

Hanford Elementary School District

REGULAR BOARD MEETING AGENDA

Wednesday, February 25, 2026
 HESD District Office Board Room
 714 N. White Street, Hanford, CA

OPEN SESSION

5:30 p.m.

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

1. PRESENTATIONS, REPORTS AND COMMUNICATIONS

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

- a) Public Comments
- b) Board and Staff Comments
- c) Review dates to remember

2. CONSENT ITEMS

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

- a) Accept warrant listings dated February 4, 2026; February 6, 2026; February 11, 2026 and February 13, 2026
- b) Approve minutes of the Regular Board Meeting held on February 11, 2026
- c) Approve donation(s):
 - \$1,000.00 from Pom Wonderful
 - \$5,097.00 from Monroe Parent Teacher Club
 - \$3,026.20 from Jefferson Parent Teacher Club

3. INFORMATION ITEMS

- a) Receive for information the monthly financial reports for the period of 07/01/2025-01/31/2026 *(Endo)*
- b) Receive for information the Local Control Accountability Plan Mid-Year Update and Local Control Funding Formula Broad Education Program *(Heugly)*
- c) Receive for information a report from the District Parent Advisory Committee – February 4, 2026 *(Heugly)*
- d) Receive for information a report from the District English Learner Advisory – February 5, 2026 *(Heugly)*

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

4. BOARD POLICIES AND ADMINISTRATION

- a) Consider approval of the 2026 Delegate Assembly Ballot Sub-region 10C (Kings County) (*Gabler*)
- b) Consider adoption of the Annual Transportation Services Plan (*Pierotte*)
- c) Consider declaring items surplus (*Endo*)
- d) Consider approval of the new Board Policy and Administrative Regulation 1445 – Response to Immigration (*Gabler*)
- e) Consider approval of the revised Board Policy and Administrative Regulation 5125 – Student Records (*Gabler*)
- f) Consider approval of the deleted Board Policy and Administrative Regulation 5145.13 – Response to Immigration (*Gabler*)
- g) Consider approval of the revised Board Policy and Administrative Regulation 6161.1 – Selection and Evaluation of Instructional Materials (*Rubalcava*)
- h) Consider approval of the revised Board Policy 6161.11 – Supplementary Instructional Materials (*Rubalcava*)
- i) Consider approval of the revised Board Policy 6162.5 – Student Assessment (*Rubalcava*)
- j) Consider approval of the revised Board Policy 6163.1 – Library Media Centers (*Rubalcava*)
- k) Consider approval of the Board Policy and Administrative Regulation 6020 – Parent Involvement (*Heugly*)

5. PERSONNEL (Martinez)

a) Employment

Classified Management

- Joseph Padilla, Supervisor – Warehouse/Reprographics & Mail – 8.0 hrs., Warehouse, effective 2/17/26

Classified

- Lamis Chahla, Yard Supervisor – 2.5 hrs., Wilson, effective 2/2/26
- Savannah Juarez, Special Education Aide – 5.0 hrs., Washington, effective 2/2/26
- Keiry Navarro Linares, READY Program Tutor – 4.5 hrs., Hamilton, effective 2/12/26
- Yurianna Ventura, READY Program Tutor – 4.5 hrs., Simas, effective 2/3/26
- Haydee Zamora, READY Program Tutor – 4.5 hrs., Simas, effective 2/3/26

Temporary Employees/Substitutes

- Maritza Armenta, Substitute Yard Supervisor, effective 2/13/26
- Salema Elgelda, Substitute READY Program Tutor, effective 2/4/26
- Natalie Fagundes, Substitute Yard Supervisor, effective 2/10/26
- Precious Garcia, Substitute Paraprofessional (TK/K), Special Circumstance Aide and Special Education Aide, effective 2/2/26
- Isaiah Perez, Substitute Special Education Aide, effective 2/3/26
- Mariella Rehfeld, Substitute Bilingual Clerk Typist II, Translator: Oral Interpreter and Translator: Written Translator, effective 2/13/26
- Sidney Sandoval, Substitute Yard Supervisor, effective 2/13/26

Temporary Out-of-Class Assignment

- Steven Rivera-Perez, from Custodian II – 8.0 hrs., Hamilton, to Lead Custodian – 8.0 hrs., Hamilton, effective 1/5/26-2/6/26

Short-Term Certificated

- Debra Cawley, Short-Term School Nurse – 3 Days/Week, effective 3/11/26-6/5/26

Short-Term Classified

- Delila Izquierdo, Short-Term Yard Supervisor – 3.5 hrs., Simas, effective 2/2/26-2/27/26
- Anessa Valdivia, Short-Term Yard Supervisor – 2.75 hrs., Monroe, effective 2/10/26-3/27/26

b) Resignations

Certificated

- Julee Pires, Teacher on leave of absence, effective 2/13/26
- Kathleen Salyer, School Nurse, Special Services, effective 3/12/26

Classified

- Michael Bruno, READY Program Tutor – 4.5 hrs., King, effective 2/13/26

c) Leave of Absence

- Andrea Ermie, Teacher, Wilson, effective 2026-27 school year, restoration of health

d) Retirements

Certificated

- Jaime Camacho, Teacher, Community Day School, effective 6/5/26
- Kelly Mayfield, Teacher, Richmond, effective 6/5/26

e) Volunteers

<u>Name</u>	<u>School</u>
Ashley Desales	Hamilton
Jayleen Gomez	Hamilton
Natalie Gonzales	Hamilton
Claudia B Olguin	Hamilton
Melanie Vasquez	Hamilton
Zoe Fletcher	Jefferson
Elizabeth Rodriguez	Jefferson
Felicia Meza	King
Claudia Valenzuela	King
Sabrina Vela	King
Jesus Cortez	Lincoln
Carmen Villanueva	Lincoln
Venus Govea	Monroe
Mary Jane Richardson	Monroe
Breonna Alexander	Richmond
Lexie Hernandez	Richmond

<u>Name</u>	<u>School</u>
Alina Muldrow	Richmond/Kennedy
Emily Plueard	Roosevelt
Jocelyn Rodriguez	Roosevelt
Alfred Carrillo	Simas
Luz Perryman	Simas
Pavoua Xiong	Simas
Bernice Vega	Washington
Cesar Vega	Washington

6. FINANCIAL (*Endo*)

- a) Consider approval of the California Employers' Retiree Benefit Trust (CERBT) Quarterly Reports

ADJOURN MEETING

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/13/2026

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: 02/25/2026

ITEM:

Consider approval of warrants.

PURPOSE:

The administration is requesting the approval of the warrants as listed on the registers dated: 02/04/2026, 02/06/2026, 02/11/2026 and 02/13/2026.

FISCAL IMPACT:

See attached.

RECOMMENDATIONS:

Approve the warrants.

**Warrant Register For Warrants
Dated 02/04/2026**

Warrant Number	Vendor Number	Vendor Name	Amount
12799588	91	AUTOMATED OFFICE SYSTEMS – Services/Repair	\$2,959.86
12799589	4404	JASON ORTEGA – Payroll Refund	\$742.48
Total Amount of All Warrants:			\$3,702.34

Warrant Register For Warrants Dated 02/06/2026

Warrant Number	Vendor Number	Vendor Name	Amount
12799744	8615	AIR & LUBE SYSTEMS INC. – Services/Repair	\$2,522.28
12799745	8365	ALCATRAZ CITY CRUISES – Jefferson Study Trip	\$2,682.75
12799746	7843	ERIC AMARAL – Reimburse-Materials/Supplie	\$62.49
12799747	6431	AMAZON.COM – Materials/Supplies	\$10,510.61
12799748	7062	YADIRA ARCIGA CASTREJON – Reimburse-Materials/Supplies	\$97.93
12799749	6658	BRICKS4KIDZ – Other Services	\$630.00
12799750	8595	CALIFORNIA PUBLIC EMPLOYEES' – Other Costs	\$200,000.00
12799751	1667	CDW GOVERNMENT INC. – Materials/Supplies	\$2,161.97
12799752	8686	CENTRAL VALLEY MUSIC THERAPY – Other Services	\$215.00
12799753	8021	NATALIE DAMIAN – Reimburse-Materials/Supplies	\$200.00
12799754	405	DASSEL'S PETROLEUM INC. – Materials/Supplies	\$1,041.26
12799755	4815	DIGITECH INTEGRATIONS INC – Services/Repair	\$19,358.19
12799756	8514	DJ RICKY YANEZ – Other Services	\$500.00
12799757	8765	MIKAYLA EARLY – Reissue Payroll	\$77.30
12799758	7635	LISA EASTMAN – Reissue Reimburse-Materials/Supplies	\$200.00
12799759	6274	ANTHONY ECK – Reimburse-Materials/Supplies	\$20.14
12799760	1750	EMPIRE SUPPLY COMPANY INC. – Materials/Supplies	\$174.97
12799761	8608	FACTORY MOTOR PARTS – Materials/Supplies	\$2,066.73
12799762	1393	GAS COMPANY – Utilities	\$3,843.36
12799763	8766	THOMAS GONZALES – Reimburse-Other Services	\$25.00
12799764	604	GRAINGER – Materials/Supplies	\$6,441.22
12799765	632	CITY OF HANFORD – Utilities	\$32,749.34
12799766	5946	THE HARTFORD – Health/Welfare Benefits	\$1,483.27
12799767	7946	HCI SYSTEMS INC – Services/Repair	\$4,740.00
12799768	1895	JENNIFER HENDERSON – Reimburse-Materials/Supplies	\$82.16
12799769	2121	GUADALUPE HERNANDEZ – Reimburse-Materials/Supplies	\$200.00
12799770	5052	IMAGINE U CHILDRENS MUSEUM – Washington Study Trip	\$900.00
12799771	4402	JOHNSTONE SUPPLY – Materials/Supplies	\$390.38
12799772	806	KINGS COUNTY TROPHY – Materials/Supplies	\$1,592.92
12799773	7522	LANE ENGINEERS INC – Jefferson Modernization Project	\$975.00
12799774	838	LAWRENCE TRACTOR COMPANY – Materials/Supplies, Services/Repair	\$706.75
12799775	7248	MEGAN LETSON – Reimburse-Materials/Supplies	\$23.15
12799776	4629	LOWE'S OF HANFORD – Materials/Supplies	\$30.79
12799777	7135	GRACIELA MAGALLON – Reissue Payroll	\$7,056.70
12799778	912	MANGINI ASSOCIATES INC. – Other Services	\$6,638.00
12799779	1004	MORRISON'S SILKSCREEN – Materials/Supplies	\$365.34
12799780	8100	NAPA AUTO PARTS – Materials/Supplies	\$414.58
12799781	5510	NEWEGG.COM – Materials/Supplies	\$129.90
12799782	8707	NOVOGRADAC & COMPANY LLP – Other Services	\$7,000.00
12799783	1058	ODP BUSINESS SOLUTIONS LLC – Materials/Supplies	\$421.47
12799784	8210	PACIFIC SHREDDING – Services	\$258.00
12799785	3407	STEPHANIE PARKS – Reissue Reimburse-Materials/Supplies	\$196.24
12799786	8763	ISAAH PEREZ – Reimburse-Other Services	\$39.00
12799787	7536	LISA POLDER – Payroll Refund	\$1,163.96
12799788	1253	ROBINSON'S INTERIORS INC. – Services/Repair	\$827.84
12799789	8764	FARIBA RODRIGUEZ – Reissue Payroll	\$80.80
12799790	5067	RUSSELL SIGLER INC – Materials/Supplies	\$3,206.16
12799791	6328	SAM ACADEMY – Lincoln Study Trip	\$2,200.00

Warrant Register For Warrants Dated 02/06/2026

Warrant Number	Vendor Number	Vendor Name	Amount
12799792	1303	SAVE MART SUPERMARKETS – Food Services-Food	\$157.93
12799793	2013	MICHELLE SCHOFIELD – Reimburse-Materials/Supplies	\$200.00
12799794	6533	SCHOOL LIFE – Materials/Supplies	\$291.34
12799795	7292	SCREENPAL – Other Services	\$504.00
12799796	3131	SHERWIN-WILLIAMS CO – Materials/Supplies	\$99.18
12799797	1356	SILVAS OIL COMPANY INC. – Materials/Supplies	\$573.68
12799798	1367	SISC III – Health/Welfare Benefits	\$810,481.15
12799799	1374	SMART & FINAL STORES (HFD DO) – Materials/Supplies	\$570.94
12799800	1801	SMART & FINAL STORES (HFD KIT) – Food Services-Food	\$613.53
12799801	1392	SOUTHERN CALIFORNIA EDISON CO. – Utilities	\$21,402.16
12799802	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$1,855.30
12799803	8528	SWEET PALETTE BAKERY – Materials/Supplies	\$606.25
12799804	8584	TASHA TORRES – Reissue Payroll	\$80.80
12799805	8734	TREVIPAY – Materials/Supplies	\$2,362.46
12799806	5758	LINA TUON – Reimburse-Materials/Supplies	\$200.00
12799807	2817	JESSIE WILLIAMS – Refund Payroll	\$52.60
Total Amount of All Warrants:			\$1,166,754.27

Credit Card Register For Payments Dated 02/06/2026

Document Number	Vendor Number	Vendor Name	Amount
14043364	5835	BORBA AUTO BODY – Services/Repair	\$562.08
14043365	297	BRADY INDUSTRIES – Materials/Supplies	\$2,797.68
14043366	509	EWING IRRIGATION PRODUCTS – Materials/Supplies	\$2,406.55
14043367	7836	FOLLETT CONTENT SOLUTIONS LLC – Books	\$323.32
14043368	1111	J W PEPPER & SON INC – Books	\$75.78
14043369	1802	MEDALLION SUPPLY – Materials/Supplies	\$565.37
14043370	1002	MORGAN & SLATES INC. – Materials/Supplies	\$981.22
14043371	1313	SCHOLASTIC TEACHERS STORE – Books	\$539.86
14043372	1350	SIGN WORKS – Materials/Supplies	\$272.38
14043373	1747	TERMINIX INTERNATIONAL – Food Services-Other Services	\$42.40
Total Amount of All Credit Card Payments:			\$8,566.64

**Warrant Register For Warrants
Dated 02/11/2026**

Warrant Number	Vendor Number	Vendor Name	Amount
12800260	2829	FASHION CLEANERS – Services/Repair	\$74.17
Total Amount of All Warrants:			\$74.17

Warrant Register For Warrants Dated 02/13/2026

Warrant Number	Vendor Number	Vendor Name	Amount
12800379	6306	KAREN ALVARADO – Reimburse-Mileage	\$37.05
12800380	6431	AMAZON.COM – Materials/Supplies	\$7,849.64
12800381	2352	AMS.NET – Other Services	\$12,482.25
12800382	6253	AT&T – Telephone Communications	\$163.99
12800383	4119	KRISTINA BALDWIN – Reimburse-Mileage	\$125.86
12800384	3258	BANK OF AMERICA – Materials/Supplies, Travel/Conference	\$9,837.93
12800385	8729	ROBERTO BARRERA – Other Services	\$433.00
12800386	7399	BIMBO BAKERIES USA – Food Services-Food	\$1,023.30
12800387	653	BRAD'S HANFORD SMOG-N-TUNE INC – Services/Repair	\$167.00
12800388	163	DEBORAH BRAY – Payroll Refund	\$280.50
12800389	8406	BRIGAIID LLC – Food Services-Services	\$14,958.34
12800390	8486	SARAH BROWN WESSLING – Other Services	\$5,800.00
12800391	8342	CARL CARRIZALES – Advance-Travel/Conference	\$314.00
12800392	355	CDT INC. – Other Services	\$282.00
12800393	6552	CHILDREN'S STORYBOOK GARDEN – Study Trips	\$3,960.00
12800394	7891	CINTAS CORPORATION NO. 2 – Materials/Supplies	\$100.16
12800395	6236	ALEXANDRIA CODAY – Reimburse-Materials/Supplies	\$31.72
12800396	8480	COLUMN SOFTWARE PBC – Other Services	\$205.06
12800397	4178	COOK'S COMMUNICATION – Other Services	\$722.00
12800398	7854	JOSE LUIS CRUZ – Reimburse-Materials/Supplies	\$34.63
12800399	6486	CARA CUMMINGS – Reimburse-Mileage	\$7.98
12800400	3973	DANIELLE DARPLI – Reimburse-Travel/Conference, Mileage	\$262.50
12800401	405	DASSEL'S PETROLEUM INC. – Materials/Supplies	\$2,431.05
12800402	405	DASSEL'S PETROLEUM INC. – Food Services-Materials/Supplies	\$87.29
12800403	8281	DAWN ELECTRIC INC. – Services/Repair	\$2,500.00
12800404	7397	JACOB DONABEDIAN – Reimburse-Mileage	\$61.92
12800405	7511	KAYLA DUPREE – Advance-Mileage	\$25.09
12800406	5710	E & M'S REPTILE FAMILY LLC – Other Services	\$550.00
12800407	8767	SALEMA ELGELDA – Reimburse-Other Services	\$25.00
12800408	1393	GAS COMPANY – Utilities	\$12,557.26
12800409	591	GOLD STAR FOODS – Food Services-Food	\$38,015.49
12800410	7858	ERIC GONZALEZ – Advance-Travel/Conference	\$314.00
12800411	599	GOPHER SPORT – Materials/Supplies	\$1,115.88
12800412	4300	LESLIE GRIFFITH – Reimburse-Materials/Supplies	\$200.00
12800413	647	HANFORD JT. UNION HIGH SCHOOL – Other Services	\$946.50
12800414	8093	HB3 LITERACY LLC – Other Services	\$17,500.00
12800415	8257	IMPERIAL BAG & PAPER CO LLC – Food Services-Materials/Supplies	\$6,410.74
12800416	8237	THE KARATE SCHOOL – Other Services	\$1,645.00
12800417	4846	KINGS AREA RURAL TRANSIT – Other Services	\$100.00
12800418	3494	KINGS COUNTY BOWL – Hamilton Field Trip	\$260.00
12800419	796	KINGS COUNTY OFFICE OF ED – Other Services	\$2,700.00
12800420	806	KINGS COUNTY TROPHY – Materials/Supplies	\$1,395.88
12800421	2910	KINGS DANCE CENTER – Other Services	\$700.00
12800422	7521	LITERACY RESOURCES LLC – Books	\$321.07
12800423	7260	LOWE'S PRO SERVICES – Materials/Supplies	\$2,033.91
12800424	912	MANGINI ASSOCIATES INC. – Monroe TK & Mod, Kitchen Projects	\$213,068.00
12800425	3424	JACQUELINE MONZON – Reimburse-Materials/Supplies	\$200.00
12800426	2909	MARCELA NICOLE NASH – Reimburse-Mileage	\$78.52

Warrant Register For Warrants Dated 02/13/2026

Warrant Number	Vendor Number	Vendor Name	Amount
12800427	4188	CHAD NIELSEN – Reimburse-Mileage	\$38.28
12800428	1058	ODP BUSINESS SOLUTIONS LLC – Materials/Supplies	\$128.43
12800429	7203	PARADIGM HEALTHCARE SERVICES LLC. – Other Services	\$1,142.21
12800430	8717	PARTS TOWN LLC – Materials/Supplies	\$272.97
12800431	3072	JENNIFER PITKIN – Reimburse-Materials/Supplies	\$194.83
12800432	1168	PRODUCERS DAIRY PRODUCTS – Food Services-Food	\$12,943.03
12800433	5620	ANGELA PROTZMAN – Reimburse-Mileage	\$93.89
12800434	7580	PRUDENTIAL OVERALL SUPPLY – Other Services	\$3,475.11
12800435	7580	PRUDENTIAL OVERALL SUPPLY – Food Services-Other Services	\$204.00
12800436	5898	ANNELIESE ROA – Reimburse-Food	\$219.89
12800437	5756	SAN JOAQUIN VALLEY PALEONTOLOGY – Richmond Study Trip	\$768.00
12800438	8768	SIDNEY SANDOVAL – Reimburse-Other Services	\$39.00
12800439	1303	SAVE MART SUPERMARKETS – Food Services-Food	\$104.97
12800440	1310	SCHOLASTIC BOOK FAIRS – 13 – Books	\$3,916.30
12800441	1374	SMART & FINAL STORES (HFD DO) – Materials/Supplies	\$608.98
12800442	1801	SMART & FINAL STORES (HFD KIT) – Food Services-Food	\$26.46
12800443	4640	SOLUTION TREE – Books	\$266.30
12800444	1392	SOUTHERN CALIFORNIA EDISON CO. – Utilities	\$12,464.90
12800445	4381	STAPLES - BUSINESS ADVANTAGE – Warehouse Inventory	\$60.24
12800446	2348	STEVE WEISS MUSIC – Materials/Supplies	\$189.62
12800447	5622	JOANNA STONE – Reimburse-Mileage	\$69.17
12800448	1444	SYSCO FOODSERVICES OF MODESTO – Food Services-Food	\$39,012.99
12800449	8509	MELANIE TATCO – Other Services	\$1,700.00
12800450	8591	TNT ENTERTAINMENT LLC – Other Services	\$1,250.00
12800451	2176	TOLEDO PHYSICAL EDUCATION – Materials/Supplies	\$441.13
12800452	8734	TREVIPAY – Materials/Supplies	\$793.69
12800453	8639	UNITED ART AND EDUCATION INC. – Materials/Supplies	\$113.98
12800454	1554	SONIA VELO – Reimburse-Mileage	\$28.28
12800455	8466	ASHLYN VIDANA – Reimburse-Materials/Supplies	\$200.00
12800456	1619	WILBUR-ELLIS COMPANY LLC – Materials/Supplies	\$714.45
12800457	3863	WILLIAM WILKINSON – Reimburse-Mileage	\$122.30
12800458	7247	FREDERICK WILLIAMS – Advance-Travel/Conference	\$314.00

Total Amount of All Warrants:

\$446,238.91

Credit Card Register For Payments Dated 02/13/2026

Document Number	Vendor Number	Vendor Name	Amount
14043415	297	BRADY INDUSTRIES – Materials/Supplies	\$764.38
14043416	415	DELRAY TIRE & RETREADING INC. – Services/Repair	\$1,235.65
14043417	3567	E.L. ACHIEVE – Travel/Conference	\$495.00
14043418	7836	FOLLETT CONTENT SOLUTIONS LLC – Books	\$306.75
14043419	827	LA TAPATIA TORTILLERIA INC. – Food Services-Food	\$2,964.00
14043420	831	LAKESHORE LEARNING MATERIALS – Materials/Supplies	\$830.23
14043421	1121	PERMA-BOUND – Books	\$44.16
14043422	1345	SHIFFLER EQUIPMENT SALES INC. – Materials/Supplies	\$1,734.57
14043423	1466	TERMINIX COMMERCIAL – Food Services-Other Services	\$42.40
Total Amount of All Credit Card Payments:			\$8,417.14

Hanford Elementary School District
Minutes of the Regular Board Meeting
 February 11, 2026

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees held on February 11, 2026, in the District Office Board Room, 714 N. White Street, Hanford, CA.

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

HESD Managers Present Joy C. Gabler, Superintendent, and the following administrators were present: Kristina Baldwin, David Endo, Cristy Goins, Lindsay Hastings, Robert Heugly, Chris Martinez, Jaime Martinez, Daniel Pierotte, Jennifer Pitkin, Cynthia Pursell, Jill Rubalcava, Cruz Sanchez-Leal, and Jay Strickland.

Closed Session Trustees adjourned to closed session at 5:30 p.m. for the purpose of discussing:

- Personnel: Public Employee Discipline/Dismissal/Release (GC 54957)

Open Session Trustees returned to open session at 6:01 p.m.

Personnel During the closed session, the Board adopted Resolution No. 24-26 pursuant to Education Code section 45113 and authorized the District Superintendent or her designee to notify a probationary classified employee of release effective February 13, 2026. The motion carried by a vote of 5 – 0.

During closed session, the Board approve Resolution No. 21-26, placement of Employee #45010 on the Reemployment List. The motion carried by a vote of 5 – 0.

PRESENTATION, REPORTS AND COMMUNICATIONS

Public Comments No comments were received.

Board and Staff Comments Joy Gabler, Superintendent, recognized the entire District, the administration team, and Rick Johnston for the Basketball tournament this past Saturday. She shared an email from a Simas Elementary parent, Patty Lopez. She thanked the district for putting together the event and all the work that went into it. The winners for the girls were Simas, 1st place; Monroe, 2nd place; and Lee Richmond, 3rd place. For the boys, Hamilton, 1st place; Simas, 2nd place; and Roosevelt, 3rd place.

Dates to Remember President Garner reviewed the following dates to remember: League Wrestling Tourney (Jr High) – February 14; Holiday-President's Day – February 16; Regular Board Meeting – February 25.

CONSENT ITEMS

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

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

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

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

The items approved are as follows:

- a) Warrant listings dated January 23, 2026, and January 30, 2026.
- b) Minutes of the Regular Board Meeting held on January 28, 2026.
- c) Interdistrict transfers as recommended.

INFORMATION ITEMS

- Comprehensive Safety Plan** a) Jason Strickland, Assistant Superintendent of Student Services, presented for information the Comprehensive Safety Plan. He stated the plan has been updated and shared that the following have been added: instructional continuity plan, response to immigration enforcement, heat illness prevention for students and employees, cardiac emergency response, cell phone policy, and student overdose response.
- BP/AR 1445** b) Joy Gabler, Superintendent, presented for information the new Board Policy and Administrative Regulation 1445 – Response to Immigration.
- BP/AR 5145.13** c) Joy Gabler, Superintendent, presented for information the deleted Board Policy and Administrative Regulation 5145.13 – Response to Immigration.
- BP/AR 5125** d) Joy Gabler, Superintendent, presented for information the revised Board Policy and Administrative Regulation 5125 – Student Records.
- BP/AR 6020** e) Robert Heugly, Director of Program Development, Assessment & Accountability, presented for information the Board Policy and Administrative Regulation 6020 – Parent Involvement.
- BP/AR 6161.1** f) Jill Rubalcava, Assistant Superintendent of Curriculum, presented for information the revised Board Policy and Administrative Regulation 6161.1 – Selection and Evaluation of Instructional Materials.

- BP 6161.11** g) Jill Rubalcava, Assistant Superintendent of Curriculum, presented for information the revised Board Policy 6161.11 – Supplementary Instructional Materials.
- BP 6162.5** h) Jill Rubalcava, Assistant Superintendent of Curriculum, presented for information the revised Board Policy 6162.5 – Student Assessment.
- BP 6163.1** i) Jill Rubalcava, Assistant Superintendent of Curriculum, presented for information the revised Board Policy 6163.1 – Library Media Centers.

BOARD POLICIES AND ADMINISTRATION

**Hanford
Elementary
Online Charter
Petition**

- a) Trustee Garcia made a motion to approve the Charter Petition for the Hanford Elementary Online Charter Petition. Trustee Revious seconded; motion carried 5-0:
Garcia – Yes
Garner – Yes
Hernandez – Yes
Revious – Yes
Strickland – Yes

**2025-26 School
Plans**

- b) Trustee Garcia made a motion to approve the updated 2025-26 School Plans for Student Achievement. Trustee Strickland seconded; motion carried 5-0:
Garcia – Yes
Garner – Yes
Hernandez – Yes
Revious – Yes
Strickland – Yes

**Consolidate
Application –
Funding
Categorical Aid
Programs**

- c) Trustee Garcia made a motion to approve the Consolidated Application for Funding Categorical Aid Programs (Winter Release). Trustee Hernandez seconded; motion carried 5-0:
Garcia – Yes
Garner – Yes
Hernandez – Yes
Revious – Yes
Strickland – Yes

**Facilities
Masterplan**

- d) Trustee Strickland made a motion to approve the Facilities Masterplan and Appendix. Trustee Garcia seconded; motion carried 5-0:
Garcia – Yes
Garner – Yes
Hernandez – Yes
Revious – Yes
Strickland – Yes

BP 0410

- e) Trustee Garcia made a motion to approve the revised Board Policy 0410 – Nondiscrimination in District Programs and Activities. Trustee Hernandez seconded; motion carried 5-0:
Garcia – Yes

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

BP/E 0420.41 f) Trustee Hernandez made a motion to approve the revised Board Policy and Exhibit 0420.41 – Charter School Oversight. Trustee Garcia seconded; motion carried 5-0:

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

BP/AR/E 5121.1 g) Trustee Hernandez made a motion to approve the revised Board Policy, Administrative Regulation, and Exhibit 5121.1 – Release of Directory Information. Trustee Garcia seconded; motion carried 5-0:

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

BP/AR 6145.2 h) Trustee Hernandez made a motion to approve the revised Board Policy and Administrative Regulation 6145.2 – Athletic Competition. Trustee Garcia seconded; motion carried 5-0:

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

BB 9011 i) Trustee Hernandez made a motion to approve the revised Board Bylaw 9011 – Disclosure of Confidential Privileged Information. Trustee Garcia seconded; motion carried 5-0:

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

BP/AR 5144 j) Trustee Garcia made a motion to approve the revised Board Policy and Administrative Regulation 5144 – Discipline. Trustee Revious seconded; motion carried 5-0:

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

PERSONNEL

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

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

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

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

The following items were approved:

Item "a" – Employment

Certificated Short-Term Employment

- Jennifer Fautleroy, Student ELPAC Testing – hours vary, effective 2/2/26 to 5/29/26
- Carol Gallegos, Student ELPAC Testing – hours vary, effective 2/2/26 to 5/29/26

Classified

- Timothy Garcia, Groundskeeper II – 8.0 hrs., DSF-Grounds, effective 1/26/26
- Isaac Ibarra, READY Program Tutor – 4.5 hrs., King, effective 1/26/26
- Guadalupe Rios Juarez, READY Program Tutor – 4.5 hrs., Roosevelt, effective 1/26/26
- Anna Rodriguez, Library/Media Technician – 8.0 hrs., Simas, effective 1/26/26

Voluntary Transfer

- Brian Najar-Carrillo, from READY Program Tutor – 4.5 hrs., King, to READY Program Tutor – 4.5 hrs., Monroe, effective 1/26/26

Temporary Employees/Substitutes

- Destiny Jimenez, Substitute Yard Supervisor, effective 1/27/26

Item "b" – Resignations

Certificated

- Jennifer Fautleroy, Teacher on leave of absence, effective 1/20/26

Classified

- Jacqueline Martinez, Substitute Bilingual Clerk Typist II, Translator: Oral Interpreter and Translator Written Translator, effective 1/23/26
- Amber McRoberts, Special Education Aide – 5.0 hrs., Roosevelt, effective 2/4/26
- Marilyn Parra Villa, Substitute READY Program Tutor, effective 1/23/26
- Avelie Perez-Reyna, READY Program Tutor – 4.5 hours, Hamilton, effective 1/29/26

Item "c" – Retirements

Certificated

- Rose Mary Flores, Teacher, Lincoln, effective 6/5/26
- Daryl Johnson, Teacher, Washington, effective 6/5/26

**Item "d" –
Western
Governors
University
Agreement**

- Consider approval of an Agreement between Western Governors University and Hanford Elementary School District
- Authorize and enter into a Memorandum of Understanding between Hanford Elementary School District and Western Governors University for the placement of student teachers and interns for a period of three (3) years.

**Item "e" –
Resolution No.
23-26**

- Adopt Resolution No. 23-26 – Junior High Teacher Credentials and Assignments
- See attached

**Item "f" –
Volunteers**

<u>Name</u>	<u>School</u>
McKenzie Chavez	Jefferson
Kiasha Maciel	Jefferson
Vanesa Padilla (HESD EE)	Jefferson
Kenneth Belk	King
Carmen Garza	King
Miriam Zuniga Lopez (HESD EE)	Monroe
Maria Jimenez	Richmond
Laisha Martinez	Richmond
Annemarie Allison	Washington
Brianna Cantu	Washington
Kaitlin Rieckenberg	Washington
Eric Soliz	Washington

FINANCIAL

**2nd Interim
Report**

David Endo, Chief Business Official, presented a PowerPoint on the 2nd Interim Report. He reviewed the 2025–26 budget reporting timeline, including the Local Control Funding Formula (LCFF) and its two major components for funding. The District’s current enrollment trend shows enrollment, ADA, and funded ADA over the years. The unduplicated percentage shows a drop below 78% over a three-year average. This trend may continue and is used by the State to fund the District’s LCAP.

Census enrollment by site shows a 15-student decrease from last year. The General Fund Budget Comparison shows changes between the 1st Interim and 2nd Interim reports. He then reviewed the unrestricted and restricted combined budget. The District is still spending down some one time funding, which will expire in two years. Other HESD district funds do not show significant changes. He also reviewed districtwide LCFF funding trends over the years.

David reviewed the multi-year projection assumptions and projections for the next three years, highlighting changes since the pandemic. We have less funding coming in, but more staff have been hired, and salaries have increased.

Looking ahead, key considerations include: enrollment decline of 15 students; projected district deficit of over \$1.8 million next fiscal year; uncertainty regarding federal funding; the new California governor in 2026; projected step/column salary

increases; over \$1.3 million in one-time grant revenues in 2025–26; and over \$4.2 million in permanent positions funded with one-time resources.

- a) Trustee Strickland made a motion to approve the 2nd Interim Report. Trustee Garcia seconded; motion carried 5-0:

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

- Resolution No. 22-26** b) Trustee Strickland made a motion to adopt Resolution No. 22-26: 2025-26 Budget Revision – 2nd Interim Report. Trustee Garcia seconded; motion carried 5-0:

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

- Kings Couty Treasurer’s Quarterly Compliance Report** c) Trustee Garcia made a motion to approve the Kings County Treasurer’s Quarterly Compliance Report 17-26: Kings County Investment Policy, with an interest rate of 3.65%. Trustee Strickland seconded; motion carried 5-0:

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

Adjournment There being no further business, President Garner adjourned the meeting at 6:32 p.m.

Respectfully submitted,

Joy C. Gabler,
Secretary to the Board of Trustees

Approved:

Jeff Garner, President

Lupe Hernandez, Clerk

HANFORD ELEMENTARY SCHOOL DISTRICT**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Jennifer Levinson 

DATE: February 13, 2026

For: Board Meeting
 Superintendent's CabinetFor: Information
 Action

Date you wish to have your item considered: February 25, 2026

ITEM: Consider approval of donation from Pom Wonderful.**PURPOSE:** Consider approval of donation from Pom Wonderful to Mrs. Monzon's class.**FISCAL IMPACT** (if any): \$1,000.00**RECOMMENDATION** (if any): Approve donation.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Jennifer Levinson



DATE: February 13, 2026

For: Board Meeting
 Superintendent's Cabinet

For: Information
 Action

Date you wish to have your item considered: February 25, 2026

ITEM: Donation of \$5,097.00 from Monroe PTC to Monroe Elementary.

PURPOSE: Accept donation of \$5,097.00 from Monroe PTC to Monroe Elementary.

FISCAL IMPACT (if any): 0100-0-1100-0-1110-1000-430000-024-0000

RECOMMENDATION (if any): Action.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: Javier Espindola

DATE: February 3, 2026

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: February 25, 2026

ITEM: Donation of \$3,026.20 from Jefferson Parent Teacher Club to Jefferson Academy.**PURPOSE:** To be used to cover study trip costs for 1st, 3rd, 4th and 7th grades.**FISCAL IMPACT:** Increase of \$3,026.20 to Jefferson Budget as follows:

0100-1100-0-1110-1000-571020-021-0000 \$1,333.20

0100-1100-0-1110-1000-580000-021-0000 \$1,693.00

RECOMMENDATIONS: Accept Donation

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/13/2026

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: 02/25/2026

ITEM:

Receive for information monthly financial reports for the period of 07/01/2025-01/31/2026.

PURPOSE:

In accordance with the District's commitment to fiscal transparency and sound financial oversight, staff is presenting the monthly financial reports for the period of July 1, 2025 through January 31, 2026. These reports provide a summary of revenues, expenditures, and budget-to-actual comparisons for all major funds, including the General Fund, Cafeteria Fund, and other restricted and unrestricted resources.

The reports are intended to inform the Board and public of the District's financial status and support ongoing monitoring of budget performance.

FISCAL IMPACT:

The financial reports are informational only.

RECOMMENDATIONS:

Receive the monthly financial reports.

Fiscal Position Report

January 2026

Fund: 0100 General Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$59,258,044.78	\$59,258,044.78		
REVENUES						
1) LCFF Sources	8010-8099	\$8,673,730.49	\$45,312,575.71	\$78,620,031.00	57.63	42.37
2) Federal Revenues	8100-8299	\$0.00	\$1,728,272.21	\$4,249,316.97	40.67	59.33
3) Other State Revenues	8300-8599	\$1,119,764.00	\$16,226,094.77	\$17,859,830.66	90.85	9.15
4) Other Local Revenues	8600-8799	\$1,508,364.56	\$3,773,133.55	\$6,965,018.17	54.17	45.83
5) Total, Revenues		\$11,301,859.05	\$67,040,076.24	\$107,694,196.80	62.25	37.75
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$3,698,921.23	\$22,715,846.82	\$41,981,502.00	54.11	45.89
2) Classified Salaries	2000-2999	\$1,409,769.92	\$9,648,292.40	\$17,109,996.32	56.39	43.61
3) Employee Benefits	3000-3999	\$2,146,147.22	\$12,782,936.84	\$28,629,473.46	44.65	55.35
4) Books and Supplies	4000-4999	\$145,302.83	\$2,221,316.64	\$6,115,788.32	36.32	63.68
5) Services, Oth Oper Exp	5000-5999	\$1,263,710.92	\$5,363,595.61	\$10,398,447.67	51.58	48.42
6) Capital Outlay	6000-6999	\$51,907.49	\$204,355.19	\$2,594,546.99	7.88	92.12
7) Other Outgo(excl. 7300`s)	7100-7499	\$122,029.00	\$1,019,908.68	\$4,406,307.48	23.15	76.85
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	(\$100,000.00)	0.00	100.00
9) Total Expenditures		\$8,837,788.61	\$53,956,252.18	\$111,136,062.24	48.55	51.45
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$0.00	\$800,000.00	0.00	100.00
B) Transfers Out	7610-7629	\$0.00	\$303,426.00	\$303,426.00	100.00	0.00
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	(\$303,426.00)	\$496,574.00	27.50	72.50
NET INCREASE (DECREASE) IN FUND BALANCE		<u>\$2,464,070.44</u>	<u>\$12,780,398.06</u>	<u>(\$2,945,291.44)</u>		
ENDING FUND BALANCE			<u><u>\$72,038,442.84</u></u>	<u><u>\$56,312,753.34</u></u>		

Fiscal Position Report

January 2026

2/13/2026 7:16:21AM

Fund: 0800 Student Activity Special Revenue Fund

	January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE					
Net Beginning Balance 9791-9795		\$29,099.37	\$29,099.37		
NET INCREASE (DECREASE) IN FUND BALANCE					
	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>		
ENDING FUND BALANCE					
		<u><u>\$29,099.37</u></u>	<u><u>\$29,099.37</u></u>		

Fiscal Position Report

January 2026

2/13/2026 7:16:21AM

Fund: 0900 Charter Schools Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$64.53	\$64.53		
REVENUES						
4) Other Local Revenues	8600-8799	\$0.00	(\$0.12)	(\$0.12)	100.00	0.00
5) Total, Revenues		\$0.00	(\$0.12)	(\$0.12)	100.00	0.00
NET INCREASE (DECREASE) IN FUND BALANCE		<u>\$0.00</u>	<u>(\$0.12)</u>	<u>(\$0.12)</u>		
ENDING FUND BALANCE			<u><u>\$64.41</u></u>	<u><u>\$64.41</u></u>		

Fiscal Position Report

January 2026

Fund: 1300 Cafeteria Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$5,353,802.66	\$5,353,802.66		
REVENUES						
2) Federal Revenues	8100-8299	\$293,790.21	\$1,553,547.48	\$4,149,270.00	37.44	62.56
3) Other State Revenues	8300-8599	\$0.00	\$349,078.53	\$1,065,232.00	32.77	67.23
4) Other Local Revenues	8600-8799	\$46,510.59	\$100,405.86	\$222,020.57	45.22	54.78
5) Total, Revenues		\$340,300.80	\$2,003,031.87	\$5,436,522.57	36.84	63.16
EXPENDITURES						
2) Classified Salaries	2000-2999	\$141,351.62	\$901,486.54	\$1,644,392.00	54.82	45.18
3) Employee Benefits	3000-3999	\$64,708.46	\$379,911.97	\$717,907.00	52.92	47.08
4) Books and Supplies	4000-4999	\$174,318.45	\$1,191,509.97	\$2,754,025.00	43.26	56.74
5) Services, Oth Oper Exp	5000-5999	\$5,756.31	\$9,786.32	(\$90,966.00)	(10.76)	110.76
6) Capital Outlay	6000-6999	\$0.00	\$0.00	\$228,000.00	0.00	100.00
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	\$100,000.00	0.00	100.00
9) Total Expenditures		\$386,134.84	\$2,482,694.80	\$5,353,358.00	46.38	53.62
NET INCREASE (DECREASE) IN FUND BALANCE		<u>(\$45,834.04)</u>	<u>(\$479,662.93)</u>	<u>\$83,164.57</u>		
ENDING FUND BALANCE			<u><u>\$4,874,139.73</u></u>	<u><u>\$5,436,967.23</u></u>		

Fiscal Position Report

January 2026

2/13/2026 7:16:21AM

Fund: 1400 Deferred Maintenance Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$158,178.29	\$158,178.29		
REVENUES						
1) LCFF Sources	8010-8099	\$0.00	\$300,000.00	\$300,000.00	100.00	0.00
4) Other Local Revenues	8600-8799	\$998.72	\$2,377.75	\$4,696.38	50.63	49.37
5) Total, Revenues		\$998.72	\$302,377.75	\$304,696.38	99.24	0.76
EXPENDITURES						
5) Services, Oth Oper Exp	5000-5999	\$0.00	\$8,350.00	\$8,350.00	100.00	0.00
6) Capital Outlay	6000-6999	\$0.00	\$384,755.30	\$384,755.30	100.00	0.00
9) Total Expenditures		\$0.00	\$393,105.30	\$393,105.30	100.00	0.00
NET INCREASE (DECREASE) IN FUND BALANCE		<u>\$998.72</u>	<u>(\$90,727.55)</u>	<u>(\$88,408.92)</u>		
ENDING FUND BALANCE			<u><u>\$67,450.74</u></u>	<u><u>\$69,769.37</u></u>		

Fiscal Position Report

January 2026

2/13/2026 7:16:21AM

Fund: 1500 Pupil Transportation Equip

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$338,073.19	\$338,073.19		
REVENUES						
4) Other Local Revenues	8600-8799	\$4,057.54	\$6,966.24	\$13,351.08	52.18	47.82
5) Total, Revenues		\$4,057.54	\$6,966.24	\$13,351.08	52.18	47.82
EXPENDITURES						
6) Capital Outlay	6000-6999	\$0.00	\$0.00	\$131,402.28	0.00	100.00
9) Total Expenditures		\$0.00	\$0.00	\$131,402.28	0.00	100.00
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$100,000.00	\$100,000.00	100.00	0.00
4) Total, Other Financing Sources/Uses		\$0.00	\$100,000.00	\$100,000.00	100.00	0.00
NET INCREASE (DECREASE) IN FUND BALANCE		<u>\$4,057.54</u>	<u>\$106,966.24</u>	<u>(\$18,051.20)</u>		
ENDING FUND BALANCE			<u><u>\$445,039.43</u></u>	<u><u>\$320,021.99</u></u>		

Fiscal Position Report

January 2026

Fund: 2000 SPECIAL RESERVE FUND FOR OTHER F

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$14,578,739.07	\$14,578,739.07		
REVENUES						
4) Other Local Revenues	8600-8799	\$135,152.30	\$245,039.62	\$382,016.61	64.14	35.86
5) Total, Revenues		\$135,152.30	\$245,039.62	\$382,016.61	64.14	35.86
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$0.00	\$0.00	0.00	100.00
B) Transfers Out	7610-7629	\$0.00	\$0.00	\$800,000.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$0.00	(\$800,000.00)	0.00	100.00
NET INCREASE (DECREASE) IN FUND BALANCE		<u>\$135,152.30</u>	<u>\$245,039.62</u>	<u>(\$417,983.39)</u>		
ENDING FUND BALANCE			<u><u>\$14,823,778.69</u></u>	<u><u>\$14,160,755.68</u></u>		

Fiscal Position Report

January 2026

2/13/2026 7:16:21AM

Fund: 2140 Building Funds - Local 4

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$7,303,504.56	\$7,303,504.56		
REVENUES						
4) Other Local Revenues	8600-8799	\$40,103.73	\$95,153.93	\$144,981.17	65.63	34.37
5) Total, Revenues		\$40,103.73	\$95,153.93	\$144,981.17	65.63	34.37
OTHER FINANCING SOURCES/USES						
1) Transfers						
B) Transfers Out	7610-7629	\$0.00	\$3,000,000.00	\$7,448,485.73	40.28	59.72
4) Total, Other Financing Sources/Uses		\$0.00	(\$3,000,000.00)	(\$7,448,485.73)	40.28	59.72
NET INCREASE (DECREASE) IN FUND BALANCE		<u>\$40,103.73</u>	<u>(\$2,904,846.07)</u>	<u>(\$7,303,504.56)</u>		
ENDING FUND BALANCE			<u><u>\$4,398,658.49</u></u>	<u><u>\$0.00</u></u>		

Fiscal Position Report

January 2026

2/13/2026 7:16:21AM

Fund: 2145 Building Funds - Local 5

	January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
REVENUES					
4) Other Local Revenues 8600-8799	\$0.00	\$0.00	\$0.00	0.00	100.00
5) Total, Revenues	\$0.00	\$0.00	\$0.00	0.00	100.00
NET INCREASE (DECREASE) IN FUND BALANCE	\$0.00	\$0.00	\$0.00		
ENDING FUND BALANCE		\$0.00	\$0.00		

Fiscal Position Report

January 2026

2/13/2026 7:16:21AM

Fund: 2150 Building Funds - Local 6

	January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
REVENUES					
4) Other Local Revenues 8600-8799	\$0.00	\$0.00	\$0.00	0.00	100.00
5) Total, Revenues	\$0.00	\$0.00	\$0.00	0.00	100.00
NET INCREASE (DECREASE) IN FUND BALANCE	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>		
ENDING FUND BALANCE		<u><u>\$0.00</u></u>	<u><u>\$0.00</u></u>		

Fiscal Position Report

January 2026

2/13/2026 7:16:21AM

Fund: 2500 CapitalFacilities Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$2,856,316.57	\$2,856,316.57		
REVENUES						
4) Other Local Revenues	8600-8799	\$74,924.42	\$227,637.98	\$595,580.52	38.22	61.78
5) Total, Revenues		\$74,924.42	\$227,637.98	\$595,580.52	38.22	61.78
EXPENDITURES						
5) Services, Oth Oper Exp	5000-5999	\$1,440.00	\$55,648.44	\$84,288.44	66.02	33.98
6) Capital Outlay	6000-6999	\$0.00	\$206,916.22	\$206,916.22	100.00	0.00
9) Total Expenditures		\$1,440.00	\$262,564.66	\$291,204.66	90.16	9.84
OTHER FINANCING SOURCES/USES						
1) Transfers						
B) Transfers Out	7610-7629	\$0.00	\$1,371,475.06	\$859,656.96	159.54	(59.54)
4) Total, Other Financing Sources/Uses		\$0.00	(\$1,371,475.06)	(\$859,656.96)	159.54	(59.54)
NET INCREASE (DECREASE) IN FUND BALANCE		\$73,484.42	(\$1,406,401.74)	(\$555,281.10)		
ENDING FUND BALANCE			\$1,449,914.83	\$2,301,035.47		

Fiscal Position Report

January 2026

Fund: 3500 SCHOOL FACILITY PROGRAM

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$621,063.78	\$621,063.78		
REVENUES						
3) Other State Revenues	8300-8599	\$0.00	\$3,360,231.00	\$3,360,231.00	100.00	0.00
4) Other Local Revenues	8600-8799	\$50,695.50	\$51,506.04	\$20,754.59	248.17	(148.17)
5) Total, Revenues		\$50,695.50	\$3,411,737.04	\$3,380,985.59	100.91	(0.91)
EXPENDITURES						
6) Capital Outlay	6000-6999	\$301,769.78	\$1,917,955.10	\$11,012,172.51	17.42	82.58
9) Total Expenditures		\$301,769.78	\$1,917,955.10	\$11,012,172.51	17.42	82.58
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$4,371,475.06	\$9,158,243.49	47.73	52.27
B) Transfers Out	7610-7629	\$0.00	\$0.00	\$244,122.16	0.00	100.00
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$4,371,475.06	\$8,914,121.33	46.49	53.51
NET INCREASE (DECREASE) IN FUND BALANCE		(\$251,074.28)	\$5,865,257.00	\$1,282,934.41		
ENDING FUND BALANCE			\$6,486,320.78	\$1,903,998.19		

Fiscal Position Report

January 2026

Fund: 4000 Special Reserve - Capital Outlay

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$8,044,103.64	\$8,044,103.64		
REVENUES						
4) Other Local Revenues	8600-8799	\$74,649.74	\$135,396.17	\$184,559.62	73.36	26.64
5) Total, Revenues		\$74,649.74	\$135,396.17	\$184,559.62	73.36	26.64
EXPENDITURES						
6) Capital Outlay	6000-6999	\$14,708.35	\$135,149.61	\$616,841.26	21.91	78.09
9) Total Expenditures		\$14,708.35	\$135,149.61	\$616,841.26	21.91	78.09
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$203,426.00	\$447,548.16	45.45	54.55
B) Transfers Out	7610-7629	\$0.00	\$0.00	\$850,100.80	0.00	100.00
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$203,426.00	(\$402,552.64)	15.68	84.32
NET INCREASE (DECREASE) IN FUND BALANCE		\$59,941.39	\$203,672.56	(\$834,834.28)		
ENDING FUND BALANCE			\$8,247,776.20	\$7,209,269.36		

Fiscal Position Report

January 2026

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Fund: 6720 Self-Insurance/Other

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$1,125,246.34	\$1,125,246.34		
REVENUES						
4) Other Local Revenues	8600-8799	\$9,887.16	\$137,153.29	\$147,163.58	93.20	6.80
5) Total, Revenues		\$9,887.16	\$137,153.29	\$147,163.58	93.20	6.80
EXPENDITURES						
5) Services, Oth Oper Exp	5000-5999	\$3,021.98	\$201,061.75	\$216,250.00	92.98	7.02
9) Total Expenditures		\$3,021.98	\$201,061.75	\$216,250.00	92.98	7.02
OTHER FINANCING SOURCES/USES						
1) Transfers						
B) Transfers Out	7610-7629	\$0.00	\$0.00	\$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$0.00	\$0.00	0.00	100.00
NET INCREASE (DECREASE) IN FUND BALANCE		<u>\$6,865.18</u>	<u>(\$63,908.46)</u>	<u>(\$69,086.42)</u>		
ENDING FUND BALANCE			<u><u>\$1,061,337.88</u></u>	<u><u>\$1,056,159.92</u></u>		

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 13, 2026

For: Board Meeting
 Superintendent's Cabinet

For: Information
 Action

Date you wish to have your item considered: February 25, 2026

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

PURPOSE:

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

The mid-year report must include the following:

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

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

RECOMMENDATION: This item is informational only

Mid-Year LCAP Update



February 25, 2026

Hanford Elementary School District

All school districts are required to present a Mid-Year report on the LCAP on or before February 28 of each year at a regularly scheduled meeting of the governing board or body of the LEA.

The mid-year report must include the following:

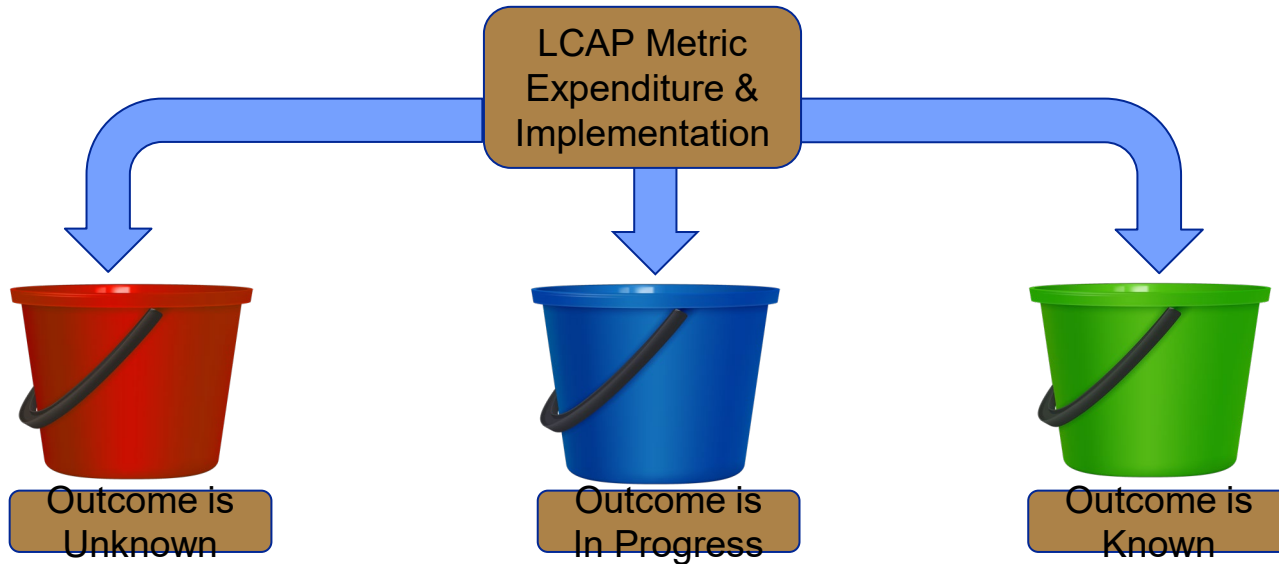
- all available mid-year outcome data related to metrics identified in the current year's LCAP, and
- all available mid-year expenditure and implementation data on all actions identified in the current year's LCAP.

(Ed Code 52062(a)(6)(A))

Mid-year Update: LCAP Metrics Outcome Data, Expenditures and Implementation

41

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



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

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

LCAP Goal 1

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



A Broad Educational Program

State Test Scores ELA

CAASPP ELA Percent Proficient								
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	State
Overall-All Students	45.03%		39.22%	45.51%	44.77%	45.10%	51.29%	48.82%
Students with Disabilities	16.10%		5.77%	10.66%	11.14%	12.44%	16.02%	16.95%
Low Income	39.41%		33.45%	39.68%	40.46%	41.14%	46.83%	38.23%
English Learner	15.17%		15.22%	25.03%	20.41%	16.08%	19.35%	10.41%
LTEL (Long Term EL)	N/A		N/A	N/A	5.00%	3.45%	6.35%	5.55%
Asian	50.00%		40.74%	62.07%	65.52%	75.86%	74.08%	74.36%
African American	32.55%		26.77%	28.22%	34.15%	31.12%	42.52%	32.75%
Hispanic	41.90%		35.81%	43.60%	42.87%	42.96%	50.13%	38.84%
White	62.61%		59.11%	60.57%	57.11%	57.99%	58.71%	61.80%
Two or More Races	57.29%		47.62%	51.86%	54.47%	55.83%	55.73%	61.46%
Homeless	24.70%		34.78%	27.12%	31.06%	25.00%	35.30%	26.74%
Foster	N/A		N/A	50.00%	36.36%	13.33%	28.57%	22.46%

State Test Scores Math

CAASPP MATH Percent Proficient								
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	State
Overall-All Students	38.03%		25.74%	29.97%	33.66%	37.67%	40.40%	37.30%
Students with Disabilities	13.69%		4.79%	8.26%	8.60%	13.62%	12.37%	13.10%
Low Income	32.49%		20.84%	24.90%	29.12%	34.43%	36.11%	26.19%
English Learner	16.46%		8.95%	14.60%	12.50%	13.69%	16.27%	11.01%
LTEL (Long Term EL)	N/A		N/A	N/A	3.57%	1.72%	6.35%	3.38%
Asian	38.89%		29.17%	48.28%	51.72%	55.17%	62.97%	70.30%
African American	23.22%		12.12%	13.50%	23.78%	21.71%	23.44%	20.06%
Hispanic	35.01%		22.91%	28.02%	31.32%	35.57%	38.76%	25.74%
White	56.73%		43.19%	43.32%	46.33%	51.85%	51.79%	51.01%
Two or More Races	43.76%		33.33%	41.67%	46.43%	48.34%	48.85%	50.66%
Homeless	17.44%		13.64%	17.24%	19.42%	16.30%	20.00%	17.58%
Foster	N/A		N/A	25.00%	36.36%	6.67%	6.67%	13.17%

State Test Scores Science

45

5th & 7th
Grade Only

CAST Science Percent Proficient								
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	State
Overall-All Students	19.82%		19.12%	23.16%	24.23%	23.25%	25.98%	32.66%
Students with Disabilities	5.63%		3.80%	6.21%	3.15%	5.04%	8.75%	9.89%
Low Income	15.59%		12.50%	17.95%	20.25%	19.27%	21.81%	22.34%
English Learner	1.89%		3.20%	8.31%	4.58%	1.62%	1.79%	2.81%
LTEL (Long Term EL)	N/A		N/A	N/A	0.00%	0.00%	0.00%	1.75%
Asian	30.77%		N/A	N/A	N/A	N/A	N/A	60.86%
African American	9.52%		14.29%	7.15%	13.33%	6.12%	6.82%	17.08%
Hispanic	16.18%		14.71%	20.62%	22.24%	21.67%	24.00%	21.84%
White	38.95%		40.28%	41.46%	39.10%	36.18%	37.73%	47.15%
Two or More Races	35.48%		31.42%	31.25%	37.93%	21.43%	39.54%	46.63%
Homeless	3.23%		N/A	5.88%	25.00%	15.00%	7.69%	14.88%
Foster	N/A		N/A	N/A	N/A	N/A	N/A	9.92%

LCAP Goal 1 – Metric 1.1

Metric: Priority 2A: Implementation of State Standards addresses:

A. The implementation of state board-adopted academic content and performance standards for all students, which are:

- a. English Language Arts – Common Core State Standards for English Language Arts
- b. Mathematics – Common Core State Standards for Mathematics
- c. English Language Development
- d. Career Technical Education
- e. Health Education Content Standards
- f. History-Social Science
- g. Model School Library Standards
- h. Physical Education Model Content Standards
- i. Next Generation Science Standards
- j. Visual and Performing Arts
- k. World Language;

Baseline: The District received a score of "Met" on the 2023 CA School Dashboard: Implementation of Academic Standards Local Indicator.

(A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)

Mid-Year Outcome: The District received a score of "Met" on the 2025 CA School Dashboard: Implementation of Academic Standards Local Indicator.

Metric: Priority 2B: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Baseline: English Learner Progress was Blue at 62.8% making progress towards English Language Proficiency on the 2023 CA School Dashboard. Goal 2: "All students will make progress toward proficiency on the state-adopted standards and English learners will make progress learning the English language" addresses English Learner programs.

Mid-Year Outcome: **English Learner Progress was Yellow at 47.8% making progress towards English Language Proficiency on the 2025 CA School Dashboard.** Goal 2: "All students will make progress toward proficiency on the state-adopted standards and English learners will make progress learning the English language" addresses English Learner programs.

LCAP Goal 1 – Metric 1.1

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: ELA

Baseline (2023)		Mid-Year Outcome	
<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest)</p> <p>Overall: 44.77%</p> <p>SWD: 11.14%</p> <p>SED: 40.46%</p> <p>EL: 20.41%</p> <p>LTEL (Long-Term EL): 5.00%</p> <p>Asian: 65.52%</p> <p>African American: 34.15%</p> <p>Hispanic: 42.87%</p> <p>White: 57.11%</p> <p>Two or More: 54.47%</p> <p>Homeless: 31.06%</p> <p>Foster: 36.36%</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA Academics on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> Hamilton: SWD: 115.7 points below Monroe: SWD: 100 points below Simas: SWD: 82.7 points below Kennedy: SWD: 132.4 points below Woodrow: SWD: 124.9 points below 	<p>Priority 4: English Language Arts (per 2023 CA Dashboard):</p> <p>Overall: 16.4 points Below (Orange)</p> <p>EL: 36.5 points Below (Yellow)</p> <p>SED: 28.2 points Below (Yellow)</p> <p>SWD: 104.1 points Below (Red)</p> <p>Homeless: 46.8 points Below (Yellow)</p> <p>African American: 50.2 points Below (Yellow)</p> <p>Hispanic: 20.6 points Below (Orange)</p> <p>Two or More: 5.8 points Below (Orange)</p> <p>White: 14.9 points Above (Green)</p> <p>Foster: 19.9 points Below (Orange)</p> <p>American Indian: 53.1 points Below (No Color)</p> <p>Asian: 26.0 points Above (No Color)</p> <p>Filipino: 61.0 points Above (No Color)</p>	<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2025 CAASPP ELA (per Data Quest)</p> <p>Overall: 51.29%</p> <p>SWD: 16.10%</p> <p>SED: 46.83%</p> <p>EL: 19.35%</p> <p>LTEL (Long-Term EL): 6.35%</p> <p>Asian: 74.08%</p> <p>African American: 42.52%</p> <p>Hispanic: 50.13%</p> <p>White: 58.71%</p> <p>Two or More: 55.73%</p> <p>Homeless: 35.30%</p> <p>Foster: 28.57%</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA Academics on the 2025 Dashboard are:</p> <ul style="list-style-type: none"> Kennedy: LTEL: 87.2 points below (Red) Woodrow: LTEL: 85.4 points below (Red) 	<p>Priority 4: English Language Arts (per 2025 CA Dashboard):</p> <p>Overall: 2.6 points Below (Green)</p> <p>EL: 18.2 points Below (Yellow)</p> <p>SED: 13.4 points Below (Yellow)</p> <p>SWD: 87.0 points Below (Orange)</p> <p>Homeless: 39.7 points Below (Yellow)</p> <p>African American: 30.7 points Below (Yellow)</p> <p>Hispanic: 5.2 points Below (Yellow)</p> <p>Two or More: 8.2 points Above (Yellow)</p> <p>White: 15.9 points Above (Green)</p> <p>Foster: 69.0 points Below (Orange)</p> <p>American Indian: 96.6 points Below (No Color)</p> <p>Asian: 54.9 points Above (No Color)</p> <p>Filipino: 59.8 points Above (Blue)</p>

LCAP Goal 1 – Metric 1.1

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: Math

Baseline (2023)

Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math (per Data Quest)

Overall: 33.66%

SWD: 8.60%

SED: 29.12%

English Learners: 12.50%

LTEL (Long-Term EL): 3.57%

Asian: 51.72%

African American: 23.78%

Hispanic: 31.32%

White: 46.33%

Two or More: 46.43%

Homeless: 19.42%

Foster: 36.36%

Schools within the district that received the lowest performance level (Red) in Priority 4: Math Academics on the 2023 Dashboard are:

- Hamilton: EL: 97.4 points below
- Hamilton: SWD: 157.0 points below
- Simas: SWD: 116.3 points below
- Kennedy: SWD: 174.9 points below
- Woodrow: SWD: 144 points below

Priority 4: Mathematics (per 2023 CA Dashboard):

Overall: 45.8 points Below (Yellow)

EL: 65.9 points Below (Yellow)

SED: 57.6 points Below (Yellow)

SWD: 126.5 points Below (Red)

Homeless: 77.0 points Below (Orange)

African American: 78.7 points Below (Yellow)

Hispanic: 49.9 points Below (Yellow)

Two or More: 23.6 points Below (Yellow)

White: 18.4 points Below (Green)

Foster: 73.0 points Below (Yellow)

American Indian: 70.3 points Below (No Color)

Asian: 7.1 points Above (No Color)

Filipino: 7.2 points Above (No Color)

Mid-Year Outcome

Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2025 CAASPP Math (per Data Quest)

Overall: 40.40%

SWD: 12.37%

SED: 36.11%

English Learners: 16.27%

LTEL (Long-Term EL): 6.35%

Asian: 62.97%

African American: 23.44%

Hispanic: 38.76%

White: 51.79%

Two or More: 48.85%

Homeless: 20.00%

Foster: 6.67%

Schools within the district that received the lowest performance level (Red) in Priority 4: Math Academics on the 2025 Dashboard are:

- Simas: SWD: 108.5 points below (Red)
- Kennedy: LTEL: 134.7 points below (Red)
- Kennedy: SWD: 174.9 points below (Red)
- Woodrow: LTEL: 125.6 points below (Red)
- Woodrow: SWD: 131.5 points below

Priority 4: Mathematics (per 2025 CA Dashboard):

Overall: 30.4 points Below (Yellow)

EL: 44.1 points Below (Yellow)

SED: 40.7 points Below (Yellow)

SWD: 1115.4 points Below (Red)

Homeless: 67.7 points Below (Yellow)

African American: 67.2 points Below (Yellow)

Hispanic: 34.2 points Below (Yellow)

Two or More: 4.6 points Below (Green)

White: 5.5 points Below (Green)

Foster: 111.5 points Below (Red)

American Indian: 85.6 points Below (No Color)

Asian: 25.1 points Above (No Color)

LCAP Goal 1 – Metric 1.2

Metric: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils
- C. Programs and services developed and provided to individuals with exceptional needs.

Baseline: The District received a score of "Met" on the 2023 CA School Dashboard: Access to a Broad Course of Study Local Indicator.

(A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)

Mid-Year Outcome: The District received a score of "Met" on the 2025 CA School Dashboard: Access to a Broad Course of Study Local Indicator.

(A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: ELA & Math (seen previously)

LCAP Goal 1 – Metric 1.3

Metric: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

B. Programs and services developed and provided to unduplicated pupils

California Education Code Section 42238.02(b) (1) For purposes of this section unduplicated pupil means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.

C. Programs and services developed and provided to individuals with exceptional needs.

Baseline (2023)

Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art and music along with the number of PE minutes students receive.

All students received at least the required number of minutes of PE.

Elementary Schools:

Art: All Students received art Instruction.

Music: 5th and 6th grade students self-select participation in band:

5th Grade: 270

6th Grade: 196

(Total 466)

All students in 4th grade received music instruction. (The schools with the highest #s of low-income students were prioritized) (655 students)

Junior High

244 students chose art.

312 students chose music.

Mid-Year Outcome

Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art and music along with the number of PE minutes students receive.

All students received at least the required number of minutes of PE.

25-26 data not available yet

~~Art: All Students received art Instruction.~~

~~Music: 5th and 6th grade students self-select participation in band:~~

~~5th Grade: For~~

~~6th Grade: For~~

~~(Total 538)~~

25-26 Data Not available Yet

~~All students in 4th grade received music instruction. (The schools with the highest #s of low-income students were prioritized) (2024-25: 601 students)~~

~~Junior High~~

~~2024-25: 221 students chose art.~~

~~2024-25: 258 students chose music.~~

LCAP Goal 1 – Metric 1.4

Metric: Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described

Baseline (2023)	Mid-Year Outcome
<p>Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by student survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 82% Participating in physical education motivates me to come to school every day: 64%</p> <p>Participating in music enriches (improves) my experience at school: 91% Participating in music motivates me to come to school every day: 77% Learning about music will help me in the future: 80%</p> <p>Participating in art enriches (improves) my experience at school: 74% Participating in art motivates me to come to school every day: 66% Learning about art will help me in the future: 67%</p>	<p>Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p><i>2025-26 Surveys not conducted yet</i></p> <p>24-25 Results</p> <p>% Agree/Strongly Agree:</p> <p>2024-25 HESD Student Survey</p> <p>Physical education activities enrich (improve) my experience at school: 76%</p> <p>Participating in physical education motivates me to come to school every day: 50%</p> <p>Participating in music enriches (improves) my experience at school: 86%</p> <p>Participating in music motivates me to come to school every day: 68%</p> <p>Learning about band will help me in the future: 60%</p> <p>Participating in art enriches (improves) my experience at school: 66%</p> <p>Participating in art motivates me to come to school every day: 58%</p> <p>Learning about art will help me in the future: 60%</p>

25-26 Data Not available Yet

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Mid-Year Expenditures	Implementation Note
Supplies/Materials School Sites	\$160,355	\$89,229	School sites are using these funds to support student learning.
School Libraries	\$972,134	\$408,641	LMTs are full-time. School libraries are supporting student learning.
Technology	\$2,145,927	\$1,532,690	All students currently have a device. Seven technicians continue working to keep devices and systems operational.
Study Trips	\$390,000.00	\$146,176	Academic Study Trips are ongoing.
Art, Music, PE	\$2,447,067	\$1,030,537	These programs are up and running—students are participating.
After School Program	\$800.00	\$0.00	Elementary After School READY program funded through ELOP. Junior high after-school activities are ongoing.

LCAP Goal 2

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



Academic Achievement

LCAP Goal 2 – Metric 2.1, 2.2, 2.3, and 2.7

Metric 2.1: Priority 4: Pupil Achievement as measured by: CAASPP Data: ELA (Same as Metric 1.1)

Metric 2.2: Priority 4: Pupil Achievement as measured by: CAASPP Data: Math (Same as Metric 1.1)

M#	Priority	Baseline (2023)	Mid-Year Update
2.3	Priority 4: Pupil Achievement as measured by: A: Statewide Assessments CAST Data	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAST (per Data Quest) Overall: 24.33% SWD: 3.15% SED: 20.25% EL: 4.58% L-TEL (Long-Term EL): 0.00% African American: 13.33% Hispanic: 22.24% White: 39.10% Two or More: 37.93% Homeless: 25.00%	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2025 CAST (per Data Quest) Overall: 25.98% SWD: 8.75% SED: 21.81% EL: 1.79% L-TEL (Long-Term EL): 0.00% African American: 6.82% Hispanic: 24.00% White: 37.73% Two or More: 39.54% Homeless: 7.69%
2.7	Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/27/23.	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/10/25.

LCAP Goal 2 – Metric 2.4, 2.5, and 2.6

M#	Priority	Baseline (2023)	Mid-Year Update
2.4	Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Progress CA Dashboard score	English Learner Progress was Blue at 62.8% making progress towards English Language Proficiency on the 2023 CA School Dashboard.	English Learner Progress was Yellow at 47.8% making progress towards English Language Proficiency on the 2025 CA School Dashboard.
2.5	Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The percentage of English learner pupils who make progress toward English proficiency as measured by the Summative ELPAC (CDE DataQuest)	23.77% making progress towards English language proficiency (22-23 CDE DataQuest)	15.29% making progress towards English language proficiency (24-25 CDE DataQuest)
2.6	Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. LTEL Achievement as measured by State Assessment per Data Quest E. The English learner reclassification rate	A: Percentage of EL Students, including LTELs Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Assessments (per Data Quest): ELA: ELs: 20.41% proficient LTEL (Long-Term EL): 5:00% proficient Math: ELs: 12.50% proficient LTEL (Long-Term EL): 3.57% proficient E: The English learner reclassification rate: 17% (2022-2023: 205 reclassified out of 1412 EL students)	A: Percentage of EL Students, including LTELs Scoring Proficient (Exceeded or Met) on the 2025 CAASPP Assessments (per Data Quest): ELA: ELs: 19.35% proficient LTEL (Long-Term EL): 6.35% proficient Math: ELs: 16.27% proficient LTEL (Long-Term EL): 6.35% proficient E: The English learner reclassification rate: 13% (2024-2025: 135 reclassified out of 1046 EL students)

LCAP Goal 2 - Actions

Action Title	Budgeted Expenditure	Mid-Year Expenditures	Implementation Note
Eliminate Combination Classes Grades 1-8	\$2,999,651	\$1,332,758	Currently no combination classes.
Summer Program	\$29,724	\$2,240	Junior High Summer Program. Elementary School Program funded through ELOP \$
Instructional Materials	\$190,805	\$33,549	Purchases ongoing.
Allocations to support lowest Performing Groups	\$190,805	\$33,549	Support the lowest performing student groups on the CA Dashboard (RED)
Supporting Designated and Integrated ELD	\$921,486	\$428,671	Support for designated and integrated ELD are in place.
Supporting for LTELs	\$33,543	\$1,332	Additional Support for our Long-Term English Learners

LCAP Goal 3:

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



Support for Teachers & Staff

LCAP Goal 3 – Metric 3.1, 3.2, 3.3

M#	Priority	Baseline (2023)	Mid-Year Update
3.1	<p>Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching</p>	<p>Based on 2023-2024 School Year 249 Teachers with Full Credentials (92.91%) 19 Teachers without Full Credentials (7.09%)</p> <p>267 Teachers Assigned Appropriately (99.63%) 1 Teacher Misassigned (0.37%)</p>	<p>Based on 2025-2026 School Year 266 Teachers with Full Credentials (97.1%) 8 Teachers without Full Credentials (2.9%)</p> <p>274 Teachers Assigned Appropriately (100%) 0 Teacher Misassigned (0%)</p>
3.2	<p>Priority 1: Basic Services addresses the degree to which: A: HESD Teacher Survey</p>	<p>78% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.</p>	<p>2025-26 Surveys not conducted yet</p> <p>25-26 Data Not available Yet</p>
3.3	<p>Priority 1: Basic Services addresses the degree to which: A. New Teacher Induction Completion Rates</p>	<p>100% of the teachers in year 2 of the district's induction program will complete the program.</p>	<p>25-26 data not available yet</p> <p>25-26 Data Not available Yet</p>

LCAP Goal 3 – Metric 3.4

Same as Metric 1.1

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: ELA

Baseline (2023)		Mid-Year Outcome	
<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest)</p> <p>Overall: 44.77%</p> <p>SWD: 11.14%</p> <p>SED: 40.46%</p> <p>EL: 20.41%</p> <p>LTEL (Long-Term EL): 5.00%</p> <p>Asian: 65.52%</p> <p>African American: 34.15%</p> <p>Hispanic: 42.87%</p> <p>White: 57.11%</p> <p>Two or More: 54.47%</p> <p>Homeless: 31.06%</p> <p>Foster: 36.36%</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA Academics on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> • Hamilton: SWD: 115.7 points below • Monroe: SWD: 100 points below • Simas: SWD: 82.7 points below • Kennedy: SWD: 132.4 points below • Woodrow: SWD: 124.9 points below 	<p>Priority 4: English Language Arts (per 2023 CA Dashboard):</p> <p>Overall: 16.4 points Below (Orange)</p> <p>EL: 36.5 points Below (Yellow)</p> <p>SED: 28.2 points Below (Yellow)</p> <p>SWD: 104.1 points Below (Red)</p> <p>Homeless: 46.8 points Below (Yellow)</p> <p>African American: 50.2 points Below (Yellow)</p> <p>Hispanic: 20.6 points Below (Orange)</p> <p>Two or More: 5.8 points Below (Orange)</p> <p>White: 14.9 points Above (Green)</p> <p>Foster: 19.9 points Below (Orange)</p> <p>American Indian: 53.1 points Below (No Color)</p> <p>Asian: 26.0 points Above (No Color)</p> <p>Filipino: 61.0 points Above (No Color)</p>	<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2025 CAASPP ELA (per Data Quest)</p> <p>Overall: 51.29%</p> <p>SWD: 16.10%</p> <p>SED: 46.83%</p> <p>EL: 19.35%</p> <p>LTEL (Long-Term EL): 6.35%</p> <p>Asian: 74.08%</p> <p>African American: 42.52%</p> <p>Hispanic: 50.13%</p> <p>White: 58.71%</p> <p>Two or More: 55.73%</p> <p>Homeless: 35.30%</p> <p>Foster: 28.57%</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA Academics on the 2025 Dashboard are:</p> <ul style="list-style-type: none"> • Kennedy: LTEL: 87.2 points below (Red) • Woodrow: LTEL: 85.4 points below (Red) 	<p>Priority 4: English Language Arts (per 2025 CA Dashboard):</p> <p>Overall: 2.6 points Below (Green)</p> <p>EL: 18.2 points Below (Yellow)</p> <p>SED: 13.4 points Below (Yellow)</p> <p>SWD: 87.0 points Below (Orange)</p> <p>Homeless: 39.7 points Below (Yellow)</p> <p>African American: 30.7 points Below (Yellow)</p> <p>Hispanic: 5.2 points Below (Yellow)</p> <p>Two or More: 8.2 points Above (Yellow)</p> <p>White: 15.9 points Above (Green)</p> <p>Foster: 69.0 points Below (Orange)</p> <p>American Indian: 96.6 points Below (No Color)</p> <p>Asian: 54.9 points Above (No Color)</p> <p>Filipino: 59.8 points Above (Blue)</p>

LCAP Goal 3 – Metric 3.5

Same as Metric 1.1

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: Math

Baseline (2023)

Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math (per Data Quest)

Overall: 33.66%

SWD: 8.60%

SED: 29.12%

English Learners: 12.50%

LTEL (Long-Term EL): 3.57%

Asian: 51.72%

African American: 23.78%

Hispanic: 31.32%

White: 46.33%

Two or More: 46.43%

Homeless: 19.42%

Foster: 36.36%

Schools within the district that received the lowest performance level (Red) in Priority 4: Math Academics on the 2023 Dashboard are:

- Hamilton: EL: 97.4 points below
- Hamilton: SWD: 157.0 points below
- Simas: SWD: 116.3 points below
- Kennedy: SWD: 174.9 points below
- Woodrow: SWD: 144 points below

Priority 4: Mathematics (per 2023 CA Dashboard):

Overall: 45.8 points Below (Yellow)

EL: 65.9 points Below (Yellow)

SED: 57.6 points Below (Yellow)

SWD: 126.5 points Below (Red)

Homeless: 77.0 points Below (Orange)

African American: 78.7 points Below (Yellow)

Hispanic: 49.9 points Below (Yellow)

Two or More: 23.6 points Below (Yellow)

White: 18.4 points Below (Green)

Foster: 73.0 points Below (Yellow)

American Indian: 70.3 points Below (No Color)

Asian: 7.1 points Above (No Color)

Filipino: 7.2 points Above (No Color)

Mid-Year Outcome

Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2025 CAASPP Math (per Data Quest)

Overall: 40.40%

SWD: 12.37%

SED: 36.11%

English Learners: 16.27%

LTEL (Long-Term EL): 6.35%

Asian: 62.97%

African American: 23.44%

Hispanic: 38.76%

White: 51.79%

Two or More: 48.85%

Homeless: 20.00%

Foster: 6.67%

Schools within the district that received the lowest performance level (Red) in Priority 4: Math Academics on the 2025 Dashboard are:

- Simas: SWD: 108.5 points below (Red)
- Kennedy: LTEL: 134.7 points below (Red)
- Kennedy: SWD: 174.9 points below (Red)
- Woodrow: LTEL: 125.6 points below (Red)
- Woodrow: SWD: 131.5 points below

Priority 4: Mathematics (per 2025 CA Dashboard):

Overall: 30.4 points Below (Yellow)

EL: 44.1 points Below (Yellow)

SED: 40.7 points Below (Yellow)

SWD: 1115.4 points Below (Red)

Homeless: 67.7 points Below (Yellow)

African American: 67.2 points Below (Yellow)

Hispanic: 34.2 points Below (Yellow)

Two or More: 4.6 points Below (Green)

White: 5.5 points Below (Green)

Foster: 111.5 points Below (Red)

American Indian: 85.6 points Below (No Color)

Asian: 25.1 points Above (No Color)

LCAP Goal 3 - Actions

Action Title	Budgeted Expenditure	Mid-Year Expenditures	Implementation Note
Teacher Professional Development	\$1,199,773	\$356,567	Three PD days for 25-26: <ul style="list-style-type: none"> • 8/7/2025 • 10/17/2025 • 1/30/2026
Teacher Collaboration Time	\$134,644	\$77,405	Teachers are provided with collaboration time each Wednesday.
New Teacher Induction	\$143,198	\$62,665	Induction program is supporting new teachers.

LCAP Goal 4:

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



Supports for Students

Chronic Absenteeism

Chronically Absenteeism								
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	State
Overall-All Students	7.90%		12.30%	41.50%	22.10%	13.70%	12.80%	19.40%
Students with Disabilities	13.70%		16.80%	55.20%	29.60%	23.60%	22.60%	27.70%
Low Income	8.60%		14.70%	45.30%	24.30%	15.30%	14.20%	24.10%
English Learner	6.20%		9.10%	36.70%	18.10%	10.10%	10.40%	21.30%
LTEL (Long Term EL)						15.50%	13.40%	N/A
Asian	5.90%		4.20%	27.10%	6.40%	2.00%	13.00%	8.10%
African American	10.90%		21.90%	47.80%	29.30%	16.10%	21.40%	31.30%
Hispanic	7.60%		12.20%	42.40%	22.30%	13.90%	12.70%	22.30%
White	8.20%		11.60%	36.00%	19.70%	13.50%	11.90%	15.10%
Two or More Races	8.30%		7.20%	40.10%	23.60%	11.90%	9.50%	16.50%
Homeless	22.80%		47.40%	60.50%	36.80%	34.10%	23.70%	34.90%
Foster Youth	11.60%			54.00%	17.60%	23.50%	31.90%	37.30%

Suspension Rate

Suspension Rate								
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	State
Overall-All Students	2.70%	2.90%	0.50%	4.40%	5.40%	4.20%	2.90%	2.90%
Students with Disabilities	5.70%	5.00%	0.30%	6.40%	6.30%	6.70%	4.80%	5.10%
Low Income	2.90%	3.30%	0.60%	5.00%	6.10%	4.70%	3.10%	3.70%
English Learner	1.40%	2.00%	0.30%	4.60%	4.60%	4.10%	2.50%	3.30%
LTEL (Long Term EL)						10.70%	5.70%	N/A
Asian	1.90%	1.90%	0.00%	4.20%	0.00%	2.00%	0.00%	1.10%
African American	8.20%	7.90%	1.10%	9.10%	11.60%	10.10%	7.50%	7.90%
Hispanic	2.20%	2.60%	0.50%	4.10%	5.10%	3.80%	2.50%	3.00%
White	3.20%	2.80%	0.70%	4.20%	5.40%	4.70%	4.50%	2.50%
Two or More Races	6.70%	3.40%	0.50%	4.60%	6.00%	5.30%	3.30%	2.90%
Homeless	4.90%	2.20%	1.60%	9.40%	7.90%	8.90%	5.60%	5.20%
Foster Youth	12.20%			4.50%	8.20%	15.70%	12.20%	13.40%

LCAP Goal 4 – Metric 4.1

Metric: Priority 6: School Climate as measured by: A. Pupil suspension rates

Baseline (2023)

The district’s suspension rate was 5.4% (2023 CA Dashboard).

All Students: 5.4% (Orange)

EL: 4.6% (Orange)

SED: 6.1% (Red)

SWD: 6.3% (Red)

Hispanic: 5.1% (Orange)

Asian: 0% (Blue)

African American: 11.6% (Red)

Filipino: 0% (Blue)

Two or More: 6.0% (Orange)

White: 5.4% (Orange)

Foster: 8.2% (Red)

Homeless: 7.9% (Orange)

The student groups within the district that received the lowest performance level (Red) in Priority 6: Suspension Rate on the 2023 Dashboard are:

- * African American (AA) subgroup (Red): 11.6% suspended (Increased 2.5% pts)
- * Socially Economically Disadvantaged (SED) subgroup (Red): 6.1% suspended (Increased 1.1% pts)
- * Students with Disabilities (SWD) subgroup (Red): 6.3% suspended (Maintained -0.1% pts)
- * Foster subgroup (Red): 8.2% suspended (Increased 3.7% pts)

Schools within the district that received the lowest performance level (Red) in Priority 6: Suspension Rate on the 2023 Dashboard are:

- Hamilton: White: 6.9% suspended (Red)
- Lincoln: AA: 7.1% suspended (Red)
- Lincoln: SWD: 10.7% suspended (Red)
- Roosevelt: White: 8.1% suspended (Red)
- Kennedy: Overall (All Students): 17.6% suspended (Red)
- Kennedy: EL: 18.5% suspended (Red)
- Kennedy: SED: 18.4% suspended (Red)
- Kennedy: Hispanic: 16.3% suspended (Red)
- Woodrow: SED: 19.4% suspended (Red)
- Woodrow: Hispanic: 17.3% suspended (Red)

Mid-Year Outcome

The district’s suspension rate was 2.9% (2025 CA Dashboard).

All Students: 2.9% (Green)

EL: 2.5% (Green)

SED: 3.1% (Yellow)

SWD: 4.8% (Yellow)

Hispanic: 2.5% (Green)

Asian: 0% (Green)

African American: 7.5% (Yellow)

Filipino: 1.6% (Yellow)

Two or More: 3.3% (Yellow)

White: 4.5% (Orange)

Foster: 12.2% (Orange)

Homeless: 5.6% (Yellow)

District

The student groups within the district that received the lowest performance level (Red) in Priority 6: Suspension Rate on the 2025 Dashboard are:

- * No students groups were red.

Schools within the district that received the lowest performance level (Red) in Priority 6: Suspension Rate on the 2025 Dashboard are:

- Hamilton: SWD: 8.0% Suspended (Red)
- Richmond: White: 11.4% Suspended (Red)
- Roosevelt: White: 6.1% Suspended (Red)
- Simas: SED: 3.5% Suspended (Red)
- Simas: SWD: 6.2% Suspended (Red)
- Washington: White: 14.9% Suspended (Red)

LCAP Goal 4 – Metric 4.2, 4.3, 4.5, 4.7

M#	Priority	Baseline (2023)	Mid-Year Update
4.2	Priority 6: School Climate as measured by: B. Pupil expulsion rates	The district's expulsion rate for 2022-2023 was 0.6% (per Dataquest)	The district's expulsion rate for 2024-2025 was 0.1% (per Dataquest)
4.3	Priority 5: Pupil Engagement as measured by: A. School attendance rate	The district's school attendance rate for 2022-2023 was 92.8% (per local SIS system)	The district's school attendance rate for 2024-2025 was 97.00% (per local SIS system)
4.5	Priority 5: Pupil Engagement as measured by: C. Middle school dropout rates	The district's middle school dropout rate for 2022-2023 was 0% (per local data)	The district's middle school dropout rate for 2024-2025 was 0% (per local data)
4.7	Priority 1: Basic Services addresses the degree to which: C. School facilities are maintained in good repair	2023-24: Most schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT). These schools received a score of "Good": Monroe, Roosevelt, and Woodrow	2025-26: All schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT).

LCAP Goal 4 – Metric 4.4

M#	Priority	Baseline (2023)	Mid-Year Update
4.4	Priority 5: Pupil Engagement as measured by: B. Chronic absenteeism rates	<p>The District's chronic absenteeism rate was 22.1% (2023 CA Dashboard)</p> <p>Overall: 22.1% (Yellow)</p> <p>EL: 18.1% (Yellow)</p> <p>SED: 24.3% (Yellow)</p> <p>SWD: 29.6% (Yellow)</p> <p>Hispanic: 22.3% (Yellow)</p> <p>Asian: 6.4% (Green)</p> <p>African American: 29.3% (Yellow)</p> <p>Filipino: 9.1% (Green)</p> <p>Two or More: 23.6% (Yellow)</p> <p>White: 19.7% (Yellow)</p> <p>Foster Youth: 17.6% (Yellow)</p> <p>Homeless: 36.8% (Yellow)</p> <p>American Indian: 23.8% (Orange)</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 5: Chronic Absenteeism on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> • Kennedy: White: 36.8% Chronically Absent (Red) 	<p>The District's chronic absenteeism rate was 12.8% (2025 CA Dashboard)</p> <p>Overall: 12.8% (Yellow)</p> <p>EL: 10.4% (Orange)</p> <p>SED: 14.2% (Yellow)</p> <p>SWD: 22.6% (Orange)</p> <p>Hispanic: 12.7% (Yellow)</p> <p>Asian: 13.0% (Orange)</p> <p>African American: 21.4% (Red)</p> <p>Filipino: 8.2% (Orange)</p> <p>Two or More: 9.5% (Green)</p> <p>White: 11.9% (Yellow)</p> <p>Foster Youth: 31.9% (Red)</p> <p>Homeless: 23.7% (Yellow)</p> <p>American Indian: 17.4% (No Color)</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 5: Chronic Absenteeism on the 2025 Dashboard are:</p> <ul style="list-style-type: none"> • King: SWD: 20.8% Chronically Absent (Red) • Roosevelt: SWD: 26.0% Chronically Absent (Red) • Roosevelt: White: 22.6% Chronically Absent (Red) • Simas: Overall: 12.3% Chronically Absent (Red) • Simas: SED: 16.2% Chronically Absent (Red) • Simas: Hispanic: 13.4% Chronically Absent (Red)

LCAP Goal 4 – Metric 4.6

M#	Priority	Baseline (2023)	Mid-Year Update
4.6	<p>Priority 6: School Climate as measured by: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	<p><i>25-26 data not available yet</i></p> <p>SENSE OF SAFETY</p> <p>Per 2024-2025 HESD PARENT SURVEY</p> <p>96% of parents agree or strongly agree with the statement, "My child is safe at school"</p> <p>25-26 Data Not available Yet</p> <p>96% of parents agree or strongly agree with the statement, "The School Resource Office helps keep my child's school safe."</p> <p>2024-2025 HESD STUDENT SURVEY</p> <p>78.70% of students agree or strongly agree with the statement, "I feel safe at school."</p> <p>76.04% of students agree or strongly agree with the statement, "There is an adult that I can talk to if I have a problem at school."</p> <p>68.57% of students agree or strongly agree with the statement, "Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school."</p> <p>88.06% of students agree or strongly agree with the statement, "The school resource officer has a good relationship with students at my school."</p> <p>75.07% of students agree or strongly agree with the statement, "The school resource officer is an adult that I can talk to if I have a problem at school."</p> <p>86.79% of students agree or strongly agree with the statement, "The school resource officer makes my school safer."</p>	

LCAP Goal 4 - Actions

Action Title	Budgeted Expenditure	Mid-Year Expenditures	Implementation Note
Coordination of Student Support (LDs, CWA, Foster Youth)	\$1,140,195	\$524,577	All services being provided to students.
Health Professionals (Nurses, Counselors)	\$2,775,021	\$1,237,914	All services being provided to students. LVNs are full-time. Counselor at every site (two at jr. highs).
School Support Staff (Specialists, VPs, SROs, CDS)	\$3,479,032	\$1,494,831	All services being provided to students.
Allocations to support lowest Groups	\$3,131	\$391	Support the lowest groups on the CA Dashboard (RED) (Absenteeism & Suspensions)
Transportation	\$500,000.00	\$0.00	All services being provided to students.

LCAP Goal 5:

Communication between schools and home will be regular and meaningful.



Parent Engagement & Communication

LCAP Goal 5 – Metric 5.1, 5.2

M#	Priority	Baseline (2023)	Mid-Year Update
5.1	<p>Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>"Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2023-2024: Parent/teacher attendance rate: 99.8%.</p> <p>2023-2024 HESD Parent Survey: 97% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>98% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p> <p>98% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports). "</p>	<p><i>25-26 data not available yet</i></p> <p>"Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>Parent/teacher attendance rate: 99.8%.</p> <p>Survey not conducted yet</p> <p>D-Parent Survey: 99% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>97% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p> <p>97% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports)."</p>
5.2	<p>Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>The District received a score of "Met" on the 2023 California School Dashboard local indicator for Parent Engagement.</p>	<p>The District received a score of "Met" on the 2025 California School Dashboard local indicator for Parent Engagement.</p>

25-26 Data Not available Yet

LCAP Goal 5 – Metric 5.2 (Cont.), & 5.3

Metric 5.2: Priority 4: Pupil Achievement as measured by: CAASPP Data: ELA (Same as Metric 1.1)

Metric 5.2: Priority 4: Pupil Achievement as measured by: CAASPP Data: Math (Same as Metric 1.1)

<p>5.3 Priority 3: Parental Involvement addresses: A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site</p>	<p>Parents(including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2023-2024 HESD Parent Survey: 98% Agree/Strongly Agree: I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>96% Agree/Strongly Agree: There are adequate opportunities for me to become informed about the school’s programs.</p>	<p><i>25-26 data not available yet</i> Parents(including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>ed a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2025-26 Surveys not conducted yet 2024-2025 HESD Parent Survey: 98% Agree/Strongly Agree: I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>96% Agree/Strongly Agree: There are adequate opportunities for me to become informed about the school’s programs.</p>
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25-26 Data Not available Yet

LCAP Goal 5 - Actions

Action Title	Budgeted Expenditure	Mid-Year Expenditures	Implementation Note
Parent/Family Communication	\$0.00	\$0.00	Funded with Title I
Parent. Inv. Activities	\$338,635	\$142,496	Parent involvement activities are being provided.
Required Committees	\$0.00	\$0.00	Committees are in place.

LCAP Goal 6 – Metric 6.1

M#	Priority	Baseline (2023)	Mid-Year Update
6.1	Priority 6: School Climate as measured by: A. Pupil suspension rates, including SED students at CDS	A. Pupil suspension rates District 2023 CA Dashboard Suspension rate shows <ul style="list-style-type: none"> All Students had a suspension rate of 5.4% Socio-Economically Disadvantaged students: 6.1% suspension rate School Site Identified for Equity Multiplier Funds: <ul style="list-style-type: none"> Community Day School Suspension Rate on the 2023 CA Dashboard <ul style="list-style-type: none"> Overall: 25% suspension rate (Orange) Socio-Economically Disadvantaged students: 24.4% suspension rate (Orange) 	A. Pupil suspension rates District 2025 CA Dashboard Suspension rate shows <ul style="list-style-type: none"> All Students had a suspension rate of 2.9% Socio-Economically Disadvantaged students: 3.1% suspension rate School Site Identified for Equity Multiplier Funds: <ul style="list-style-type: none"> Community Day School Suspension Rate on the 2025 CA Dashboard <ul style="list-style-type: none"> Overall: 37.3% suspension rate (Red) Socio-Economically Disadvantaged students: 38.6% suspension rate (Red)
6.1	Priority 6: School Climate as measured by: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	<p><i>25-26 data not available yet</i></p> <p>2024-25 results were as:</p> <p>SENSE OF SAFETY</p> <p>Per 2024-2025 HESD PARENT SURVEY</p> <p>96% of parents agree or strongly agree with the statement, "My child is safe at school"</p> <p>96% of parents agree or strongly agree with the statement, "The School Resource Office helps keep my child's school safe."</p> <p>2024-2025 HESD STUDENT SURVEY</p> <p>78.70% of students agree or strongly agree with the statement, "I feel safe at school."</p> <p>76.04% of students agree or strongly agree with the statement, "There is an adult that I can talk to if I have a problem at school."</p>	

LCAP Goal 6 - Actions

Action Title	Budgeted Expenditure	Mid-Year Expenditures	Implementation Note
Student Support at CDS	\$90,149	\$33,937	Direct support for students, School health professionals, Counselors, Psychologists, and other professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support.

Questions?



HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 14, 2026

For: Board Meeting
 Superintendent's Cabinet

For: Information
 Action

Date you wish to have your item considered: February 26, 2026

ITEM: Receive for information a report from the District Parent Advisory Committee for the meeting held on February 4, 2026 (For PAC Meeting #2)

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

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

Hanford Elementary School District

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

Date of Meeting: February 3, 2026
Starting Time: 9:00 a.m. to 10:30 a.m.

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

The PAC received information on the following topics:

The Local Control Accountability Plan (LCAP)

- LCAP Structure/Organization & Goals

The California School Dashboard

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

Programs and Services (LCAP Actions) to support academic achievement

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

The PAC made the following recommendations:

1. Keeping action 2.1 – Eliminate Combination Classes/Reduce Class Sizes
 2. Continue to focus on science curriculum and teaching strategies in the classroom.
 3. Look at creating electives/intro classes to various “tracks” such as a business track, medical track, Science track, etc., similar to what the high school has, to tie the Junior High to the High School.
-

The Superintendent Responds:

1. The Superintendent supports the recommendation to strive to not create combination classes/reduce class sizes as long as LCAP funding can continue to support it. The parent Advisory Committee’s recommendation will be shared with the District Leadership Team.
2. The Superintendent supports the recommendation to continue to build upon science programs while looking into possible professional development opportunities in science. The parent Advisory Committee’s recommendation will be shared with the Curriculum and Instruction team.
3. The Superintendent supports the recommendation of exploring and developing CTE pathways as electives for Junior High students to help students transition into the High School’s pathway programs. The parent Advisory Committee’s recommendation will be shared with the Curriculum and Instruction team.

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 13, 2026

For: Board Meeting
 Superintendent's Cabinet

For: Information
 Action

Date you wish to have your item considered: February 25, 2026

ITEM: Receive for information a report from the District English Learner Advisory Committee for the meeting held on February 5, 2026 (For DELAC Meeting #2)

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

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

Hanford Elementary School District

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

Date of Meeting: February 6, 2025
 Starting Time: 9:00 a.m. to 10:30 a.m.

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

The DELAC received information on the following topics:

Consolidated Application for Funding
 The Local Control Accountability Plan (LCAP)

- LCAP Structure/Organization & Goals

The California School Dashboard

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

Programs and Services (LCAP Actions) to support academic achievement & English Learner Progress

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

The DELAC made the following recommendations:

1. Recommendations were given to encourage more parent participation:
 - a. Parent meetings with school staff of students who are not progressing to support the home-school connection and learning.
 - b. Monthly parent workshops to enhance social and ethical education for their children.
 - c. Workshop regarding discipline and consequence to enhance academic learning.
 2. To hold a workshop for parents, especially for third graders, to help prepare their children for their first time taking the State Test.
 3. Facilitate a program for the Jr. High students such as vocational learning skills, mentoring, or apprentice, and/or work experience.
-

The Superintendent Responds:

1. The Superintendent supports the recommendation of looking into various avenues of encouraging more parent participation. The DELAC's recommendation will be shared with the School Site Leadership Teams.
2. The Superintendent supports the recommendation of seeking training opportunities for families and students to help prepare them for their first state testing experience, including online generated practice assessments. This recommendation will be shared with the Curriculum and Instruction department.
3. The Superintendent supports the recommendation of pathways for Junior High students beyond the core curriculum, looking at programs such as vocational learning skills, mentoring, or apprentice, and/or work experience. This recommendation will be shared with the Curriculum and Instruction department.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: 02/11/26

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: 02/25/26

ITEM: 2026 Delegate Assembly Ballot Sub-region 10C (Kings County)**PURPOSE:** As members of the California School Boards Association (CSBA) the Board, as one body, is being asked to vote for one representative from our sub-region 10C for the CSBA Delegate Assembly.

The HESD Board has only one vote; therefore, the Board as a whole, may vote for one candidate. The ballot with the candidate is attached.

Additionally, CSBA is transitioning to all-electronic voting in 2027 and we have the option of submitting this vote electronically.

FISCAL IMPACT: None.**RECOMMENDATIONS:** Vote to elect a Delegate for Region 10C & submit the vote electronically



RECEIVED

FEB 06 2026

Superintendent's Office

REQUIRES BOARD ACTION

January 31, 2026

MEMORANDUM

To: CSBA Member Boards and Even-numbered County Board Presidents and Superintendents
 From: Dr. Debra Schade, CSBA President
 Re: 2026 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Mon. March 16**

CSBA is transitioning to an all-electronic voting process, beginning with an electronic "option" this year and moving to all-electronic voting in 2027. For those wishing to submit an electronic ballot this year, an email with the unique link to your ballot is sent to the primary contact on file with CSBA for your district or county office on February 1, 2026. Electronic ballot submissions still require board action as described in this memo, however no mailing is required. If both a paper ballot and electronic ballot are submitted, only the electronic ballot will be counted.

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA if your district or county board chooses to submit a paper ballot. Ballots must be submitted electronically or postmarked by the U.S. Post Office on or before Monday, March 16, 2026.**

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

The paper ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2026.

For County Boards of Education Only:

RECEIVED
 FEB 11 2026
 Superintendent's Office

County boards of education may receive up to two emails with unique links for electronic voting: one for their subregion ballot and one for their regional county Delegate ballot, if applicable.

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA if your county board chooses to submit a paper ballot. Like the ballot on red paper for the other Delegate seats in your region, it must be submitted electronically or postmarked by the U.S. Post Office on or before Monday, March 16, 2026.**

The paper ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by April 30. The results for the county board seat in each region will also be published by May 11, 2026.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2026 – March 31, 2028. The next meeting of the Delegate Assembly takes place on Saturday, May 16 and Sunday, May 17, 2026. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

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

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 16, 2026**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2026 DELEGATE ASSEMBLY BALLOT
SUBREGION 10-C
(Kings County)

Number of seats: 1 (Vote for no more than 1 candidates)

Delegates will serve two-year terms beginning April 1, 2026 - March 31, 2028

**denotes incumbent*

Alicia Martella (Hanford Joint Union HSD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

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

REGION 10 – 14 Delegates (10 elected/4 appointed0)

Director: Kathy Spate (Caruthers USD)

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

Subregion10-A (Madera, Mariposa)

Barbara Bigelow (Chawanakee USD), 2027

Subregion10-B (Fresno)

Hugh Awtrey (Clovis USD)*, 2027

Daniel Babshoff (Kerman USD), 2027

Darrell Carter (Washington USD), 2026

Spencer Davison (Coalinga-Huron USD), 2027

Andy Levine (Fresno USD)*, 2027

Nabil Kherfan (Central USD), 2027

Mark Medina (Selma USD), 2026

Yolanda Moore (Clovis USD)*, 2026

Ronald Parker (Firebaugh-Las Deltas USD), 2026

Terry Ruiz (Washington USD), 2027

Keshia Thomas (Fresno USD)*, 2026

Subregion10-C (Kings)

Alicia Martella (Hanford Joint Union HSD), 2026

Region 10 County

Marcy Masumoto (Fresno COE), 2026

Counties

Mariposa (Subregion A)

Madera (Subregion A)

Fresno (Subregion B)

Kings (Subregion C)

Delegate Assembly Nomination/Appointment Biographical Sketch Form 2026 (2) §

Use this required biographical sketch form for the Delegate Assembly. Forms must be submitted no later than 11:59 p.m. on **January 7, 2026**. We strongly advise to print the completed PDF form for your records. It is the nominee or appointee's responsibility to confirm that CSBA has received nomination/appointment materials prior to the deadline.

* Required

1. I have been... *

Appointed

Nominated

2. Your signature indicates your consent to serve as a Delegate *

Alicia Martella

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

Alicia Martella

4. Full name *

Alicia Ann Martella

9. Contact number *

XXX-XXX-XXXX

10. Primary email address *

amartella@hjuhsd.org

11. Are you an incumbent Delegate? *

Yes

No

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

see attached

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

see attached

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

I believe that the state has a disconnect with a plan for student achievement. We need a clear & concise plan for our children and communities.

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

5. Region/subregion *

- 1A
- 1B
- 2C
- 2 - County
- 3A
- 3C
- 3D
- 4A
- 4C
- 4D
- 4 - County
- 5A
- 5B
- 6A
- 6B
- 6C
- 6 - County
- 7A
- 7B
- 8A
- 8C
- 8D
- 8 - County
- 9A
- 9B
- 9C
- 10B
- 10C

- 10 - County
- 11A
- 11B
- 12A
- 12B
- 12 - County
- 15
- 16B
- 16 - County
- 17
- 18A
- 18B
- 18 - County
- 20
- 20 - County
- 22
- 23A
- 23B
- 23C
- 24

6. Name of District or COE *

Hanford Joint Union High School District

7. Years on board *

12 years in 2024

8. Profession

Admin. Asst at RJ Neutra Elementary
located at Lemoore Naval Air Station

Years on Board: 11

Profession: 33 years as a School Secretary, R.J. Neutra Elementary – Naval Air Station Lemoore

Why I Would Like to Become a CSBA Delegate:

For more than three decades, I have dedicated my career to serving students, supporting staff, and building strong connections within our school community. My time as both a school employee and a board member has given me a deep understanding of the challenges and opportunities in education, and it has strengthened my passion for making a difference.

I would be honored to serve as a CSBA delegate so I can continue to advocate for students — not only in my own district, but across Kings County and the entire state of California. I believe that every child deserves access to an excellent education and the support they need to thrive. By working together, we can share ideas, strengthen programs, and create opportunities that help all students reach their full potential.

Other Education and School Activities/Involvement:

Throughout my 11 years on the school board, I've remained deeply involved in many areas of our educational community. I've served on the Budget Committee, Curriculum Committee, Hanford Education Foundation, and the Kings County School Board Association.

Supporting students beyond board meetings is very important to me, and I make it a priority to show up for them. I've volunteered at countless events and regularly attend performances, athletic games, FFA activities, fundraisers, awards banquets, open houses, and back-to-school nights. These experiences remind me why I do this work — because our students, staff, and families deserve someone who is present, committed, and passionate about their success.

amartella@hjuhsd.k12.ca.us

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: Daniel Pierotte

DATE: February 12, 2026

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: **February 25, 2026****ITEM:** Adoption of the Annual Transportation Services Plan (Education Code Section 39800.1)**PURPOSE:**

To present the District's annual Transportation Services Plan for Board review and adoption in accordance with the requirements of California Education Code Section 39800.1, which mandates that the plan be updated and approved by April 1 each year as a condition of receiving transportation apportionments.

FISCAL IMPACT:

Adoption of the annual Transportation Services Plan maintains the District's eligibility to receive state Home-to-School Transportation reimbursement apportionments under Education Code Sections 39800.1 and 41850.1

RECOMMENDATIONS:

Approve the Adoption of the Annual Transportation Services Plan (Education Code Section 39800.1)

7/07

ADM-018

Hanford Elementary School District TRANSPORTATION SERVICES PLAN





TRANSPORTATION DEPARTMENT

INTRODUCTION

Per Education Code (EC) Section 39800.1, as a condition of receiving apportionments for Transportation Services (under EC Section 41850.1), a local educational agency shall develop a plan describing the transportation services. The plan shall be presented and adopted by the governing board of the local educational agency on or before April 1, 2023, and updated annually thereafter as necessary. The plan may provide for the local educational agency to partner with a municipally owned transit system to provide service pursuant to this section to middle school and high school pupils. Nothing in a local educational agency's plan shall preclude a local educational agency from providing no-cost transit passes to pupils.

OUR DISTRICT

The Hanford Elementary School District (HESD) is a medium rural sized school district offering instruction to students from transitional kindergarten through eighth grade. The district operates eight elementary schools, two junior high Schools, one K-8 magnet school, and one Community Day School. The district serves approximately 5,400 students per year.

DESCRIPTION OF TRANSPORTATION SERVICES

The district's school bus fleet will travel over 60,000 miles annually, transporting regular education students and special needs students to and from their respective schools daily. The district operates as many as eight regular education routes and two special needs routes each day. In addition, Kings County Transportation Authority transports Hanford Elementary students that are enrolled in classes operated by the Kings County Office of Education. Transportation is also provided for approximately 590 activity trips (curricular, extra-curricular, and athletic) that support the educational activities of the schools. The bus fleet consists of twenty-one buses, eleven of which are electric and ten diesels.

Hanford Elementary School District offers FREE home-to-school transportation services to all students that live outside the walking distance of one mile as prescribed by board policy. To prioritize students in K-6, the district has reduced the walking distance to 3/4 of a mile and recommends that parents use the transportation services to maintain regular attendance. The district has established neighborhood bus stops for the community, identified known safety hazards such as railroad tracks, four lane roads and highways, and busy intersections, and has provided additional bus stops for students to avoid these hazards. The district requires a parent or guardian to pick up Kindergarten and younger students at the respective stops. Hanford Elementary has developed a

Courtesy Transportation Program that allows parents to request additional services to accommodate family needs.

TRANSPORTATION SERVICES FOR HOMELESS CHILDREN, FOSTER YOUTH AND PUPILS WITH DISABILITIES

Hanford Elementary School District offers transportation services in the least restrictive environment to all homeless students, foster youth, and pupils with disabilities that meet the criteria for severely disabled and/or non-ambulatory. Whenever possible, the district provides students with special circumstances access to regular home to school routes so they can be with their peers, Hanford Elementary provides door to door regular bus use for students who are disabled and/or may need extra service as prescribed in their Individual Education Plan (IEP). Hanford Elementary School District provides 2 non-ambulatory or disabled bus routes with wheelchair access. If there is no space available on existing district school buses, or the distance does not allow reasonable service, the district provides a reimbursement program to families so they can safely transport their student to school.

The department also supports its special needs, homeless and foster youth students by providing transportation services for activity trips that support the educational activities of the schools, including curricular, extracurricular and athletic trips for students of the district.

TRANSPORTATION SERVICES FOR UNDUPLICATED STUDENTS

Hanford Elementary School District offers free home-to-school transportation services to all unduplicated students that live outside the geographical transportation boundary of one mile and prioritizes students in K-6 by reducing the walking distance to 3/4 of a mile

DEVELOPMENT OF TRANSPORTATION PLAN

The transportation plan is being developed in consultation with Educational Partners composed of classified staff, teachers, parents, students, and administrators. The district is also working with the City of Hanford, the San Joaquin Valley Air Pollution Control District, California Energy Commission (CEC), and California Air Resources Board (CARB) for their input and recommendations. Hanford Elementary meets with the city of Hanford yearly to provide a map of all the neighborhood bus stops provided for student use. At the beginning of every school year the transportation plan is shared with the administrative team to provide changes and receive feedback for the coming year

The plan is posted on the district website and has been emailed to key Educational Partners who were asked to provide input on the proposed plan. In addition, public comments may be submitted at a Hanford Elementary School District School District Regular Board Meeting.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/13/2026

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: 02/25/2026

ITEM:

Consider declaring items surplus.

PURPOSE:

The items are obsolete and need to be declared surplus.

FISCAL IMPACT:

There is no financial impact.

RECOMMENDATIONS:

Declare items surplus.

FIXED ASSETS READY TO SURPLUS/RETIRE

2/3/2026

ASSET#	SITE	DESCRIPTION	SERIAL#	ACQUISITION DATE	COST	DATE LAST INVENTORIED
13907062	DSF	ARI-HETRA HDML-8-4 COLUMN LIFT SET	01030416/17/18/19	9/23/2002	\$ 31,500.00	9/27/2018
13907063	DSF	ARI-HETRA AB-6-20 STAND	MODEL AB-6-20	9/23/2002	\$ 603.00	9/27/2018
13907064	DSF	ARI-HETRA AB-6-20 STAND	MODEL AB-6-20	9/23/2002	\$ 603.00	9/27/2018
13907065	DSF	ARI-HETRA AB-6-20 STAND	MODEL AB-6-20	9/23/2002	\$ 603.00	9/27/2018
13907066	DSF	ARI-HETRA AB-6-20 STAND	MODEL AB-6-20	9/23/2002	\$ 603.00	9/27/2018
13909257	DSF/ROOSEVELT	WET/DRY VACUUM, SHOVEL NOSE W/ TOOLS	12296	6/27/2008	\$ 697.13	10/14/2021
13911367	JEFFERSON	SCRUBBER 20" STEALTH	212005050	8/21/2013	\$ 4,860.02	6/5/2024
13000426	SS/READY	LATERAL FILE CABINET 5 DRAWER		7/1/1991	\$ 555.00	11/27/2024
13917944	MONROE	36 GAL RECYCLE SLAT TRASH RECEPTACLE	MODEL S914	11/18/2024	\$ 1,078.07	
13912640	LINCOLN	IDEAL DESTROY-IT SHREDDER	4178855	10/3/2014	\$ 1,069.63	5/29/2024
13916969	MLK	SUPER COACH BACKPACK VACUUM	107311022300R090169	8/14/2023	\$ 551.00	4/7/2025
13912641	JFK	RICOH MP6002SP COPIER	W864L801223	10/3/2014	\$ 11,819.63	5/24/2024
13909901	ROOSEVELT	PRESSURE WASHER, NORTHSTAR	12082109	3/6/2009	\$ 1,234.31	4/11/2025
13000021	DO-hall closet	WOOD DESK WITH RETURN	PAT J	7/1/1991	\$ 632.00	7/1/1991
13000024	DO-hall closet	WOOD CREDENZA 72"	PAT J	7/1/1991	\$ 523.00	7/1/1991
13912648	SIMAS	RICOH MP6002SP COPIER	W864L801107	10/3/2014	\$ 11,819.63	12/1/2025
13914214	RICHMOND/IT	CISCO CATALYST 48 PORT SWITCH	JAE24301VB	8/13/2020	\$ 3,355.05	
13914672	CDS	SMARTBOARD - 75'	K012JW12S0054	8/4/2017	\$ 4,964.61	6/21/2024
13915163	CDS	SMARTBOARD - 75'	K012JW38S0119	1/3/2018	\$ 5,409.09	6/21/2024
13914667	HAMILTON	SMARTBOARD - 75'	K012JW12S0079	8/4/2017	\$ 4,964.61	6/13/2024
13914693	HAMILTON	SMARTBOARD - 75'	K012JW13S0088	8/4/2017	\$ 4,964.60	6/13/2024
13914695	HAMILTON	SMARTBOARD - 75'	K012JW12S0081	8/4/2017	\$ 4,964.60	12/15/2021
13914710	HAMILTON	SMARTBOARD - 75'	K012JW12S0135	8/4/2017	\$ 4,964.60	6/13/2024
13915122	HAMILTON	SMARTBOARD - 75'	K012JW38S0009	1/3/2018	\$ 5,409.10	6/13/2024
13915123	HAMILTON	SMARTBOARD - 75'	K012JW38S0109	1/3/2018	\$ 5,409.10	6/13/2024
13915124	HAMILTON	SMARTBOARD - 75'	K012JW38S0139	1/3/2018	\$ 5,409.10	6/13/2024
13915126	HAMILTON	SMARTBOARD - 75'	K012JW38S0136	1/3/2018	\$ 5,409.10	6/13/2024
13915127	HAMILTON	SMARTBOARD - 75'	K012JW37S0175	1/3/2018	\$ 5,409.10	6/13/2024
13915128	HAMILTON	SMARTBOARD - 75'	K012JW37S0142	1/3/2018	\$ 5,409.10	6/13/2024
13915129	HAMILTON	SMARTBOARD - 75'	K012JW37S0258	1/3/2018	\$ 5,409.09	6/13/2024
13915129	HAMILTON	SMARTBOARD - 75'	K012JW37S0258	1/3/2018	\$ 5,409.09	6/13/2024
13915314	HAMILTON	SMARTBOARD - 75'	K012KW17S0150	7/2/2018	\$ 5,435.37	6/13/2024
13915315	HAMILTON	SMARTBOARD - 75'	K012KW17S0181	7/2/2018	\$ 5,435.37	12/15/2021
13915326	HAMILTON	SMARTBOARD - 75'	K012KW17S0190	7/2/2018	\$ 5,435.37	6/13/2024
13915358	HAMILTON	SMARTBOARD - 75'	K012KW17S0192	7/2/2018	\$ 5,435.37	6/13/2024
13915359	HAMILTON	SMARTBOARD - 75'	K012KW17S0145	7/2/2018	\$ 5,435.37	6/13/2024
13915360	HAMILTON	SMARTBOARD - 75'	K012KW17S0198	7/2/2018	\$ 5,435.37	6/13/2024
13915365	HAMILTON	SMARTBOARD - 75'	K012KW17S0189	7/2/2018	\$ 5,435.37	6/13/2024
13915366	HAMILTON	SMARTBOARD - 75'	K012KW17S0201	7/2/2018	\$ 5,435.37	6/13/2024
13916647	HAMILTON	SMARTBOARD - 75'	K071NW50V0268	5/17/2022	\$ 6,680.36	5/17/2022
13916648	HAMILTON	SMARTBOARD - 75'	K012NW50V0165	5/17/2022	\$ 6,680.35	6/13/2024
13914671	KING	SMARTBOARD - 75'	K012JW12S0051	8/4/2017	\$ 4,964.61	6/17/2024
13914676	KING	SMARTBOARD - 75'	K012JW13S0008	8/4/2017	\$ 4,964.61	6/17/2024
13915151	KING	SMARTBOARD - 75'	K012JW37S0245	1/3/2018	\$ 5,409.09	6/17/2024
13915152	KING	SMARTBOARD - 75'	K012JW37S0222	1/3/2018	\$ 5,409.09	6/17/2024
13915154	KING	SMARTBOARD - 75'	K012JW37S0146	1/3/2018	\$ 5,409.09	6/17/2024

13915155	KING	SMARTBOARD - 75'	K12JW39S0020	1/3/2018	\$ 5,409.09	6/17/2024
13915156	KING	SMARTBOARD - 75'	K012JW39S0012	1/3/2018	\$ 5,409.09	6/17/2024
13915157	KING	SMARTBOARD - 75'	K012JW38S0405	1/3/2018	\$ 5,409.09	6/17/2024
13915158	KING	SMARTBOARD - 75'	K012JW38S0421	1/3/2018	\$ 5,409.09	6/17/2024
13915159	KING	SMARTBOARD - 75'	K012JW38S0422	1/3/2018	\$ 5,409.09	6/17/2024
13915162	KING	SMARTBOARD - 75'	K012JW37S0262	1/3/2018	\$ 5,409.09	6/17/2024
13915310	KING	SMARTBOARD - 75'	K012KW06S0136	7/10/2018	\$ 5,547.96	6/17/2024
13915313	KING	SMARTBOARD - 75'	K012KW17S0187	7/2/2018	\$ 5,435.37	6/17/2024
13915322	KING	SMARTBOARD - 75'	K012KW06S0281	7/2/2018	\$ 5,435.37	6/17/2024
13915323	KING	SMARTBOARD - 75'	K012KW06S0285	7/2/2018	\$ 5,435.37	6/17/2024
13915327	KING	SMARTBOARD - 75'	K012KW17S0099	7/2/2018	\$ 5,435.37	6/17/2024
13915328	KING	SMARTBOARD - 75'	K012KW17S0202	7/2/2018	\$ 5,435.37	6/17/2024
13915329	KING	SMARTBOARD - 75'	K012KW17S0204	7/2/2018	\$ 5,435.37	6/17/2024
13915371	KING	SMARTBOARD - 75'	K012KW17S0207	7/2/2018	\$ 5,435.38	6/17/2024
13915372	KING	SMARTBOARD - 75'	K012KW17S0205	7/2/2018	\$ 5,435.38	6/17/2024
13915373	KING	SMARTBOARD - 75'	K012KW17S0203	7/2/2018	\$ 5,435.38	6/17/2024
13915377	KING	SMARTBOARD - 75'	K012KW17S0008	7/2/2018	\$ 5,435.38	6/17/2024
13914048	LINCOLN	SMARTBOARD - 75'	K0121W32S0106	9/5/2019	\$ 4,964.60	5/29/2024
13914076	LINCOLN	SMARTBOARD - 75'	K012LW20S5104	10/21/2019	\$ 4,964.60	5/29/2024
13914668	LINCOLN	SMARTBOARD - 75'	K012JW12S0155	8/4/2017	\$ 4,964.61	5/29/2024
13914702	LINCOLN	SMARTBOARD - 75'	K012JW12S0129	8/4/2017	\$ 4,964.60	5/29/2024
13914703	LINCOLN	SMARTBOARD - 75'	K012JW12S0139	8/4/2017	\$ 4,964.61	5/29/2024
13915110	LINCOLN	SMARTBOARD - 75'	K012JW37S0167	1/3/2018	\$ 5,409.10	5/29/2024
13915111	LINCOLN	SMARTBOARD - 75'	K012JW37S0134	1/3/2018	\$ 5,409.10	5/29/2024
13915112	LINCOLN	SMARTBOARD - 75'	K012JW37S0092	1/3/2018	\$ 5,409.10	5/29/2024
13915114	LINCOLN	SMARTBOARD - 75'	K012JW38S0056	1/3/2018	\$ 5,409.10	5/29/2024
13915116	LINCOLN	SMARTBOARD - 75'	K012JW37S0244	1/3/2018	\$ 5,409.10	5/29/2024
13915117	LINCOLN	SMARTBOARD - 75'	K012JW37S0246	1/3/2018	\$ 5,409.10	5/29/2024
13915185	LINCOLN	SMARTBOARD - 75'	K012JW37S0251	1/3/2018	\$ 5,409.09	5/29/2024
13915319	LINCOLN	SMARTBOARD - 75'	K012KW17S0312	7/2/2018	\$ 5,435.37	5/29/2024
13915320	LINCOLN	SMARTBOARD - 75'	K012KW17S0321	7/2/2018	\$ 5,435.37	5/29/2024
13915321	LINCOLN	SMARTBOARD - 75'	K012KW17S0319	7/2/2018	\$ 5,435.37	5/29/2024
13915375	LINCOLN	SMARTBOARD - 75'	K012KW17S0163	7/2/2018	\$ 5,435.38	12/21/2021
13915376	LINCOLN	SMARTBOARD - 75'	K012KW17S0169	7/2/2018	\$ 5,435.38	5/29/2024
13915378	LINCOLN	SMARTBOARD - 75'	K012KW17S0200	7/2/2018	\$ 5,435.38	5/29/2024
13915379	LINCOLN	SMARTBOARD - 75'	K012KW17S0209	7/2/2018	\$ 5,435.38	5/29/2024
13913682	MONROE	SMARTBOARD - 75'	K012KW17S0300	7/2/2018	\$ 5,435.37	6/20/2024
13913683	MONROE	SMARTBOARD - 75'	K012KW17S0327	7/2/2018	\$ 5,435.37	10/16/2024
13913723	MONROE	SMARTBOARD - 75'	K012KW14S0143	9/17/2018	\$ 4,964.61	10/16/2024
13914661	MONROE	SMARTBOARD - 75'	K012JW13S0167	8/4/2017	\$ 4,964.61	10/16/2024
13914662	MONROE	SMARTBOARD - 75'	K012JW13S0154	8/4/2017	\$ 4,964.61	10/16/2024
13914663	MONROE	SMARTBOARD - 75'	K012JW13S0168	8/4/2017	\$ 4,964.61	10/16/2024
13914665	MONROE	SMARTBOARD - 75'	K012JW12S0095	8/4/2017	\$ 4,964.61	10/16/2024
13914666	MONROE	SMARTBOARD - 75'	K012JW12S0082	8/4/2017	\$ 4,964.61	6/20/2024
13915168	MONROE	SMARTBOARD - 75'	K012JW38S0417	1/3/2018	\$ 5,409.09	10/16/2024
13915170	MONROE	SMARTBOARD - 75'	K012JW38S0412	1/3/2018	\$ 5,409.09	10/16/2024
13915171	MONROE	SMARTBOARD - 75'	K012JW38S0329	1/3/2018	\$ 5,409.09	10/16/2024
13915172	MONROE	SMARTBOARD - 75'	K012JW38S0289	1/3/2018	\$ 5,409.09	10/16/2024
13915173	MONROE	SMARTBOARD - 75'	K012JW38S0198	1/3/2018	\$ 5,409.09	10/16/2024
13915176	MONROE	SMARTBOARD - 75'	K012JW39S0162	1/3/2018	\$ 5,409.09	10/16/2024

13915177	MONROE	SMARTBOARD - 75'	K012JW39S0045	1/3/2018	\$ 5,409.09	10/16/2024
13915178	MONROE	SMARTBOARD - 75'	K012JW39S0108	1/3/2018	\$ 5,409.09	10/16/2024
13915179	MONROE	SMARTBOARD - 75'	K012JW39S0161	1/3/2018	\$ 5,409.09	10/16/2024
13915183	MONROE	SMARTBOARD - 75'	K012JW37S0274	1/3/2018	\$ 5,409.09	10/16/2024
13915316	MONROE	SMARTBOARD - 75'	K012KW17S0206	7/2/2018	\$ 5,435.37	10/16/2024
13915317	MONROE	SMARTBOARD - 75'	K012KW17S0160	7/2/2018	\$ 5,435.37	10/16/2025
13915355	MONROE	SMARTBOARD - 75'	K012KW17S0284	7/2/2018	\$ 5,435.37	10/16/2024
13915356	MONROE	SMARTBOARD - 75'	K012KW17S0291	7/2/2018	\$ 5,435.37	10/16/2024
13915361	MONROE	SMARTBOARD - 75'	K012KW17S0194	7/2/2018	\$ 5,435.37	10/16/2024
13916646	MONROE	SMARTBOARD - 75'	K071NW50V0276	5/17/2022	\$ 6,267.20	10/16/2024
13916657	MONROE	SMARTBOARD - 75'	K071NW50V0278	5/17/2022	\$ 6,267.19	10/16/2024
13916658	MONROE	SMARTBOARD - 75'	K071NW50V0216	5/17/2022	\$ 6,267.19	10/16/2024
13916935	MONROE	SMARTBOARD - 75'	K081OW18B0328	8/11/2023	\$ 5,008.84	11/6/2024
13913689	RICHMOND	SMARTBOARD - 75'	K012KW17S0294	7/2/2018	\$ 5,435.37	5/22/2024
13913691	RICHMOND	SMARTBOARD - 75'	K012KW17S0296	7/2/2018	\$ 5,435.37	5/22/2024
13913706	RICHMOND	SMARTBOARD - 75'	K012KW03S0294	8/14/2018	WARR RPLC	5/22/2024
13914256	RICHMOND	SMARTBOARD - 75'	K012JW39S0211	12/12/2019	\$ 5,435.37	5/22/2024
13914664	RICHMOND	SMARTBOARD - 75'	K012JW12S0097	8/4/2017	\$ 4,964.61	5/22/2024
13914698	RICHMOND	SMARTBOARD - 75'	K012JW12S0159	8/4/2017	\$ 4,964.60	5/22/2024
13915121	RICHMOND	SMARTBOARD - 75'	K012JW38S0111	1/3/2018	\$ 5,409.10	5/22/2024
13915134	RICHMOND	SMARTBOARD - 75'	K012JW37S0271	1/3/2018	\$ 5,409.09	5/22/2024
13915135	RICHMOND	SMARTBOARD - 75'	K012JW37S0268	1/3/2018	\$ 5,409.09	5/22/2024
13915136	RICHMOND	SMARTBOARD - 75'	K012JW37S0216	1/3/2018	\$ 5,409.09	5/22/2024
13915140	RICHMOND	SMARTBOARD - 75'	K012JW37S0124	1/3/2018	\$ 5,409.09	5/22/2024
13915141	RICHMOND	SMARTBOARD - 75'	K012JW37S0166	1/3/2018	\$ 5,409.09	2/21/2018
13915142	RICHMOND	SMARTBOARD - 75'	K012JW37S0176	1/3/2018	\$ 5,409.09	2/21/2018
13915164	RICHMOND	SMARTBOARD - 75'	K012JW39S0184	1/3/2018	\$ 5,409.09	--
13915166	RICHMOND	SMARTBOARD - 75'	K012JW39S0196	1/3/2018	\$ 5,409.09	5/22/2024
13915325	RICHMOND	SMARTBOARD - 75'	K012KW17S0182	7/2/2018	\$ 5,435.37	5/22/2024
13915344	RICHMOND	SMARTBOARD - 75'	K012KW17S0282	7/2/2018	\$ 5,435.37	5/22/2024
13915345	RICHMOND	SMARTBOARD - 75'	K012KW17S0306	7/2/2018	\$ 5,435.37	5/22/2024
13915374	RICHMOND	SMARTBOARD - 75'	K012KW17S0135	7/2/2018	\$ 5,435.38	5/22/2024
13915727	RICHMOND	SMARTBOARD - 75'	K071MW22A0172	3/15/2021	\$ 6,899.18	5/22/2024
13916654	RICHMOND	SMARTBOARD - 75'	K071NW50V051	5/17/2022	\$ 5,744.73	5/22/2024
13913685	ROOSEVELT	SMARTBOARD - 75'	K012KW17S0157	7/2/2018	\$ 5,435.37	10/30/2024
13913692	ROOSEVELT	SMARTBOARD - 75'	K012KW17S0195	7/2/2018	\$ 5,435.37	10/30/2024
13914680	ROOSEVELT	SMARTBOARD - 75'	K012JW13S0423	8/4/2017	\$ 4,964.60	10/30/2024
13914681	ROOSEVELT	SMARTBOARD - 75'	K012JW13S0443	8/4/2017	\$ 4,964.60	10/30/2024
13914682	ROOSEVELT	SMARTBOARD - 75'	K012JW13S0453	8/4/2017	\$ 4,964.60	10/30/2024
13914684	ROOSEVELT	SMARTBOARD - 75'	K012JW12S0028	8/4/2017	\$ 4,964.60	10/30/2024
13914696	ROOSEVELT	SMARTBOARD - 75'	K012JW12S0158	8/4/2017	\$ 4,964.60	10/30/2024
13914697	ROOSEVELT	SMARTBOARD - 75'	K012JW12S0164	8/4/2017	\$ 4,964.60	10/30/2024
13915115	ROOSEVELT	SMARTBOARD - 75'	K012JW37S0239	1/3/2018	\$ 5,409.10	10/30/2024
13915125	ROOSEVELT	SMARTBOARD - 75'	K012JW38S0322	1/3/2018	\$ 5,409.10	10/30/2024
13915146	ROOSEVELT	SMARTBOARD - 75'	K012JW38S0356	1/3/2018	\$ 5,409.09	10/30/2024
13915160	ROOSEVELT	SMARTBOARD - 75'	K012JW37S0234	1/3/2018	\$ 5,409.09	10/30/2024
13915161	ROOSEVELT	SMARTBOARD - 75'	K012JW37S0242	1/3/2018	\$ 5,409.09	10/30/2024
13915167	ROOSEVELT	SMARTBOARD - 75'	K012JW39S0191	1/3/2018	\$ 5,409.09	10/30/2024
13915180	ROOSEVELT	SMARTBOARD - 75'	K012JW39S0031	1/3/2018	\$ 5,409.09	10/30/2024
13915181	ROOSEVELT	SMARTBOARD - 75'	K012JW39S0094	1/3/2018	\$ 5,409.09	10/30/2024

13915182	ROOSEVELT	SMARTBOARD - 75'	K012JW39S0076	1/3/2018	\$ 5,409.09	10/30/2024
13915354	ROOSEVELT	SMARTBOARD - 75'	K012KW17S0183	7/2/2018	\$ 5,435.37	10/30/2024
13915367	ROOSEVELT	SMARTBOARD - 75'	K012KW17S0212	7/2/2018	\$ 5,435.37	10/30/2024
13915368	ROOSEVELT	SMARTBOARD - 75'	K012KW17S0184	7/2/2018	\$ 5,435.38	10/30/2024
13915369	ROOSEVELT	SMARTBOARD - 75'	K012KW17S0208	7/2/2018	\$ 5,435.38	10/30/2024
13915370	ROOSEVELT	SMARTBOARD - 75'	K012KW17S0193	7/2/2018	\$ 5,435.37	10/30/2024
13913694	SIMAS	SMARTBOARD - 75'	K012KW17S0305	7/2/2018	\$ 5,435.37	5/8/2024
13913695	SIMAS	SMARTBOARD - 75'	K012KW17S0310	7/2/2018	\$ 5,435.37	5/8/2024
13913795	SIMAS	SMARTBOARD - 75'	K012JW13S0005	3/6/2022	WARR RPLC	5/8/2024
13913971	SIMAS	SMARTBOARD - 75'	K012KW26S0448	5/24/2019	WARR RPLC	5/8/2024
13914265	SIMAS	SMARTBOARD - 75'	K032LW32G0159	8/10/2020	\$ 5,586.40	5/8/2024
13914677	SIMAS	SMARTBOARD - 75'	K012JW12S0087	8/4/2017	\$ 4,964.61	5/8/2024
13914678	SIMAS	SMARTBOARD - 75'	K012JW12S0088	8/4/2017	\$ 4,964.60	5/8/2024
13914679	SIMAS	SMARTBOARD - 75'	K012JW12S0086	8/4/2017	\$ 4,964.60	5/8/2024
13914683	SIMAS	SMARTBOARD - 75'	K012JW12S0057	8/4/2017	\$ 4,964.60	5/8/2024
13914686	SIMAS	SMARTBOARD - 75'	K012JW12S0180	8/4/2017	\$ 4,964.60	5/8/2024
13915105	SIMAS	SMARTBOARD - 75'	K012JW38S0244	1/3/2018	\$ 5,409.10	5/8/2024
13915106	SIMAS	SMARTBOARD - 75'	K012JW37S0122	1/3/2018	\$ 5,409.10	5/8/2024
13915107	SIMAS	SMARTBOARD - 75'	K012JW37S0135	1/3/2018	\$ 5,409.10	5/8/2024
13915108	SIMAS	SMARTBOARD - 75'	K012JW37S0129	1/3/2018	\$ 5,409.10	5/8/2024
13915131	SIMAS	SMARTBOARD - 75'	K012JW37S0267	1/3/2018	\$ 5,409.09	5/8/2024
13915143	SIMAS	SMARTBOARD - 75'	K012JW37S0215	1/3/2018	\$ 5,409.09	5/8/2024
13915144	SIMAS	SMARTBOARD - 75'	K012JW37S0225	1/3/2018	\$ 5,409.09	5/8/2024
13915145	SIMAS	SMARTBOARD - 75'	K012JW37S0210	1/3/2018	\$ 5,409.09	5/8/2024
13915175	SIMAS	SMARTBOARD - 75'	K012JW39S0142	1/3/2018	\$ 5,409.09	5/8/2024
13915221	SIMAS	SMARTBOARD - 75'	K012IW31S0133	2/14/2018	\$ 4,964.60	5/8/2024
13915347	SIMAS	SMARTBOARD - 75'	K012KW17S0303	7/2/2018	\$ 5,435.37	5/8/2024
13915349	SIMAS	SMARTBOARD - 75'	K012KW17S0325	7/2/2018	\$ 5,435.37	5/8/2024
13915353	SIMAS	SMARTBOARD - 75'	K012KW17S0199	7/2/2018	\$ 5,435.37	5/8/2024
13916653	SIMAS	SMARTBOARD - 75'	K071NW50V0172	8/4/2022	\$ 6,337.48	5/8/2024
13913688	WASHINGTON	SMARTBOARD - 75'	K012KW17S0298	7/2/2018	\$ 5,435.37	6/10/2024
13914263	WASHINGTON	SMARTBOARD - 75'	K032LW33G0301	8/10/2020	\$ 5,586.40	6/10/2024
13914264	WASHINGTON	SMARTBOARD - 75'	K032LW32G0166	8/10/2020	\$ 5,586.40	6/10/2024
13914568	WASHINGTON	SMARTBOARD - 75'	K012JW17S0021	3/12/2018	\$ 4,964.60	6/10/2024
13914689	WASHINGTON	SMARTBOARD - 75'	K012JW12S0182	8/4/2017	\$ 4,964.60	6/10/2024
13914690	WASHINGTON	SMARTBOARD - 75'	K012JW12S0160	8/4/2017	\$ 4,964.60	6/10/2024
13914691	WASHINGTON	SMARTBOARD - 75'	K012JW12S0157	8/4/2017	\$ 4,964.60	6/10/2024
13915118	WASHINGTON	SMARTBOARD - 75'	K012JW37S0143	1/3/2018	\$ 5,409.10	6/10/2024
13915119	WASHINGTON	SMARTBOARD - 75'	K012JW37S0112	1/3/2018	\$ 5,409.10	6/10/2024
13915120	WASHINGTON	SMARTBOARD - 75'	K012JW38S0112	1/3/2018	\$ 5,409.10	6/10/2024
13915132	WASHINGTON	SMARTBOARD - 75'	K012JW37S0276	1/3/2018	\$ 5,409.09	6/10/2024
13915137	WASHINGTON	SMARTBOARD - 75'	K012JW37S0125	1/3/2018	\$ 5,409.09	6/10/2024
13915138	WASHINGTON	SMARTBOARD - 75'	K012JW38S0024	3/2/2018	\$ 5,409.09	6/10/2024
13915150	WASHINGTON	SMARTBOARD - 75'	K012JW38S0231	1/3/2018	\$ 5,409.09	6/10/2024
13915165	WASHINGTON	SMARTBOARD - 75'	K012JW39S0180	1/3/2018	\$ 5,409.09	6/10/2024
13915197	WASHINGTON	SMARTBOARD - 75'	K012JW37S0254	1/3/2018	\$ 5,409.09	6/10/2024
13915324	WASHINGTON	SMARTBOARD - 75'	K012KW17S0196	7/2/2018	\$ 5,435.37	---
13915350	WASHINGTON	SMARTBOARD - 75'	K012KW17S0299	7/2/2018	\$ 5,435.37	6/10/2024
13915352	WASHINGTON	SMARTBOARD - 75'	K012KW17S0223	7/2/2018	\$ 5,435.37	6/10/2024
13915362	WASHINGTON	SMARTBOARD - 75'	K012KW17S0171	7/2/2018	\$ 5,435.37	6/10/2024

13915363	WASHINGTON	SMARTBOARD - 75'	K012KW17S0191	7/2/2018	\$ 5,435.37	6/10/2024
13916889	WASHINGTON	SMARTBOARD - 75'	K012KW14S0028	6/6/2023	\$ 5,435.37	6/10/2024

SMARTBOARD REPLACEMENT PROJECT
SMARTBOARD REPLACEMENT PROJECT

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: 02/12/26

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: 02/25/26

ITEM: Receive for information **NEW** to Board Policy & Administrative Regulation:

- 1445 Response to Immigration

PURPOSE: New policy includes a significant amount of material that was formerly in Board Policy/Administrative Regulation 5145.13 - Response to Immigration Enforcement, and addresses a district's response to immigration enforcement including NEW LAW (AB 495, 2025) which requires districts to update their policies by March 1, 2026, with language that is equivalent to the model policy language developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes." Additionally, new policy includes list of actions that district staff are prohibited from undertaking, unless an exception applies, related to (1) citizenship or immigration status of a student or the student's family members, (2) education records of or any information about a student or a student's family or household, (3) personnel records, personal information, or any other confidential information of an employee, and (4) permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus or other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring. In addition, new policy reiterates the prohibition against obstructing, interfering with, or otherwise impeding an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring. New policy also includes that (1) the Superintendent or designee is required to report to the Governing Board any requests by an officer or employee of an agency conducting certain immigration enforcement actions, (2) students may not be denied equal rights and opportunities, or be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status, (3) resources and data collected by the district are prohibited from being used to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination, and (4) the Superintendent or designee is required to provide parents/guardians with specified information and notifications related to immigration status or religious beliefs and their rights related to immigration enforcement. Additionally, new policy provides that complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures and that the Superintendent or designee provide to the California Department of Education copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

New regulation includes a significant amount of material that was formerly in Board Policy/Administrative Regulation 5145.13 - Response to Immigration Enforcement, and addresses a district's response to immigration enforcement including NEW LAW (AB 495, 2025) which requires districts to update their policies by March 1, 2026, with language that is equivalent to the model policy language developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes." Additionally, new regulation provides direction on responding to (1) requests by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee, (2) requests by an officer or employee of an agency conducting immigration enforcement for access to a student or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, (3) immigration enforcement when any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, and (4) instances when a student's parent/guardian has been detained by an agency conducting immigration enforcement or deported.

FISCAL IMPACT: None

RECOMMENDATIONS: Approve

Policy 1445: Response To Immigration Enforcement

Status: NEW

Original Adopted Date: 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:
 - a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)
 - b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)
4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

Regulation 1445: Response To Immigration Enforcement

Status: NEW

Original Adopted Date: 01/01/2026 | **Last Reviewed Date:** 01/01/2026

Responding to Requests for Information or Documents

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee as described in the accompanying Board policy, district staff shall deny the request, to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)

1. The request is for student directory information

District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

2. The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or due to a valid judicial subpoena, judicial warrant, or court order
3. For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency or, if the student is at least 18 years age, the student has provided written consent

Such written consent shall include all of the following: (34 CFR 99.30)

- a. The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age
 - b. A description of the records to be disclosed
 - c. The reason for the release of information
 - d. The parties or class of parties receiving the information
 - e. A copy of the records to be released, if requested by the parent/guardian or student
4. For records or information about a district employee, the employee has provided written consent and the district's human resource department or equivalent has been consulted

Such written consent shall include all of the following:

- a. The signature and signature date of the employee

- b. A description of the records to be disclosed
- c. The reason for the release of information
- d. The parties or class of parties receiving the information
- e. A copy of the records to be released, if requested by the employee

Regardless of whether the district discloses the requested records or information, district staff shall do all of the following when such a request has been received:

1. Make a copy of the request and notify the Superintendent or designee
2. For requests regarding student information, provide the student's parent/guardian, or the student, if the student is at least 18 years of age, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency
3. For requests regarding district employee information, provide the employee with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a valid judicial subpoena, judicial warrant or court order.

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area in which District-Sponsored Activity is Occurring

If an officer or employee of an agency conducting immigration enforcement requests access to a student, such as for purposes of interviewing, searching, or detaining the student, or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, district staff shall take the following actions:

1. Advise the officer or employee that before district staff can respond to the request, they must first receive notification and direction from the Superintendent, principal, or designee
2. Request to see and record or otherwise document the officer's or employee's valid identification, including the officer's or employee's name and, if applicable, badge number, the phone number of the officer's or employee's supervisor
3. Request that the officer or employee produce any documentation that authorizes the officer's or employee's request, make copies of all such documentation, and retain at least one copy for district records
4. Contact and consult with the district's legal counsel or Superintendent or designee

5. Follow the direction from the district's legal counsel or Superintendent or designee

For a request to access a student, the district shall deny the request unless any of the following apply: (Education Code 234.7)

1. The officer or employee provides a valid judicial warrant or court order
2. District staff receives parent/guardian consent or, if the student is at least 18 years of age, the student's consent, unless the officer or employee presents a valid judicial warrant or court order that authorizes and directs the district to give such permission without parent/guardian consent or, if the student is at least 18 years of age, the student's consent

Regardless of whether the officer or employee is given access to the student, the student's parent/guardian shall be immediately notified, unless prohibited by a valid judicial warrant or court order, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Additionally, district staff shall notify the Superintendent or designee as early as possible of any request by an officer or employee of an agency conducting immigration enforcement for access to a student. (Education Code 234.7)

For a request for permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, the district shall deny the request unless any of the following apply: (Education 234.7)

1. The officer or employee provides a valid judicial warrant or court order
2. Permission is required to be granted by state or federal law or in order to administer a state or federally supported educational program
3. The officer or employee is a sworn law enforcement officer, declares that exigent circumstances exist, and demands immediate access

In this situation, district staff shall comply with the officer's or employee's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

An officer or employee of an agency conducting immigration enforcement who, pursuant to this administrative regulation, is granted permission to enter district property or facilities which are not open to all visitors shall first register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer or employee is a sworn law enforcement officer and states that exigent circumstances exist. (Penal Code 627.2, 627.3)

The Superintendent or designee shall email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or a school site for immigration enforcement purposes.

Responding to Immigration Enforcement Activity on District Property

When any officer or employee of an agency conducting immigration enforcement is actually or

imminently present on district property, district staff shall notify staff working at the property and, if the district property is a school, the parents/guardians of students at the school in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

District staff shall report the presence of any officer or employee of an agency conducting immigration enforcement on district property to district police and other appropriate administrators.

District staff shall not obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or otherwise impede, any officer or employee of an agency conducting immigration enforcement, even if the officer or employee appears to be acting outside the law or in excess of the stated or documented authorization. If such an officer or employee enters the premises without consent, district staff shall document their actions but only to the extent that documentation does not impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them shall promptly provide the following to the district's legal counsel or other district official designated by the Superintendent:

1. Copies of any information and documents collected from the officers or employees such as valid identification, name, badge number, phone number of the officer's or employee's supervisor, and documentation that authorizes the officer's or employee's request
2. The identity of all other district staff known to have communicated with the officers or employee
3. A description of all requests and activities by the officers and employees
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions
5. District staff's response to the officer's or employee's request
6. Written notes of any other actions taken by and any other interactions with any officer or employee

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use information provided on the emergency cards in response to specific emergency situations and not for any other purpose. (Education Code 234.7)

Additionally, the Superintendent or designee may encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit. (Education Code 234.7)

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

Policy Reference Disclaimer:

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

State	Description
Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	<u>Prohibition of discrimination</u>
Ed. Code 200	<u>Equal rights and opportunities in state educational institutions</u>
Ed. Code 234.1	<u>Student protections relating to discrimination, harassment, intimidation, and bullying</u>
Ed. Code 234.7	<u>Student protections relating to immigration and citizenship status</u>
Ed. Code 32282	Comprehensive School Safety Plan
Ed. Code 48204.4	<u>Evidence of residency for school enrollment</u>
Ed. Code 48906	Exception to parent/guardian notifications
Ed. Code 48980	<u>Parent/Guardian notifications</u>
Ed. Code 48985	<u>Notices to parents/guardians in language other than English</u>

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: 02/12/26

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: 02/26/25

ITEM: Consider for approval revision to Board Policy & Administrative Regulation:

- 5125 Student Records

PURPOSE:

Policy updated to provide that an individual's immigration status may only be disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, with applicable material from this policy moved to/already contained within Board Policy/Administrative Regulation 1445.

Regulation updated to define "district officials and employees," and, for accuracy, to use this term, rather than "school officials and employees." Additionally, regulation updated to reference **NEW LAW (AB 495, 2025)** which (1) requires districts to update their policies by March 1, 2026, with language that is equivalent to the model policy language developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes," and (2) changes the definition of "relative", for purposes of a Caregiver's Authorization Affidavit, to include any adult who is related to the child by blood, adoption, or affinity within the fifth degree of kinship, including all stepparents, stepsiblings, and all relatives whose status is preceded by the words "great," "great-great," or "grand." In addition, the regulation updated to (1) add that a request for student records by an officer or employee of an agency conducting immigration enforcement be denied except in accordance with the Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, and (2) clarify that the annual parent/guardian notification includes a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

FISCAL IMPACT: None**RECOMMENDATIONS:** Approve

Policy 5125: Student Records

Status: ADOPTED

Original Adopted Date: 05/16/2001 | **Last Revised Date:** 04/11/2019 | **Last Reviewed Date:** 04/11/2019

The Board of Trustees recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, [disclosure](#), and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records [consistent in accordance](#) with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. ~~(5 CCR 431)~~

[\(5 CCR 431\)](#)

[If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. \(Business and Professions Code 22584\)](#)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information:

[, including which information should not be solicited.](#)

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

~~No information~~

~~The immigration or documents regarding the citizenship or immigration status of students a student or their a student's family members shall member may only be collected, except as required by state or federal law or as required and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to administer a state or federally supported educational program. The Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a Immigration Enforcement.~~

~~The district or any district employee receives such a request, he/she shall immediately report the request to the Superintendent. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)~~

~~The Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. Such This prohibition does not apply to information may only be compiled or exchanged with other local, state, or federal agencies if the information that is aggregated and is not personally identifiable. (Government Code 8310.3)~~

~~The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)~~

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Contract for Digital Storage, Management, and Retrieval of Student Records

(Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

Regulation 5125: Student Records

Status: ADOPTED

Original Adopted Date: 04/24/2013 | **Last Revised Date:** 04/11/2019 | **Last Reviewed Date:**
04/11/2019

Definitions

~~Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records.~~

Definitions

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Adult student is a person who is or was enrolled in the district and who is at least 18 years of age. (5 CCR 430)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

District officials and employees are officials or employees, including teachers, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require access to student records. (34 CFR 99.31)

Legitimate educational interest is an interest held by any district official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require access to information contained in student records.

Mandatory interim student records are those records which the district is directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Mandatory permanent student records are those records which are maintained in perpetuity and which the district has been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

(34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of ~~his/her~~the employee's duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 34 CFR 99.3)

~~Student records do not include: (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)~~

1. Directory information
2. Informal notes compiled by a ~~school officer~~district official or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee
-
3. Records of the law enforcement unit of the district, ~~subject to~~as specified in 34 CFR 99.8
4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student
5. Grades on peer-graded papers before they are collected and recorded by a teacher

~~Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)~~

~~Mandatory interim student records are those records which the schools are directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)~~

~~Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)~~

~~Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)~~

~~Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)~~

~~Personally identifiable information includes, but is not limited to: (34 CFR 99.3)~~

- ~~1. The student's name~~
-
- ~~2.1. The name of the student's parent/guardian or other family members~~
=
- ~~3. The address of the student or student's family~~
-

- ~~4.1. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)~~
- =
- ~~5.1. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name~~
- =
- ~~6.1. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty~~
- =
- ~~7.1. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates~~

~~Adult student is a person who is or was enrolled in school and who is at least 18 years of age. (5 CCR 430)~~

~~Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)~~

~~Legitimate educational interest is an interest held by any school official, employee, contractor, or consultant whose duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require him/her to have access to student records.~~

~~School officials and employees are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.~~

~~Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced to him/her by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)~~

~~Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)~~

~~County placing agency means the county social service department or county probation department. (Education Code 49061)~~

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than ~~age~~ 18 years of age, including the parent who is not the student's custodial parent. (Education Code 49069.7; Family Code 3025)

However, the district shall not disclose student records to a party, including a parent/guardian, who is legally prohibited from accessing records and information of a student pursuant to a restraining order. (Family Code 6323.5)

2. An adult student, or a student under ~~the age of~~ 18 years of age, who attends a postsecondary institution, in which case the student alone shall exercise rights related to ~~his/her student~~the student's records and grant consent for the release of records_ (34 CFR 99.3, 99.5)
-
3. Parents/guardians of an adult student with ~~disabilities~~exceptional needs who is ~~age~~ 18 years of age or older and has been declared incompetent under state law_ (Education Code 56041.5)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

1. Parents/guardians of a student 18 years of age ~~18~~ or older who is a dependent child as defined ~~under~~in 26 USC 152_ (Education Code 49076; 34 CFR 99.31)
2. Students who are 16 years of age ~~16~~ or older or who have completed the 10th grade_ (Education Code 49076; ~~34 CFR 99.31~~)
3. ~~School~~District officials and employees, consistent with the definition provided in ~~the section~~ "Definitions"" above_ (Education Code 49076; 34 CFR 99.31)
4. Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 who are authorized representatives of the district and any volunteer aide 18 years of age ~~18~~ or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student_ (Education Code 49076)
5. ~~Officials and employees of other public schools~~districts, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer_ (Education Code 49076; 34 CFR 99.31)

6.5.

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another ~~school~~district, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at ~~his/her~~the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record._ (34 CFR 99.34)

~~7.6.~~ Federal, state, and local officials, as needed for an audit, or evaluation of, or compliance activity related to ~~with~~, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35_ (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)

~~8.7.~~ Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to ~~item #7~~ Item #8 above_ (Education Code 49076)

~~9.8.~~ Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena_ (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order._ (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

~~10.9.~~ Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition_ (Education Code 49076)

~~11.10.~~ A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws_ (Education Code 49076)

~~12.11.~~ Any probation officer, district attorney, or counsel of record for a ~~minor~~ student who is a minor for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor ~~student~~ a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701_ (Education Code 49076)

When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law._ (Education Code 49076)

~~13.12.~~ Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681_ (Education Code 49076)

In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours._ (Education Code 49076)

~~14.13.~~ A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined_ (Education Code 49076)

Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by ~~schools~~the district for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district. (Education Code 49069.3)

~~15.14.~~ A student ~~age~~ 14 years of age or older who is ~~both a homeless student and~~ an unaccompanied minor experiencing homelessness as defined in 42 USC 11434a (Education Code 49076)

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~~16.15.~~ An individual who completes items #1-4 of the ~~caregiver's authorization affidavit~~Caregiver's Authorization Affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)

~~17.16.~~ A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC ~~1232(g)~~1232g)

~~18.17.~~ Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with ~~disabilities~~exceptional needs who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in ~~item #12~~Item #13 above. (Education Code 49076)

~~19.~~ Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written ~~parental~~ consent by a parent/guardian, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5; ~~34 CFR 99.1-99.67~~)

18.)

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another ~~public school~~ district in California or any other state or to a California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or

adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act- (FERPA). (Education Code 49076)

~~In addition;~~ 20 USC 1232g; 34 CFR 99.1-99.8)

Additionally, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49061, 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. ~~(Education Code 49061)~~ (Education Code 49061)

Discretionary Access

At the discretion of the Superintendent or designee, information may be released from a student's records to the following:

~~Discretionary Access~~

~~At his/her discretion, the Superintendent or designee may release information from a student's records to the following:~~

1. Appropriate persons, including parents/guardians of a student, in connection with an emergency if the knowledge of the information is necessary to protect the health ~~and/or~~ safety of the student or other persons ~~are at stake~~. (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations in order to carry out their accrediting functions (Education Code 49076; 34 CFR 99.31)
3. ~~Under the conditions specified in Education Code 49076 and 34 CFR 99.31,~~ organizations ~~organizations~~ conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)
 - a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians ~~and students~~ by individuals other than representatives

of the organization who have legitimate interests in the information.

- b. The information is destroyed when no longer needed for the purposes for which the study is conducted.
 - c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31.
4. Officials and employees of other districts, private schools, or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)
 5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)
 6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract bywith the district, excluding volunteers or other parties (Education Code 49076)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or FERPA. (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Persons Generally Denied Access

A request for student records by an officer or employee of an agency conducting immigration enforcement shall be denied except in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

De-identification of Records

When authorized by law for any program audit, educational research, or other purposespurpose, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 20 USC 1232g; 34 CFR 99.31)

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians and adult students shall be notified of the location of student records if not centrally located. (Education Code 49069.7; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative policy controls, to ensure that ~~school~~district officials and employees obtain access to only those student records in which they have legitimate educational interests. (Education Code 49076; 5 CCR 431; 34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

~~When required by law, the parent/guardian~~

Within five business days following the date of request, the authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069.7; 5 CCR 431)

When required by law, a student's parent/guardian or an adult student shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian or adult student, the district shall provide ~~him/her~~ a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian or adult student refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

~~Within five business days following the date of request, a parent/guardian or other authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069)~~

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069) Requests for records to be interpreted must be submitted in writing to the custodian of records. Upon receipt of the written request, within five days an appointment will be scheduled with the appropriate qualified certificated personnel.

.7)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the ~~records~~record and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. ~~(5 CCR 435)~~ (5 CCR 435)

Additionally, the custodian of records shall make an entry in the log regarding any request for record(s) that was denied and the reason for the denial.

The log need not include requests for access to records by: (Education Code 49064)

~~The custodian of records shall also make an entry in the log regarding any request for records that was denied and the reason for the denial.~~

~~The log shall include requests for access to records by:~~

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information

4. Parties who ~~provide~~ have received written ~~parental~~ consent by a parent/guardian and have provided it to the district, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. ~~School~~ District officials and employees who have a legitimate educational interest
-
- ~~6. Law enforcement personnel seeking to enforce immigration laws~~

The log shall be accessible open to inspection only ~~to~~ by the parent/guardian, adult student, dependent adult student, ~~student who is age 16 years or older or who has completed the 10th grade~~, custodian of records, and certain state or federal officials: specified in Education Code 49064. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

To provide copies of any student record, the district ~~shall~~ may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

Changes to Student Records

Only a parent/guardian having legal custody of a student or ~~an adult~~ student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record. (Education Code 49061)

No ~~additions except routine updating~~ addition or change shall be made to a student's record after high school graduation or permanent departure ~~without, other than routine updating, unless required by law or with~~ prior consent of the parent/guardian or adult student. (Education Code 49070; 5 CCR 437)

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Any request to change a student's legal name or gender as entered on the student's mandatory permanent student record ~~required pursuant to 5 CCR 432~~ shall ~~only~~ be changed accompanied with proper appropriate documentation. ~~However, at~~

Any challenge to the written request of a student or, if appropriate, his/her parents/guardians, the district content of a student's record shall ~~use the student's preferred name~~ be filed in accordance with Education Code 49070 and ~~pronouns consistent with his/her gender identity on all other district-related documents.~~

the process specified in Administrative Regulation 5125.3 - Challenging Student Records.

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. ~~(5 CCR 431)~~ (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

~~The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)~~

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given towards graduation
7. Verification of or exemption from required immunizations
8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor
2. A log identifying persons or agencies organizations who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry
4. Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of actions necessary to establish eligibility for admission or discharge
5. Language training records

6. Progress slips/notices required by Education Code 49066 and 49067
7. ~~Parental~~Parent/guardian restrictions/stipulations regarding access to directory information
8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorization or ~~denial~~prohibition of student participation in specific programs
10. Results of standardized tests administered within the past three years
11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program and their usefulness ceases, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine ~~disciplinary~~discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into ~~this~~the district from any other ~~school~~ district ~~or~~, a private school, or school system, the Superintendent or designee shall inform the student's parent/guardian of ~~his/her~~ rights regarding student records, including ~~the~~ parent/guardian's right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in ~~his/her~~the student's suspension or expulsion. (Education Code 48201)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

Additionally, when a student in foster care is enrolling in a district school, the district's liaison for foster youth shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. (Education Code 48853.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of **his/her** damage or loss of **school/district** property, this information shall be sent to the requesting district along with the student's records.

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with **disabilities/exceptional needs**. (Education Code ~~48985~~, 49063, ~~48985~~; 5 CCR 431; 34 CFR 99.7)

The notice shall include: (Education Code 49063, 60900.5; 34 CFR 99.7, 99.34)

The notice shall include: (Education Code 49063; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining ~~school~~district officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school
-
12. Any other rights and requirements set forth in Education Code 49060-~~49078~~49085, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
-
13. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

Additionally, the annual parent/guardian notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Updating Name and/or Gender of Former Students

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to include the updated legal name and/or gender. Upon request by the former

student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

1. The date of the request
2. The date the requested records were reissued to the former student
3. A list of the records that were requested by and reissued to the former student
4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender
5. The name of the employee who completed the request
6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name and/or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49062.5)

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: 02/12/26

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: 02/25/26

ITEM: Consider for approval the **DELETION** of Board Policy & Administrative Regulation:

- 5145.13 Response to Immigration

PURPOSE: Policy deleted, as being too narrowly focused on students given **NEW LAW (AB 495, 2025)** which expands the requirement to develop policies in response to immigration enforcement to encompass protections for staff, with a significant amount of material added to new Board Policy 1445 - Response to Immigration Enforcement.

Regulation deleted, as being too narrowly focused on students, given **NEW LAW (AB 495, 2025)** which expands the requirement to develop policies in response to immigration enforcement to encompass protections for staff, with a significant amount of material added to new Administrative Regulation 1445 - Response to Immigration Enforcement.

FISCAL IMPACT: None**RECOMMENDATIONS:** Approve

DELETE - Replaced by Board Policy 1445

**Board Policy Manual
Hanford Elementary School District**

Policy 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 05/01/2018 | **Last Reviewed Date:** 05/01/2018

The Board of Trustees is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

Consistent with requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

DELETE - Replaced by Board Regulation 1445

**Board Policy Manual
Hanford Elementary School District**

Regulation 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 05/22/2019 | **Last Reviewed Date:** 05/22/2019

Responding to Requests for Information

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, district staff shall:

1. Notify the Superintendent or designee about the information request
2. Provide students and families with appropriate notice and a description of the immigration officer's request
3. Document any request for information by immigration authorities
4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the district or in cases involving investigations of child abuse, neglect, or dependency

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

Responding to Requests for Access to Students or School Grounds

District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code 627.2, 627.3)

District staff shall report the presence of any immigration enforcement officers to on-site district police and other appropriate administrators.

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

In addition, district staff shall take the following actions in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent or designee, except under exigent circumstances that necessitate immediate action
-
2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
-
3. Ask the officer for his/her reason for being on school grounds and document the response
-
4. Request that the officer produce any documentation that authorizes his/her school access
-
5. Make a copy of all documents produced by the officer and retain one copy for school records
-
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, comply with the officer's orders and immediately contact the Superintendent or designee
-
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
-
 - a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, district staff shall inform the agent that they cannot consent to any request without first consulting with the district's legal counsel or other designated district official.
-
 - b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, district staff shall promptly comply with the warrant. If feasible, district staff shall consult with the district's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
-
 - c. If the officer has a subpoena for production of documents or other evidence, district staff shall inform the district's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus.
-

9. ~~After the encounter with the officer, promptly make written notes of all interactions with the officer, including:~~
- - a. ~~A list or copy of the officer's credentials and contact information~~
 -
 - b. ~~The identity of all school personnel who communicated with the officer~~
 -
 - c. ~~Details of the officer's request~~
 -
 - d. ~~Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge~~
 -
 - e. ~~District staff's response to the officer's request~~
 -
 - f. ~~Any further action taken by the officer~~
 -
 - g. ~~A photo or copy of any documents presented by the officer~~
 -
10. ~~Provide a copy of these notes and associated documents collected from the officer to the district's legal counsel or other designated district official~~

~~The district's legal counsel or other designated official shall submit a timely report to the Board of Trustees regarding the officer's requests and actions and the district's responses. (Education Code 234.7)~~

~~The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.~~

Responding to the Detention or Deportation of Student's Family Member

~~The Superintendent or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The Superintendent or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.~~

~~The Superintendent or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.~~

~~In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the~~

student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The Superintendent or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a district school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure. (Education Code 48204.4)

DELETED

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Jill Rubalcava

DATE: February 2, 2026

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: February 25, 2026

ITEM: BP/AR 6161.1 Selection and Evaluation of Instructional Materials

PURPOSE: Board Policy 6161.1 - Selection and Evaluation of Instructional Materials Policy updated to reflect NEW LAW (AB 1078, 2023) which (1) requires the California Department of Education (CDE) to issue, by July 1, 2025, guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant, (2) requires CDE to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, (3) requires the Governing Board to submit a copy of any resolution reflecting a finding of insufficient textbooks or other instructional materials to the County Superintendent of Schools no later than three business days after the hearing on such materials, (4) clarifies when it is unlawful discrimination for the Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, and (5) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified. Policy also updated to expand the list in the first philosophical statement regarding the Governing Board's desires for the district's instructional materials; clarify that instructional materials for mathematics and English language arts that are aligned to common core academic content standards are deemed to be aligned to state academic content standards adopted by the State Board of Education, move up the statement regarding the inclusion of the degree to which every student has sufficient access to standards-aligned

instructional materials into the district's local control and accountability plan, and provide that the district shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year if the County Superintendent makes the district aware of a school that does not have sufficient instructional materials. Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials Regulation updated to add that instructional materials being piloted by the district assess the extent to which the materials accurately reflect and value society's diversity. Regulation also updated to reflect NEW LAW (AB 1078, 2023) which includes people of all genders (formerly "men and women"), Latino Americans (formerly "Mexican Americans"), LGBTQ+ Americans (formerly "lesbian, gay, bisexual, and transgender Americans"), and members of other ethnic, cultural, religious, and socioeconomic status groups (formerly "ethnic and cultural") to the groups for which instruction in social studies is required to include a study of the role and contributions of, and (2) requires the California Department of Education to issue, by July 1, 2025, guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant. Additionally, regulation updated to include, for instructional materials being recommended for adoption by the Governing Board, that they include specified subject content requirements, support the district's local control and accountability plan, stimulate exploration of ideas and intellectual exchanges, and include options for materials in digital format.

FISCAL IMPACT: No fiscal impact at this time.

RECOMMENDATIONS: Approve

Policy 6161.1: Selection And Evaluation Of Instructional Materials

Status: ADOPTED

Original Adopted Date: 05/16/2001 | Last Revised Date: 05/10/2017 | Last Reviewed Date: 05/10/2017

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, accurately reflect and value society's ~~the~~ diversity, stimulate thought, the exploration of ideas and intellectual exchanges ~~our society~~, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are aligned with state content standards, meet other criteria specified in law, and are ~~an~~ effective learning resource to help students achieve grade-level competency and:

To ensure that the instructional materials meet criteria specified in law. Textbook effectively support the district's adopted courses of study, the selection of textbooks, technology-based materials, and other educational materials, and tests shall be aligned with academic content standards ~~the development and evaluation of~~ the district's curriculum to ensure that they effectively support the district's adopted courses of study.

and standards.

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or that have, during the district's review process, ~~otherwise~~ been determined to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8. (Education Code 60200, 60210) ~~by SBE, which includes~~

The Board's priority in the selection of instructional materials for mathematics and is to ensure that all students are provided with standards-aligned instructional materials in the core curriculum areas of English /language arts that are aligned to Common Core State Standards. , mathematics, science, and history-social science.

Review Process

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the (Education Code 60200, 60210)

The Board shall adopt. This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members.

The review process shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members. (Education Code 60002)

In addition, the instructional materials review committee may include administrators, other staff who have subject matter expertise, and students as appropriate.

If the district chooses to use instructional materials for grades 9-12 upon determining that the materials meet the K-8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom

~~teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)~~

~~The committee shall review instructional materials using criteria specified provided in law and the accompanying administrative regulation. (Education Code 60400)~~

~~In selecting or adopting instructional materials, ~~and shall provide~~ the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.~~

~~The degree to which every student has sufficient access to standards-aligned with documentation supporting its recommendations:~~

~~All recommended instructional materials shall be included available for public inspection at the district office.~~

~~Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest in the materials being reviewed, as defined in administrative regulation.~~

~~The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's local control and accountability plan. (Education Code 52060)~~

~~curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted:~~

Public Hearing on Sufficiency of Instructional Materials and Public Hearing

~~The Education Code 60119 requires the Board shall to annually conduct one or more hold a public hearings on the sufficiency of ~~hearing to determine whether each student in the district's instructional materials, including district has sufficient standards-aligned~~ textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)~~

~~or instructional materials in English/language arts, mathematics, science, and history-social science that are consistent with the content and cycles of the curriculum framework adopted by the SBE.~~

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice, 10 days prior to the hearing and in three public places within the district, ~~a notice~~ containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks and/or other instructional materials that which are aligned to the ~~state~~ content standards adopted by SBE and pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8 and which are consistent with the content and cycles of the ~~state's~~ curriculum framework adopted by

~~SBE frameworks. Sufficiency of instructional materials shall be determined~~ in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program
5. ~~World~~Foreign language
6. Health

In making these determinations, the Board shall consider whether each student has sufficient textbooks ~~and/or other~~ instructional materials to use in class and to take home. ~~This~~ However, this does not require that each student have two sets of materials. ~~However, The~~ materials ~~shall not~~ may be ~~considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage.~~ (Education Code 60119)

~~If materials are~~ in a digital format, ~~they shall be considered sufficient~~ as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. ~~However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage.~~ (Education Code 60119)

If the Board determines that there are insufficient textbooks or ~~other~~ instructional materials, ~~the Board~~ it shall, ~~by resolution,~~ provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks ~~and/or~~ instructional materials. ~~The Board shall submit a copy of the resolution to the County Superintendent of Schools no later than three business days after the hearing.~~ The Board shall take any action, ~~except an action that would require reimbursement by the Commission of State Mandates,~~ to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. ~~(Education Code 60119)~~ (Education Code 60119)

~~In addition, if the County Superintendent, in accordance with Education Code 1240, makes the district aware of a school that does not have sufficient textbooks or instructional materials, the district shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year.~~

Prohibition Against Refusal to Approve or Prohibit the Use of Specified Instructional Materials

~~The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code~~

51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Complaints

Complaints concerning instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials, Board Policy 1312.3 - Uniform Complaint Procedures, or Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures, as applicable.

Complaints

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

Regulation 6161.1: Selection And Evaluation Of Instructional Materials Status: ADOPTED

Original Adopted Date: 05/16/2001 | **Last Revised Date:** 05/10/2017 | **Last Reviewed Date:** 05/10/2017

Review Process

The district's review process for evaluating instructional materials shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members in accordance with Education Code 60002. The review process may also involve administrators, other staff who have subject-matter expertise, and students as appropriate. The Superintendent or designee shall seek input from stakeholders with diverse backgrounds and perspectives.

If the district is considering the use of instructional materials for grades K-8 that have not been adopted by the State Board of Education (SBE), the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

The Superintendent or designee may establish an advisory committee to conduct the review of instructional materials.

The Superintendent or designee shall present to the Governing Board recommendations for instructional materials and documentation that supports the recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

When possible, the district may pilot instructional materials in a representative sample of classrooms for a specified period of time during a school year, in order to determine the extent to which the materials support the district's curricular goals and academic standards, and accurately reflect and value society's diversity. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Criteria for Selection and Adoption of Instructional Materials

In recommending instructional materials for adoption by the Board, the Superintendent or designee shall ensure that the materials:

Criteria for Selection and Adoption of Instructional Materials

In recommending textbooks or other instructional materials for adoption by the Governing Board, the Superintendent or designee shall ensure that such materials:

1. Are aligned to ~~the any applicable academic~~ content standards adopted by SBE and consistent with the content and cycles State Board of the curriculum framework Education (SBE) pursuant to Education Code 60605 and/or Common Core Standards adopted by SBE pursuant to Education Code 60605.8

For grades K-8, ~~only the Superintendent or designee shall select~~ instructional materials ~~on from among~~ the list of materials adopted by ~~the~~ SBE and/or other instructional materials that have not been adopted by ~~the~~ SBE but are aligned with the state academic content standards ~~and/or~~ the Common Core State Standards may be recommended for selection. - (Education Code 60200, 60210)

2. Do not reflect adversely upon persons because of ~~any their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other~~ characteristic specified in law and Board Policy 0410 - Nondiscrimination in District Programs and Activities listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044)
3. To the satisfaction of the Board, are accurate, objective, current, and suited to the differing needs and comprehension of district students at their respective grade levels (Education Code 60045)
4. With the exception of literature and ~~tradebook~~ trade books, use proper grammar and spelling (Education Code 60045)

5. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)
 - a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by ~~the~~ SBE.
 - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration

~~6. If the materials are technology-based materials, are both available and comparable to other, equivalent instructional materials (Education Code 60052)~~

~~7.6.~~ Meet the requirements of Education Code 60040-60043 for specific subject content, including, but not limited to:

a. Accurately portraying society's cultural and racial diversity, including:

- i. The contributions of all genders in all types of roles, including professional, vocational, and executive roles
- ii. The role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic groups to the total development of California

and the United States

iii. The role and contributions of the entrepreneur and labor in the total development of California and the United States

b. Accurately portraying humanity's place in ecological systems and the necessity for the protection of the environment

c. Accurately portraying the effects on the human system of the use of tobacco, alcohol, and narcotics, and restricted dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances

d. Encouraging thrift, fire prevention, and the humane treatment of animals and people

e. Requiring, when appropriate to the comprehension of students, that textbooks for social science, history, or civics classes contain the Declaration of Independence and the United States Constitution

~~8.7.~~ Support the district's adopted courses of study and curricular goals, including the district's local control and accountability plan

~~9.8.~~ Contribute to a comprehensive, balanced curriculum

~~10.9.~~ Demonstrate reliable quality of scholarship as evidenced by:

a. Accurate, up-to-date, and well-documented information

~~b.a.~~ Objective presentation of diverse viewpoints

~~c.a.~~ Clear, concise writing and appropriate vocabulary

~~d.a.~~ Thorough treatment of subject matter

~~11.10.~~ Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels

~~12.~~ ~~Stimulate~~ ~~Include materials that stimulate~~ discussion of contemporary issues, exploration of ideas, and intellectual exchanges, and improve students' thinking and decision-making skills

~~13.11.~~ ~~Contribute to the proper articulation of instruction through grade levels~~

~~14.12.~~ As appropriate, have corresponding versions available in languages other than English

~~15.13.~~ Include high-quality teacher's guides

~~16.~~ ~~Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics~~

~~17.14.~~ When available, include options for lighter weight materials, including materials in digital format, in order to help minimize any injury to students by the combined weight of instructional materials

In addition to meeting the above criteria as applicable, technology-based materials shall:

1. Be both available and comparable to other, equivalent instructional materials (Education Code 60052)
2. Be accessible to all students, including economically disadvantaged students, students with disabilities, and English learners
3. Protect the privacy of student data

Conflict of Interest

To ensure integrity ~~and impartiality~~ in the evaluation and selection of instructional materials, ~~individuals any district employee~~ who ~~are~~ participating in the evaluation of instructional materials and ~~are~~ not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that they:

~~he/she:~~

- ~~1. Will~~ Shall not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition ~~_-~~ (Education Code 60075)

- ~~2. Are~~ is not employed by nor ~~receiver~~ receives compensation from the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it

~~3. Do~~ Does not have and will not negotiate a contractual relationship with the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it

- ~~4.3. Does~~ not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Jill Rubalcava

DATE: February 2, 2026

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: February 25, 2026

ITEM: BP 6161.11 Supplementary Instructional Materials

PURPOSE: Board Policy 6161.11 - Supplementary Instructional Materials Policy updated to reflect NEW LAW (AB 1078, 2023) which clarifies when it is unlawful discrimination for the Governing Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (2) requires the California Department of Education (CDE) to issue, by July 1, 2025, guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant, (3) requires CDE to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, and (4) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified. Policy also updated to delete the section "Supplementary Materials Aligned with Common Core Standards" as these interim materials are no longer necessary since the State Board of Education has adopted K-8 textbooks and instructional materials aligned to the Common Core Standards. Additionally, policy updated to include factual accuracy and whether the material contains pervasive vulgarity or profanity in the determination of compliance of supplemental materials with district criteria; and, add that the Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

FISCAL IMPACT: No fiscal impact at this time.

RECOMMENDATIONS: Approval

Policy 6161.11: Supplementary Instructional Materials

Status: ADOPTED

Original Adopted Date: 05/16/2001 | **Last Revised Date:** 06/14/2017 | **Last Reviewed Date:** 06/14/2017

The Governing Board encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with district goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the district and/or available funding sources designated for these purposes.

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

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials.

-Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

Supplementary Materials Aligned with Common Core Standards

~~To prepare district students to achieve the Common Core Standards in English language arts and mathematics and the English language development standards, as applicable, the Board may select supplementary instructional materials from the lists of materials determined by the State Board of Education (SBE) to be aligned with those standards. (Education Code 60605.86-60605.88)~~

~~The Board may approve supplementary instructional materials that are not on the lists approved by the SBE but which are aligned with the Common Core Standards provided that the materials comply with the evaluation criteria established by the SBE and Education Code 60050, 60060-60062, and 60226. The Board shall select content review experts who possess the qualifications specified in law to review and recommend such supplementary materials. The majority of the content review experts shall be teachers who are credentialed and/or authorized in the subject area they are reviewing and the remainder shall include appropriate persons from postsecondary educational institutions, school and district curriculum administrators, and other persons who are knowledgeable in the subject area. (Education Code 60605.86-60605.88)~~

Appropriateness of Materials

Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, ~~the employee~~he/she shall preview the material to determine whether, in ~~the employee's~~his/her professional judgment, it is appropriate for the grade level taught and is consistent with district criteria for the selection of supplementary instructional materials.

The employee shall confer with the Superintendent or designee as necessary to determine the compliance of the material with district criteria. The primary considerations should be the educational value, factual accuracy, appropriateness, including whether the material contains pervasive vulgarity or profanity, and relevance of the materials, as well as the ages and maturity of the students.

The Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

Complaints

Complaints concerning supplemental instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable. ~~appropriateness, and relevance of the materials as well as the ages and maturity of the students.~~

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Jill Rubalcava

DATE: February 2, 2026

FOR: Board Meeting
 Superintendent's CabinetFOR: Information
 Action

Date you wish to have your item considered: February 25, 2026

ITEM: BP 6162.5: Student Assessment

PURPOSE: Board Policy 6162.5 – Student Assessment Policy updated to reflect that prohibited and permitted student use of technology, including artificial intelligence, in relation to assessment, be as specified in Board Policy 5131.9 – Academic Honesty and Board Policy 6163.4 – Student Use of Technology, reference NEW LAW (AB 114, 2023) which includes long term English learners as a numerically significant student subgroup for purposes of demonstrating comparable improvement in academic achievement by all numerically significant subgroups, include that state interim and formative assessments may be used to communicate with students’ parents/guardians and for use in identifying professional development, and that results of an individual student on the California Assessment of Student Performance and Progress may be released to a postsecondary educational institution for the purpose of credit, placement, or admission.

FISCAL IMPACT: No fiscal impact at this time.**RECOMMENDATIONS:** Approval

Policy 6162.5: Student Assessment

Status: ADOPTED

Original Adopted Date: 09/23/2015 | **Last Revised Date:** 09/25/2019 | **Last Reviewed Date:** 09/25/2019

The Governing Board recognizes that student assessments are an important instructional and accountability tool.

[Any student use of technology to complete assessments shall be as specified in Board Policy 5131.9 - Academic Honesty and Board Policy 6163.4 - Student Use of Technology.](#)

Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in district programs, and/or eligibility for graduation. In addition, summary data on student assessment results shall be used by the district to identify and review student achievement goals in the district's local control and accountability plan, ~~and~~ evaluate district educational programs in order to identify needed improvements.

To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments.

In selecting or developing any district assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it aligns with the material that is being taught.

The Superintendent or designee shall ensure that assessments are administered in accordance with law and ~~the~~ test publisher's directions, and that test administration procedures are fair and equitable for all students.

[As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, and/or school site to allow for critical analysis of student needs.](#)

The Superintendent or designee shall provide professional development as needed to assist administrators and teachers in interpreting and using assessment data to improve student performance and the instructional program.

When districtwide and school-level results of student assessments are published by the state, the Superintendent or designee may provide supplementary information to assist parents/guardians and the community in understanding test results.

[Interim and Formative Assessments](#)

[State interim and formative assessments may be used in combination with other sources of information to gain timely feedback about student progress in an effort to continually adjust instruction to improve learning, and for communicating with students' parents/guardians and identifying professional development goals. Results from interim and formative assessments shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, student grade promotion or retention, graduation, course or class placement, identification for gifted or talented education, reclassification of English learners, or](#)

identification as an individual with exceptional needs. (Education Code 60642.6, 60642.7)

The Superintendent or designee shall ensure that teachers who administer interim and formative assessments have access to all functions and information designed for teacher use related to such assessments and student performance on the assessments. (Education Code 60642.6)

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Jill Rubalcava

DATE: February 2, 2026

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: February 25, 2026

ITEM: BP 6163.1 Library Media Centers

PURPOSE: Board Policy 6163.1 - Library Media Centers Policy updated to expand the first philosophical paragraph regarding the Governing Board's recognition of how school libraries support the educational program and the Board's desire for books and other resources that are stocked in school libraries. Policy also updated to reflect NEW LAW (AB 1078, 2023) which clarifies when it is unlawful discrimination for the Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (2) requires the California Department of Education (CDE) to issue, by July 1, 2025, guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant, (3) requires CDE to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, and (4) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified. Additionally, policy updated in regard to the criteria for evaluation of the condition and use of school libraries to add (1) that the quality of the collection at each library include types of materials (fiction, non-fiction, newspapers, magazines, encyclopedias, materials in other languages, and reference materials), alignment with curriculum, and provision of a broad spectrum of knowledge and viewpoints, and (2) that principals, teachers, and library personnel have knowledge of the process to follow when a library material(s) is challenged

FISCAL IMPACT: No fiscal impact at this time.

RECOMMENDATIONS: Information item

Policy 6163.1: Library Media Centers

Status: ADOPTED

Original Adopted Date: 03/19/1997 | **Last Revised Date:** 01/14/2015 | **Last Reviewed Date:** 01/14/2015

The Governing Board of Trustees recognizes that school libraries support the educational program by providing access to a variety of informational and supplemental resources that can inspire a love of reading, stimulate thought, the exploration of ideas and intellectual exchanges, and contribute to help raise the academic achievement of all students. The Board desires that school libraries be stocked with up-to-date books, reference materials, and electronic resources that promote literacy, support academic standards, contain a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, and prepare students to become lifelong learners.

The Superintendent or designee may, in consultation with teacher librarians, classroom teachers, administrators, parents/guardians, and students as appropriate, develop and regularly update a plan for school libraries that describes the district's goals for school libraries and the distribution of funds to school sites to support libraries. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, the development and maintenance of classroom libraries, prevention of loss or damage of library materials, prioritization of needs, and other related matters. The Superintendent or designee shall ensure that the library plan is aligned with the district's local control and accountability plan and other district and school plans.

and prepare students to become lifelong learners. **Staffing**

To staff school libraries, the district may employ one or more teacher librarians who possess appropriate credentials issued by the Commission on Teacher Credentialing. (Education Code 18120, 44868; 5 CCR 80024.6, 80053)

The Superintendent or designee may assign teacher librarians to perform the following duties in accordance with the authorizations of their credential: (5 CCR 80053, 80053.1)

1. **Staffing** Instruct students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in information literacy, digital literacy, and digital citizenship
2. Plan and coordinate school library programs with the district's instructional programs through collaboration with teachers
3. Select materials for school and district libraries
4. Develop and deliver staff development programs for school library services
5. Coordinate or supervise library programs at the school or district level
6. Plan and conduct a course of instruction for students who assist in the operation of school libraries

7. Supervise classified personnel assigned school library duties

8. Develop procedures for and management of the school and district libraries

The Board also may appoint classified paraprofessionals to serve as library aides or library technicians. Volunteers may assist with school library services in accordance with law, Board policy, and administrative regulation.

Hours of Operation

School libraries shall be open for use by students and teachers during the school day. (Education Code 18103)

With the approval of the Board, a school library may be open at other hours outside the school day, including evenings and Saturdays. Any library open to serve students during evening and Saturday hours shall be under the supervision of a certificated employee who consents to the assignment. (Education Code 18103)

Selection and Evaluation of School Library Materials

Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive and/or language needs.

Library materials shall be selected and evaluated ~~and selected~~ through a process that invites recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

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

Library materials shall be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain outdated subject matter or are no longer appropriate shall be removed.

All gifts and donations of school library materials shall be subject to the same criteria as materials selected for purchase by the district.

Complaints regarding the appropriateness of library materials shall be addressed in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

~~using the district's procedures for complaints regarding instructional materials.~~

Fees

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

Students shall be encouraged to return library materials in a timely manner, but no charge shall be assessed for the late return of materials.

Library Instruction

Teacher librarians and/or classroom teachers shall provide library instruction to support the development of students' information literacy skills. Such instruction shall be aligned with the state academic standards for library instruction and shall prepare students to:

~~Library Instruction~~

~~Media Services Aides and/or classroom teachers shall provide library instruction to develop students' information literacy skills. Such instruction shall be aligned with state academic standards for library instruction and shall prepare students to:~~

1. Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources
2. Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry
3. Organize, synthesize, create, and communicate information
4. Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners

Teacher librarians~~Media Services Aides~~ also may provide support to teachers, administrators, and other staff by identifying instructional materials that will aid in the development of curriculum and instructional activities and by providing information about effective and ethical uses of school library services and equipment.

Program Evaluation

The Superintendent or designee shall annually assess and report to the Board regarding the condition and use of school libraries. The assessment shall evaluate, at a minimum:

1. Access of students and staff to school libraries during school hours and, as appropriate, access outside the school day
2. The process and frequency by which students are allowed to check out library materials
3. Staffing levels, qualifications, and number of hours worked
4. The quality of the collection at each library, including, but not limited to, the total number of books in the collection, number of books per student, types of materials (fiction, non-fiction, newspapers, magazines, encyclopedias, materials in other languages, and reference materials), alignment with curriculum, provision of a broad spectrum of knowledge and viewpoints, amount expended during the year for the purchase of new resources, and the number of resources discarded and added during the year
5. Any special programs offered at the school to encourage reading and/or library use
6. The adequacy of the facility space and equipment designated for the school library
7. The source(s) and adequacy of funding for school libraries
8. Knowledge by principals, teachers, and library personnel of the process to follow when a library material(s) is challenged

Reports

The district shall, on or before August 31 each year, report to the California Department of Education on the condition of its school libraries for the preceding year ending June 30. (Education Code 18122)

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly
 DATE: February 13, 2026

For: Board Meeting
 Superintendent's Cabinet

For: Information
 Action

Date you wish to have your item considered: February 25, 2026

ITEM: Receive for Action BP/AR 6020 Parent Involvement

PURPOSE: The policy was reviewed and no changes were made from last year's approved policy. The policy reflects the requirements to work with parents/guardians and family members to jointly develop the district's parent involvement policy and to include strategies for family engagement in the Local Control and Accountability Plan (LCAP). For districts that receive federal Title IV funding for family engagement programs, the policy requires LEAs to inform parents/guardians and organizations of the existence of the program. The policy also contains material regarding the inclusion of the Title I LEA plan into the LCAP and the distribution of the district and school-level parent involvement policies.

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

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

RECOMMENDATION: Approve BP/AR 6020

Policy 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 06/16/1996 | **Last Revised Date:** 02/26/2025 | **Last Reviewed Date:** 02/26/2025

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

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

Regulation 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 02/21/2007 | **Last Revised Date:** 02/26/2025 | **Last Reviewed Date:** 02/26/2025

District Strategies for Title I Schools

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

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

The Superintendent or designee may:

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

The Superintendent or designee may:

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

The Superintendent or designee may:

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

The Superintendent or designee may:

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

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

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

The Superintendent or designee may:

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

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

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

School-Level Policies for Title I Schools

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

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

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

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

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards

- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
 - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - ii. Frequent reports to parents/guardians on their children's progress
 - iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:
- a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
 - c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 - d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
 - e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
 - f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians

- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
 - f. Adopt and implement model approaches to improving parent/guardian involvement
 - g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
 - h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
 - i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families
 - j. Provide a master calendar of district/school activities and meetings
 - k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
 - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
 - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
 - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
 - p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
 - q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

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

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

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

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department
AGENDA REQUEST FORM

TO: Joy C. Gabler
FROM: Jaime Martinez
DATE: February 13, 2026
RE: (X) Board Meeting
 () Superintendent's Cabinet
 () Information
 (X) Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **February 25, 2026**

ITEM: Consider approval of personnel transactions and related matters.

PURPOSE:

a. Employment

Classified Management

- Joseph Padilla, Supervisor – Warehouse/Reprographics & Mail – 8.0 hrs., Warehouse, effective 2/17/26

Classified

- Lamis Chahla, Yard Supervisor – 2.5 hrs., Wilson, effective 2/2/26
- Savannah Juarez, Special Education Aide – 5.0 hrs., Washington, effective 2/2/26
- Keiry Navarro Linares, READY Program Tutor – 4.5 hrs., Hamilton, effective 2/12/26
- Yurianna Ventura, READY Program Tutor – 4.5 hrs., Simas, effective 2/3/26
- Haydee Zamora, READY Program Tutor – 4.5 hrs., Simas, effective 2/3/26

Temporary Employees/Substitutes

- Maritza Armenta, Substitute Yard Supervisor, effective 2/13/26
- Salema Elgelda, Substitute READY Program Tutor, effective 2/4/26
- Natalie Fagundes, Substitute Yard Supervisor, effective 2/10/26
- Precious Garcia, Substitute Paraprofessional (TK/K), Special Circumstance Aide and Special Education Aide, effective 2/2/26
- Isaiah Perez, Substitute Special Education Aide, effective 2/3/26
- Mariella Rehfeld, Substitute Bilingual Clerk Typist II, Translator: Oral Interpreter and Translator: Written Translator, effective 2/13/26
- Sidney Sandoval, Substitute Yard Supervisor, effective 2/13/26

Temporary Out of Class Assignment

- Steven Rivera-Perez, from Custodian II – 8.0 hrs., Hamilton, to Lead Custodian – 8.0 hrs., Hamilton, effective 1/5/26-2/6/26

Short Term Certificated

- Debra Cawley, Short-Term School Nurse – 3 Days/Week, effective 3/11/26-6/5/26

Short Term Classified

- Delila Izquierdo, Short-Term Yard Supervisor – 3.5 hrs., Simas, effective 2/2/26-2/27/26
- Anessa Valdivia, Short-Term Yard Supervisor – 2.75 hrs., Monroe, effective 2/10/26-3/27/26

b. ResignationsCertificated

- Julee Pires, Teacher, on leave of absence, effective 2/13/26
- Kathleen Salyer, School Nurse, Special Services, effective 3/12/26

Classified

- Michael Bruno, READY Program Tutor – 4.5 hrs., King, effective 2/13/26

c. Leave of Absence

- Andrea Ermie, Teacher, leave of absence, effective 2026-27 school year, restoration of health

d. RetirementsCertificated

- Jaime Camacho, Teacher, Community Day School, effective 6/5/26
- Kelly Mayfield, Teacher, Richmond, effective 6/5/26

e. Volunteers

<u>Name</u>	<u>School</u>
Ashley Desales	Hamilton
Jayleen Gomez	Hamilton
Natalie Gonzales	Hamilton
Claudia B Olguin	Hamilton
Melanie Vasquez	Hamilton
Zoe Fletcher	Jefferson
Elizabeth Rodriguez	Jefferson
Felicia Meza	King
Claudia Valenzuela	King
Sabrina Vela	King
Jesus Cortez	Lincoln

Carmen Villanueva
Venus Govea
Mary Jane Richardson
Breonna Alexander
Lexie Hernandez
Alina Muldrow
Emily Plueard
Jocelyn Rodriguez
Alfred Carrillo
Luz Perryman
Pavoua Xiong
Bernice Vega
Cesar Vega

Lincoln
Monroe
Monroe
Richmond
Richmond
Richmond/Kennedy
Roosevelt
Roosevelt
Simas
Simas
Simas
Washington
Washington

RECOMMENDATION: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/13/2026

FOR: Board Meeting
 Superintendent's Cabinet

FOR: Information
 Action

Date you wish to have your item considered: 02/25/2026

ITEM:

Consider approval of the California Employers' Retiree Benefit Trust (CERBT) Quarterly Reports.

PURPOSE:

The California Employers' Retiree Benefit Trust (CERBT) Fund is a multiple employer tax exempt Trust organized under Section 115 of the Internal Revenue Code dedicated to prefunding Other Post-Employment Benefits (OPEB) for all eligible California public agencies. The District established a CERBT account on 01/22/2025.

Enclosed is the California Employers' Retiree Benefit Trust (CERBT) Quarterly Reports for the periods ending 06/30/2025, 09/30/2025 and 12/31/2025.

FISCAL IMPACT:

None.

RECOMMENDATIONS:

Approve of the California Employers' Retiree Benefit Trust (CERBT) Quarterly Reports.

Hanford Elementary School District

CERBT Strategy 2

Entity #: SKB7-3048167029-001

Quarter Ended June 30, 2025



Market Value Summary:

	QTD Current Period	Fiscal Year to Date
Beginning Balance	\$0.00	\$0.00
Contribution	800,000.00	800,000.00
Disbursement	0.00	0.00
Transfer In	0.00	0.00
Transfer Out	0.00	0.00
Investment Earnings	93,115.07	93,115.07
Administrative Expenses	(53.21)	(53.21)
Investment Expense	(84.73)	(84.73)
Other	0.00	0.00
Ending Balance	\$892,977.13	\$892,977.13
FY End Contrib per GASB 74 Para 22	0.00	0.00
FY End Disbursement Accrual	0.00	0.00
Grand Total	\$892,977.13	\$892,977.13

Unit Value Summary:

	QTD Current Period	Fiscal Year to Date
Beginning Units	0.000	0.000
Unit Purchases from Contributions	38,115.022	38,115.022
Unit Sales for Withdrawals	0.000	0.000
Unit Transfer In	0.000	0.000
Unit Transfer Out	0.000	0.000
Ending Units	38,115.022	38,115.022
Period Beginning Unit Value	22.241136	
Period Ending Unit Value	23.428483	23.428483

Please note the Grand Total is your actual fund account balance at the end of the period, including all contributions per GASB 74 paragraph 22 and accrued disbursements. Please review your statement promptly. All information contained in your statement will be considered true and accurate unless you contact us within 30 days of receipt of this statement. If you have questions about the validity of this information, please contact CERBT4U@calpers.ca.gov.



Statement of Transaction Detail for the Quarter Ending 06/30/2025

Hanford Elementary School District

Entity #: SKB7-3048167029-001

Date	Description	Amount	Unit Value	Units	Check/Wire	Notes
04/07/2025	Contribution	\$800,000.00	\$20.989100	38,115.022	WIRE 2025040414	

Client Contact:
CERBT4U@CalPERS.ca.gov



Market Value Summary:

	QTD Current Period	Fiscal Year to Date
Beginning Balance	\$892,977.13	\$892,977.13
Contribution	0.00	0.00
Disbursement	0.00	0.00
Transfer In	0.00	0.00
Transfer Out	0.00	0.00
Investment Earnings	43,758.69	43,758.69
Administrative Expenses	(61.96)	(61.96)
Investment Expense	(98.71)	(98.71)
Other	0.00	0.00
Ending Balance	\$936,575.15	\$936,575.15
FY End Contrib per GASB 74 Para 22	0.00	0.00
FY End Disbursement Accrual	0.00	0.00
Grand Total	\$936,575.15	\$936,575.15

Unit Value Summary:

	QTD Current Period	Fiscal Year to Date
Beginning Units	38,115.022	38,115.022
Unit Purchases from Contributions	0.000	0.000
Unit Sales for Withdrawals	0.000	0.000
Unit Transfer In	0.000	0.000
Unit Transfer Out	0.000	0.000
Ending Units	38,115.022	38,115.022
Period Beginning Unit Value	23.428483	23.428483
Period Ending Unit Value	24.572336	24.572336

Please note the Grand Total is your actual fund account balance at the end of the period, including all contributions per GASB 74 paragraph 22 and accrued disbursements. Please review your statement promptly. All information contained in your statement will be considered true and accurate unless you contact us within 30 days of receipt of this statement. If you have questions about the validity of this information, please contact CERBT4U@calpers.ca.gov.



Statement of Transaction Detail for the Quarter Ending 09/30/2025

Hanford Elementary School District

Entity #: SKB7-3048167029-001

Date	Description	Amount	Unit Value	Units	Check/Wire	Notes
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Client Contact:
CERBT4U@CalPERS.ca.gov



Market Value Summary:

	QTD Current Period	Fiscal Year to Date
Beginning Balance	\$936,575.15	\$892,977.13
Contribution	0.00	0.00
Disbursement	0.00	0.00
Transfer In	0.00	0.00
Transfer Out	0.00	0.00
Investment Earnings	13,261.71	57,020.40
Administrative Expenses	(64.44)	(126.40)
Investment Expense	(102.56)	(201.27)
Other	0.00	0.00
Ending Balance	\$949,669.86	\$949,669.86
FY End Contrib per GASB 74 Para 22	0.00	0.00
FY End Disbursement Accrual	0.00	0.00
Grand Total	\$949,669.86	\$949,669.86

Unit Value Summary:

	QTD Current Period	Fiscal Year to Date
Beginning Units	38,115.022	38,115.022
Unit Purchases from Contributions	0.000	0.000
Unit Sales for Withdrawals	0.000	0.000
Unit Transfer In	0.000	0.000
Unit Transfer Out	0.000	0.000
Ending Units	38,115.022	38,115.022
Period Beginning Unit Value	24.572336	23.428483
Period Ending Unit Value	24.915894	24.915894

Please note the Grand Total is your actual fund account balance at the end of the period, including all contributions per GASB 74 paragraph 22 and accrued disbursements. Please review your statement promptly. All information contained in your statement will be considered true and accurate unless you contact us within 30 days of receipt of this statement. If you have questions about the validity of this information, please contact CERBT4U@calpers.ca.gov.



Statement of Transaction Detail for the Quarter Ending 12/31/2025

Hanford Elementary School District

Entity #: SKB7-3048167029-001

Date	Description	Amount	Unit Value	Units	Check/Wire	Notes
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Client Contact:
CERBT4U@CalPERS.ca.gov