. A big shout to the food service team they did a great job on the annual district holiday luncheon.

7.2. Maintenance did a great job putting in TV's for the After School Program in classrooms. Thank you to Laura North who is allowing flexibility in using the TV's during the school day.

7.3. Concrete: Starting next week, the district office will get new concrete around the flag pole, it will all match with no joint lines. The bushes behind existing concrete will be replaced. The blue poles will be removed and skateboard plates will go in their place.

7.4. Central Valley Home School Fence: Up for approval is an 8-foot chain link fence that will go in front of the Caltrans fence from corner of McDonald's all the way to back side of Island Community Day School.

7.5. Rafer Johnson Junior High: Over Thanksgiving break, a handful of rooms were fumigated. It went well and hopefully this solved an ongoing termite problem.

DRAFT

7.6. Heaters: Thanks to Danny McIntyre, the MOT and grounds shops now have thermal heaters to use while working during cold days.
7.7. Lincoln Elementary School: Power will be shut off over break and generators will be set up to keep the walk-in functioning.
7.8. Washington Elementary School: Room 14 and room 15's HVAC had to be replaced, just in time for gingerbread house making with families in the classroom.
7.9. Other projects: Rafer Johnson Junior High softball concrete, doors, changing district office signage with new logo, making areas look more appealing and more modern.

8. Student Services- Dylan Albiani, Board Certified Behavior Analyst (BCBA)
8.1. The Board received a presentation from Dylan Albiani, the District's Board Certified Behavior Analyst (BCBA), a nationally certified professional at the master's level with an 18 month certification process. The district goal is to increase student independence and eliminate disruptive behaviors through data-driven interventions. Behavior Team Intervention Members include: a BCBA, school counselors and Behavior Support Assistants (BSA's). The district BCBA develops legally compliant Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) while building staff capacity across all three tiers of support. Data indicates a positive downward trend in the need for intensive interventions: FBAs have decreased from 12 in the 2023-24 school year to 4 so far in 2025-26, and BIPs have dropped from 17 to 6 in the same period. Highlighted successes include a Washington Elementary TK student who reduced incidents from 15 per day to less than once per week, and a Rafer Johnson student who successfully promoted from 8th grade after eliminating chronic 40-minute behaviors. All behavior plans and district decisions remain strictly driven by data to ensure effective student outcomes and reduced restrictive placements.

9. The Board Member Reports
9.1. Mrs. Lunde has been busy attending several programs over the holidays. She said everything has been well done and well attended. A site visit was conducted with Dr. Sever and Fresno County Superintendent candidate, Dr. Eimear O'Brien. She was very impressed with our facilities and grounds.
9.2. Mr. Yanes was impressed with the new music teachers, they are fully charged and will return.
9.3. Mr. Bergstrom conducted a couple of walk throughs, one at Lincoln Elementary and one at Reagan Elementary, both of which were very impressive. He also attended a Thanksgiving celebration in Mrs. Goodbar's Kindergarten class at Washington Elementary and had a lot of fun.
9.4. Mrs. Smith Quinn conducted a site visit at Roosevelt Elementary School. She was amazed at what first graders are learning. She also attended a couple of concerts and agreed with Mr. Yanes, that all of our music teachers are doing an amazing job.

CONVENE ORGANIZATIONAL MEETING

10. Election of Officers
10.1. President- Rev. Edward Ezaki
10.2. Clerk- Karyll Smith Quinn
10.3. Secretary- Dr. Wesley Sever

Moved: Mr. Frank Yanes; Seconded: Mr. Bergstrom, to nominate Reverend Ezaki for as President, Mrs. Karyll Smith Quinn for Clerk, and Dr. Sever for Secretary for 2026.

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
Motion Carried: 4-0

11. Consider Approval of Statement of Facts

DRAFT

Moved: Mr. Bergstrom; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
Motion Carried: 4-0

12. Consider Approval of Voting Certificate: Representative and Alternate Representative – County Committee on School District Organization
Moved: Mr. Yanes; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
Motion Carried: 4-0

13. Consider Approval of Authorized Signature and Mailing Permits
Moved: Mr. Yanes; Seconded: Mr. Bergstrom

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
Motion Carried: 4-0

14. Consider Approval of Proposed 2026 Board Meeting Dates

Moved: Mrs. Lunde; Seconded: Mr. Bergstrom

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
Motion Carried: 4-0

RECONVENE REGULAR MEETING

ACTION

15. Consent Agenda
    15.1. Minutes – November 3, 2025 Board Meeting
    15.2. Cash Balances
    15.3. Budget Report
    15.4. Accounts Payable Report
    15.5. Request to Surplus Equipment
    15.6. Agreement with Author Elana K. Arnold for Kingsburg Reads One Book Events
    15.7. Comprehensive School Safety Plans
    15.8. Agency Agreement Between TCOE and KECSD for Intern Teachers and Support
    15.9. Student Teacher Agreement with Grand Canyon University for Student Teacher Placement
    15.10. Quote from Funds for Learning for E-Rate Consulting Services

    Items 15.1.- 15.10.:
    Moved: Mr. Yanes; Seconded: Mr. Bergstrom

    Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
    Motion Carried: 4-0

BUSINESS SERVICES

DRAFT

16. Consider Adoption and Certification of 2025-26 First Interim Budget Report

    Moved: Mr. Bergstgrom; Seconded: Mr. Yanes

    Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
    Motion Carried: 4-0

17. Consider Adoption of Resolution No. 26-09: In the Matter of Reviewing Development Fees on Residential and Commercial and Industrial Development Collected During the 2024-2025 School Year

    Moved: Mrs. Lunde; Seconded: Mr. Yanes

    Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
    Motion Carried: 4-0

18. Consider Approval of Proposal from Sequoia Construction for Concrete Repair at the District Office
    Moved: Mr. Yanes; Seconded: Mr. Bergstrom

    Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
    Motion Carried: 4-0

19. Consider Approval of Quote from Strategic Mechanical for HVAC Improvements at Roosevelt School
    Moved: Mr. Yanes; Seconded: Mrs. Lunde

    Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
    Motion Carried: 4-0

20. Consider Approval of Proposal from Valley Fence Co. for Chain Link Fence at Island Community Day School

    Moved: Mr. Bergstrom; Seconded: Mr. Yanes

    Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
    Motion Carried: 4-0

21. Consider Approval of Proposal from DC Inspections, Inc. for Solar Project Concrete at: Washington, Roosevelt, Lincoln, and Rafer Johnson Junior High School

    Moved: Mr. Bergstrom; Seconded: Mrs. Lunde

    Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
    Motion Carried: 4-0

22. Consider Approval of Proposal from M.C.I. Inspections for Solar Project Compliance Consulting

    Moved: Mr. Yanes; Seconded: Mr. Bergstrom

DRAFT

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
Motion Carried: 4-0

ADMINISTRATIVE SERVICES

23. Consider Approval of Board Policies/Administrative Regulations/Exhibits
    23.1. BP 4119.24 – Maintaining Appropriate Adult-Student Interaction
    23.2. AR 5144.1 – Suspension and Expulsion/Due Process

    Moved: Mr. Yanes; Seconded: Mrs. Lunde

    Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
    Motion Carried: 4-0

PUBLIC COMMENT

24. Public Comment on Agendized and Non-Agendized Items
    24.1. No comments were received from the public.

25. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Monday, January 12, 2026, 4:00 p.m., Professional Development Building

CLOSED SESSION

26. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)

27. Anticipated Litigation (Government Code Section 54956.9(b))

28. Student Discipline and Other Confidential Student Matters (Education Code Sections 35146, Ed. Code, §48900 et seq.)
    28.1. The Governing Board Will Meet in Closed Session to Consider Student Expulsion Recommendations per California Education Codes 48916, 49073-49079
        28.1.1.1 Case No. 26-03

29. Public Employee Employment
    29.1. Certificated Personnel
        29.1.1. Consider Approval of Request to Hire: .75 FTE K-8 Teacher, Central Valley Home School

30. Public Employee Employment
    30.1. Classified Personnel
        30.1.1. Consider Acceptance of Resignation: Paraprofessional- RSP, Reagan Elementary
        30.1.2. Consider Acceptance of Resignation: Cafeteria Helper, Rafer Johnson Junior High
        30.1.3. Consider Acceptance of Resignation: Paraprofessional- TK, Washington School
        30.1.4. Consider Approval of Request to Hire: Paraprofessional- Categorical, Reagan Elementary
        30.1.5. Consider Approval of Request to Hire: Cafeteria Helper, Roosevelt Elementary
        30.1.6. Consider Approval of Request to Hire: Paraprofessional-TK, Washington School

31. Pupil Personnel
    31.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
        31.1.1. Consider Approval of 2025-26 New Attendance Requests – Site-Based Program
        31.1.2. Consider Approval of 2025-26 New Attendance Requests – Central Valley Home School

DRAFT

32. Public Employee Performance Evaluation (Government Code Section 54957)
    32.1. Superintendent – The Superintendent's Evaluation form and packet were delivered by Dr. Sever November 3rd. The Board will compile comments during Closed Session and report out.

RECONVENE PUBLIC SESSION

ACTION

33. Report of Actions Taken in Closed Session:

Action taken on agenda item 28.1.1.:
Moved: Mrs. Lunde; Seconded: Mr. Yanes to take the following action:

- Case 26-03- The Governing Board of the Kingsburg Elementary Charter School District made the decision to accept the stipulated expulsion of the student from the Kingsburg Elementary Charter School District's comprehensive program for two semesters (the remainder of the 2025-2026 school year.) Enforcement of the expulsion will be suspended so that the student may enroll at Island Community Day School.

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
Motion Carried: 4-0

Action taken on agenda item 29.1.1.:
Moved: Mrs. Lunde; Seconded: Mr. Bergstrom to take the following action:

- Approved Request to Hire: Lisa Hofer, .75 FTE K-8 Teacher, Central Valley Home School

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
Motion Carried: 4-0

Action taken on agenda item 30.1.1- 30.1.6:
Moved: Mrs. Lunde; Seconded: Mr. Yanes to take the following action:

- Accepted Resignation: Destiny Zuniga, Paraprofessional- RSP, Reagan Elementary
- Accepted Resignation: Norma Pinedo, Cafeteria Helper, Rafer Johnson Junior High
- Accepted Resignation: Kansas Montoya, Paraprofessional- TK, Washington School
- Approved Request to Hire: Mirjana Marks, Paraprofessional- Categorical, Reagan Elementary
- Approved Request to Hire: Kassandra Still, Cafeteria Helper, Roosevelt Elementary
- Approved Request to Hire: Domingo Sepeda, Paraprofessional-TK, Washington School

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
Motion Carried: 4-0

Action taken on agenda items 31.1.1. – 31.1.2.:
Moved: Mrs. Lunde; Seconded: Mr. Bergstrom, to take the following action:

- 2025-26 New Attendance Requests – Site-Based Program – Approved all requests.
- 2025-26 New Attendance Requests – Central Valley Home School – Waitlisted two requests; approved all other requests.

DRAFT

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
Motion Carried: 4-0

Action taken on agenda items 32.1.:
Moved: Mr. Yanes; Seconded: Mr. Bergstrom, to take the following action:

- The board evaluated the Superintendent, Dr. Wesley Sever. As a result of his positive evaluation and according to his contract, he will receive a 2.5% step and column (the average of a certificated staff member) and a one-year extension to his three-year contract to July 2029.

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Absent; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;
Motion Carried: 4-0

34. Adjourn

Meeting was adjourned at 6:39 p.m.

DRAFT

		JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2023-24													
60001	**GE**	20,202,997	19,271,414	18,135,834	17,771,903	17,659,066	19,912,474	19,959,366	22,045,477	23,398,287	24,048,191	23,174,503	25,750,243
60012	**CHDE**	229,084	213,746	247,305	256,427	381,879	349,688	330,424	355,788	331,332	343,073	343,002	343,399
60008	**CAFÉ**	502,800	436,623	353,644	162,204	121,919	183,471	74,958	160,661	269,430	285,461	523,535	629,245
60020	**SPRES**	2,200,348	2,200,348	2,214,399	2,214,877	2,214,877	2,228,942	2,229,425	2,229,425	2,243,777	2,244,251	2,244,251	2,259,195
65334	**16 B**	6,346	6,346	6,387	6,388	6,388	6,429	6,430	6,430	6,472	6,473	6,473	6,516
60006	**DF**	1,233,589	1,281,437	1,228,706	1,258,686	1,264,501	1,281,325	1,281,597	1,330,216	1,338,262	1,205,374	1,166,121	1,214,520
65066	**04 A**	498	513	516	516	516	520	520	520	523	523	523	527
65104	**06 Refund**	92,354	92,354	92,943	92,963	92,963	93,554	93,574	93,574	94,177	94,196	94,196	94,824
65215	**13 Refi**	97,613	97,719	98,342	98,364	98,364	98,988	99,009	99,009	99,647	99,668	99,668	100,331
65276	**Bond Intrst**	74,778	80,423	85,358	85,885	87,069	253,250	313,833	314,282	344,577	560,865	580,086	112,039
65281	**16 Refi**	22,005	24,048	25,075	25,224	25,548	86,265	26,982	27,104	35,399	94,104	99,260	106,701
65335	**16 B Debt**	32,972	36,380	38,169	38,431	39,000	150,592	57,996	58,214	72,758	180,962	190,581	204,269
2024-25													
60001	**GE**	22,889,928	21,080,488	22,054,060	21,457,722	20,761,666	21,446,181	24,473,039	23,396,480	24,409,778	24,521,151	23,554,680	25,775,914
65400	**ASB**		105,122	122,592	143,968	185,556	179,982	163,192	156,196	183,665	187,315	174,924	157,391
60012	**CHDE**	330,987	445,809	487,730	496,258	572,821	632,361	619,725	527,395	559,637	562,728	508,581	544,600
60008	**CAFÉ**	551,244	619,238	564,707	386,424	396,949	481,497	488,853	404,134	657,063	495,239	433,740	840,937
60020	**SPRES**	2,244,705	2,259,648	2,275,572	2,276,053	2,276,053	2,292,453	2,292,934	2,292,944	2,292,944	2,309,666	2,309,666	2,309,666
65334	**16 B**	6,474	6,716	6,563	6,565	6,565	6,612	6,614	6,614	6,614	6,662	6,662	6,662
60006	**DF**	965,355	985,168	1,032,720	875,991	873,427	766,177	857,351	783,962	841,204	626,283	509,488	619,944
65066	**04 A**	523	527	530	531	531	534	534	534	544	548	548	548
65104	**06 Refund**	94,215	94,843	95,511	95,531	95,531	96,220	96,240	96,240	96,240	96,942	96,942	96,942
65215	**13 Refi**	99,688	100,352	101,059	101,080	101,080	101,809	101,830	101,830	101,852	102,594	102,594	102,594
65276	**Bond Intrst**	114,493	118,807	122,425	124,603	124,776	78,189	322,694	328,139	379,872	592,334	607,636	104,545
65281	**16 Refi**	33,003	34,169	34,769	35,361	35,406	35,000	23,610	25,133	38,582	93,396	95,502	101,813
65335	**16 B Debt**	53,887	56,069	57,230	58,319	58,406	58,337	57,363	60,161	86,135	190,692	199,441	211,463
2025-26													
60001	**GE**	23,355,249	21,410,753	23,931,240	20,586,597	22,356,551	25,480,286						
65400	**ASB**	147,025	144,738	169,149	171,005	149,111	140,342						
60012	**CHDE**	539,716	498,828	713,048	782,048	753,357	797,369						
60008	**CAFÉ**	735,582	610,488	769,264	763,445	545,417	652,856						
60020	**SPRES**	2,310,155	2,326,612	2,343,253	2,343,253	2,343,775	2,357,926						
65334	**16 B**	6,663	6,711	6,759	6,759	6,760	6,801						
60006	**DF**	505,109	508,778	477,884	492,344	492,464	562,095						
65066	**04 A**	548	552	556	556	556	559						
65104	**06 Refund**	96,963	97,653	98,352	98,352	98,374	98,968						
65215	**13 Refi**	102,616	103,347	104,086	104,086	104,109	104,738						
65276	**Bond Intrst**	107,558	111,509	118,470	118,487	118,641	308,954						
65281	**16 Refi**	28,025	32,231	33,600	33,604	32,714	91,811						
65335	**16 B Debt**	51,456	53,438	56,159	56,167	55,320	168,098						

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 0100 General Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$38,291,571.08	$40,782,396.43	$6,336,125.27	$19,174,452.63	$0.00	$21,607,943.80	53.0
Expenditures							
Total: 1000 Certificated	$15,301,753.02	$15,404,548.23	$1,239,279.33	$6,390,450.80	$0.00	$9,014,097.43	58.5
Total: 2000 Classified	6,975,783.82	7,293,267.44	577,890.97	3,168,320.64	0.00	4,124,946.80	56.6
Total: 3000 Benefits	11,347,913.67	11,566,854.94	785,683.29	4,326,772.85	520,682.00	6,719,400.09	58.1
Total: 1000 - 3000	33,625,450.51	34,264,670.61	2,602,853.59	13,885,544.29	520,682.00	19,858,444.32	58.0
Total: 4000 Books & Supplies	1,985,519.96	4,053,490.06	53,065.78	771,129.72	285,531.37	2,996,828.97	73.9
Total: 5000 Services & Other	5,733,680.57	7,110,496.52	519,053.04	3,303,242.54	2,541,583.60	1,265,670.38	17.8
Total: 4000 - 5000	7,719,200.53	11,163,986.58	572,118.82	4,074,372.26	2,827,114.97	4,262,499.35	38.2
Total: 1000 - 5000	41,344,651.04	45,428,657.19	3,174,972.41	17,959,916.55	3,347,796.97	24,120,943.67	53.1
Total: 6000 Capital Outlay	968,521.03	1,557,076.03	131,681.94	(77,242.31)	35,292.78	1,599,025.56	102.7
Total: 7000 Other Outgo/Financing Uses	367,734.23	772,614.23	17,784.56	324,405.56	260,672.06	187,536.61	24.3
Total: 1000 - 7000	42,680,906.30	47,758,347.45	3,324,438.91	18,207,079.80	3,643,761.81	25,907,505.84	54.2
Total: Net Increase/(Decrease) in Fund Balance	**($4,389,335.22)**	**($6,975,951.02)**	**$3,011,686.36**	**$967,372.83**	**($3,643,761.81)**	**($4,299,562.04)**	**61.6**
Total: Beginning Balance	17,425,768.79	23,773,163.36	0.00	23,773,163.36			
Total: Ending Fund Balance (9790)	$13,036,433.57	$16,797,212.34	$3,011,686.36	$24,740,536.19			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(6,975,951.02)			
Total: Undesignated	13,036,433.57	16,797,212.34	3,011,686.36	31,716,487.21			

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 0800 Student Activity Special Revenue Fun

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$249,788.16	$56,873.71	$29,694.67	$90,532.62	$0.00	($33,658.91)	-59.2
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	187,085.37	112,318.83	8,368.43	37,439.03	27,048.64	47,831.16	42.6
Total: 5000 Services & Other	62,702.79	47,719.33	30,095.50	48,007.60	31,566.42	(31,854.69)	-66.8
Total: 4000 - 5000	249,788.16	160,038.16	38,463.93	85,446.63	58,615.06	15,976.47	10.0
Total: 1000 - 5000	249,788.16	160,038.16	38,463.93	85,446.63	58,615.06	15,976.47	10.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000	249,788.16	160,038.16	38,463.93	85,446.63	58,615.06	15,976.47	10.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**($103,164.45)**	**($8,769.26)**	**$5,085.99**	**($58,615.06)**	**($49,635.38)**	**48.1**
Total: Beginning Balance	106,633.94	241,574.32	0.00	241,574.32			
Total: Ending Fund Balance (9790)	$106,633.94	$138,409.87	($8,769.26)	$246,660.31			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(103,164.45)			
Total: Undesignated	106,633.94	138,409.87	(8,769.26)	349,824.76			

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 1200 Child Development Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$605,955.00	$956,500.77	$85,372.47	$657,489.89	$0.00	$299,010.88	31.3
Expenditures							
Total: 1000 Certificated	$197,532.40	$207,032.40	$17,564.93	$94,548.81	$0.00	$112,483.59	54.3
Total: 2000 Classified	153,924.40	153,924.40	12,479.38	62,357.22	0.00	91,567.18	59.5
Total: 3000 Benefits	163,494.70	165,740.13	10,023.74	54,593.34	6,000.00	105,146.79	63.4
Total: 1000 - 3000	514,951.50	526,696.93	40,068.05	211,499.37	6,000.00	309,197.56	58.7
Total: 4000 Books & Supplies	305,411.92	635,437.10	1,671.58	4,977.51	3,107.16	627,352.43	98.7
Total: 5000 Services & Other	5,484.07	105,434.07	65.39	3,273.05	392.34	101,768.68	96.5
Total: 4000 - 5000	310,895.99	740,871.17	1,736.97	8,250.56	3,499.50	729,121.11	98.4
Total: 1000 - 5000	825,847.49	1,267,568.10	41,805.02	219,749.93	9,499.50	1,038,318.67	81.9
Total: 6000 Capital Outlay	0.00	0.00	0.00	(4,209.00)	0.00	4,209.00	0.0
Total: 7000 Other Outgo/Financing Uses	34,656.56	34,656.56	0.00	0.00	0.00	34,656.56	100.0
Total: 1000 - 7000	860,504.05	1,302,224.66	41,805.02	215,540.93	9,499.50	1,077,184.23	82.7
Total: Net Increase/(Decrease) in Fund Balance	**($254,549.05)**	**($345,723.89)**	**$43,567.45**	**$441,948.96**	**($9,499.50)**	**($778,173.35)**	**225.1**
Total: Beginning Balance	254,549.05	347,697.48	0.00	347,697.48			
Total: Ending Fund Balance (9790)	$0.00	$1,973.59	$43,567.45	$789,646.44			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(345,723.89)			
Total: Undesignated	0.00	1,973.59	43,567.45	1,135,370.33			

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 1300 Cafeteria Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$1,688,577.35	$1,688,577.35	$218,874.90	$346,628.43	$0.00	$1,341,948.92	79.5
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	562,190.61	560,202.23	45,861.72	253,755.03	0.00	306,447.20	54.7
Total: 3000 Benefits	292,322.72	308,023.61	20,883.59	113,667.50	28,071.00	166,285.11	54.0
Total: 1000 - 3000	854,513.33	868,225.84	66,745.31	367,422.53	28,071.00	472,732.31	54.4
Total: 4000 Books & Supplies	1,535,571.17	1,490,829.29	42,818.03	261,329.35	213,215.12	1,016,284.82	68.2
Total: 5000 Services & Other	79,404.45	129,662.88	2,540.08	73,531.96	11,867.27	44,263.65	34.1
Total: 4000 - 5000	1,614,975.62	1,620,492.17	45,358.11	334,861.31	225,082.39	1,060,548.47	65.4
Total: 1000 - 5000	2,469,488.95	2,488,718.01	112,103.42	702,283.84	253,153.39	1,533,280.78	61.6
Total: 6000 Capital Outlay	0.00	0.00	0.00	13,218.70	0.00	(13,218.70)	0.0
Total: 7000 Other Outgo/Financing Uses	56,275.21	56,275.21	0.00	0.00	0.00	56,275.21	100.0
Total: 1000 - 7000	2,525,764.16	2,544,993.22	112,103.42	715,502.54	253,153.39	1,576,337.29	61.9
Total: Net Increase/(Decrease) in Fund Balance	**($837,186.81)**	**($856,415.87)**	**$106,771.48**	**($368,874.11)**	**($253,153.39)**	**($234,388.37)**	**27.4**
Total: Beginning Balance	837,186.81	1,031,409.08	0.00	1,031,409.08			
Total: Ending Fund Balance (9790)	$0.00	$174,993.21	$106,771.48	$662,534.97			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(857,077.79)			
Total: Undesignated	0.00	174,993.21	106,771.48	1,519,612.76			

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 1700 Special Reserve Fund for Other Than

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$0.00	$0.00	$14,150.80	$14,672.89	$0.00	($14,672.89)	0.0
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**$0.00**	**$14,150.80**	**$14,672.89**	**$0.00**	**($14,672.89)**	**0.0**
Total: Beginning Balance	2,807,016.55	2,867,252.80	0.00	2,867,252.80			
Total: Ending Fund Balance (9790)	$2,807,016.55	$2,867,252.80	$14,150.80	$2,881,925.69			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	2,807,016.55	2,867,252.80	14,150.80	2,881,925.69			

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 2104 Building Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$0.00	$0.00	$40.82	$42.33	$0.00	($42.33)	0.0
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**$0.00**	**$40.82**	**$42.33**	**$0.00**	**($42.33)**	**0.0**
Total: Beginning Balance	6,563.52	6,758.70	0.00	6,758.70			
Total: Ending Fund Balance (9790)	$6,563.52	$6,758.70	$40.82	$6,801.03			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	6,563.52	6,758.70	40.82	6,801.03			

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 2500 Capital Facilities Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$560,433.70	$560,433.70	$76,636.68	$82,875.10	$0.00	$477,558.60	85.2
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	223,433.70	223,433.70	0.00	2,000.00	2,000.00	219,433.70	98.2
Total: 4000 - 5000	223,433.70	223,433.70	0.00	2,000.00	2,000.00	219,433.70	98.2
Total: 1000 - 5000	223,433.70	223,433.70	0.00	2,000.00	2,000.00	219,433.70	98.2
Total: 6000 Capital Outlay	0.00	1,262.23	1,661.55	(58,403.89)	0.00	59,666.12	4,727.0
Total: 7000 Other Outgo/Financing Uses	337,000.00	337,000.00	5,343.75	65,769.04	134,693.74	136,537.22	40.5
Total: 1000 - 7000	560,433.70	561,695.93	7,005.30	9,365.15	136,693.74	415,637.04	74.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**($1,262.23)**	**$69,631.38**	**$73,509.95**	**($136,693.74)**	**$61,921.56**	**-4,905.7**
Total: Beginning Balance	398,759.15	488,596.46	0.00	488,596.46			
Total: Ending Fund Balance (9790)	$398,759.15	$487,334.23	$69,631.38	$562,106.41			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(1,262.23)			
Total: Undesignated	398,759.15	487,334.23	69,631.38	563,368.64			

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 5100 Bond Interest and Redemption Fund

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

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 5101 Bond Interest and Redemption Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$225,500.00	$225,500.00	$3.36	$3.34	$0.00	$225,496.66	100.0
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	225,500.00	225,500.00	0.00	0.00	0.00	225,500.00	100.0
Total: 1000 - 7000	225,500.00	225,500.00	0.00	0.00	0.00	225,500.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**$0.00**	**$3.36**	**$3.34**	**$0.00**	**($3.34)**	**0.0**
Total: Beginning Balance	530.59	556.05	0.00	556.05			
Total: Ending Fund Balance (9790)	$530.59	$556.05	$3.36	$559.39			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	530.59	556.05	3.36	559.39			

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 5102 Bond Interest and Redemption Fund

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

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 5103 Bond Interest and Redemption Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$285,400.00	$285,400.00	$593.94	$615.74	$0.00	$284,784.26	99.8
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	285,400.00	285,400.00	0.00	0.00	0.00	285,400.00	100.0
Total: 1000 - 7000	285,400.00	285,400.00	0.00	0.00	0.00	285,400.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**$0.00**	**$593.94**	**$615.74**	**$0.00**	**($615.74)**	**0.0**
Total: Beginning Balance	95,511.16	98,351.87	0.00	98,351.87			
Total: Ending Fund Balance (9790)	$95,511.16	$98,351.87	$593.94	$98,967.61			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	95,511.16	98,351.87	593.94	98,967.61			

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 5104 Bond Interest and Redemption Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$8,300.00	$8,300.00	$628.57	$651.85	$0.00	$7,648.15	92.1
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	8,300.00	8,300.00	0.00	0.00	0.00	8,300.00	100.0
Total: 1000 - 7000	8,300.00	8,300.00	0.00	0.00	0.00	8,300.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**$0.00**	**$628.57**	**$651.85**	**$0.00**	**($651.85)**	**0.0**
Total: Beginning Balance	101,058.72	104,085.96	0.00	104,085.96			
Total: Ending Fund Balance (9790)	$101,058.72	$104,085.96	$628.57	$104,737.81			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	101,058.72	104,085.96	628.57	104,737.81			

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 5106 Bond Interest and Redemption Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$100,142.62	$100,142.62	$232,944.92	$239,810.43	$0.00	($139,667.81)	-139.5
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	100,197.62	100,307.62	0.00	935.00	0.00	99,372.62	99.1
Total: 1000 - 7000	100,197.62	100,307.62	0.00	935.00	0.00	99,372.62	99.1
Total: Net Increase/(Decrease) in Fund Balance	**($55.00)**	**($165.00)**	**$232,944.92**	**$238,875.43**	**$0.00**	**($239,040.43)**	**144,873.0**
Total: Beginning Balance	115,704.75	112,710.89	0.00	112,710.89			
Total: Ending Fund Balance (9790)	$115,649.75	$112,545.89	$232,944.92	$351,586.32			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(55.00)			
Total: Undesignated	115,649.75	112,545.89	232,944.92	351,641.32			

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 5107 Bond Interest and Redemption Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$323,500.00	$323,500.00	$59,096.93	$64,059.24	$0.00	$259,440.76	80.2
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	398,062.71	398,062.71	0.00	75,497.98	0.00	322,564.73	81.0
Total: 1000 - 7000	398,062.71	398,062.71	0.00	75,497.98	0.00	322,564.73	81.0
Total: Net Increase/(Decrease) in Fund Balance	**($74,562.71)**	**($74,562.71)**	**$59,096.93**	**($11,438.74)**	**$0.00**	**($63,123.97)**	**84.7**
Total: Beginning Balance	32,756.26	103,249.66	0.00	103,249.66			
Total: Ending Fund Balance (9790)	($41,806.45)	$28,686.95	$59,096.93	$91,810.92			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(74,562.71)			
Total: Undesignated	(41,806.45)	28,686.95	59,096.93	166,373.63			

Board Report

From 12/01/2025 thru 12/31/2025

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

Fu: 5108 Bond Interest and Redemption Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$503,455.36	$503,455.36	$112,777.60	$116,192.43	$0.00	$387,262.93	76.9
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	625,618.07	625,618.07	0.00	162,422.81	0.00	463,195.26	74.0
Total: 1000 - 7000	625,618.07	625,618.07	0.00	162,422.81	0.00	463,195.26	74.0
Total: Net Increase/(Decrease) in Fund Balance	**($122,162.71)**	**($122,162.71)**	**$112,777.60**	**($46,230.38)**	**$0.00**	**($75,932.33)**	**62.2**
Total: Beginning Balance	83,300.23	214,328.38	0.00	214,328.38			
Total: Ending Fund Balance (9790)	($38,862.48)	$92,165.67	$112,777.60	$168,098.00			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(625,618.07)			
Total: Undesignated	(38,862.48)	92,165.67	112,777.60	793,716.07			

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
33-Amazon.com Services LLC	512798802	PO-261098	Qozary Clipboard Holder for Clas	0100-26000-0-1110-1000-430000-000		394.93
		PO-261100	Mulbozy 4 Pcs Christmas Gingerb	0100-26000-0-1110-1000-430000-000		198.75
		PO-261100	Mulbozy 4 Pcs Christmas Gingerb	0100-26000-0-1110-1000-430000-000		28.32
		PO-261089	Amazon Online Market Piggyback C	0100-65000-0-5760-1120-430000-000		8.99
		PO-261090	Amazon Online Marketplace Pigg	0100-90530-0-1110-1000-430000-000		92.62
		PO-261092	Amazon Online Market Piggyback	0100-33150-0-5730-1110-430000-000		130.29
		PO-261093	Amazon Online Marketplace Pigg	0100-26000-0-1110-1000-430000-000		322.32
		PO-261093	Amazon Online Marketplace Pigg	0100-26000-0-1110-1000-430000-000		31.14
		PO-261094	Suhine 150 PCS Bulk Winter War	0100-26000-0-1110-1000-430000-000		261.52
		PO-261081	1512 Pcs Letter Stickers 12 Sheets 1	0100-26000-0-1110-1000-430000-000		37.90
		PO-261081	1512 Pcs Letter Stickers 12 Sheets 1	0100-26000-0-1110-1000-430000-000		86.88
		PO-261082	Vtopma+I14:I44rt Clear Desk Org	0100-26000-0-1110-1000-430000-000		791.28
		PO-261049	Amazon Online Marketplace,	0100-00000-0-0000-2420-430000-000		170.44
		PO-261052	Amazon Online Marketplace,	0100-09000-0-1110-1000-430000-060		434.53
		PO-261052	Amazon Online Marketplace,	0100-09000-0-1110-1000-430000-060		54.48
		PO-261080	EXPO Dry Erase Markers, Low O	0100-26000-0-1110-1000-430000-000		97.79
		PO-260949	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		73.55
		PO-261089	Amazon Online Market Piggyback C	0100-65000-0-5760-1120-430000-000		32.68
					Warrant Total:	**3,248.41**
	512800067	PO-261078	Amazon Online Marketplace,	0100-09000-0-1110-1000-430000-000		331.91
		PO-261137	Grounds- Invoice	0100-81500-0-0000-8110-430000-000		60.93
					Warrant Total:	**392.84**
	512802234	PO-261082	Vtopma+I14:I44rt Clear Desk Org	0100-26000-0-1110-1000-430000-000		493.76
		PO-260868	Amazon Online Marketplace,	0100-81500-0-0000-8110-430000-000		32.15
		PO-261148	Amazon Online Marketplace, Pig	0100-11000-0-1110-1000-430000-085		243.19
		PO-261098	Qozary Clipboard Holder for Clas	0100-26000-0-1110-1000-430000-000		460.75
					Warrant Total:	**1,229.85**
	512803576	PO-261074	Amazon Online Marketplace,	0100-09000-0-1110-1000-430000-060		276.56
		CM-260046	1XH6-J91H-3NV7	0100-33150-0-5730-1110-430000-000		(33.32)
		PO-261122	Amazon Online Marketplace,	0100-78100-0-1110-1000-430000-060		82.62
		PO-261156	Amazon online marketplace piggy c	0100-07140-0-1148-1000-430000-080		88.23
		PO-261092	Amazon Online Market Piggyback	0100-33150-0-5730-1110-430000-000		60.44
		PO-261145	Amazon online Marketplace, Pigg	0100-07140-0-1148-1000-430000-080		344.10
		PO-261158	Amazon Online Marketplace, Pig	0100-11000-0-1110-1000-430000-085		33.76
					Warrant Total:	**852.39**
	512804559	CM-260047	1XKW-L93T-Q6YH	0100-07140-0-1148-1000-430000-080		(182.34)
		PO-261145	Amazon online Marketplace, Pigg	0100-07140-0-1148-1000-430000-080		182.34

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
	512804559	PO-261167	Spigen for MagSafe Charger, Qi2	0100-00000-0-0000-2420-430000-000		1,279.98
		PO-261098	Qozary Clipboard Holder for Clas	0100-26000-0-1110-1000-430000-000		9.14
		PO-261167	Spigen for MagSafe Charger, Qi2	0100-00000-0-0000-2420-440000-000		1,499.49
					Warrant Total:	**2,788.61**
					Vendor Total:	**8,512.10**
3602-Armando's Smog	512800070	PO-261133	Smog Inspection, Invoice 107986- 2	0100-81500-0-0000-8110-560000-000		120.00
		PO-261134	1993 Ford Econoline E150 Vin	0100-81500-0-0000-8110-560000-000		787.97
		PO-261133	Smog Inspection, Invoice 107986- 2	0100-81500-0-0000-8110-560000-000		60.00
		PO-261133	Smog Inspection, Invoice 107986- 2	0100-81500-0-0000-8110-560000-000		60.00
		PO-261133	Smog Inspection, Invoice 107986- 2	0100-81500-0-0000-8110-560000-000		60.00
					Warrant Total:	**1,087.97**
					Vendor Total:	**1,087.97**
1794-AT&T Global Services	512798804	PO-260071	Monthly Telephone Service	0100-00000-0-0000-8200-590004-000		204.04
					Warrant Total:	**204.04**
	512800071	PO-260019	Monthly Telephone Expenditures	0100-00000-0-0000-8200-590004-000		21.56
		PO-260017	Monthly Charges/CVHS Site July	0100-00000-0-0000-2700-590004-082		165.80
		PO-260015	HSI BUS Elite-S Service July 1,	0100-00000-0-1110-1000-590008-082		3.57
					Warrant Total:	**190.93**
					Vendor Total:	**394.97**
3451-AXA Equitable Life Insurance C	512800072	PO-260073	Employee Life Insurance Benefit	0100-00000-0-0000-0000-951400-000		844.46
					Warrant Total:	**844.46**
	512804560	PO-260073	Employee Life Insurance Benefit	0100-00000-0-0000-0000-951400-000		834.02
					Warrant Total:	**834.02**
					Vendor Total:	**1,678.48**
3706-Banner Pest Control Inc	512802236	PO-261151	Rafer, Rooms 14, 15, 16 and 17-	0100-60190-0-0000-8110-580000-000		10,895.00
					Warrant Total:	**10,895.00**
					Vendor Total:	**10,895.00**
4090-BlueTriton Brands Inc	512798805	PO-260138	Provision of drinking water service	0100-81500-0-0000-8110-580000-000		119.31
					Warrant Total:	**119.31**
	512804563	PO-260138	Provision of drinking water service	0100-81500-0-0000-8110-580000-000		29.39
					Warrant Total:	**29.39**
					Vendor Total:	**148.70**
803-California Dept of Justice	512803577	PO-260111	Fingerprinting Charges for the Peri	0100-00000-0-0000-7300-580015-000		145.00

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Warrant Total:	**145.00**
					Vendor Total:	**145.00**
3050-California Teaching Fellows	512802237	PO-260581	Washington ES ELO	0100-26000-0-1110-1000-580000-060		19,287.48
		PO-260582	Lincoln ES ELO	0100-26000-0-1110-1000-580000-070		15,544.89
		PO-260583	Reagan ES ELO	0100-26000-0-1110-1000-580000-085		18,878.45
		PO-260926	Washington Morning Program	0100-74350-0-1110-1000-580000-000		6,873.53
		PO-260579	Roosevelt ES ELO	0100-26000-0-1110-1000-580000-080		10,161.22
		PO-260688	Rafer (RJJH) MS ELO	0100-26000-0-1110-1000-580000-090		7,646.89
					Warrant Total:	**78,392.46**
					Vendor Total:	**78,392.46**
2671-Canon Financial Services Inc	512802238	PO-260084	Washington Monthly Copier Lease	0100-11000-0-1110-1000-560000-060		1,165.84
		PO-260084	Washington Monthly Copier Lease	0100-11000-0-1110-1000-560000-080		1,238.02
		PO-260084	Washington Monthly Copier Lease	0100-11000-0-1110-1000-560000-070		1,355.66
		PO-260084	Washington Monthly Copier Lease	0100-00000-0-0000-7300-560000-000		251.44
		PO-260084	Washington Monthly Copier Lease	0100-00000-0-1110-1000-560000-082		791.96
		PO-260084	Washington Monthly Copier Lease	0100-11000-0-1110-1000-560000-090		1,199.55
		PO-260084	Washington Monthly Copier Lease	0100-11000-0-1110-1000-560000-085		1,234.58
		PO-260084	Washington Monthly Copier Lease	0100-81500-0-0000-8110-560000-000		185.71
		PO-260084	Washington Monthly Copier Lease	0100-65000-0-5760-1120-560000-000		219.31
					Warrant Total:	**7,642.07**
					Vendor Total:	**7,642.07**
166-City of Kingsburg	512798806	PO-260112	Monthly District Garbage Fees	0100-00000-0-0000-8200-550008-000		10,085.81
		PO-260112	Monthly District Garbage Fees	0100-00000-0-0000-8200-550009-000		3,400.69
					Warrant Total:	**13,486.50**
					Vendor Total:	**13,486.50**
3321-Consolidated Electrical Distri	512798807	PO-260144	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		119.71
					Warrant Total:	**119.71**
					Vendor Total:	**119.71**
3067-Darden Architects Inc	512800075	PO-261141	Reagan Play Court Improvements,	0100-00000-0-0000-8500-620002-302		11,920.00
		PO-261141	Reagan Play Court Improvements,	0100-00000-0-0000-8500-620002-302		2,324.40
		PV-260118	40576 - Reagan Playcourts	0100-00000-0-0000-8500-620002-302		655.60
					Warrant Total:	**14,900.00**
					Vendor Total:	**14,900.00**
298-EDCARE GROUP, THE	512800076	PO-260113	Annual Employee Insurance Premi	0100-00000-0-0000-7600-370100-000		63,636.50

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
	512800076	PO-260113	Annual Employee Insurance Premi	0100-00000-0-0000-7110-370200-000		7,234.00
		PO-260113	Annual Employee Insurance Premi	0100-00000-0-0000-7600-370200-000		17,123.50
		PO-260113	Annual Employee Insurance Premi	0100-00000-0-0000-0000-951400-000		309,027.50
					Warrant Total:	**397,021.50**
					Vendor Total:	**397,021.50**
2587-EMCOR Services MESA Energy	512800079	PO-261139	Roosevelt, Nurse's Office HVAC-	0100-81500-0-0000-8110-560000-000		1,000.69
		PO-261138	Lincoln, Chiller #1- Invoice	0100-81500-0-0000-8110-580000-000		5,596.68
					Warrant Total:	**6,597.37**
					Vendor Total:	**6,597.37**
310-Follett Software LLC	512798809	PO-261020	Follet hosted service renewal and t	0100-09000-0-1110-1000-580000-000		6,827.76
					Warrant Total:	**6,827.76**
					Vendor Total:	**6,827.76**
1614-FRESNO ROOFING COMPANY INC	512800080	PO-260895	Rafer, Main Office Building	0100-81500-0-0000-8110-580000-000		3,400.00
		PO-261054	Washington, Cafeteria- Proposal	0100-81500-0-0000-8110-580000-000		10,850.00
					Warrant Total:	**14,250.00**
					Vendor Total:	**14,250.00**
343-Gas Company, The	512803578	PO-260077	Monthly Natural Gas Utility Charg	0100-00000-0-0000-8200-550003-000		12,755.87
					Warrant Total:	**12,755.87**
					Vendor Total:	**12,755.87**
3703-Gleim-Crown Pump Inc	512800082	PO-261127	Reagan, Irrigation Pump- Invoice	0100-81500-0-0000-8110-580000-000		957.99
					Warrant Total:	**957.99**
					Vendor Total:	**957.99**
352-Gopher Sports	512802241	PO-261143	Item # 50-033 ACTION! Duo-Boun	0100-26000-0-1110-1000-430000-000		3,169.65
					Warrant Total:	**3,169.65**
					Vendor Total:	**3,169.65**
3705-Gopher X	512803579	PO-261126	Grounds- Proposal P6714	0100-00000-0-0000-8400-440000-000		4,071.18
					Warrant Total:	**4,071.18**
					Vendor Total:	**4,071.18**
1626-Gottschalk Music Center	512800083	PO-260590	Free Freight	0100-07140-0-1156-1000-430000-085		190.71
		PO-260443	Eastman Student French Horn	0100-67700-9-1155-1000-440000-090		1,885.27
					Warrant Total:	**2,075.98**
					Vendor Total:	**2,075.98**

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
4060-Hanford Bin Pros LLC	512798811	PO-260187	Green Waste Cart Cleaning Service	0100-81500-0-0000-8110-580000-000		210.00
					Warrant Total:	**210.00**
					Vendor Total:	**210.00**
403-Home Depot	512798812	PO-261065	Maintenance Shop-	0100-81500-0-0000-8110-440000-000		577.57
					Warrant Total:	**577.57**
	512800084	PO-261135	Maintenance- Invoice 6020387	0100-81500-0-0000-8110-430000-000		582.51
					Warrant Total:	**582.51**
	512803580	PO-261152	Maintenance- Invoice 2020942	0100-81500-0-0000-8110-430000-000		157.29
					Warrant Total:	**157.29**
					Vendor Total:	**1,317.37**
377-Houghton Mifflin Harcourt PC	512803581	PO-261124	English 3D Coachly Digital Licens	0100-42030-0-1110-1000-580000-000		1,500.00
					Warrant Total:	**1,500.00**
	512804564	PO-261123	English 3D with Writable Student L	0100-42030-0-1110-1000-430000-000		2,876.09
					Warrant Total:	**2,876.09**
					Vendor Total:	**4,376.09**
3503-Image 2000 Fresno Inc	512802242	PO-261111	Comcolor FT Ink Cartridge Black	0100-26000-0-1110-1000-430000-000		2,318.99
					Warrant Total:	**2,318.99**
	512803582	PV-260119	818988	0100-26000-0-1110-1000-430000-000		2,316.48
		PO-260116	Service Contract RISO FT5230	0100-26000-0-0000-2420-580000-000		74.18
					Warrant Total:	**2,390.66**
	512804565	PO-260116	Service Contract RISO FT5230	0100-26000-0-0000-2420-580000-000		129.79
					Warrant Total:	**129.79**
					Vendor Total:	**4,839.44**
3167-Kings Industrial Occ Med Ctr I	512803583	PO-260118	Physicals/Drug Screening/E&M	0100-81500-0-0000-8110-580025-000		159.00
		PO-260118	Physicals/Drug Screening/E&M	0100-81500-0-0000-8110-580025-000		175.00
		PO-260118	Physicals/Drug Screening/E&M	0100-81500-0-0000-8110-580025-000		175.00
					Warrant Total:	**509.00**
					Vendor Total:	**509.00**
3449-Kingsburg Auto Care	512800085	PO-261128	2008 Ford Pickup F250 SD Vin	0100-81500-0-0000-8110-560000-000		1,565.43
					Warrant Total:	**1,565.43**
					Vendor Total:	**1,565.43**
3450-Kingsburg Express Lube Inc	512800086	PO-261131	1993 Ford Econoline E150 Vin	0100-81500-0-0000-8110-560000-000		76.87

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Warrant Total:	**76.87**
					Vendor Total:	**76.87**
3938-Kingsburg Media Foundation	512804566	PO-260093	Deluxe Business Internet Service f	0100-00000-0-0000-7200-590008-000		195.00
					Warrant Total:	**195.00**
					Vendor Total:	**195.00**
2266-Lee Silva Village Tire Sales	512800087	PO-261132	Forklift TCM- Invoice 32674	0100-81500-0-0000-8110-560000-000		1,297.56
					Warrant Total:	**1,297.56**
					Vendor Total:	**1,297.56**
520-Lozano Smith LLP	512803584	PO-260095	Professional Legal Services Rendere	0100-00000-0-0000-7100-580018-000		513.50
		PO-260095	Professional Legal Services Rendere	0100-00000-0-0000-7100-580018-000		152.00
					Warrant Total:	**665.50**
					Vendor Total:	**665.50**
546-McMaster-Carr Supply Company	512798814	PO-260142	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		96.89
					Warrant Total:	**96.89**
					Vendor Total:	**96.89**
3522-Mid-Valley Disposal LLC	512800088	PO-260140	Roll Off Bin Rental Charges during	0100-00000-0-0000-8200-550008-000		1,359.47
					Warrant Total:	**1,359.47**
					Vendor Total:	**1,359.47**
3833-Mrs. Nelson's Book Company	512798815	PO-261088	California Math Your COmmon Co	0100-63000-0-1110-1000-430000-000		106.40
					Warrant Total:	**106.40**
					Vendor Total:	**106.40**
1450-NAPA Auto Parts of Selma	512798816	PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		100.29
		PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		56.07
		PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		241.37
		CM-260043	724330	0100-81500-0-0000-8110-430000-000		(54.49)
					Warrant Total:	**343.24**
	512802244	PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		126.02
		PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		4.35
					Warrant Total:	**130.37**
	512803585	PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		28.36
					Warrant Total:	**28.36**
					Vendor Total:	**501.97**

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
3687-Navia Benefit Solutions Inc	512804567	PO-260121	Fees Associated with Administerin	0100-00000-0-0000-7200-580000-000		150.00
					Warrant Total:	**150.00**
					Vendor Total:	**150.00**
3683-ODP Business Solutions LLC	512800089	PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		189.68
		PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		145.65
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		0.92
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		77.68
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		85.43
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		60.37
					Warrant Total:	**559.73**
	512804568	PO-260972	Not to exceed $4000 in basic	0100-11000-0-1110-1000-430000-070		114.18
		PO-260972	Not to exceed $4000 in basic	0100-11000-0-1110-1000-430000-070		85.25
		PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		265.79
		PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		7.89
		PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		60.91
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		36.93
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		38.01
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		85.87
		PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		32.52
		CM-260048	445731477001	0100-11000-0-1110-1000-430000-090		(50.11)
		PV-260123	446664274001	0100-11000-0-1110-1000-430000-090		108.09
		PV-260124	450620123001	0100-11000-0-1110-1000-430000-085		87.26
		PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		46.26
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		80.06
		PO-260538	Instructional Materials 25-26 SY	0100-11000-0-1110-1000-430000-085		86.94
					Warrant Total:	**1,085.85**
					Vendor Total:	**1,645.58**
1036-Oriental Trading Company	512800090	PO-261039	#48/6332 6 1/2" X 4 3/4" Smile F	0100-09000-0-1110-1000-430000-060		143.72
					Warrant Total:	**143.72**
					Vendor Total:	**143.72**
618-Pacific Gas & Electric	512798817	PO-260096	Monthly Utility Charges for Fiscal Y	0100-00000-0-0000-8200-550001-000		147.86
					Warrant Total:	**147.86**
	512804569	PO-260096	Monthly Utility Charges for Fiscal Y	0100-00000-0-0000-8200-550001-000		20,970.97
		PO-260096	Monthly Utility Charges for Fiscal Y	0100-00000-0-0000-8200-550001-000		249.54
		PO-260096	Monthly Utility Charges for Fiscal Y	0100-00000-0-0000-8200-550001-000		190.61

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Warrant Total:	**21,411.12**
					Vendor Total:	**21,558.98**
3425-Pacific Shredding	512803586	PO-260122	Shredding Service, District-Wide f	0100-00000-0-0000-8200-580000-000		180.32
					Warrant Total:	**180.32**
					Vendor Total:	**180.32**
3432-Quadient Inc	512800091	PO-260097	District Postage Expenses for Fisca	0100-00000-0-0000-7300-590010-000		1,892.26
					Warrant Total:	**1,892.26**
					Vendor Total:	**1,892.26**
3140-Read to Them	512803587	PO-261170	One district, one book student fee	0100-09000-0-1110-1000-430000-000		21,314.75
					Warrant Total:	**21,314.75**
					Vendor Total:	**21,314.75**
3643-Rex Moore Group Inc	512802246	PO-261153	Preschool, Rooms A, B, C, and	0100-81500-0-0000-8110-580000-000		3,771.90
		PO-261154	Central Valley Home School-	0100-81500-0-0000-8110-580000-000		360.00
					Warrant Total:	**4,131.90**
					Vendor Total:	**4,131.90**
3682-Rex Moore Integrated Systems I	512800092	PO-260099	Fire and Security Monitoring Servic	0100-81500-0-0000-8110-580000-000		1,190.05
					Warrant Total:	**1,190.05**
					Vendor Total:	**1,190.05**
2649-Rush Advertising Specialties	512800093	PO-261096	4'H x 6'W 13 oz matte vinyl outdoo	0100-09000-0-1110-1000-580000-000		541.39
					Warrant Total:	**541.39**
	512804571	PO-261095	25' x 4' 18 oz double sided banner f	0100-09000-0-1110-1000-580000-000		1,589.95
					Warrant Total:	**1,589.95**
					Vendor Total:	**2,131.34**
2349-Sever, Wesley	512798820	PO-260104	Mileage Reimbursement:	0100-00000-0-0000-7100-580000-000		516.60
					Warrant Total:	**516.60**
					Vendor Total:	**516.60**
1294-SouthCounty Support Services	512798821	PO-260564	Transportation to Sound Off	0100-09000-0-1110-1000-580000-090		519.46
		PO-260621	Transportation from Rafer to CSU	0100-09000-0-1110-1000-580000-090		1,274.76
		PO-260625	Transportation to Wonder Valley	0100-09000-0-1110-1000-580000-090		1,741.30
		PO-260106	Encumbered District-wide Transp	0100-09000-0-0000-3600-580014-000		3,339.21
		PO-260106	Encumbered District-wide Transp	0100-09000-0-0000-3600-580014-000		5,713.63
					Warrant Total:	**12,588.36**

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
	512800094	PO-260346	Late Bus Transportation Charges f	0100-00000-0-0000-3600-510000-000		18,000.00
		PO-260346	Late Bus Transportation Charges f	0100-00000-0-0000-3600-510000-000		18,000.00
		PO-260346	Late Bus Transportation Charges f	0100-00000-0-0000-3600-510000-000		18,000.00
		PO-260346	Late Bus Transportation Charges f	0100-00000-0-0000-3600-510000-000		23,156.00
		PO-260106	Encumbered District-wide Transp	0100-09000-0-0000-3600-580014-000		1,658.65
					Warrant Total:	**78,814.65**
					Vendor Total:	**91,403.01**
3910-Speech Therapy Link Inc	512804572	PO-260506	2025-2026 SCHOOL YEAR KINGS	0100-90530-0-0000-3140-580000-000		5,880.00
					Warrant Total:	**5,880.00**
					Vendor Total:	**5,880.00**
4009-Success Together Inc	512798823	PO-260861	Success Together Family Night, Ha	0100-63320-0-0000-2700-580000-000		2,000.00
					Warrant Total:	**2,000.00**
					Vendor Total:	**2,000.00**
3285-THE HOME DEPOT PRO	512798825	PO-261067	Custodial, Lincoln Food Service-	0100-81500-0-0000-8110-440000-000		1,451.50
					Warrant Total:	**1,451.50**
	512800098	PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		292.34
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		844.08
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		286.39
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		831.82
					Warrant Total:	**2,254.63**
	512803588	PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-060		989.91
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-060		306.24
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080		914.98
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085		84.41
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085		1,223.08
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-090		60.15
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		113.25
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		257.05
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		182.69
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000		115.30
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000		77.56
					Warrant Total:	**4,324.62**
					Vendor Total:	**8,030.75**
3512-T-MOBILE	512800097	PO-260100	Hotspot Service Fees for Fiscal Ye	0100-00000-0-0000-7200-590008-000		1,070.60

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Warrant Total:	**1,070.60**
					Vendor Total:	**1,070.60**
3349-UniFirst Corporation	512798826	PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		127.50
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		112.01
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		164.24
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		125.33
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		19.21
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		230.48
					Warrant Total:	**778.77**
	512803589	PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		232.66
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		19.21
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		126.97
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		166.21
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		113.47
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		128.96
					Warrant Total:	**787.48**
	512804574	PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		232.66
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		19.21
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		126.97
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		166.21
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		113.47
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		128.96
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		232.66
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		19.21
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		126.97
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		166.21
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		113.47
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		128.96
					Warrant Total:	**1,574.96**
					Vendor Total:	**3,141.21**
2534-US Bank National Association	512798827	PO-260907	CASMEC-Music Education	0100-67700-9-1155-1000-430000-080		260.00
		PO-260936	Food for Raising Highly Capable K	0100-63320-0-0000-2700-430000-000		113.91
		PO-260936	Food for Raising Highly Capable K	0100-63320-0-0000-2700-430000-000		531.25
		PO-260497	Not to exceed $100 on basic materi	0100-11000-0-1110-1000-430000-070		99.77
		PO-261048	Individual Wrist Bells for Student M	0100-67700-9-1155-1000-430000-070		546.25
		PO-260995	Wrist Bell Individual	0100-67700-9-1155-1000-430000-070		384.62

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512798827	PO-260999	RBI Hand Drums	0100-67700-9-1155-1000-430000-070	850.50
		PO-261008	Lego Robotics Team Cometition	0100-07140-0-1110-1000-430000-085	22.68
		PO-261008	Lego Robotics Team Cometition	0100-07140-0-1110-1000-430000-085	16.29
		PO-261015	2019 Dodge Ram Vin 1380-	0100-81500-0-0000-8110-430000-000	103.06
		PO-261066	Grounds- Invoice 1386569	0100-81500-0-0000-8110-430000-000	91.51
		PO-261105	Materials for Math Adoption	0100-09000-0-1110-1000-430000-000	23.96
		PO-261106	A Boy Called Bat, KROB	0100-09000-0-1110-1000-430000-000	5.79
		PO-261106	A Boy Called Bat, KROB	0100-09000-0-1110-1000-430000-000	8.71
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	174.65
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	232.31
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	39.12
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	31.70
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	922.75
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	46.60
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	270.81
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	185.40
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	494.60
		PO-261106	A Boy Called Bat, KROB	0100-09000-0-1110-1000-430000-000	31.00
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	93.60
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	137.08
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	139.65
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	83.22
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000	214.38
		PO-260237	Professional Development	0100-09000-0-1110-1000-430000-000	40.36
		PO-260237	Professional Development	0100-09000-0-1110-1000-430000-000	101.62
		PO-260271	Lodging for Matt Stovall	0100-40350-0-1110-1000-520000-000	545.04
		PO-260859	CISC 2026 Conference	0100-09000-0-1110-1000-520000-060	566.50
		PO-260859	CISC 2026 Conference	0100-09000-0-1110-1000-520000-060	508.60
		PO-261021	Registration for CASMEC January	0100-09000-0-1110-1000-520000-090	260.00
		PO-261021	Registration for CASMEC January	0100-09000-0-1110-1000-520000-090	260.00
		PO-261041	Registration for CASMEC January	0100-09000-0-1110-1000-520000-090	260.00
		PV-260112	4246-0445-5572-0782	0100-11000-0-0000-7300-520000-000	150.00
		PO-261069	School Membership CADA/CASL R	0100-07140-0-1110-1000-530000-090	300.00
		PO-260292	ELOP- Order 5630392	0100-26000-0-0000-8110-560000-000	615.21
		PV-260113	4246-0445-5572-0782	0100-74350-0-1110-1000-580000-090	2,716.60
		PO-261116	Expenses related to student field t	0100-26000-0-1110-1000-580000-000	9,824.31
		PO-261116	Expenses related to student field t	0100-26000-0-1110-1000-580000-000	10,904.00
		PO-261116	Expenses related to student field t	0100-26000-0-1110-1000-580000-000	4,654.49

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
	512798827	PO-261005	Santa Lucia Downtown Communit	0100-63320-0-0000-2700-580000-000		35.00
		PO-261116	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		8,590.50
		PO-261116	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		1,000.00
		PO-261116	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		1,077.51
		PO-261116	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		1,015.81
		PO-261116	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		1,951.85
		PO-261116	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		4,654.49
		PO-260989	Hotel Rooms with 2 Queen Beds	0100-07140-0-1154-1000-580000-090		1,147.79
		PV-260114	4246-0445-5572-0782	0100-11000-0-0000-7300-590010-000		195.00
		PV-260115	4246-0445-5572-0782	0100-11000-0-0000-7300-590010-000		67.82
					Warrant Total:	**57,597.67**
					Vendor Total:	**57,597.67**
3413-Vector Solutions	512804575	PO-261085	SLEC-SSTA	0100-90130-0-1110-1000-580000-000		1,253.75
					Warrant Total:	**1,253.75**
					Vendor Total:	**1,253.75**
1567-Verizon Wireless	512800099	PO-260124	Business UNL Mob Clt/Desk Phon	0100-26000-0-0000-8200-590006-000		35.94
					Warrant Total:	**35.94**
					Vendor Total:	**35.94**
4142-Webb, Jennifer	512798830	PO-261086	JENNIFER WEBB	0100-65000-0-5760-3600-580000-000		107.80
					Warrant Total:	**107.80**
					Vendor Total:	**107.80**
925-WESTERN BUILDING MATERIALS C	512800100	PO-261136	Washington, Wheelchair Lift-	0100-81500-0-0000-8110-430000-000		563.92
					Warrant Total:	**563.92**
					Vendor Total:	**563.92**
2375-Wright Express FSC	512802249	PO-260092	District Vehicle Fuel Expenditures f	0100-81500-0-0000-8110-430009-000		2,025.10
					Warrant Total:	**2,025.10**
					Vendor Total:	**2,025.10**
				Total # of Warrants: **80**	**Fund Total:**	**830,212.50**

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0800-Student Activity Special Revenue Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
33-Amazon.com Services LLC	512800068	PO-261038	Amazon Online Marketplace, Pig	0800-82100-0-1110-4000-430000-080		274.67
					Warrant Total:	**274.67**
	512802235	PO-261097		0800-82100-0-1110-4000-430000-060		195.51
					Warrant Total:	**195.51**
					Vendor Total:	**470.18**
209-D & D Distributing	512798808	PO-260263	Products for Student Ice Cream	0800-82100-0-1110-4000-430000-060		151.20
		PO-260391	Products for Student Ice Cream	0800-82100-0-1110-4000-430000-085		235.20
		PO-260419	Products for Student Ice Cream	0800-82100-0-1110-4000-430000-080		436.80
					Warrant Total:	**823.20**
					Vendor Total:	**823.20**
1294-SouthCounty Support Services	512798822	PO-261119	Transportation Fees for Fundraiser	0800-82100-0-1110-4000-580000-085		1,115.80
		PO-261120	Transportation fees for Student	0800-82100-0-1110-4000-580000-060		3,923.72
		PO-261121	Transportation Fees for Student	0800-82100-0-1110-4000-580000-080		2,574.83
					Warrant Total:	**7,614.35**
	512800095	PO-261165	Transportation Fees for Dinuba - P	0800-82100-0-1110-4000-580000-085		3,331.88
		PO-261166	Transportation Fees - Visalia Rolle	0800-82100-0-1110-4000-580000-070		3,110.60
					Warrant Total:	**6,442.48**
					Vendor Total:	**14,056.83**
835-SYSCO FOODSERVICES OF MODEST	512800096	PO-260377	Materials and Supplies for Rafer J	0800-82100-0-1110-4000-430000-090		375.96
					Warrant Total:	**375.96**
	512802247	PO-260377	Materials and Supplies for Rafer J	0800-82100-0-1110-4000-430000-090		232.39
					Warrant Total:	**232.39**
					Vendor Total:	**608.35**
2534-US Bank National Association	512798828	PO-260345	Supplies for School Events and St	0800-82100-0-1110-4000-430000-085		386.70
		PO-260345	Supplies for School Events and St	0800-82100-0-1110-4000-430000-085		121.83
		PO-260378	Materials and Supplies for Student	0800-82100-0-1110-4000-430000-090		108.87
		PO-260378	Materials and Supplies for Student	0800-82100-0-1110-4000-430000-090		29.96
		PO-260378	Materials and Supplies for Student	0800-82100-0-1110-4000-430000-090		171.84
		PO-260751	Supplies for School Events and St	0800-82100-0-1110-4000-430000-082		103.25
		PO-260751	Supplies for School Events and St	0800-82100-0-1110-4000-430000-082		71.25
		PO-260790	Supplies for School Events and St	0800-82100-0-1110-4000-430000-070		58.72
		PO-260790	Supplies for School Events and St	0800-82100-0-1110-4000-430000-070		166.86
		PO-260790	Supplies for School Events and St	0800-82100-0-1110-4000-430000-070		99.00
		PO-260890	Supplies for School Events, Field T	0800-82100-0-1110-4000-430000-080		28.20

Paid Date(s) From: 12/10/2025 To: 1/7/2026

0800-Student Activity Special Revenue Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512798828	PO-260890	Supplies for School Events, Field T	0800-82100-0-1110-4000-430000-080	20.00
		PO-260890	Supplies for School Events, Field T	0800-82100-0-1110-4000-430000-080	12.30
		PO-260890	Supplies for School Events, Field T	0800-82100-0-1110-4000-430000-080	78.97
		PO-261118	Supplies for School Events and St	0800-82100-0-1110-4000-430000-070	45.36
		PO-261118	Supplies for School Events and St	0800-82100-0-1110-4000-430000-070	317.28
		PO-261118	Supplies for School Events and St	0800-82100-0-1110-4000-430000-070	209.56
		PO-261118	Supplies for School Events and St	0800-82100-0-1110-4000-430000-070	65.80
		PO-261118	Supplies for School Events and St	0800-82100-0-1110-4000-430000-070	17.95
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060	242.57
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060	14.64
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060	86.56
		PO-261046	Expenses related to student field t	0800-82100-0-1110-4000-580000-085	2,246.60
		PO-261077	Santa Lucia Celebration 2025 Para	0800-82100-0-1110-4000-580000-090	25.00
		PO-260790	Supplies for School Events and St	0800-82100-0-1110-4000-580000-070	874.50
		PO-260790	Supplies for School Events and St	0800-82100-0-1110-4000-580000-070	320.19
		PO-260790	Supplies for School Events and St	0800-82100-0-1110-4000-580000-070	320.20
		PO-260790	Supplies for School Events and St	0800-82100-0-1110-4000-580000-070	210.31
		PO-260790	Supplies for School Events and St	0800-82100-0-1110-4000-580000-070	990.00
		PO-260791	Sweet Thistle Pumkpin Patch Field	0800-82100-0-1110-4000-580000-060	1,430.00
		PO-260751	Supplies for School Events and St	0800-82100-0-1110-4000-580000-082	459.00
		PO-260751	Supplies for School Events and St	0800-82100-0-1110-4000-580000-082	300.00
		PO-260751	Supplies for School Events and St	0800-82100-0-1110-4000-580000-082	370.00
		PO-260790	Supplies for School Events and St	0800-82100-0-1110-4000-580000-070	250.00
		PO-260790	Supplies for School Events and St	0800-82100-0-1110-4000-580000-070	25.00
		PO-260790	Supplies for School Events and St	0800-82100-0-1110-4000-580000-070	375.00
		PV-260116	4246-0445-5572-0782	0800-82100-0-1110-4000-580000-000	25.00
		PO-261042	Incentive Trips/ PBIS Rewards (Ro	0800-82100-0-1110-4000-580000-090	200.00
		PO-261042	Incentive Trips/ PBIS Rewards (Ro	0800-82100-0-1110-4000-580000-090	5,022.13
		PO-261046	Expenses related to student field t	0800-82100-0-1110-4000-580000-085	2,330.25
		PO-261046	Expenses related to student field t	0800-82100-0-1110-4000-580000-085	25.00
		PO-260791	Sweet Thistle Pumkpin Patch Field	0800-82100-0-1110-4000-580000-060	25.00
		PO-260818	Meals for Students and Chaperones	0800-82100-0-1154-4000-580000-090	126.00
		PO-260818	Meals for Students and Chaperones	0800-82100-0-1154-4000-580000-090	18.48
		PO-260818	Meals for Students and Chaperones	0800-82100-0-1154-4000-580000-090	71.01
				Warrant Total:	**18,496.14**
				Vendor Total:	**18,496.14**
			Total # of Warrants:	**8** **Fund Total:**	**34,454.70**

Paid Date(s) From: 12/10/2025 To: 1/7/2026

1200-Child Development Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
33-Amazon.com Services LLC	512798803	PO-261087	Amazon Online Marketplace	1200-61050-0-0001-1000-430000-000		671.52
					Warrant Total:	**671.52**
	512800069	PO-261087	Amazon Online Marketplace	1200-61050-0-0001-1000-430000-000		302.59
					Warrant Total:	**302.59**
					Vendor Total:	**974.11**
3451-AXA Equitable Life Insurance C	512800073	PO-260073	Employee Life Insurance Benefit	1200-00010-0-0000-0000-951400-000		6.00
					Warrant Total:	**6.00**
	512804561	PO-260073	Employee Life Insurance Benefit	1200-00010-0-0000-0000-951400-000		6.00
					Warrant Total:	**6.00**
					Vendor Total:	**12.00**
2671-Canon Financial Services Inc	512802239	PO-260084	Washington Monthly Copier Lease	1200-61050-0-0001-2700-560000-000		65.39
					Warrant Total:	**65.39**
					Vendor Total:	**65.39**
298-EDCARE GROUP, THE	512800077	PO-260113	Annual Employee Insurance Premi	1200-00010-0-0000-0000-951400-000		1,808.50
					Warrant Total:	**1,808.50**
					Vendor Total:	**1,808.50**
				Total # of Warrants: **6**	**Fund Total:**	**2,860.00**

Paid Date(s) From: 12/10/2025 To: 1/7/2026

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
3451-AXA Equitable Life Insurance C	512800074	PO-260073	Employee Life Insurance Benefit	1300-00010-0-0000-0000-951400-000		12.00
					Warrant Total:	**12.00**
	512804562	PO-260073	Employee Life Insurance Benefit	1300-00010-0-0000-0000-951400-000		12.00
					Warrant Total:	**12.00**
					Vendor Total:	**24.00**
2671-Canon Financial Services Inc	512802240	PO-260084	Washington Monthly Copier Lease	1300-53100-0-0000-3700-560000-000		265.07
					Warrant Total:	**265.07**
					Vendor Total:	**265.07**
298-EDCARE GROUP, THE	512800078	PO-260113	Annual Employee Insurance Premi	1300-53100-0-0000-3700-370200-000		3,781.50
		PO-260113	Annual Employee Insurance Premi	1300-00010-0-0000-0000-951400-000		3,408.00
					Warrant Total:	**7,189.50**
					Vendor Total:	**7,189.50**
2279-Glacier Refrigeration & Air In	512800081	PV-260117	241489	1300-53100-0-0000-3700-560000-000		2,060.01
					Warrant Total:	**2,060.01**
					Vendor Total:	**2,060.01**
349-Gold Star Foods Inc	512798810	PO-260164	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		513.00
		PO-260164	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		1,501.46
					Warrant Total:	**2,014.46**
					Vendor Total:	**2,014.46**
3828-Imperial Bag & Paper Co LLC	512798813	PO-260163	NSLP, NSBP, ASSP,SSO Paper	1300-53100-0-0000-3700-430000-000		801.02
		PO-260163	NSLP, NSBP, ASSP,SSO Paper	1300-53100-0-0000-3700-430000-000		177.71
					Warrant Total:	**978.73**
	512802243	PO-260163	NSLP, NSBP, ASSP,SSO Paper	1300-53100-0-0000-3700-430000-000		35.52
		PO-260163	NSLP, NSBP, ASSP,SSO Paper	1300-53100-0-0000-3700-430000-000		1,269.66
		PO-260163	NSLP, NSBP, ASSP,SSO Paper	1300-53100-0-0000-3700-430000-000		106.55
					Warrant Total:	**1,411.73**
					Vendor Total:	**2,390.46**
2322-PRODUCERS DAIRY FOODS INC	512798818	PO-260161	Milk Purchases for NSLP.NSBP,	1300-53200-0-0000-3700-470000-000		30.31
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53200-0-0000-3700-470000-000		30.31
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		1,892.56
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		1,171.80
					Warrant Total:	**3,124.98**
	512802245	PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		1,402.56

Paid Date(s) From: 12/10/2025 To: 1/7/2026

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Warrant Total:	**1,402.56**
	512804570	PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		1,047.42
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		1,603.32
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53200-0-0000-3700-470000-000		30.31
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53200-0-0000-3700-470000-000		29.51
					Warrant Total:	**2,710.56**
					Vendor Total:	**7,238.10**
1384-Resco/Cresco Restaurant	512798819	PO-260160	Food Service Kitchen Supplies	1300-53100-0-0000-3700-430000-000		200.94
					Warrant Total:	**200.94**
					Vendor Total:	**200.94**
835-SYSCO FOODSERVICES OF MODEST	512798824	PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53200-0-0000-3700-470000-000		334.33
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		1,273.64
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		8,920.33
		CM-260045	SYSCO FOODSERVICES OF MO	1300-53100-0-0000-3700-470000-000		(163.60)
		CM-260044	SYSCO FOODSERVICES OF MO	1300-53100-0-0000-3700-470000-000		(32.72)
					Warrant Total:	**10,331.98**
	512802248	PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-430000-000		104.09
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-430000-000		145.91
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		59.42
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		1,158.72
					Warrant Total:	**1,468.14**
	512804573	PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-430000-000		237.67
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		1,946.85
		PV-260120	260162 LW	1300-53100-0-0000-3700-470000-000		8,646.79
		PV-260121	260162 LW	1300-53200-0-0000-3700-470000-000		311.90
		PV-260122	260162 LW	1300-53100-0-0000-3700-470000-000		8,490.14
					Warrant Total:	**19,633.35**
					Vendor Total:	**31,433.47**
				Total # of Warrants: **15**	**Fund Total:**	**52,816.01**

Paid Date(s) From: 12/10/2025 To: 1/7/2026

2500-Capital Facilities Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
1035-USBank Corp Trust Service	512798829	PO-260003	COP Payment/Reagan Principal	2500-90510-0-0000-9100-743800-000		5,343.75
					Warrant Total:	**5,343.75**
					Vendor Total:	**5,343.75**
				Total # of Warrants: 1	**Fund Total:**	**5,343.75**

Paid Date(s) From: 12/10/2025 To: 1/7/2026

RECAP BY FUND OF WARRANTS ISSUED

0100-General Fund		80		830,212.50
0800-Student Activity Special Revenue Fund		8		34,454.70
1200-Child Development Fund		6		2,860.00
1300-Cafeteria Fund		15		52,816.01
2500-Capital Facilities Fund		1		5,343.75
	Total # of Warrants:	**110**	**Grand Total:**	**925,686.96**

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   School Accountability Report Cards

2. **Agenda Item Category:**
   - ✓ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Matt Stovall

4. **Attachments:**
   - **Not Applicable**
   - ✓ **To Be Enclosed with Board Packets**
     ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   The purpose of the SARC is to provide parents and the community with important information about each school. A SARC is an effective way for a school to report on its progress in achieving goals. The SARC may be used to evaluate and compare schools on a variety of indicators including: demographic data, school safety and climate, teacher and staff information, etc.

6. **Financial Impact:**
   N/A

7. **Funding Source:**
   N/A

8. **Impact on Students:**
   The SARC ensures accountability and transparency regarding student academic achievement, school safety, and the learning environment, helping to ensure all students receive high-quality instruction and support.

Submit Completed Request to Maxine Balling

Washington Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Washington Elementary School
Street	1501 Ellis Street
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-2955
Principal	Mrs. Amy Winchell
Email Address	awinchell@kesd.org
School Website	https://www.kesd.org/washington
Grade Span	
County-District-School (CDS) Code	10-62240-6006720

2025-26 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wesley Sever
Email Address	wsever@kesd.org
District Website	www.kesd.org

2025-26 School Description and Mission Statement

District Vision
It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, be able to utilize technology, and become socially responsible.

Principal's Message
Washington's mission statement, which was created and upheld by every staff member, is simple. Every student will learn in an environment in which they feel loved, safe, and respected. All children in every classroom will learn a rigorous curriculum differentiated to prepare them for the next grade level. Each student's success will be acknowledged. We will form the foundation for building productive citizens of our community and the world.

We have a strong, common core standards-based program. Teachers utilize the thematic approach, incorporating all areas of the curriculum in the basic theme. We use the Sheltered Instruction Observation Protocol (SIOP) for lesson design and delivery, which ensures that the English Language Learners' needs are met. This method of teaching provides for differentiation and checking for understanding throughout the lessons. The Washington staff is a highly qualified and enthusiastic group of professionals who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching, and teaches for understanding. The staff collaborates through professional learning communities, with a focus on the academic success of each student embedded into every aspect of planning, organization, and use of resources—materials, fiscal, and personnel.

In 1996, the staff of the Kingsburg Elementary School District, in conjunction with the citizens of the community, adopted a charter school compact. This allowed Washington School to become a charter school within the Kingsburg Elementary Charter School District, the second in the State. Through this living document, the charter, Washington, has been able to adopt creative methods of educating, using research-based best practices, while maintaining the traditional high standards expected by the Kingsburg Community.

Today, Washington is a family of 376 (preschool-kindergarten) and 62 staff members with a commitment to excellence. The

2025-26 School Description and Mission Statement

current building was constructed in 1939-1940. The building has served as a primary school site and district offices, and now houses the Transitional Kindergarten and Kindergartners students of Kingsburg. In 2010, Washington School became an Early Childhood School with many programs to meet the needs of students ages 3 - kindergarten. The school program is a modified all-day kindergarten schedule. With the unique grade configuration of the schools in our District, there is a common thread that unites the students as they transition into and out of the schools throughout the years. The state preschool and early intervention programs are on the Washington campus in the northwest corner. This is a new addition to our Washington campus and was officially opened for students in August 2020. Washington Preschool is forming the foundation for our students, and they are making the transition from preschool to kindergarten an easy one. Washington School has a kindergarten transition plan that all local preschools and childcare providers use to make the transition to kindergarten informative and easy for the students and families. Washington School also has a two-year kindergarten program called Transitional Kindergarten. This program has been developed in line with the Kindergarten Readiness Act of 2010, SB 1381. All students with fall birth dates will be enrolled in the transitional kindergarten program. The staff has developed strong friendships where tolerance is accepted, and diversity is welcomed. Washington has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced and enveloped in the framework of a caring community. In 2019-2020, Washington Elementary was under construction. The Early childhood learning center was built along with two new playgrounds. One is specifically for ages 3-5 years old for our preschool students, and the other is for 5+ years old for TK and K students. This was because of our school bond, which the citizens of our great community passed.

The maintenance staff is an important part of the learning community, taking pride in making this historical building a place where students and staff are honored to attend. Washington creates a stimulating and aesthetically pleasing environment that is enjoyed by the community. Washington is proud to be a member of the Kingsburg Elementary Community Charter District.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	285
Total Enrollment	285

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.8
Male	56.9
American Indian or Alaska Native	0.4
Asian	3.2
Black or African American	0.7
Hispanic or Latino	66.8
Two or More Races	4.2
White	24.4
English Learners	14.5
Homeless	4.9
Socioeconomically Disadvantaged	69.6
Students with Disabilities	12.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11	84.62	93.1	93.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.5	0.5	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	15.38	3.8	3.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.9	0.99	11953.1	4.28
Unknown/Incomplete/NA	0	0	1.6	1.64	15831.9	5.67
Total Teaching Positions	13	100	100.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11	81.48	87.3	86.96	231142.4	83.24
Intern Credential Holders Properly Assigned	2	14.81	4.4	4.38	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	3.7	5.1	5.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	2.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.5	1.52	14303.8	5.15
Total Teaching Positions	13.5	100	100.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	2.00	0.5	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	2.00	0.5	

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Washington utilizes Harcourt My Math mathematics and Houghton Mifflin Harcourt Journeys for English language arts. All students, including English Learners, have equal access to their own textbooks and instructional materials, to use in class and to take home. We have purchased through categorical funds, PRESS, Cullinan, and Guided Reading to assist with intervention needs of students.

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt-Journeys 2016	0%
Mathematics	My Math 2018	0%
Science	TWIG Science (2020 Adoption)	0%
History-Social Science	District Developed Units of Study 2017	0%
Foreign Language		N/A
Health		N/A
Visual and Performing Arts		N/A
Science Laboratory Equipment (grades 9-12)		N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Washington Elementary School was originally constructed in 1938. The Washington Elementary School campus is currently comprised of 21 classrooms, a multi-purpose room/cafeteria, a library, one staff lounge, two playgrounds, and a workroom.

Cleaning Process: The principal works with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

School Facility Conditions and Planned Improvements

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		cafeteria floors need to be repaired
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)					47	48
Mathematics (grades 3-8 and 11)					35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)					30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Washington Elementary School and participate in the School Site Council. The English Learners Advisory Committee is another opportunity for parents to participate in the daily life of the school. Parenting Workshops are provided for parents who desire to participate. Parents also volunteer in classrooms and on field trips. Parents can also be involved by helping with the Santa Lucia float for the local Santa Lucia parade in December. Preschool parents are invited to volunteer each month in their child's class. All transitional and traditional kindergarten classes have many opportunities for parent involvement, such as Grandparents Day, volunteering in the classrooms, attending student performances, and attending field trips.

Washington Elementary School receives assistance from Kingsburg Community Assistance Programs (KCAPS). KCAPS provides students from needy families with backpacks, coats, clothes, and food. Newly added last year is mental health support to students and families through All4Youth.

Parents who wish to participate in Washington Elementary School’s leadership teams, school committees, and school activities or become volunteers may contact the school office staff. Parents who wish to be on the School Site Council or English Learner Advisory Committee are allowed to be nominated and elected by their peers.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.99%	0.33%		4.23%	3.65%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.87%	0.56%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Washington Elementary School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Washington Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the staff and the School Site Council review the school safety plan. Key elements of the safety plan include: identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. Revisions are shared with the staff. Fire drills are held once a month, and earthquake and lockdown drills are held yearly.

The teachers and paraprofessionals supervise students throughout the day. Parents are asked to park their cars in front of the school and walk their students to the cafeteria in the morning. Visitors must register at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, on field trips, and on special projects during a normal year. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit to fingerprinting.

The Safety Plan was last reviewed with staff on August 11th, 2025

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	12	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	8	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,083	$653	$8,430	$76,251.43
District	N/A	N/A	$8,818	$84,101.33
Percent Difference - School Site and District	N/A	N/A	-3.6	-3.1
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-24.4	-21.0

Fiscal Year 2024-25 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF
Title I
Lottery Prop 20
ESEA (ESSA) T IV Part A
Education Protection Account
LREBG funds
ESSER funds
Prop 28 funds

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,178	$61,516
Mid-Range Teacher Salary	$81,146	$95,479
Highest Teacher Salary	$127,697	$125,208
Average Principal Salary (Elementary)	$135,595	$152,668
Average Principal Salary (Middle)	$139,281	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$252,828	$242,781
Percent of Budget for Teacher Salaries	24.72%	29.76%
Percent of Budget for Administrative Salaries	5.66%	5.74%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and professional development throughout the year. The District offers two staff development days annually, during which teachers are given a variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. Topics include the Sheltered Instruction Observation Protocol, Professional Learning Communities, and the implementation of Common Core standards. All professional development includes on-site coaching.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff. This year there are no new teachers needing BTSA support.

This year, the staff at Washington School was trained in math and ELD standards, and Sheltered Instruction Observation Protocol (SIOP) strategies. SIOP is the district instructional model. Local county offices of education, district personnel, and the site principal provide professional development. SIOP training takes place during the afternoon. Washington School believes in professional development that is ongoing and sustainable.

This year, we have professional development with FCOE focusing on Math, ELA, and SEL.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Roosevelt Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Roosevelt Elementary School
Street	1185 10th Street
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-5193
Principal	Shawn Marshall
Email Address	smarshall@kesd.org
School Website	roosevelt.kesd.org
Grade Span	
County-District-School (CDS) Code	10-62240-6006712

2025-26 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wesley Sever
Email Address	wsever@kesd.org
District Website	http://www.kesd.org

2025-26 School Description and Mission Statement

District Vision
It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens, who will be literate, have problem solving skills, be self-motivated, able to utilize technology, and become socially responsible. We work everyday to find a way for all students to learn.

Principal's Message
Linking community traditions to our continuously working to meet educational goals and providing universal access is the core of Roosevelt School's philosophy. The first Roosevelt School established in 1921 was the third school built in Kingsburg. The Works Project Administration under Franklin D. Roosevelt constructed the current building in 1938. We are currently an all First Grade School. Roosevelt was initially established as a sixth, seventh, and eighth grade school and was restructured into a fifth and sixth grade school in 1992. In 1996, the staff of the Kingsburg Elementary School District, in conjunction with the citizens of the community, adopted a charter school compact. This allowed Roosevelt School to become a charter school within the Kingsburg Elementary School District, the second in the State. Through this living document, the charter, Roosevelt, has been able to adopt creative methods of educating, using researched-based best practices, while maintaining the traditional high standards expected by the Kingsburg Community.

Roosevelt is a family of 205 students and 34 staff members with a commitment to excellence. With the unique grade configuration of the schools in our District, there is a common thread that unites the students as they transition into and out of the schools throughout the years. Together, they develop strong friendships where diversity is welcomed. The staff takes pride in knowing generations of families. Roosevelt has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced in the framework of a caring community. The parent community who works alongside our students on a regular basis are evidence of this fact.

The Roosevelt staff is a highly-qualified and enthusiastic group of professionals, who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching, and teaches so students gain understanding. The staff collaborates in many ways, with a focus on the

2025-26 School Description and Mission Statement

academic success of each student embedded into every aspect of planning, organization, and use of resources—materials, fiscal and personnel. The maintenance staff is an important part of the learning community, taking pride in making this historical building a place where students and staff are honored to attend. In addition to maintaining grounds and facilities, it is not uncommon to find this staff assisting students, decorating Christmas trees, and enjoying each other's company. Roosevelt is proud to be a member of the Kingsburg Elementary Community Charter District. We will find a way for all students to learn!

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	186
Total Enrollment	186

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.4
Male	41.6
Asian	2.7
Hispanic or Latino	63
Two or More Races	2.7
White	15.5
English Learners	10
Homeless	5.5
Socioeconomically Disadvantaged	62.6
Students with Disabilities	11.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	100	93.1	93.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.5	0.5	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.8	3.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.9	0.99	11953.1	4.28
Unknown/Incomplete/NA	0	0	1.6	1.64	15831.9	5.67
Total Teaching Positions	10	100	100.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11	100	87.3	86.96	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.4	4.38	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.1	5.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	2.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.5	1.52	14303.8	5.15
Total Teaching Positions	11	100	100.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roosevelt utilizes McGraw Hill math, Houghton Mifflin for English Language Arts and for our English Learner (EL) instruction. All textbooks are adopted from the most recent State-approved list and consistent with the content of the California Frameworks. All students, including English Learners, have equal access to their own textbooks and instructional materials, to use in class and to take home.

Year and month in which the data were collected	September 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Adopted in 2016	0%
Mathematics	McGraw Hill Adopted in 2014	0%
Science	Twig Science Adopted Spring 2021	0%
History-Social Science	District Developed Units of Study 2017	0%
Foreign Language		N/A
Health		N/A
Visual and Performing Arts		N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Roosevelt Elementary School was originally constructed in 1938 and is comprised of 22 classrooms, an auditorium, a cafeteria, a library, computer lab,staff room, and a playground.

School Facility Conditions and Planned Improvements

Cleaning Process: The principal coordinates with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review. Additional steps to reduce the chance of virus' spreading have been taken, such as each room is treated with a sanitizing mist before the next school session. Surfaces are wiped down daily.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority are given to emergency repairs.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	September 10, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Dry rot at base of building west side, work order submitted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)					47	48
Mathematics (grades 3-8 and 11)					35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)					30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Roosevelt Elementary School, and participate on the School Site Council/English Learner Advisory Council. Roosevelt Elementary School's students in need receive assistance from Kingsburg Community Assistance Programs (KCAPS). KCAPS provides students from needy families with backpacks, clothes, food, and counseling services. We also have several staff members that when they see a need take care of it themselves out of the kindness of their heart. In addition we have one Community Liaisons that help families as needed. Our district receive a community schools grant and we partner with that new department to reach out to help families in need and also just to have fun events to connect with families. Events such as Goodies with Guardians. We connected with several families as while we put together our parade float.
Parents who wish to participate in Roosevelt Elementary School’s Site Council, English Learner Advisory Council, school committees, school activities, or become a volunteer may contact the school at (559) 897-5193.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.22%	7.33%		4.23%	3.65%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.87%	0.56%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Roosevelt Elementary School provides a safe and clean environment for students, staff, and volunteers. Safety of students and staff is a primary concern of Roosevelt Elementary School.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year the staff and School Site Council review the safety plan. Key elements of the safety plan include identifying the level of a potential threat, protective options, staff initial action/response, incident coordinator, and incident management team. We practice fire drills once a month and earthquake drills at least twice a year. Lockdown drills are four times each year while the Catapult system to account for all students and staff members at the same time.

The teachers, paraprofessionals, and the principal supervise students continuously throughout the day. There are designated areas for student drop-off and pick-up. Visitors must be cleared through our Raptor quick background check at the office and receive a visitor's pass that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and with special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of a clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit to fingerprinting.

The Safety Plan was reviewed with staff in August 2025 and approved by School Site Council on 10-22-25.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	25	0	9	1
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	22	0	10	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	204:1

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,163	$739	$9,424	$102,492.42
District	N/A	N/A	$8,818	$84,101.33
Percent Difference - School Site and District	N/A	N/A	5.8	26.3
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-13.3	8.5

Fiscal Year 2024-25 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students in their learning and social and emotional well being:

LCFF
Title I
Lottery Funds
ESEA (ESSA) IV Part A
LREBG funds
ESSER funds
Prop 28 funds

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,178	$61,516
Mid-Range Teacher Salary	$81,146	$95,479
Highest Teacher Salary	$127,697	$125,208
Average Principal Salary (Elementary)	$135,595	$152,668
Average Principal Salary (Middle)	$139,281	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$252,828	$242,781
Percent of Budget for Teacher Salaries	24.72%	29.76%
Percent of Budget for Administrative Salaries	5.66%	5.74%

Professional Development

Staff members build teaching skills and concepts through participation in professional learning communities (PLCs) and workshops throughout the year such as SIOP, Designated ELD, and LETRS training. This includes district wide professional development days. Our school site will have one planning PD day in the Spring.

Kingsburg Elementary Charter School District program provides new teachers and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff. Mentoring is also provided for new administrative and experienced staff on site and through Fresno County. New teacher may need induction through the county office.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	7	7

Lincoln Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Lincoln Elementary School
Street	1900 Mariposa Street
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-5141
Principal	Lauren Galli
Email Address	lgalli@kesd.org
School Website	https://www.kesd.org/Domain/10
Grade Span	
County-District-School (CDS) Code	10-62240-6006704

2025-26 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Wes Sever
Email Address	wsever@kesd.org
District Website	www.kesd.org

2025-26 School Description and Mission Statement

District Vision
It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, able to utilize technology, and become socially responsible.

Principal's Message
As you read this School Accountability Report Card (SARC), you will find a picture of a thriving school community. Our staff is professionally skilled and deeply committed to meeting the diverse needs of all our students. Lincoln Eagles are disciplined, motivated, and display great citizenship. Our school is proud of a tradition of high academics while still focusing on the development of the whole child. Lincoln's parents are actively involved and provide support in and out of the classroom through volunteerism and fundraising. For over 50 years, Lincoln has established a tradition of high standards wherein our students and staff strive for academic excellence and continual self-improvement.

If you have any questions about the SARC, please feel free to contact me at (559) 897- 5141.

Sincerely,
Lauren Galli, Principal

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	213
Grade 3	229
Total Enrollment	442

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	60.3
Asian	4.5
Black or African American	0.5
Hispanic or Latino	69.6
Two or More Races	3.8
White	25.6
English Learners	12
Foster Youth	0.7
Homeless	2.4
Socioeconomically Disadvantaged	74.2
Students with Disabilities	10

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.9	100	93.1	93.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.5	0.5	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.8	3.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.9	0.99	11953.1	4.28
Unknown/Incomplete/NA	0	0	1.6	1.64	15831.9	5.67
Total Teaching Positions	21.9	100	100.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.5	92.53	87.3	86.96	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.4	4.38	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	7.47	5.1	5.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	2.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.5	1.52	14303.8	5.15
Total Teaching Positions	20	100	100.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1.5	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	1.5	

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our textbooks are from the most recent State-approved list and consistent with the content and cycles of the Curriculum Frameworks. Each student has access to his or her own textbooks and instructional materials to use in class and to take home. In our most recent adoption, each grade level was provided with the opportunity to examine the choices for math and ELA adoption. Each teacher gave a first, second, and third choice. The results were compiled into a grade level recommendation. The District Best Practices Committee analyzed those recommendations and a recommendation was given to the Superintendent and School Board. The teacher's first recommendation was adopted.

Year and month in which the data were collected	September 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt (2-3) Adopted in 2016	0%
Mathematics	McGraw Hill - My Math Adopted in 2014	0%
Science	TWIG Adopted 2020	0%
History-Social Science	Harcourt Adopted in 2006	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Lincoln Elementary School was originally constructed in 1952 and has been regularly maintained. The Lincoln Elementary School campus is currently comprised of 31 classrooms, a multipurpose room/cafeteria, a library, one computer lab, one staff lounge, and a playground. There are three custodians that work overlapping shifts, a grounds team, and a support maintenance staff. The teachers, principal, and classified staff provide supervision before, during, and after school.

Cleaning Process: The principal works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

Facility Improvements: New LED lights for the outdoor corridors and inside the buildings were added. Fencing was added around the entire school. A new telephone system was added. The library was remodeled in the last few years. Recently a new HVAC system was installed for the classrooms connected to that system.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	62	66	47	51	47	48
Mathematics (grades 3-8 and 11)	60	63	36	37	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	224	99.56	0.44	66.07
Female	101	100	99.01	0.99	67.00
Male	124	124	100.00	0.00	65.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	147	147	100.00	0.00	59.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	81.82
White	60	59	98.33	1.67	77.97
English Learners	21	21	100.00	0.00	23.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	27	27	100.00	0.00	70.37
Socioeconomically Disadvantaged	153	153	100.00	0.00	61.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	50.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	224	99.56	0.44	62.95
Female	101	100	99.01	0.99	51.00
Male	124	124	100.00	0.00	72.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	147	147	100.00	0.00	55.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	72.73
White	60	59	98.33	1.67	76.27
English Learners	21	21	100.00	0.00	19.05
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	27	27	100.00	0.00	59.26
Socioeconomically Disadvantaged	153	153	100.00	0.00	57.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	37.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)					30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5					

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Lincoln Elementary School and participate on the School Site Council (SSC) and English Learners Advisory Committee (ELAC). Parents also volunteer in classrooms and on field trips. Lincoln Elementary School receives assistance from the Kingsburg Community Assistance Programs (KCAPS). KCAPS provides students from families in need with backpacks, coats, clothes, and food.

Parents who wish to participate in Lincoln Elementary School's leadership teams (SSC or ELAC), school committees, school activities (parade-float decoration), or become a volunteer may contact Principal Lauren Galli at (559) 897-5141.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.63%	1.36%		4.23%	3.65%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0.23%		0.87%	0.56%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Lincoln Elementary School provides a safe and clean environment for students, staff, and volunteers. Safety of students and staff is a primary concern of Lincoln Elementary School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include: identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team.

In order to stay connected, the administrative staff all have cell phones and digital two-way radios for emergencies. There are many digital two-way radios on Lincoln's campus for staff to communicate with during emergency situations. Fire drills are held monthly and earthquake and lockdown drills are held periodically too.

Teachers, paraprofessionals, and the principal supervise students throughout the day. There is a designated area for student drop-off and pickup. The school is gated, with open access during non-school hours only. Visitors must register at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and with special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of a clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and be fingerprinted.

The School Safety Plan was last reviewed and updated on 09/4/2025.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	25	0	8	1
3	24	0	9	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	23	0	10	0
3	21	2	7	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,639	$697	$7,942	$87,270.85
District	N/A	N/A	$8,818	$84,101.33
Percent Difference - School Site and District	N/A	N/A	-9.2	10.4
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-30.2	-7.6

Fiscal Year 2024-25 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF

Fiscal Year 2024-25 Types of Services Funded

Title I
Lottery Prop 20
ESEA (ESSA) T IV Part A
Education Protection Act
LREBG funds
ESSER funds
Prop 28 funds

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,178	$61,516
Mid-Range Teacher Salary	$81,146	$95,479
Highest Teacher Salary	$127,697	$125,208
Average Principal Salary (Elementary)	$135,595	$152,668
Average Principal Salary (Middle)	$139,281	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$252,828	$242,781
Percent of Budget for Teacher Salaries	24.72%	29.76%
Percent of Budget for Administrative Salaries	5.66%	5.74%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually during which teachers are given a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. This year new teachers received two pre-service days. Also, teachers have the opportunity to receive additional development throughout the school year. Professional development topics include SIOP, technology professional learning communities, and curriculum alignment to the standards, writing and math.

Kingsburg Elementary Charter School District's New Teacher Induction program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the district also provides time and resources for collaboration, planning, and professional development for all staff.

In recent years the Tulare County Office of Education has worked with our teachers to help them understand the process of writing and guided reading. In 2023, teachers have received professional development in the areas of Press Intervention, Guided Reading, ELD, and CAASPP. In 2024 and 2025, teachers have received professional development in the area of writing, small group instruction, ELD, CAASPP, and math problem solving.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Ronald W. Reagan Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Ronald W. Reagan Elementary School
Street	1180 Diane Ave.
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6986
Principal	Kerry Pickrell
Email Address	kpickrell@kesd.org
School Website	reagan.kesd.org
Grade Span	
County-District-School (CDS) Code	10-62240-0113142

2025-26 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Wesley Sever, Ed. D.
Email Address	wsever@kesd.org
District Website	www.kesd.org

2025-26 School Description and Mission Statement

Linking community traditions to our continuously evolving educational goals of providing universal access is the core of Reagan School's philosophy. Ronald W. Reagan Elementary welcomed students and staff to the campus for the first time in August 2007. Reagan School was built, thanks to the help of its caring community, through Measure R funds and money from the state. Reagan Elementary is a charter school, within the Kingsburg Elementary Charter School District. Through this living document, the charter, the school has been able to adopt creative methods of education, using researched based best practices, while maintaining the traditional high standards expected by the Kingsburg Community. Ronald W. Reagan is a family of 636 4th, 5th, and 6th grade students and 71 staff members committed to assisting our students in excelling.

With the unique grade configuration of the schools in our district, there is a common thread that unites the students as they transition into and out of the schools throughout the years. Together, they develop strong friendships where tolerance is accepted and diversity is welcomed. The staff takes pride in knowing generations of families. Reagan has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced and enveloped in the framework of a caring community.

The Reagan staff is a highly qualified group of professionals who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching and teaches for understanding. The staff collaborates in many ways, with a focus on the academic success of every student embedded into every aspect of planning, organization, and use of resources, materials, and personnel. The maintenance staff is an important part of the learning community taking pride in keeping this new school a place where students and staff are honored to attend. In addition to maintaining beautiful grounds and facilities, it is not uncommon to find this staff assisting students, playing tetherball, decorating Christmas trees, and enjoying each other's company. Reagan creates a stimulating and aesthetically pleasing environment that is enjoyed by the community including multiple community sports teams. Reagan is proud to be a member of the Kingsburg Elementary Charter School District. Our mission is simple, "We will find a way for ALL students to learn."

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	185
Grade 5	209
Grade 6	225
Total Enrollment	619

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	48.7
Asian	1.3
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	68.2
Two or More Races	3.6
White	22.8
English Learners	8.5
Foster Youth	0.5
Homeless	1.4
Socioeconomically Disadvantaged	70.9
Students with Disabilities	12.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.2	100	93.1	93.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.5	0.5	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.8	3.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.9	0.99	11953.1	4.28
Unknown/Incomplete/NA	0	0	1.6	1.64	15831.9	5.67
Total Teaching Positions	25.2	100	100.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.6	94.27	87.3	86.96	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.4	4.38	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	5.73	5.1	5.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	2.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.5	1.52	14303.8	5.15
Total Teaching Positions	26.1	100	100.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1.5	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	1.5	

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adopted 2016	0
Mathematics	McGraw-Hill Adopted 2014	0
Science	TWIG Adopted 2020	0
History-Social Science	Harcourt Adopted 2006	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Ronald W. Reagan Elementary School was constructed in 2007 and is comprised of 24 classrooms, 2 music rooms, a multi-purpose room, a library, 3 special education rooms, an administration building which houses the staff room, 5 offices and a main office which is the entrance into the facility, and a playground.

In the fall of 2011, a new freezer and canopy over the freezer were installed, in the kitchen area at Reagan School. In 2020 a shade structure was installed near the outdoor stage. In 2025 two intervention rooms were added and the blacktop was replaced with cement.

Year and month of the most recent FIT report	September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Grass field is not level due to old gopher tunnels.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	49	47	51	47	48
Mathematics (grades 3-8 and 11)	33	34	36	37	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	603	597	99.00	1.00	49.25
Female	305	303	99.34	0.66	55.45
Male	298	294	98.66	1.34	42.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	429	425	99.07	0.93	45.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	68.00

White	139	137	98.56	1.44	58.39
English Learners	37	36	97.30	2.70	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	61	60	98.36	1.64	38.33
Socioeconomically Disadvantaged	444	440	99.10	0.90	43.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	18.42

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	603	597	99.00	1.00	34.34
Female	305	303	99.34	0.66	31.68
Male	298	294	98.66	1.34	37.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	429	425	99.07	0.93	28.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	64.00
White	139	137	98.56	1.44	46.72
English Learners	37	36	97.30	2.70	2.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	61	60	98.36	1.64	21.67

Socioeconomically Disadvantaged	444	440	99.10	0.90	26.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	13.16

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.73	28.86			30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	202	201	99.50	0.50	28.86
Female	93	93	100.00	0.00	29.03
Male	109	108	99.08	0.92	28.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	148	147	99.32	0.68	20.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	44	100.00	0.00	54.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	13.04
Socioeconomically Disadvantaged	156	155	99.36	0.64	25.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	8.70

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Reagan Elementary. Parents participate in the Reagan Parent/Teacher Association, School Site Council, ELAC, and Safety Committees. The PTA is very active and has been involved in student activities during recesses as well. Parents also volunteer in classrooms, help with fundraising projects, and attend field trips. During the school year, the district offers parenting classes in learning the English language, Positive Parenting Classes, and technology. In addition, Reagan School receives assistance from the Kingsburg Community Assistance Programs (KCAPS). KCAPS provides students from needy families with backpacks, coats, clothes, and food. The following organizations also provide the school with support: Lions Club, Kiwanis Club, the Kingsburg Police Department, Kingsburg Fire Department, Park Kingsburg, Rotary Club, City of Kingsburg Parks and Recreation, and Veterans of Foreign War. Parents who wish to participate in Reagan School's leadership teams, PTA, and school activities, or become a volunteer may contact Principal, Kerry Pickrell at (559) 897-6986.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.53%	3.86%		4.23%	3.65%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.45%	0.45%		0.87%	0.56%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Reagan Elementary School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Reagan School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. There is also a strong focus on drug awareness and maintaining a drug-free school, as well as an emphasis on evacuation plans. Fire, earthquake/severe weather, and lockdown drills are implemented multiple times each year. This year we scheduled with the Kingsburg Police Department to do an active shooter training called "Seconds to Survive." The most recent School Safety Plan was amended and reviewed by our SSC (consisting of parents and staff members) in November 2025 and shared with staff in August of 2025.

Students are supervised throughout the day by the teachers, paraprofessionals, support staff, learning director, and the principal. There is a designated area for student drop off and pick up, in the front and back of the school. Visitors must check-in and register at the office and receive a green visitor's pass that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, fundraising efforts, and with special projects. All school volunteers in direct contact with students are required to complete a district application form, provide evidence of clear tuberculosis (TB) screening, and receive a Megan's Law Check. The District will be clearing all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit for fingerprinting.

PBIS (Positive Behavior Interventions and Supports) is in its tenth year of implementation at Reagan Elementary. PBIS is a way for staff to support students who have violated school or educational code rules and assist them in learning from their digressions. The goal is to create a positive atmosphere at Reagan where all students are aware of behavioral expectations in different locales, such as in the classroom, library, office, cafeteria, etc. Reagan adopted the acronym HONOR (Hard work, On task, Never give up, Outstanding Respect) as a means to monitor all students' behavior. All staff members at Reagan Elementary know what HONOR stands for and hold students accountable for it. We have a student service aide and a behavior support assistant that is on campus every day to run our behavior academies for students who are falling short in any of the HONOR areas as well as checking in with our at-risk students. We also have a counselor that is here three days a week to support our students who are needing social/emotional help through counseling or small groups. A program called "Ripple Effects" is being used as a tool to help correct and teach appropriate behaviors when a student has violated an education code or behavior standard.

The Stop, Walk, Talk Bullying Prevention Program has been introduced to the staff and students at Reagan Elementary. At the beginning of the year, students and staff alike sign an anti-bullying contract, which states, "We will not bully others." In each classroom, the anti-bullying message is posted and students and staff are able to see and refer to it. The program utilizes classroom meetings, open communication, and follow-up as means to improve the culture at the school site. The school counselor visits each classroom four times a year to teach the curriculum to students. The school counselor also runs a peer support group (Undercover Anti-Bullying Team) throughout the year that goes into more depth about the bullying program and how students can be advocates for their peers on the playground. If a classroom is struggling with any of these areas the school counselor goes and does individualized lessons with the class.

We also run behavior academies using the curriculum of Ripple Effects. Students are assigned behavior academies if they break one of our schools' rules. They spend their free time working with our BSA going over restorative justice lessons to make sure they are learning from their mistakes. With this program, we have seen fewer repeat offenders as students are learning from their mistakes and are given tools to use the next time that a situation arises.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	31	0	7	0
5	28	0	7	0
6	32	0	7	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	31	0	7	0
5	31	0	7	0
6	30	0	7	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,489	$408	$6,081	$85,719.95
District	N/A	N/A	$8,818	$84,101.33
Percent Difference - School Site and District	N/A	N/A	-34.8	8.6
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-55.7	-9.4

Fiscal Year 2024-25 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF

Fiscal Year 2024-25 Types of Services Funded

Title I
Lottery Prop 20
ESEA (ESSA) T IV Part A
LREBG funds
Prop 28 funds
Developer fee funds

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,178	$61,516
Mid-Range Teacher Salary	$81,146	$95,479
Highest Teacher Salary	$127,697	$125,208
Average Principal Salary (Elementary)	$135,595	$152,668
Average Principal Salary (Middle)	$139,281	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$252,828	$242,781
Percent of Budget for Teacher Salaries	24.72%	29.76%
Percent of Budget for Administrative Salaries	5.66%	5.74%

Professional Development

Staff members build teaching skills and concepts through participation in workshops throughout the year and weekly Professional Learning Communities. This is done on Wednesdays when teachers get together to plan, discuss best practices, as well as review data. We also have two district PD days, one before school starts and another on November 1.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. Before the school year began, all new teachers attended a 3-day training on SIOP and best practices in the classroom.

CCLA PD has been offered through Tulare County office of Ed and has focused on accelerating learners in the area of ELA. Each teacher attended two full day PDs on site.
Math has been a coaching model and each grade level has received 3 days of coaching through FCSS and has not required any sub days.
SEL has been a combination of coaching and PD where 3 Wednesday mornings are spent in the classroom doing demo lessons as well as coaching. The afternoons on those same days are spent with the full staff doing PD. No subs are required.
Science PD has been similar where our 5th grade teachers receive coaching support in the morning and afternoon PD as a grade level.

#Days Teachers Participated in PD/Subs : 15/16=2, 16/17=2, 17/18=3, 18/19 = 3 19/20 = 2 20/21 = 2 22/23= 2 23/24 = 2 24/25 = 2

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Rafer Johnson Junior High

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Rafer Johnson Junior High
Street	1300 Stroud Avenue
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-1091
Principal	Melody Lee
Email Address	mlee@kesd.org
School Website	https://rjjh.kesd.org/
Grade Span	7-8
County-District-School (CDS) Code	10-62240-6108328

2025-26 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wesley Sever
Email Address	wsever@kesd.org
District Website	http://www.kesd.org

2025-26 School Description and Mission Statement

While honoring Kaizen, "What can I do better today, than yesterday" and adhering to our District's vision of "Relentless," the mission of Rafer Johnson Junior High School is to collectively teach, demonstrate, acknowledge, and provide opportunities for our core values of patience, integrity, justice, humanity, and courage to be displayed on campus and in the community by all stakeholders to create exceptional students who are curious, eager learners, responsible citizens, and to strive to be "The Best They Can Be."

SCHOOL BELIEFS
RJJH will establish high academic, personal, and behavioral expectations for ALL students. Our goal is to establish an environment of respect, and a reputation for extra-curricular, athletic, and academic excellence as a result of reinforcing strong work ethics coupled with self-awareness, self-discipline, and self-respect.

The Staff of Rafer Johnson Junior High is committed to lifelong learning and are committed to nurturing high self-esteem and respect for others. We believe that everyone can learn, become better thinkers and independent learners. An integral part of our learning process will have our school community learning how to ask questions, solve problems and make thoughtful decisions. We are committed to setting the precedence for teaching and learning. We encourage the qualities of honesty, respect, responsibility, and empowering students to acquire habits of effectiveness and distinction that will guide them in their future.

The goal of Rafer Johnson Junior High is to prepare our students for high school and beyond by providing a safe environment that nurtures their intellectual, physical, social and moral capacities as individuals so they can contribute to their community.

On behalf of the entire faculty and staff at Rafer Johnson, we want to welcome you to a new school year. You are an important part of the success of the Rafer team. We hope that your two years at RJJH will be challenging, rewarding and engaging.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	211
Grade 8	236
Total Enrollment	447

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	49.2
Asian	2.8
Black or African American	0.7
Hispanic or Latino	65.9
Two or More Races	3.3
White	24.1
English Learners	5.9
Homeless	1.5
Socioeconomically Disadvantaged	67.2
Students with Disabilities	8.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.3	78.58	93.1	93.01	234405.2	84
Intern Credential Holders Properly Assigned	0.5	2.14	0.5	0.5	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	7.93	3.8	3.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	4.24	0.9	0.99	11953.1	4.28
Unknown/Incomplete/NA	1.6	7.03	1.6	1.64	15831.9	5.67
Total Teaching Positions	23.3	100	100.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.7	67.35	87.3	86.96	231142.4	83.24
Intern Credential Holders Properly Assigned	2.4	10.28	4.4	4.38	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	7.03	5.1	5.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	8.7	2	2.02	11746.9	4.23
Unknown/Incomplete/NA	1.5	6.56	1.5	1.52	14303.8	5.15
Total Teaching Positions	23.3	100	100.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.80	1.5	
Misassignments	0.00	0.1	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	1.80	1.6	

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.90	2	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.90	2	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are adopted from the most recent State-approved list, consistent with the content of the California Frameworks, and are aligned to the California Common Core State Standards (CCSS). Each student, including English Learners, have access to his or her own textbooks to use in class and to take home as well as on their Chromebook.

Year and month in which the data were collected	September, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync McGraw Hill Adopted 2016	0%
Mathematics	College Preparatory Math Adopted in 2014	0%
Science	Amplify Science Adopted in 2020	0%
History-Social Science	Pearson Adopted in 2019	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Rafer Johnson Junior High School was established in 1993 and is comprised of 25 classrooms, counseling offices, a multipurpose room/cafeteria/gym, library/media center with a computer lab, one staff room, one workroom, and outdoor area, which includes an all weather track, a baseball diamond, two softball fields, three basketball courts, and 4 tennis courts that can also be used for pickleball. This summer, a shade structure for an outdoor education setting will be installed over the quad.

Cleaning Process: Administration works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review. In accordance with best practices, our classrooms are fogged daily with a probiotic spray.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority given to emergency repairs.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	September, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	52	53	47	51	47	48
Mathematics (grades 3-8 and 11)	38	34	36	37	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	439	434	98.86	1.14	53.00
Female	215	213	99.07	0.93	58.69
Male	224	221	98.66	1.34	47.51
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	76.92
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	297	295	99.33	0.67	48.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	93.33
White	110	108	98.18	1.82	58.33
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	34	34	100.00	0.00	52.94
Socioeconomically Disadvantaged	307	303	98.70	1.30	49.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	12.50

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	437	432	98.86	1.14	33.80
Female	214	212	99.07	0.93	32.08
Male	223	220	98.65	1.35	35.45
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	46.15
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	295	293	99.32	0.68	30.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	73.33
White	110	108	98.18	1.82	37.04
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	34	34	100.00	0.00	17.65
Socioeconomically Disadvantaged	307	303	98.70	1.30	31.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	3.13

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.43	18.61			30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	234	232	99.15	0.85	18.97
Female	106	105	99.06	0.94	20.95
Male	128	127	99.22	0.78	17.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	152	151	99.34	0.66	17.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	63	62	98.41	1.59	19.35
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	24	24	100.00	0.00	8.33
Socioeconomically Disadvantaged	158	157	99.37	0.63	15.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94.3	94.3	94.3	94.3	94.3

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and the community are considered an integral component of the education program at Rafer Johnson Junior High School. Parents participate on the School Site Council (SSC), English Learner Advisory Committee (ELAC), Olympian Parent Club (OPC), and Music Boosters. The Olympian Parent Club has plans to be very active this year and is supportive of staff and students. Rafer Johnson Junior High School receives assistance from several local sponsors during events such as our Medalist "Reward" Days and the 8th grade promotion celebration.

Parents wanting to participate on Rafer Johnson Junior High School's leadership teams, school committees, school activities, or would like to become a volunteer, may contact the Principal, Melody Lee at (559) 897-1091. Volunteers must fill out a district volunteer application located on our district website at http://www.kesd.org. This application along with current TB clearance is needed to begin the process of being cleared as a site volunteer. Any volunteer that plans to be on campus for more than 10 days per month must also have a fingerprint clearance on file with the district office.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
13.24%	6.97%		4.23%	3.65%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.36%	1.64%		0.87%	0.56%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Rafer Johnson Junior High School provides a safe and clean environment for students, staff, and volunteers. Student safety is a primary concern of Rafer Johnson Junior High School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include, identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. Different safety drills are held throughout the year in accordance with junior high school regulations.

Certificated teachers or classified support staff supervise students throughout the day. There is a designated area for student drop-off and pick-up in front of the school. All visitors are expected to check in at the office using our Raptor System and will wear a visitor's badge while on campus. Kingsburg Elementary Charter School District encourages volunteers in the classroom, on field trips, and with special projects. All school volunteers in direct contact with students are required to complete the volunteer application process, provide evidence of a clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and be fingerprinted.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and school site council on December 4, 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	15	0
Mathematics	23	7	13	0
Science	22	12	8	0
Social Science	27	3	13	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	4	13	2
Mathematics	29	1	13	2
Science	23	11	9	
Social Science	28	1	15	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,509	$39	$7,470	$82,475.53
District	N/A	N/A	$8,818	$84,101.33
Percent Difference - School Site and District	N/A	N/A	1.7	4.7
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-36.2	-13.2

Fiscal Year 2024-25 Types of Services Funded

Rafer Johnson Junior High receives funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding, called "supplemental and concentration" grants based on the enrollment of high needs students (foster youth, English Learners, and low-income students). With this funding the school provides basic services, intervention services, professional development and training, mental health services, staffing to ensure student needs are being met, and technology services to support 21st century learning.
LCFF
Lottery Prop 20
ESEA (ESSA) T IV Part A
LREBG funds
Prop 28 funds

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,178	$61,516
Mid-Range Teacher Salary	$81,146	$95,479
Highest Teacher Salary	$127,697	$125,208
Average Principal Salary (Elementary)	$135,595	$152,668
Average Principal Salary (Middle)	$139,281	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$252,828	$242,781
Percent of Budget for Teacher Salaries	24.72%	29.76%
Percent of Budget for Administrative Salaries	5.66%	5.74%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The District offers staff development days annually during which teachers are given a variety of professional growth opportunities. This year's focus is on SIOP, technology, writing across the curriculum, History, Next Generation Science Standards, Mathematics, and English.

Every Wednesday is set aside as a professional development and PLC time. In this time teachers meet in their PLC's and discuss data, techniques, and curriculum. Teachers work together with their department to create pacing guides, common formative assessments, and develop strategies for strategic instruction and reteaching.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff.

2025-2026
Departmentalized PD is provided to Rafer's Math, Science, History, ELA, and ELD teachers.
Ongoing Designated ELD PD is being provided to Rafer's designated ELD teacher.
All teachers will receive two half day Integrated ELD PD.
All teachers will attend a Wellness PD on November 1, 2024.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Central Valley Home School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Central Valley Home School
Street	1776 Sixth Avenue Drive
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6740
Principal	Lisa Regier
Email Address	lregier@kesd.org
School Website	www.kesd.org
Grade Span	K-8
County-District-School (CDS) Code	10-62240-6114805

2025-26 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wes Sever
Email Address	wsever@kesd.org
District Website	www.kesd.org

2025-26 School Description and Mission Statement

District Vision:

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become literate, educated citizens who will have have problem-solving skills, be self-motivated, able to utilize technology, and become socially responsible. Our mission is simple, "We will find a way for ALL students to learn!"

Central Valley Home School (formerly known as, Kingsburg Community Charter Extension) was established to partner with parents who choose to homeschool their children. CVHS provides credentialed teachers to partner with our parents in the homeschool journey. Master teachers provide assistance in curriculum selection, pacing, research topics, and courses of study, as well as encouragement. We want to give our parents as much support as possible so they can spend their time investing in the education of their children. When a child enrolls with CVHS, their entire family joins us and becomes part of ours.

When you visit our school, you will see that everything about our school has been designed with the intention to support parents in fully participating in the successful education of their children. We take our task seriously and strive to make education both enriching and engaging.

Lisa Regier, Principal,
Central Valley Home School

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	9
Grade 1	13
Grade 2	10
Grade 3	18
Grade 4	14
Grade 5	11
Grade 6	13
Grade 7	20
Grade 8	11
Total Enrollment	119

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	45.3
Asian	1.6
Hispanic or Latino	75
Two or More Races	2.3
White	12.5
English Learners	6.3
Homeless	2.3
Socioeconomically Disadvantaged	81.3
Students with Disabilities	8.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.6	100	93.1	93.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.5	0.5	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	3.8	3.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.9	0.99	11953.1	4.28
Unknown/Incomplete/NA	0	0	1.6	1.64	15831.9	5.67
Total Teaching Positions	6.6	100	100.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.4	100	87.3	86.96	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.4	4.38	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	5.1	5.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2	2.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.5	1.52	14303.8	5.15
Total Teaching Positions	5.4	100	100.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kingsburg Elementary Charter School District holds a Public Hearing quarterly and determines that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual Standards-aligned curriculum, textbooks, and/or instructional materials, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks.

Students visit a library on campus that houses thousands of books to further enrich their academic experience. Students at CVHS are also provided a Chromebook in an effort to increase our tech-to-student ratio to 1:1.
Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. In addition, we offer online learning opportunities for our students using companies such as i-Ready, Edgenuity, Google, Raz Kids, Mystery Writing and other educational programs.

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HMH Journeys (K-5) 2016 HMH Collections (6-8) 2016 Online-Edgenuity-Common Core (6-8) Adopted in 2013	0%
Mathematics	McGraw Hill, MyMath (K-8) Adopted in 2014 Online-Edgenuity-Common Core (6-8) Adopted in 2013	0%
Science	Mystery Science (K-5) (Adopted in 2020) California Science Dimensions (K-8) (Adopted in 2020) Online-Edgenuity-(6-8) Adopted in 2013	0%

History-Social Science	Harcourt Brace (K-6) Adopted in 2007 Holt (7-8) Adopted in 2007 Online-Edgenuity-(6-8) Adopted in 2013	0%
Foreign Language	Online-Edgenuity-(6-8) Spanish Adopted in 2013	0%
Health	Online-Edgenuity-(7-8) Adopted in 2013	0%
Visual and Performing Arts		0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Central Valley Home School was originally constructed in 1994. The Central Valley Home School campus is currently comprised of two classrooms, a library, a staff PLC workroom, and teacher work cubicles.

Cleaning Process: The principal works with the custodial staff, to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

A work order process is used to ensure efficient service and the highest priority are given to emergency repairs.
The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	9/10/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural:	X			

School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	21	22	47	51	47	48
Mathematics (grades 3-8 and 11)	11	15	36	37	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	106	104	98.11	1.89	22.12
Female	54	54	100.00	0.00	24.07
Male	52	50	96.15	3.85	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	80	79	98.75	1.25	15.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	20	20	100.00	0.00	35.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	85	98.84	1.16	18.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	107	105	98.13	1.87	15.24
Female	55	55	100.00	0.00	12.73
Male	52	50	96.15	3.85	18.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	81	80	98.77	1.23	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	30.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	86	85	98.84	1.16	12.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	16.67	12.9			30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	31	100.00	0.00	12.90
Female	20	20	100.00	0.00	15.00
Male	11	11	100.00	0.00	9.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.00	0.00	8.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Central Valley Home School. Upon enrolling the student the parent agrees to meet with a credentialed teacher a minimum of every 20 school days. In addition to this meeting, we also check in daily as a way to keep the communication flowing.These meetings are held to discuss student progress, review work samples, and serve as an opportunity for the parent to gain any support regarding academics they need. Parents not only serve as their student's primary educators but also volunteer in fundraisers and teach enrichment classes. We also have parent representatives on our School Site Council. Parents who wish to participate in Central Valley Home School's leadership teams, school committees, and school activities, or become a volunteer, may contact Principal Lisa Regier at the main office at (559) 897-6740.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		4.23%	3.65%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.87%	0.56%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Central Valley Home School provides a safe, clean, and welcoming environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Central Valley Home School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the District Leadership team meets to review safety issues. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/ response, incident coordinator, and identification of an incident management team.

Students are supervised throughout the day by parents and teachers. Visitors are required to sign in at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of clear tuberculosis (TB) screening, and receive Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit them for fingerprinting.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and Site Council.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	19	3	2	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	21	1	4	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,961	$223	$7,738	$80,999.40
District	N/A	N/A	$8,818	$84,101.33
Percent Difference - School Site and District	N/A	N/A	-5.0	2.9
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-32.8	-15.0

Fiscal Year 2024-25 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF

Fiscal Year 2024-25 Types of Services Funded

Title 1
ESEA (ESSA) T IV Part A
LREGB funds
Prop 28 funds

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,178	$61,516
Mid-Range Teacher Salary	$81,146	$95,479
Highest Teacher Salary	$127,697	$125,208
Average Principal Salary (Elementary)	$135,595	$152,668
Average Principal Salary (Middle)	$139,281	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$252,828	$242,781
Percent of Budget for Teacher Salaries	24.72%	29.76%
Percent of Budget for Administrative Salaries	5.66%	5.74%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Professional Development the past year has focused on our district writing development.We continue to implement guided reading across the curriculum and in every classroom as well as administering the Developmental Reading Assessment (DRA) and utilizing those results to guide instruction. Teachers have attended half-day training, with a district coach, specifically focused on the implementation of guided reading to help our students build those pivotal foundational skills as part of a balanced literacy program. Administrators and members of the academic leadership team participate in ongoing walk-throughs with representatives from the Tulare County Office of Education.

CVHS teachers are given time to collaborate weekly during their Professional Learning Community (PLC), or staff meeting time. Topics of collaboration may vary but consist of common core state standards-based curriculum, instruction, assessment, analysis of data, and the cycle of inquiry.
Additionally, for the past four summers, our district has offered up to two weeks of time in summer dedicated to our staff to plan, pace, and align our programs. CVHS used the summer leading up to the school year to really revamp our Math and ELA programs offered. In addition, CVHS staff worked to create live pacing guides with added time value requirements for assignments.

Teachers are given a variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. Topics include Professional Learning Communities, common assessments, SIOP strategies, and test disaggregation. New teachers are provided a full day of SIOP training and all staff was provided 2 hours of IReady training to support our students K-8. During the 2024-2025 academic year, staff had SEL training from DeeDee Buchanan.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration,

Professional Development

planning, and professional development for all staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2-4	2-4	4

Island Community Day School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Island Community Day School
Street	1776 Sixth Avenue Dr.
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6740
Principal	Lisa Regier
Email Address	lregier@kesd.org
School Website	https://cvhs.kesd.org/
Grade Span	
County-District-School (CDS) Code	10-62240-0114587

2025-26 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wes Sever
Email Address	wsever@kesd.org
District Website	www.kesd.org

2025-26 School Description and Mission Statement

Island Community Day School Vision:
Island Community Day School will serve as a pathway to empower students who have experienced some form of school challenge (academic, attendance, behavior, or social) in the general education setting. We strive to provide the skills and support students lack in an effort to successfully transition them back to the general education seated program.

School Mission:
Island Community Day School will prepare students to successfully enter a traditional school setting and achieve their academic and social-emotional goals.

Island Community Day School has students from the Kingsburg Elementary Charter School District. Island Community Day School faculty and staff believe in each of our student's potential to succeed! We believe earning an education is both their right and their responsibility. Each student must do their part, as a student at Island Community Day School, to make this a reality. Students are enrolled at Community Day Schools after a parent/student conference where alternative education options are considered. Referrals to Island Community Day School are the result of California Educational Code violations, late enrollment to the district without prior school attendance, or attendance problems at their home school. The length of placement at CDS can range from 45 to 180 school days or as determined by the site administration.

Goals
1. The Island Community Day School staff will continue to create a safe and warm environment for our students.
2. The PBIS model school framework will be implemented to ensure our students are in a safe learning environment.
3. Island Community Day School will be properly maintained to create a safe, warm learning environment.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	2
Total Enrollment	2

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Male	66.7
Hispanic or Latino	66.7
Socioeconomically Disadvantaged	66.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			93.1	93.01	234405.2	84
Intern Credential Holders Properly Assigned			0.5	0.5	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			3.8	3.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			0.9	0.99	11953.1	4.28
Unknown/Incomplete/NA			1.6	1.64	15831.9	5.67
Total Teaching Positions			100.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	100	87.3	86.96	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.4	4.38	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	5.1	5.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2	2.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.5	1.52	14303.8	5.15
Total Teaching Positions	1	100	100.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers		0	
Misassignments		0	
Vacant Positions		0	
Total Teachers Without Credentials and Misassignments		0	

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver		0	
Local Assignment Options		0	
Total Out-of-Field Teachers		0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kingsburg Elementary Charter School District holds a Public Hearing quarterly and determines that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks.

Students visit a library on campus that houses hundreds of books to further enrich their academic experience.

Each student has a Chromebook with internet capabilities. Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. Students are trained on google tools, keyboarding programs as well as additional online applications.

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin - Journeys (4-6) 2016 Houghton Mifflin - Collections (6-8) 2016 Adopted in 2016 Edgenuity CCSS ELA (6-8) Adopted 2013	0
Mathematics	McGraw Hill, My Math (4-8) Adopted in 2014 Edgenuity CCSS Math (6-8) Adopted 2013 Amplify (7-8)	0
Science	Amplify Science (7-8) HMH Dimensions 2020 (4-8) Edgenuity CCSS Science (6-8) Adopted in 2013	0

History-Social Science	Harcourt Brace (K-6) Adopted in 2007 Holt (7-8) Adopted in 2007 Edgenuity CCSS History-Social Science Adopted in 2013	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Island Community Day School was originally constructed in 1994. The campus is currently comprised of one classroom and small office space.

Cleaning Process: The principal works with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

A work order process (School Dude) is used to ensure efficient service and the highest priority is given to emergency repairs.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	9/10/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)			47	51	47	48
Mathematics (grades 3-8 and 11)			36	37	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--			30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Island Community Day School encourages parent involvement at all levels. Prior to any student entering our program, we meet as a team with the administrator, parent, student, teacher, and school staff from their prior placement. During this meeting, we go over our behavior contract, handbook, expectations, volunteering opportunities, incentives, and all other pertinent items. Parents are welcome to come and participate and observe our classes. In addition, weekly contact is made with each parent, with information regarding academics and social emotional check-in reports. Our staff establishes strong connections with our families. They often text, call, email, and have face-to-face conversations.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
15%	33.33%		4.23%	3.65%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5%	8.33%		0.87%	0.56%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Island Community Day School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Island Community Day School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the District Leadership team meets to review safety issues and the administration and site maintenance lead, complete a safety walk each month. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/ response, incident coordinator, and incident management, team.

Students are supervised throughout the day by teachers and paraprofessionals. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of clear tuberculosis (TB) screening, and receive Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit them for fingerprinting.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$53,739	$0	$53,739	$49,720
District	N/A	N/A	$8,818	$84,101.33
Percent Difference - School Site and District	N/A	N/A	116.4	-45.1
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	133.2	-61.7

Fiscal Year 2024-25 Types of Services Funded

Island Community Day School is an alternative placement for students in grades 4-8 within Kingsburg Elementary Charter School District. Each student that attends ICDS receives a free, fair, and appropriate education in core academic subjects. These sessions teach students how to be successful in school and beyond and are an opportunity for our students to form positive relationships with adults within our district.

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:
LCFF
Prop 28 funds

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,178	$61,516
Mid-Range Teacher Salary	$81,146	$95,479
Highest Teacher Salary	$127,697	$125,208
Average Principal Salary (Elementary)	$135,595	$152,668
Average Principal Salary (Middle)	$139,281	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$252,828	$242,781
Percent of Budget for Teacher Salaries	24.72%	29.76%
Percent of Budget for Administrative Salaries	5.66%	5.74%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Additionally, the district offers several days during the year in which teachers are given a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics include Professional Learning Communities, common assessments, Common Core, SIOP strategies, and test disaggregation.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff.

Teachers are attending professional development that is focused on the implementation of the common core standards specifically in the area ela, math, and writing. Teachers have worked alongside our district academic coaches to align curriculum to our district schools.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Claim for Reimbursement Form Revisions

2. **Agenda Item Category:**
   - Consent Agenda
   - ✓ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - Not Applicable
   - ✓ To Be Enclosed with Board Packets
   - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To approve revisions to the Claim for Reimbursement Form that aligns with the most updated IRS mileage rate and inserting language that requires maps to conference destinations. Other revisions include per diem/meals will be for conferences outside of 75 miles from KECSD, and providing the daily limit rather than individual meals that may not be enough based on the county.

6. **Financial Impact:**
   Per diem/meals - $85 for a full day away/$75 for traveling days

7. **Funding Source:**
   All funds

8. **Impact on Students:**
   Staff attend professional development conferences in order to further enhance their effectiveness in their respective positions. This will allow them to be properly compensated for their travels and time away from their site/department.

Submit Completed Request to Maxine Balling

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

Claim for Reimbursement

Employee Name: _____

(Please Print)

Please fill out the needed information below, attach receipts (*), conference flyers, agendas, and requisition. Have your supervisor approve this transaction before turning in for reimbursement. Claims without prior authorization will not be honored.

Conference/Workshop Registration Fees (receipt attached) . . . . . $ _____

Conference Location _____

Lodging (receipt attached) . . . . . _____ X _____ $ _____
No. of Days Rate

Transportation:

Personal Auto-Miles _____ X .725 cents per mile + Parking Expenses _____ $ _____

Or Public Transportation Via _____ (no excise tax) . . . $ _____

Date	Odometer Beg.	Odometer End	Total Mileage	Destination

(Provide map from work site to destination(s))
(List extra mileage with map on other side)

Per Diem/Meals: Per diem/meals only for conferences outside of **75 miles from KECSD**

Date	Total $85.00	Traveling Day Date 75%	Total $63.75
Total Meals	**$**	**Traveling Day Total Meals**	**$**

(Total Meal reimbursable rates may differ from board approved rates depending on the county – https://www.gsa.gov/travel/plan-book/per-diem-rates

$ _____

Other Authorized Expenses (school supplies, etc.) . . . . . $ _____
Identify: _____

Total Above Expenditures . . . . . $ _____*

**Note: Meal stipend considered taxable income by the IRS, please keep receipts for your records.*

I hereby certify that the above travel expenses were actual and necessary, and were incurred in the performance of my official duty.

_____ _____
Employee Signature **Date**

_____ _____
Principal/Supervisor Signature **Date**

_____ _____
Superintendent/Approved Signature **Date**

Principals/Supervisor please fill in information			
Site	**Percentage**	**$$$**	**Funding Source**

MILEAGE LOG SHEET

NAME _____

DATE _____

DATE	ODOMETER BEGINNING	ODOMETER ENDING	TOTAL MILEAGE	DESTINATION

Proposed to the Governing Board at the regular meeting held on January 12, 2026.

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   EOI, Executive Office Interiors

2. **Agenda Item Category:**
   - **Consent Agenda**
   - ✓ **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - **Not Applicable**
   - ✓ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   To provide furniture replacements for the professional development building as well as the district office. This will include replacing old professional development board room chairs with Cortina Conference Chairs and new office furniture for the Human Resources Department in the district office.

6. **Financial Impact:**
   $22,207.31

7. **Funding Source:**
   Resource 60190

8. **Impact on Students:**
   The furniture will be utilized by staff who make decisions on the best interest of the district.

Submit Completed Request to Maxine Balling

EXECUTIVE OFFICE
INTERIORS
3462 W. Holland Ave.
Fresno, CA 93722
goexecutive.com
559.224.8300
Office Furniture • Design • Installation

PROPOSAL

PROPOSAL: 2313
PROJECT#: 3-7
DATE: 01/07/26
VALID THRU: / /
CUST NUMBER: 1052

CUSTOMER P.O.	PROPOSAL	PAYMENT TERMS	SALESPERSON
	2313	Cash Upon Rct.	Brad Fike

PROPOSAL FOR:
Kingsburg Elementary
Lisa/Danny
1310 Stroud AVE
KINGSBURG CA 93631

INSTALL AT:
Kingsburg Elementary
Lisa/Danny
1310 Stroud AVE
KINGSBURG CA 93631

CONTACT NAME: Lisa
PH:

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
1	1	S75NNN-CM7248S	L EXTENDED CORNER MODULE CUSTOM - 36 X 72 X 48 X 24 Tag 1: Recessed Front Modesty Tag 2: Bow Front Tag 3: Sahara/Karoo Tag 4: No Grommets List Price: 1965.00	1,495.28	1,495.28
2	1	S7NNKN-P1522UFL	MODULAR PEDESTAL B/B/F 22" DEPTH Tag 1: Karoo Finish Tag 2: DA Pulls List Price: 1151.00	755.03	755.03
3	1	7NNBR2442	24X42" BRIDGE Tag 1: Sahara/Karoo Tag 2: No Grommet List Price: 603.00	382.37	382.37
4	1	7NNNE844416P	44" HUTCH WITH WOOD DOORS - 84" Tag 1: Karoo Tag 2: Wood Doors List Price: 2190.00	1,666.48	1,666.48
5	1	7NDA-243673LFB	COMBO STORAGE UNIT CABINET/LATERAL FILE 73"H Tag 1: Karoo Finish Tag 2: DA Pulls List Price: 2993.00	2,070.47	2,070.47
6	1	71DA1836COL	MODULAR COMBO LATERAL FILE 18"D Tag 1: Karoo Tag 2: DA Pulls List Price: 1720.00	1,090.70	1,090.70

EXECUTIVE OFFICE
INTERIORS
3462 W. Holland Ave.
Fresno, CA 93722
goexecutive.com
559.224.8300
Office Furniture • Design • Installation

PROPOSAL

PROPOSAL: 2313
PROJECT#: 3-7
DATE: 01/07/26
VALID THRU: / /
CUST NUMBER: 1052

CUSTOMER P.O.	PROPOSAL	PAYMENT TERMS	SALESPERSON
	2313	Cash Upon Rct.	Brad Fike

PROPOSAL FOR:
Kingsburg Elementary
Lisa/Danny
1310 Stroud AVE
KINGSBURG CA 93631

INSTALL AT:
Kingsburg Elementary
Lisa/Danny
1310 Stroud AVE
KINGSBURG CA 93631

CONTACT NAME: Lisa
PH:

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
7	1	7NN-42R	42" ROUND TABLE TOP + BRUSHED METAL ROUND BASE Tag 1: Karoo Top Tag 2: Black Base Tag 3: Match Pull Color Close As Possible List Price: 1260.00	731.67	731.67
8	1	LNL-203658	4 DRAWER LATERAL FILE 20"D LAMINATE Tag 1: Concept 70 DA Pulls Tag 2: All Karoo List Price: 2768.00	1,914.82	1,914.82
9	1	S75NNN-DT2484	84 X 24" CREDENZA TABLE - FULL SIDE LEGS Tag 1: Sahara/Karoo Tag 2: No Surface Grommet List Price: 1395.00	758.23	758.23
10	1	LGC-TK8219E	TACKBOARD FOR 84" HUTCH 19"H Tag 1: Couture - CO08 Fabric List Price: 603.00	382.37	382.37
10	1	LABOR	DELIVERY AND INSTALLATION Tag 2: LEAD TIME 4-5 WEEKS Tag 3: RELOCATE AIS DESK	775.00	775.00
11	1	KEYED	KEYED ALIKE UPCHARGE - ALL STORAGE Tag 1: $15 Per Lock	60.00	60.00

EXECUTIVE OFFICE
INTERIORS
3462 W. Holland Ave.
Fresno, CA 93722
goexecutive.com
559.224.8300
Office Furniture • Design • Installation

PROPOSAL

PROPOSAL: 2313
PROJECT#: 3-7
DATE: 01/07/26
VALID THRU: / /
CUST NUMBER: 1052

CUSTOMER P.O.	PROPOSAL	PAYMENT TERMS	SALESPERSON
	2313	Cash Upon Rct.	Brad Fike

PROPOSAL FOR:
Kingsburg Elementary
Lisa/Danny
1310 Stroud AVE
KINGSBURG CA 93631

INSTALL AT:
Kingsburg Elementary
Lisa/Danny
1310 Stroud AVE
KINGSBURG CA 93631

CONTACT NAME: Lisa
PH:

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
12	10	2910-S2-A16 -L4-BA11B-C	CORTINA CONF CHAIR - GRADE 5 LEATHER UPGRADE Tag 1: Grade 5 Lena Black Leather Tag 2: Black Nylon Base Tag 3: Fixed Conf Arms Tag 4: Swivel/Tilt List Price: 1700.00	819.50	8,195.00
13	1	LABOR	ASSEMBLY/DELIVERY 10 CORTINA CONF CHAIRS	100.00	100.00

SUBTOTAL....:	19,602.42
INSTALL.....:	775.00
SALES TAX...:	1,829.89
TOTAL	**22,207.31**

TOTAL DEPOSIT REQUIRED: $11,104.00

By acceptance of this proposal, I acknowledge and agree with the sellers standard terms and conditions. **We do charge a 3% convenience fee for all credit card payment*

AUTHORIZED BY: _____ **DATE:** _____

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   EMCOR Services, Washington Boiler

2. **Agenda Item Category:**
   - **Consent Agenda**
   - ✓ **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - **Not Applicable**
   - ✓ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   To remove and replace the 2" x .105" wall boiler tubes per ASME code at Washington Elementary. This had to be completed in order to ensure that the Washington classrooms that are under the boiler system would continue to get heat for their classrooms.

6. **Financial Impact:**
   $19,919

7. **Funding Source:**
   Resource 60190

8. **Impact on Students:**
   This will continue to heat the classrooms at Washington Elementary that are under the boiler system, which provides the ideal learning environment for our students and staff.

Submit Completed Request to Maxine Balling

EMCOR Services
Mesa Energy Systems

3980 N Chestnut Diagonal.
Fresno, CA 93726
Service: (559) 277-7900
Fax: (559) 277-4920
CA Lic. 611215

Quote #
25-080626

Equipment Repair Estimate

December 11, 2025

SUBMITTED TO:

Kingsburg Elementary charter school Disctrict
Nathan McNulty
1900 Mariposa St.
Kingsburg CA 93631

JOB LOCATION:

Kingsburg Elementary charter school Disctrict
Nathan McNulty
1900 Mariposa St.
Kingsburg CA 93631

FACILITY STATUS / URGENCY:
Eminent Failure

Unit #:	1 NB 43370
Make:	AJAX
Model #:	OWG-600
Serial #:	83331

SCOPE OF WORK / DIAGNOSIS:

During our last site visit our technican found (1) Ajax unit in need of immediate repair and the 2nd unit just as bad. This proposal is to repair (1) unit if you would like to have the 2nd unit repaired at the same time we can save some cost on delivery. Delivery esitmated $1,700.00

EMCOR is pleased to provide the following proposal for your consideration. Remove and replace (33) 2" x .105" wall boiler tubes as per ASME code. Remove and replace Pilot Carry Over tube. Conduct Hydro of unit upon completion. Close unit utilizing OEM gaskets and place back online.

ADDITIONAL INFORMATION

THIS PROPOSAL IS ONLY VALID FOR 10 DAYS ***ALL SALES WITH MATERIALS ARE FINAL***
All work to be done during normal working hours and days. Excludes anything other than listed above. Quoted work is to be continuous and sequential without delay caused by customer. If any equipment connection points are unable to be opened due

The total cost, including all labor, materials and taxes is (Paid by Check): $19,919

There is a 3% Fee for paying by credit card, The total cost is: $20,517

By accepting this proposal the purchaser agrees to the attached terms and conditions. This quotation will be valid for a period of 30 days and payment is due 30 days from invoicing. If payment is not received interest will accrue at the rate of 1.5% per month. If an action is brought for collection the prevailing party shall be entitled to attorney's fees.

WARNING: Contractors are required by law to be licensed by the Contractor's State License Board which has jurisdiction to investigate complaints against Contractors if a complaint is filed within three years of the date of the alleged violation. Any questions concerning a Contractor may be referred to the Registrar, Contractor's State License Board, P.O. Box 26000, Sacramento, CA 95826
[California Business and Professional Code 7030(a)]

EMCOR: Nathan Merriweather

Title: Business Development

Accepted By: Bobby Rodriguez

Title: Asst. Supt Business Services

Date: 12/18/2025

PO# (If Applicable):

Terms and Conditions

The following "Terms and Conditions" are between Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy and **Kingsburg Elementary charter school Disctrict** hereto after referred to as "you the client".

A. The guarantees and services provided under the scope of this agreement are conditioned upon "you the client" operating and maintaining systems/equipment. "You the client" will do so in according to industry-accepted practices, or in consideration of our recommendations.

B. "You the client" will provide and permit reasonable access to all areas where work is to be performed. Mesa Energy Systems Inc dba EMCOR Services Mesa Energy will be allowed to start and stop equipment as necessary to perform its services and be permitted use of existing facilities and building services.

C. Any repairs or services resulting from power failures, freezing, roof leaks through curbs or equipment, or air side corrosion will be paid for by the "you the client" in accordance with Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy current established rates.

D. The agreement does not include responsibility for system design deficiencies, such as, but not limited to poor air distribution, water flow imbalances, system equipment and component obsolescence, electrical failures, unserviceable equipment, and operating the system(s), unless otherwise stated in this Agreement.

E. Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy will not be liable for delays or failure to obligate due to fire, flood, strike, lockout, freezing, unavailability of material, riots, acts of god, or any cause beyond reasonable control.

F. Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy is not responsible for the removal or disposal of any hazardous materials or any cost associated with these materials unless otherwise noted in this Agreement.

G. The agreement does not include repairing any damage resulting from improper/inadequate water treatment or filter service not supplied by Mesa Energy Systems, Inc. EMCOR Services Mesa Energy.

H. This agreement does not include any services occasioned by improper operation, negligence, vandalism, or alterations, modifications, abuse, or misuse, or repairs to equipment not performed by Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy. Unless otherwise agreed, also excluded is the furnishing of materials and supplies for painting or refurbishing existing equipment.

I. Mesa Energy Systems, Inc. dba Emcor Services Mesa Energy shall not be required to furnish any items of equipment, labor, or make special tests recommended or required by insurance companies, Federal State Municipal or other authorities except as otherwise included in this Agreement.

J. In the event either party must commence a legal action in order to enforce any rights under this contract, the successful party shall be entitled to all court costs and reasonable attorney's fees as determined by the court for prosecuting and defending the claim, as the case may be.

K. Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy shall not be liable for the operation of the equipment nor for injuries to persons or damage to property, except those directly due to the negligent acts or omissions of its employees and in no event shall it be liable for consequential or speculative damages. It shall not be liable for expense incurred in removing, replacing or refinishing any part of the building structure necessary to the execution of this Agreement. It shall not be held liable for any loss by reason of strikes or labor troubles affecting its employees who perform the service called for herein, delays in transportation, delays caused by priority or preference rating, or orders or regulations established by any government, authority, or by unusual delays in procuring supplies or for any other cause beyond its reasonable control.

L. Only Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy personnel or agent are authorized to perform the work included in the scope of this agreement. Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy may, at its option, cancel or waive its obligations under this Agreement should non-authorized individuals perform such work.

M. This Agreement and all rights hereunder shall not be assignable unless approved by Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy. In the event of additional freight, labor, or material costs resulting from "you the client" request to avoid delays with respect to equipment warranties, or accelerated delivery of parts and supplies, "You the client" agrees to pay these additional costs at Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy current rates.

N. The scope of work shall not include the identification, detection, abatement, encapsulation or removal of asbestos or products or materials containing asbestos or similar hazardous substances. In the event Mesa Energy Systems, Inc. EMCOR Services Mesa Energy encounters such material in performing its work, Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy will have the right to discontinue work and remove its employees until the hazard is corrected or its determined no hazard exists.

O. This Agreement contains the entire Contract and the parties hereby agree that this Agreement has been agreed to and the entire Agreement is then accepted and approved by an authorized person for both parties, and no statement, remark, agreement or, understanding, oral or written, not contained herein, will be recognized or enforced.

P. This agreement does not include the disposal of hazardous waste; any charges incurred for their proper disposal will be born by "you the client" as an extra to the contract price.

Q. "You the client" agrees that in the event that there shall have been passed a federal and/or state law which shall compel Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy to contribute to a federal and/or state health plan for its employees, then the terms of this Agreement shall be subject to adjustment to the extent that the cost of such mandated contributions increase by Mesa Energy Systems, Inc. dba EMCOR Services Mesa Energy cost of performing this contract.

R. "You the client" acknowledges and agrees that any purchase order issued by "you the client" in accordance with this Agreement, is intended only to establish payment authority for "you the client" internal accounting purposes. No purchase order shall be considered to be a counteroffer, amendment, modification, or other revision to the terms of this agreement. No term or condition included in the "you the client" purchase order will have any force or effect.

S. This proposal is made contingent upon the work addressed herein not being adversely affected, either directly or indirectly, by the COVID-19 pandemic and/or the Corona virus, and is further conditioned upon the parties agreeing, prior to beginning of any work and in writing as part of any contract, that any (i) schedule issues (including, but not limited to, delays, access issues, or allowed work hours/off-hours work), (ii) overtime hours, or (iii) additional protocols, altered working conditions, or extra costs relating thereto, that arise as a result of the COVID-19 pandemic or Corona virus will entitle contractor to an equitable adjustment for time and cost.

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Newsela

2. **Agenda Item Category:**
   - **Consent Agenda**
   - ✓ **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - **Not Applicable**
   - ✓ **To Be Enclosed with Board Packets**
     ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   To approve the purchase of Newsela ELA and Writing for our English Learners. Our English Learners have made positive gains; however, with the Long-Term English Learners (LTELs) now being a significant subgroup in our CAASPP scores, this will provide additional support for them in the after school program as well as during the school day.

6. **Financial Impact:**
   $11,999.99

7. **Funding Source:**
   ELOP, Resource 26000

8. **Impact on Students:**
   This will provide additional support in ELA and writing for English Learners in the after school program as well as during the school day.

Submit Completed Request to Maxine Balling

Req# 261115

Newsela Inc.
169 Madison Ave., #2770
New York, NY 10016

Order Form

Billing Information:
Billing Frequency: Upfront in full
Payment Terms: Net 30
Billing Schedule: Upon Contract Signature

Order Form No. Q-182892
Newsela Contact: Kavan Edwards
Contact Email: kavan.edwards@newsela.com
Offer Date: December 18, 2025
Expiration Date: December 31, 2025

To:
Laura North
Kingsburg Elementary Charter
1310 Stroud Ave
Kingsburg, CA 93631-1000

Qty	Products/Services	Line Total
1	Newsela	$11,999.99
	Contract Total	$11,999.99

***See table above or Appendix for Product/Services details and License Dates.**

This Order Form, the Terms of Service available here, and the terms of any Statement of Work provided for the order of any Custom Collection, if applicable, which are hereby incorporated by this reference, is entered into by and between Newsela, Inc., and its parents, subsidiaries and affiliates, having an office at 169 Madison Ave., #2770, New York, NY 10016 (together "Newsela") and the customer named above, having an office at the address set forth above ("Customer"). All capitalized terms used in this Order Form and not defined herein shall have the meanings ascribed to them in the Terms of Service linked above. This Order Form is subject to the Terms of Service linked above, Newsela's Privacy Policy and, where applicable, any additional Terms and Conditions, or other binding RFP or binding bid signed by and between the Parties (together the "Customer Agreement").

The Customer Agreement constitutes the entire agreement between the parties with regards to this subject matter, and supersedes all written or oral understandings, proposals, bids, offers, purchase or delivery orders, negotiations, agreements or communications of every kind. Additionally, the Customer Agreement specifically supersedes the terms and conditions of any Purchase Order delivered to Newsela after this Customer Agreement is executed and any such terms and conditions shall not be applicable or considered a part of the terms and conditions that govern this engagement. The Customer's internal requirements for Purchase Orders does not relieve Customer of its obligation to pay Newsela for all years included herein. This Customer Agreement and the terms contained therein are intended only for the Customer and should be kept confidential.

Term: The subscription for the above-identified Newsela Products will commence and end as defined above, or in the License Dates Section of the Appendix in this Customer Agreement. By signing this Order Form, the Customer agrees to the pricing per product and quantity breakdowns underlying this Order Form, which will be provided by Newsela upon request at any time and will also be provided on the invoice unless requested otherwise. Failure of the Customer to make

use of the Products during their respective License Dates specified herein will not extend Newsela's obligation to deliver those Products/Services beyond those dates.

Following the Subscription End Date, unless prohibited by law, this Customer Agreement will renew for the Products/Services licensed hereunder for successive periods equal in length to the greater of the Term or 12 months (a 'Renewal Term'). If this Customer Agreement is so renewed, Customer agrees the prices payable for such Renewal Term shall be the prevailing rates then offered by Newsela for the licensed products stated above.

Fees: The Customer agrees to pay the Contract Grand Total set forth above per the Billing Terms noted above upon execution of this Customer Agreement. If a Purchase Order is required, Customer shall submit the Purchase Order to Newsela in accordance with the Billing Information set forth hereinabove by emailing it to billing@newsela.com and including "Customer Agreement No. Q-182892" in the subject line, otherwise a purchase order shall not be required for payment. Service will be suspended at Newsela's discretion if payment is not received by Newsela in accordance with the Billing Terms noted above. Failure of the Customer to use the Products/Services will not relieve Customer of its obligation to pay hereunder.

The individual executing this Customer Agreement has the authority to execute this agreement and bind the Customer, and Newsela has the right to rely on that authorization. The individual executing this Customer Agreement also certifies that there is funding in place for years included herein.

1. **Purchase Order Information**
   If you need a Purchase Order, please fill out the following information.
   PO Required:
   PO Number:
   PO Amount:

2. **Billing Information**
   Provide the billing service representative to whom the invoice should be addressed.
   Bill-To Name:
   Bill-To Email:
   By initialing here, I agree that the billing details stated above are current and accurate. ____

   Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice (if applicable). If the contracting entity is exempt from sales tax, please send the required tax exemption documents along with the order form number (Q-182892) to salestax@newsela.com.

3. **Is your organization exempt from sales tax?**
   Please enter **Yes** or **No**:

Authorized Signature: Date of Signature:

Appendix

Products Breakdown

Qty	Sites	Product Code	Product Names	License Dates
1,400	3	ATG145	Newsela ELA	01/06/26 - 10/05/26
1,400	3	ATG204	Newsela Writing	01/06/26 - 10/05/26

Services Breakdown

Qty	Product Code	Services	License Dates
1	ATG016	Individual Virtual Add-On Session	01/06/26 - 10/05/26

Product/Service Breakdown Per School

Line#	Schools	Products/Services	License Dates
1	KINGSBURG ELEMENTARY CHARTER	Individual Virtual Add-On Session	01/06/26 - 10/05/26
2	LINCOLN ELEMENTARY	Newsela ELA	01/06/26 - 10/05/26
3	LINCOLN ELEMENTARY	Newsela Writing	01/06/26 - 10/05/26
4	RAFER JOHNSON JUNIOR HIGH SCHOOL	Newsela ELA	01/06/26 - 10/05/26
5	RAFER JOHNSON JUNIOR HIGH SCHOOL	Newsela Writing	01/06/26 - 10/05/26
6	RONALD W REAGAN ELEMENTARY	Newsela ELA	01/06/26 - 10/05/26
7	RONALD W REAGAN ELEMENTARY	Newsela Writing	01/06/26 - 10/05/26

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Williams Quarterly Report- January 2026

2. **Agenda Item Category:**
   - Consent Agenda
   - ✓ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Maxine Balling, Executive Assistant to the Superintendent

4. **Attachments:**
   - Not Applicable
   - To Be Enclosed with Board Packets
   - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   The quarterly report is required by our County Office. We have recevied no complaints .A complaint under the Uniform Complaint Procedure (UCP) is a written and signed statement by an individual, public agency, or organization alleging a violation of federal or state laws governing certain education programs.

6. **Financial Impact:**
   None

7. **Funding Source:**
   None

8. **Impact on Students:**
   Provide a safe, positive and healthy learning enviroment

Submit Completed Request to Maxine Balling

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]

District Name: Kingsburg Elementary Charter School District

Person completing this form: Maxine Balling Title: Executive Assistant to the Superintendent

Quarterly Report Submission Date: (*check one*)

- ☐ October 2025 (July-Sept 2025)
- ☑ January 2026 (October – December 2025)
- ☐ April 2026 (January – March 2026)
- ☐ July 2026 (April – June 2026)

Date for information to be reported publicly at governing board meeting: January 12, 2026

Please check the box that applies:

☑ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Dr. Wesley Sever
Print Name of District Superintendent

Signature of District Superintendent

January 12, 2026
Date