KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
GOVERNING BOARD MEETING

Monday, April 13, 2026

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

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

AGENDA

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

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

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

1. Call to Order and Roll Call

2. Pledge of Allegiance

3. Moment of Contemplative Silence

4. Approval of Agenda

DISCUSSION

5. Superintendent's Report
   5.1. Communications/Recognitions

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

7. Assistant Superintendent's- Business Services Report

8. Board Member Reports

9. First Reading: Board Policies/Administrative Regulations/Exhibits
   9.1. BP/AR 1445: Response to Immigration Enforcement
   9.2. BP 4151, 4251,4351: Employee Compensation

ADJOURN FOR PUBLIC HEARING

PUBLIC HEARING
Quarterly Report on Williams Uniform Complaints

RECONVENE PUBLIC SESSION

ACTION

NOTICE TO PUBLIC – CONSENT AGENDA

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

10. Consent Agenda
    - 10.1. Consider Approval of Minutes – March 9, 2026 Board Meeting
    - 10.2. Consider Approval of Minutes – March 18, 2026 Special Board Meeting
    - 10.3. Consider Approval of Cash Balances
    - 10.4. Consider Approval of Budget Report
    - 10.5. Consider Approval of Accounts Payable Report
    - 10.6. Consider Approval of 2026-2027 Employee Stipend Schedule
    - 10.7. Consider Approval of Revised KECSD Workplace Violence Prevention Plan
    - 10.8. Consider Approval of Agreement for Fresno State Parent University
    - 10.9. Consider Approval of Quote for Decodable Books at Lincoln Elementary
    - 10.10. Consider Approval of 2026 -2028 Continued Partnership with Borchardt, Corona, Faeth & Zakarian for Independent Financial Auditors to the District
    - 10.11 Consider Approval of Donation from Kingsburg Historical Park for VR Headsets for the Expanded Learning Opportunities Program

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

BUSINESS SERVICES

11. Consider Adoption of Resolution No. 26-10: In the Matter of Increasing Developer Fees on Residential, Commercial and New Construction and Additions

12. Consider Approval of 2027-2028 MOU with VROP for CTEIG Grant for the CTE Program at Rafer Johnson Junior High

13. Consider Approval of 2026-2027 Contract with Scout Edu, Inc. for Independent Study Requirement for Central Valley Home School

14. Consider Approval of Agreement with Isom Advisors Consulting Services for Disclosure Services for the District

15. Consider Approval of Agreement with SitelogIQ, Inc. for Solar Sites at the District

CURRICULUM & INSTRUCTION

16. Consider Approval of Quote for Teaching Fellows for the June and July Summer Program

17. Consider Approval of Quote from Scholastic LitCamp for Summer Program

HUMAN RESOURCES

18. Consider Approval of Employer Partnership MOU with REACH University

19. Consider Approval of 2026-2027 Annual Declaration of Need for Fully Qualified Educators

20. Consider Approval of 2026-2027 Staffing List

21. Consider Approval of 2026-2027 Salary Schedules
    21.1. Certificated Management
    21.2. Pupil Personnel Services
    21.3. Certificated Preschool
    21.4. Certificated
    21.5. Classified Management/Supervisory/Confidential Salary Schedule
    21.6. Classified

ADMINISTRATIVE SERVICES

22. Consider Approval of Quarterly Report on Williams Uniform Complaints

23. Consider Approval of Board Policies/Administrative Regulations/Exhibits

Second Readings
    23.1. AR 0450: Comprehensive Safety Plan
    23.2. AR 4114: Transfers
    23.3. Exhibit 4119.21E(1): Professional Standards
    23.4. Exhibit 4219.21E(1): Professional Standards
    23.5. AR 5145.2: Freedom of Speech

PUBLIC COMMENT

PUBLIC COMMENT

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

24. Public Comment on Agendized and Non-Agendized Items

25. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting:
    May 11, 2026, 4:00 p.m., Professional Development Building

CLOSED SESSION

REVIEW OF PERSONNEL MATTERS PURSUANT TO GOVERNMENT CODES 11126 AND 54957

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

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

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

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

29. Public Employee Employment (Government Code Section 54957)
    29.1. Certificated Personnel
        29.1.1. Consider Acceptance of Resignation: 6th Grade Teacher, Reagan Elementary School
        29.1.2. Consider Acceptance of Resignation: 3rd Grade Teacher, Lincoln Elementary School
        29.1.3. Consider Approval of Request to Hire: 2nd Grade Teacher, Lincoln Elementary School
        29.1.4. Consider Approval of Request to Hire: 2nd Grade Teacher, Lincoln Elementary School

29.1.5. Consider Approval of Request to Hire: 3rd Grade Teacher, Lincoln Elementary School
29.1.6. Consider Approval of Request to Hire: 5th Grade Teacher, Reagan Elementary School
29.1.7. Consider Approval of Request to Hire: 5th Grade Teacher, Reagan Elementary School

29.2. Classified Personnel
29.2.1. Consider Acceptance of Resignation: Paraprofessional, Washington Elementary
29.2.2. Consider Acceptance of Resignation: Paraprofessional, Rafer Johnson Junior High
29.2.3. Consider Acceptance of Resignation: Paraprofessional- Categorical, Reagan School
29.2.4. Consider Acceptance of Resignation: Teacher, Washington Preschool
29.2.5. Consider Acceptance of Resignation: Paraprofessional- Categorical, Washington School
29.2.6. Consider Acceptance of Resignation: Assistant Secretary, Expanded Learning and English Learner Department
29.2.7. Consider Approval of Request to Hire: Paraprofessional- RSP, Special Education
29.2.8. Consider Approval of Request to Hire: Paraprofessional, Categorical, Washington School
29.2.9. Consider Approval of Personnel Report: Substitute Employees and Coaches

30. Pupil Personnel
30.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
30.1.1. Consider Approval of 2025-26 New Attendance Requests – Site-Based Program
30.1.2. Consider Approval of 2025-26 New Attendance Requests – Central Valley Home School
30.1.3. Consider Approval of 2026-27 New Attendance Requests – Site-Based Program
30.1.4. Consider Approval of 2026-27 New Attendance Requests – Central Valley Home School

RECONVENE PUBLIC SESSION

ACTION

31. Report of Actions Taken in Closed Session

32. Adjourn

Notes for Board Policy/Administrative Regulation/Exhibit Revisions
April 13, 2026

NEW - Board Policy 1445 - Response to Immigration Enforcement

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- Administrative Regulation 1445- Response to Immigration Enforcement

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.

Board Policy 4151, 4251, 4351- Employee Compensation

The District has historically required certificated employees to complete at least seventy-five percent (75%) of their assigned work year in order to advance on the salary schedule. This standard ensures that step advancement reflects a substantial year of active service to the District.

Currently, Board Policy 4151 does not expressly apply the same 75% service requirement to classified employees. This proposed revision establishes consistency across employee groups by applying the same minimum active-duty service standard to both certificated and classified staff.

Aligning the requirement promotes clarity in administering salary schedules and ensures that step advancement continues to reflect meaningful service to the District.

The policy will also be updated to recognize shift differential pay as part of our classified compensation. This compensation already exists in our salary schedules, but best practice and CalPERS guidance indicate that any ongoing compensation that is part of an employee's regular earnings should also be supported by board policy. By including shift differential in Board Policy, we are ensuring that this compensation is clearly established, consistently applied, and eligible to be reported as compensation earnable for retirement purposes.

Regulation 1445: Response To Immigration Enforcement

Status: DRAFT

Original Adopted Date: Pending

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:

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

1. The identity of all other district staff known to have communicated with the officers or employee
2. A description of all requests and activities by the officers and employees
3. The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions
4. District staff's response to the officer's or employee's request
5. 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 1445: Response To Immigration Enforcement

Status: DRAFT

Original Adopted Date: Pending

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.

Policy 4151: Employee Compensation **Status:** DRAFT

Original Adopted Date: 02/21/2012 | **Last Revised Date:** 12/16/2024 | **Last Reviewed Date:** 12/16/2024

Board Policy Manual
Kingsburg Elementary Charter School District

Policy 4151: Employee Compensation **Status:** ADOPTED

Effective Date: 02/21/2012
Board Approval Date: 5/11/2020
Board Approval Date: 10/12/2020
Board Approval Date: 12/14/2022
Last Revised Date: 12/11/2024
Board Approval Date: 12/16/2024

This policy will be reviewed yearly by the school board and pertains to all employees both classified, classified management, and certificated employees in Kingsburg Elementary Charter School District. To recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package which includes salaries and health and welfare benefits.

General Provisions

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel. These schedules shall comply with law and shall be printed and made available for review at the district office. (Education Code 45022, 45023, 45160, 45162, 45268)

The Board shall determine the frequency and schedule of salary payments, including whether payments for employees who work less than 12 months per year will be made over the course of the school year or in equal installments over the calendar year. (Education Code 45038, 45039, 45048, 45165)

Advancement on the salary schedule shall be earned upon completion of one full year of service. For purposes of step advancement, a full year of service shall be defined as service in active-duty status for not less than seventy-five percent (75%) of the employee's assigned work days during the applicable school or fiscal year.

"Active-duty status" means days actually worked. Time spent on any form of leave, whether paid or unpaid, shall not be counted toward fulfillment of the 75% requirement.

Employees who do not meet the 75% active-duty service requirement shall remain on their current salary step for the subsequent year.

In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Certificated Employees

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Initial Placement

For each certificated employee on the regular classroom or pre-school salary schedules, Step placement will be determined by verification of out-of-district full-time experience up to 8 years or a higher step placement may be added for hard to fill positions as determined by the Superintendent.

Longevity Pay

Each certificated employee on the regular classroom salary schedule shall receive 2% longevity pay increment every 3 years after Step 19.

Each certificated employee on the pre-school salary schedule shall receive 2% longevity pay increment every 3 years after Step 15.

Each certificated employee on the certificated management or pupil personnel services salary schedules shall receive

2% longevity pay increment every 3 years after Step 10.

Classified Employees

Initial Salary Placement

The following will be the procedure when placing a new classified employee on the appropriate salary schedule.

The successful applicant will be placed on the appropriate salary schedule based on the range of the position being filled. The successful applicant will be placed on Step 1 unless given credit for prior verified related professional experience. The successful applicant must work with the Human Resources Department (HR) and his/her former employer(s) to ensure that prior related professional experience is verified.

No credit will be given for experience that cannot be verified within 90 days after the employee's official start date. The verification from the successful applicant's former employer(s) must be received by HR within 90 days of the position start date to receive additional adjustment in salary placement.

Verified related public or private sector professional experience will be credited as follows:

- Except for Senior Management and Director positions, year for year credit up to a maximum of five (5) years will be given based upon related professional experience for positions that fall within the same discipline, specialized field of expertise, skill set or substantially similar job duties for which the successful applicant is being hired. "Discipline" means subject matter or specialized field of expertise for the position; "Skill set" means technical experience directly related to the position being hired.

- Senior Management and Directors shall be given year for year credit for verified, related professional experience. Half-year credit may be given for positions held that are considered preparatory for the position: specialized field of expertise for the position; or require technical experience directly related to the position being hired.

- "One year" credit means 75 percent of the number of working days or total working hours required by the successful applicant's former employer's full-time equivalent position, measured from July 1 through June 30 (fiscal) or from January 1 through December 31 (calendar).

- The successful applicant must have been in active-duty status to receive credit for years of prior related professional experience (e.g., time that the successful applicant was on leave or re-employment lists due to lay-off or medical issues will not be credited).

- Part-time means a position less than 75 percent as defined above.

All verified, related professional experience will be combined to determine years of creditable experience.

Professional Growth Stipends

The Professional Growth Program for classified employees is designed to promote activities which will assist employees in acquiring the knowledge and skills needed to do their jobs well; to reach the maximum level of their professional potential; to promote safe working practices and procedures; to provide employees with opportunities to learn better and more efficient ways to do the job; to stimulate employees to reach and maintain acceptable levels of productivity and job effectiveness; and to encourage employees to improve their relations with students, other staff members, and the public.

Classified employees seeking to add professional growth stipends to their compensation may do so by submitting a Letter of Intent to the Human Resources Department no later than March 1 of each year. The Letter of Intent must include the accredited university or college, the courses to be taken, semester units, and justification regarding how the courses will enhance their ability to perform their jobs and improve job performance. The Human Resources Department will review the request and determine if the courses listed will be acceptable to earn the professional growth stipend.

Upon approval, the professional growth stipend is as follows:

Must have completed 12 units $ 300 per year
Must have completed 24 units $ 600 per year
Must have completed 36 units $ 900 per year
Must have completed 48 units $ 1,200 per year
Must have completed 60 units $1,500 per year
Must have completed 72 units $1,800 per year

Must have completed 84 units $2,100 per year
Must have completed 96 units $2,400 per year
Must have completed 108 units $2,700 per year
Caps at 120 completed units $3,000 per year

*Stipend based on an 8-hour day.

The stipend will be applied commensurate with the employees' contracted hours.
Official transcripts must be received by August 1 of each school year. Awards shall be granted for the current school year for 11- month employees and shall be retroactive to July 1 of each school year for 12- month employees. The Professional Growth stipend will be paid to employees in equal monthly installments over the course of the fiscal year.

Longevity Pay
The Board finds that the following longevity pay increments, which will be applied retroactively to all employees have been consistent with the longevity pay given to similarly-situated classified employees since February 21, 2012. In conjunction with established salary placement limitations, the Board further finds that no classified employee has been granted longevity pay without first serving a minimum of 5 consecutive years.
In order to recognize the dedication and hard work of our employees, longevity pay serves as a powerful incentive to retain experienced employees, foster loyalty, and reduce turnover. By offering longevity pay for years of service to the District, it will create a more stable workforce, enhance organizational continuity, boost morale and reduce the cost associated with recruitment and training.

Any classified employee, after completing thirteen (13) years of consecutive service with the District, shall receive an additional two percent (2%) of their current base pay paid in equal monthly installments throughout the fiscal year.
After completing sixteen (16) years of consecutive service with the District, each classified employee shall receive an additional four percent (4%) of their current base pay paid in equal monthly installments throughout the fiscal year.
After completing nineteen (19) years of consecutive service with the District, each classified employee shall receive an additional six percent (6%) of their current base pay paid in equal monthly installments throughout the fiscal year.
After completing twenty-two (22) years of consecutive service with the District, each classified employee shall receive a maximum of an additional eight percent (8%) of their current base pay paid in equal monthly installments throughout the fiscal year.

The longevity pay increments are not cumulative (e.g., an employee who completes 16 years of consecutive service is entitled to 4% longevity pay, not 4% plus 2% after completing 13 years of consecutive service).

Shift Differential

The Governing Board recognizes that certain classified positions may require work outside of standard daytime hours. Employees assigned to a regular work schedule that includes hours between 5:00 p.m. and 11:00 p.m. shall receive a shift differential as specified in the applicable salary schedule.

Such differential compensation shall be based on the employee's contracted work schedule and hours worked within the defined time period and shall be applied consistently to similarly situated employees.

Overtime Compensation
The district shall provide compensatory time off or cash payment for overtime work in accordance with law and any applicable negotiated employee agreement. Overtime is not paid to salaried employees who serve in exempt positions.

Full-time, non-exempt classified employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day or 40 hours in one work week, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work.

Part-time classified employees who work in excess of eight hours in one day or work on the sixth or seventh day of the week shall be paid an overtime rate of not less than one and one-half times their regular rate of pay.
No overtime shall be allowed except as authorized by an employee's immediate supervisor. The district shall carefully keep records related to the accrual of overtime. Employees subject to overtime payment shall complete a

daily record of time worked. Falsification of time records will result in disciplinary action against the employee and may subject him/her to civil and criminal penalties.

Employees may receive overtime compensation in the form of compensatory time off (CTO). CTO may be accrued up to a maximum of forty-five (45) hours (thirty [30] hours of overtime work). All overtime must be approved by the employee's respective Department Supervisor and/or Principal prior to the work being performed. The Superintendent or designee -determines if the employee is paid or earns compensatory time off. An employee accepting CTO must elect to do so pursuant to a written agreement (documented by the district overtime authorization form) entered into between the district and the employee. It shall be deemed the responsibility of the employee to turn in the district overtime authorization form to the appropriate department or school office for maintenance of records. (Education Code 45128-45129, Labor Code 204.3)

Employees must use CTO accrual annually within 12 calendar months after earning CTO. After 12 months, unused CTO will be converted to monetary compensation reflecting one and one-half times the employee's regular hourly rate. Use of CTO may be used at any time with the pre-approval of the employee's respective Department Supervisor and/or Principal, provided that this does not unduly disrupt district operations. Up to 16 hours of CTO may be used in conjunction with accrued vacation time.
This amended policy shall become effective upon approval by the Board of Trustees.

Policy Reference Disclaimer:

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

State	**Description**
8 CCR 11040	Wages and hours; definitions of administrative, executive, and professional employees
Ed. Code 44042.5	Wage overpayment
Ed. Code 45022-45061.5	Salaries
Ed. Code 45023	Availability of salary schedule
Ed. Code 45028	Salary schedule and exceptions
Ed. Code 45127-45133.5	Classified employees; work week; overtime provisions
Ed. Code 45160-45169	Salaries for classified employees
Ed. Code 45268	Salary schedule for classified service in merit system districts
Ed. Code 45500	Classified School Employee Summer Assistance Program
Gov. Code 3540-3549	Meeting and negotiating
Gov. Code 3543.2	Scope of representation
Gov. Code 3543.7	Duty to meet and negotiate in good faith
Lab. Code 226	Employee access to payroll records
Lab. Code 232	Disclosure of wages
Federal	**Description**
26 CFR 1.409A-1	Definitions and covered plans
26 USC 409A	Deferred compensation plans
29 CFR 516.4	Notice of minimum wage and overtime provisions
29 CFR 516.5-516.6	Records
29 CFR 541.0-541.710	Exemptions for executive, administrative, and professional employees
29 CFR 553.1-553.51	Fair Labor Standards Act; applicability to public agencies
29 USC 201-219	Fair Labor Standards Act
29 USC 203	Definitions
29 USC 207	Fair Labor Standards Act
29 USC 213	Exemptions from minimum wage and overtime requirements
Management Resources	**Description**
Court Decision	Flores v. City of San Gabriel (9th Cir., 2016) 824 F.3d 890

Office of Management and Budget Publication	Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by COVID-19 due to Loss of Operations, Memo M-20-17, March 19, 2020
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Labor, Wage and Hour Division
Website	Internal Revenue Service
Website	School Services of California, Inc.
Website	CSBA

Cross References

Code	Description
3100	Budget
3100	Budget
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3580	District Records
3580	District Records
4000	Concepts And Roles
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.6	Personnel Files
4113.5	Working Remotely
4121	Temporary/Substitute Personnel
4140	Bargaining Units
4141	Collective Bargaining Agreement
4143	Negotiations/Consultation
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212	Appointment And Conditions Of Employment
4212.6	Personnel Files
4213.5	Working Remotely
4240	Bargaining Units
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.6	Personnel Files
4313.5	Working Remotely
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits

KINGSBURG
ELEMENTARY CHARTER SCHOOL DISTRICT

WESLEY SEVER, ED.D.
Superintendent

MATT STOVALL
Assistant Superintendent,
Curriculum & Instruction

BOBBY RODRIGUEZ
Assistant Superintendent,
Business Services

ERIN PASILLAS
Director of Special Education
& Student Services

SARAH BALLARD
Director of Human Resources

Notice of Public Hearing

The Kingsburg Elementary Charter School District hereby gives notice that a Public Hearing will be held during the regularly scheduled board meeting as follows:

TOPIC:	Williams Uniform Complaints
HEARING DATE:	April 13, 2026
TIME:	4:00 p.m.
LOCATION:	Professional Development Building Kingsburg Elementary Charter School District 1310 Stroud Avenue Kingsburg, CA 93631

Dr. Wesley Sever, Superintendent
Kingsburg Elementary Charter School District
County of Fresno
State of California

Posted on March 25, 2026
Locations of Posting:
District Office, School Sites,
and District Website

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
GOVERNING BOARD MEETING

Monday, March 9, 2026

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

4:00 p.m.

MINUTES

DRAFT

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

1. Call to Order and Roll Call
   President, Karyll Smith Quinn, called the meeting to order at 4:01 p.m.

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

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

2. Pledge of Allegiance

3. Moment of Contemplative Silence

4. Approval of Agenda:

   Moved: Mrs.Lunde, Seconded: Mrs. Smith Quinn, to approve the March 9, 2026, Board agenda as submitted:

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

   Motion Carried: 5-0

DISCUSSION

5. Superintendent's Report
   5.1 Communications/Recognitions
      5.1.1 Enrollment is up by 32 students bringing the total to 2,132 students.
      5.1.2 Mr. Marshall along with Roosevelt Elementary School hosted a successful, well attended Goodies with Guardians event over Valentine's Day.

5.1.3 Dr. Sever thanked Washington Preschool and staff for sharing Valentine cheer with the Senior Center, where students sang songs.

5.1.4 Mrs. Simmons and her team at Community Schools continue to do great work! Success Together Family Nights have waitlists, Magnet Mania is up next. Raising Highly Capable Kids continues to teach parenting assets and is held twice a year with two classes per session. Community Schools has also started Spring Digital Literacy (beginning computer class) in collaboration Fresno State will be giving out free Chromebook Computers. The food drive in partnership with KCAPS kicks off at the end of this month.

5.1.5 Mr. Stovall and his team have been doing an incredible job with Kingsburg Reads One Book, the author visit was a success and there is excitement across town with our local businesses.

5.1.6 Last month's board meeting was featured in the Dala Monthly, with a $5K grant for the Roosevelt Elementary Library, from the Masumoto Community Education and Leadership Fund.

5.1.7 Mr. Stovall, Mrs. Winchell and Mr. Pickrell attended the CISC conference in Monterey and found the information very valuable.

5.1.8 Mrs. Regier and Mr. Lutz attended the California Consortium of Independent Studies (CCIS) – learning about expectations of upcoming audits and changes.

5.1.9 Dr. Sever started a book study with the students at Island Community Day School and teacher Ms. Miguel, reading, *Sometimes you Win, Sometimes you Learn* by: John C. Maxwell. The session lasts 1 hour with 3 students and they discuss the traps that stop you from learning. Board members are welcome to attend.

5.1.10 Rafer Johnson Junior High's play, *Dare to Dream*, is coming up and should be a spectacular production.

6. Director of Human Resources- Special Report

6.1 Mrs. Ballard, Director of Human Resources discussed a possible partnership with Reach University, an accredited non-profit university. Reach University partners with school districts, enabling employees to earn a bachelor's degree while they work, offering a low cost tuition model, presenting a great option for eligible employees. This will help KECSD grow local talent and retain employees. More information will be provided at the next board meeting.

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

7.1. Mr. Stovall shared the LCAP Staff Survey results with the Board. The District gathered stakeholder input on key priorities for the 2026-2027 Local Control and Accountability Plan, focusing on student achievement, professional development, curriculum, school climate, and support services. Feedback from staff highlighted the need for staffing, intervention support, access to academic coaching, professional development, paraprofessional support, technology access and updated hardware, as well as mental health services to enhance student learning and well-being across all schools.

7.2. Great feedback is being gathered during the Math Pilot. Teachers are interested in Track Pad and we may be able to conduct tests utilizing the technology.

7.3. Kingsburg Reads One Book (KROB) is off to a great start. The author visits went really well and students at Reagan in the Million Word Reader Club really enjoyed sharing lunch with the author. Mrs. Simmons and Mrs. Garcia have done an excellent job engaging business downtown.

8. Assistant Superintendent- Business Services' Report

8.1. Mr. Rodriguez gave a Shout-out to Bricki McNulty, Child Nutrition Director, who continues to provide creative menu options. The most recent menu addition, carne asada fries was a hit, which utilized individual ingredient components to prevent fries from getting soggy. The green eggs and ham during *Read Across America* week had mixed reviews. The color in the eggs was created by blending spinach.

8.2. Projects

DRAFT

8.2.1. A new project is being presented to the Board to paint the Rafer Johnson Junior High (RJJH) Gym with light gray upper walls and dark gray ducts over spring break. In addition, MOT will remove outdated banners to create a fresh and inviting space. This will be the first time the gym has been painted since its original construction.

8.2.2. There was a leak under the electrical box at the RJJH Library. An emergency construction crew came in to remove concrete and hand dug to repair the leak. Temporary fencing was put in place.

8.2.3. Solar Update: The Inspector of Record (IOR) have all been submitted. Washington Elementary, Roosevelt Elementary and Rafer Johnson Junior High have Permission to Operate (PTO), March 16th, 2026. Lincoln Elementary has PTO on March 30, 2026.

8.2.4. Summer Projects: Upcoming summer projects include the following:

8.2.4.1. Washington Elementary: Add tackboard to rooms 1 and 2, remove the awning, repaint lines, replace cafeteria doors

8.2.4.2. Roosevelt Elementary: Add tackboard to staff room, rooms 31 and 32

8.2.4.3. Lincoln Elementary: Add tackboard to rooms 37 and 39

8.2.4.4. Central Valley Home School: Replace front and north doors

8.2.4.5. Rafer Johnson Junior High: Room 4 add carpet (make more of a classroom setting), divide room 13 into two rooms removing ovens and adding carpet

8.2.4.6. District Office: Replace roof

8.2.4.7. Possible other projects: Sanding and additional painting

9. Board Member Reports

9.1. Mr. Yanes conducted two visits at both Washington and Lincoln Elementary Schools. He was very impressed with the level of work our staff is doing and commended Ashley Valdez on a fabulous job during Lauren Galli's absence.

9.2. Mrs. Lunde enjoyed visiting Lincoln Elementary and Central Valley Home School, during the author visit.

9.3. Mrs. Smith Quinn really enjoyed a visit to Reagan Elementary. She remarked the love, caring and kindness our teachers and administrators have for our students is phenomenal.

9.4. Rev. Ezaki provided a report on his site visits to Central Valley Home School and Island. He praised the current facility improvements and organizational updates, highlighting the effectiveness of the new high-fencing installation. Additionally, he noted the active participation of students engaged in in-person elective programming at the CVHS campus.

10. First Readings

10.1. AR 0450: Comprehensive Safety Plan

10.2. AR 4114: Transfers

10.3. Exhibit 4119.21E(1): Professional Standards

10.4. Exhibit 4219.21E(1): Professional Standards

10.5. AR 5145.2: Freedom of Speech

Following a presentation of the proposed regulations, Board Member Mrs. Smith Quinn requested changes to AR 5145.2. With the amendment, the regulations and exhibits will be brought back to the next Board meeting for approval.

ACTION

11. Consent Agenda

11.1. Consider Approval of Minutes – February 10, 2026 Board Meeting

11.2. Consider Approval of Cash Balances

11.3. Consider Approval of Budget Report

11.4. Consider Approval of Accounts Payable Report

11.5. Consider Approval to Surplus Equipment

11.6. Consider Approval of SIOP Training for New Teachers/Administrators

11.7. Consider Approval of Professional Learning Agreement TCOE

11.8. Consider Approval of Decodable Books- Roosevelt Elementary

DRAFT

Items 11.1.- 11.8:
Moved: Mr. Bergstrom; Seconded: Mr. Yanes

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

Motion Carried: 5-0

BUSINESS SERVICES

12. Consider Approval of 2025-2026 Second Interim Report
Moved: Mr. Bergstrom; Seconded: Mr. Yanes

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

Motion Carried: 5-0

13. Consider Approval of the Corrective Action Packet for the 2025-2025 Audit Findings
Moved: Mrs. Lunde; Seconded: Mr. Bergstrom

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

Motion Carried: 5-0

14. Consider Approval of Quote from Sound Contracting for Upgrades to the Audio Visual System in the Lincoln Cafeteria

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

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

Motion Carried: 5-0

15. Consider Approval of Proposal from AMS.NET to Allow Switching Infrastructure to be Managed by a Central Platform

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

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

Motion Carried: 5-0

16. Consider Approval of Bid from Ro's Precise Painting to Paint the Inside of Rafer Johnson Junior High Gym

Moved: Mr. Lunde; Seconded: Mr. Bergstrom

Mr. Bergstrom – Yes; Rev. Ezaski – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

DRAFT

Motion Carried: 5-0

ADMINISTRATIVE SERVICES

17. Consider Approval of Delegate Assembly Nominees to the 2026 CSBA Delegate Assembly (Corrected Version)

    The Board let the item die for lack of motion.

18. First Reading: Board Policies/Administrative Regulations/Exhibits
    - 18.1. BP 1114: District Sponsored Social Media
    - 18.2. BP 2120: Superintendent Recruitment and Selection
    - 18.3. BP 4119.24: Maintaining Appropriate Adult-Student Interactions
    - 18.4. AR 5144.1: Suspension and Expulsion/Due Process

PUBLIC COMMENT

19. Public Comment on Agendized and Non-Agendized Items
    - 19.1. Dr. Johnny Alvarado, candidate for Fresno County Superintendent of Schools, addressed the Board and the public. Dr. Alvarado introduced himself and shared his vision and objectives for seeking the position of Superintendent.

20. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting:
    Monday, April 13, 2026, 4:00 p.m., Professional Development Building

CLOSED SESSION

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

22. Anticipated & Existing Litigation (Government Code Section 54956.9(b)) & (d)(1)

23. Public Employee Employment (Government Code Section 54957)

24. Certificated Personnel
    - 24.1.1 Consider Acceptance of Resignation: Jennifer Kredit, RSP Teacher, Washington Elementary School
    - 24.1.2. Consider Acceptance of Resignation: Brianna Murphy, 5th Grade Teacher, Reagan Elementary School
    - 24.1.3. Consider Approval to Hire: Angelia Kourafas, .75FTE K-8 Teacher, Central Valley Home School

25. Classified Personnel
    - 25.1.1 Consider Approval of Request to Hire: Cinthia Cabuto, Cafeteria Helper, Washington School
    - 25.1.2 Consider Approval of Request to Hire: Wyatt Gleason, Cafeteria Helper, Reagan Elementary School
    - 25.1.3 Consider Approval of Personnel report: Substitute Employees and Coaches

26. Pupil Personnel
    - 26.1.1 Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
    - 26.1.2 Consider Approval of 2025-26 New Attendance Requests – Site-Based Program
    - 26.1.3 Consider Approval of 2025-26 New Attendance Requests – Central Valley Home School
    - 26.1.4 Consider Approval of 2026-27 New Attendance Requests – Site-Based Program
    - 26.1.5 Consider Approval of 2026-27 Renewal Attendance Requests – Site-Based Program

RECONVENE PUBLIC SESSION

DRAFT

ACTION

28. Report of Actions Taken in Closed Session:

Action taken on agenda item 24.1.1- 25.1.3:
Moved: Mrs. Smith Quinn; Seconded: Mr. Bergstrom to take the following action:

- Acceptance of Resignation: Jennifer Kredit, RSP Teacher, Washington Elementary School
- Acceptance of Resignation: Brianna Murphy, 5th Grade Teacher, Reagan Elementary School
- Approval Request to Hire: Angelia Kourafas, .75FTE K-8 Teacher, Central Valley Home School
- Consider Approval of Request to Hire: Cinthia Cabuto, Cafeteria Helper, Washington School
- Consider Approval of Request to Hire: Wyatt Gleason, Cafeteria Helper, Reagan Elementary School
- Consider Approval of Personnel Report: Substitute Employees and Coaches

Mr. Bergstrom – Yes; Rev. Ezaski – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes;
Mr. Yanes – Yes;

Motion Carried: 5-0

Action taken on agenda items 26.1.1 – 26.1.5:
Moved: Mrs. Smith Quinn; Seconded: Mrs. Lunde, to take the following action:

- Approved 2025-26 New Attendance Requests – Site-Based Program
- Approved 2025-26 New Attendance Requests – Central Valley Home School
- Approved 2026-27 New Attendance Requests – Site-Based Program
- Approved 2026-27 Renewal Attendance Requests – Site-Based Program

Mr. Bergstrom – Yes; Rev. Ezaski – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes;
Mr. Yanes – Yes;

Motion Carried: 5-0

28. Adjourn

Meeting was adjourned at 5:45 p.m.

DRAFT

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
GOVERNING BOARD MEETING

SPECIAL BOARD MEETING
March 18, 2026

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

10:00 a.m.

MINUTES

DRAFT

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

1. Call to Order and Roll Call
   President, Reverend Edward Ezaki, called the meeting to order at 10:00 a.m.

   Board Members Present:
   Reverend Edward Ezaki, President
   Karyll Smith Quinn, Clerk
   Constance Lunde, Member
   Brad Bergstrom, Member

   Board Members Absent:
   Frank Yanes, Member

   District Office Administrators Present:
   Wesley Sever, Ed.D., Superintendent
   Erin Pasillas, Director of Special Education and Student Services

2. Pledge of Allegiance

3. Moment of Contemplative Silence

4. Approval of Agenda

   Moved: Rev. Ezaki; Seconded: Mrs. Smith Quinn

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

5. Public Comment on Agendized Items
   5.1. No comments were received from the public.

CLOSED SESSION

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

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

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

    8.1. The Governing Board Will Meet in Closed Session to Consider Student Expulsion Recommendations per California Education Codes 48916, 49073-49079
        8.1.1 Case No. 24-04

RECONVENE PUBLIC SESSION

ACTION

9. Report of Actions Taken in Closed Session

Action taken on agenda item 8.1.1.:
Moved: Mr. Bergstrom; Seconded: Rev. Ezaki, to take the following action:

- Case No. 26-04- The Board ratified the stipulated expulsion of the student to Island Community Day School for the remainder of the 25-26 school year. The student will have the opportunity to return to a comprehensive school site for the start of the 26-27 school year, given the successful completion of the rehabilitation plan.

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

10. Adjourn

Meeting was adjourned at 11:00 a.m.

DRAFT

		JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2023-24													
60001	**GE**	20,202,997	19,271,414	18,135,834	17,771,903	17,659,066	19,912,474	19,959,366	22,045,477	23,398,287	24,048,191	23,174,503	25,750,243
60012	**CHDE**	229,084	213,746	247,305	256,427	381,879	349,688	330,424	355,788	331,332	343,073	343,002	343,399
60008	**CAFÉ**	502,800	436,623	353,644	162,204	121,919	183,471	74,958	160,661	269,430	285,461	523,535	629,245
60020	**SPRES**	2,200,348	2,200,348	2,214,399	2,214,877	2,214,877	2,228,942	2,229,425	2,229,425	2,243,777	2,244,251	2,244,251	2,259,195
65334	**16 B**	6,346	6,346	6,387	6,388	6,388	6,429	6,430	6,430	6,472	6,473	6,473	6,516
60006	**DF**	1,233,589	1,281,437	1,228,706	1,258,686	1,264,501	1,281,325	1,281,597	1,330,216	1,338,262	1,205,374	1,166,121	1,214,520
65066	**04 A**	498	513	516	516	516	520	520	520	523	523	523	527
65104	**06 Refund**	92,354	92,354	92,943	92,963	92,963	93,554	93,574	93,574	94,177	94,196	94,196	94,824
65215	**13 Refi**	97,613	97,719	98,342	98,364	98,364	98,988	99,009	99,009	99,647	99,668	99,668	100,331
65276	**Bond Intrst**	74,778	80,423	85,358	85,885	87,069	253,250	313,833	314,282	344,577	560,865	580,086	112,039
65281	**16 Refi**	22,005	24,048	25,075	25,224	25,548	86,265	26,982	27,104	35,399	94,104	99,260	106,701
65335	**16 B Debt**	32,972	36,380	38,169	38,431	39,000	150,592	57,996	58,214	72,758	180,962	190,581	204,269
2024-25													
60001	**GE**	22,889,928	21,080,488	22,054,060	21,457,722	20,761,666	21,446,181	24,473,039	23,396,480	24,409,778	24,521,151	23,554,680	25,775,914
65400	**ASB**		105,122	122,592	143,968	185,556	179,982	163,192	156,196	183,665	187,315	174,924	157,391
60012	**CHDE**	330,987	445,809	487,730	496,258	572,821	632,361	619,725	527,395	559,637	562,728	508,581	544,600
60008	**CAFÉ**	551,244	619,238	564,707	386,424	396,949	481,497	488,853	404,134	657,063	495,239	433,740	840,937
60020	**SPRES**	2,244,705	2,259,648	2,275,572	2,276,053	2,276,053	2,292,453	2,292,934	2,292,944	2,292,944	2,309,666	2,309,666	2,309,666
65334	**16 B**	6,474	6,716	6,563	6,565	6,565	6,612	6,614	6,614	6,614	6,662	6,662	6,662
60006	**DF**	965,355	985,168	1,032,720	875,991	873,427	766,177	857,351	783,962	841,204	626,283	509,488	619,944
65066	**04 A**	523	527	530	531	531	534	534	534	544	548	548	548
65104	**06 Refund**	94,215	94,843	95,511	95,531	95,531	96,220	96,240	96,240	96,240	96,942	96,942	96,942
65215	**13 Refi**	99,688	100,352	101,059	101,080	101,080	101,809	101,830	101,830	101,852	102,594	102,594	102,594
65276	**Bond Intrst**	114,493	118,807	122,425	124,603	124,776	78,189	322,694	328,139	379,872	592,334	607,636	104,545
65281	**16 Refi**	33,003	34,169	34,769	35,361	35,406	35,000	23,610	25,133	38,582	93,396	95,502	101,813
65335	**16 B Debt**	53,887	56,069	57,230	58,319	58,406	58,337	57,363	60,161	86,135	190,692	199,441	211,463
2025-26													
60001	**GE**	23,355,249	21,410,753	23,931,240	20,586,597	22,356,551	25,480,286	24,970,057	24,526,342	25,224,208			
65400	**ASB**	147,025	144,738	169,149	171,005	149,111	140,342	130,674	122,996	188,065			
60012	**CHDE**	539,716	498,828	713,048	782,048	753,357	797,369	803,548	811,657	889,488			
60008	**CAFÉ**	735,582	610,488	769,264	763,445	545,417	652,856	719,723	860,423	993,005			
60020	**SPRES**	2,310,155	2,326,612	2,343,253	2,343,253	2,343,775	2,357,926	2,358,454	2,358,454	2,358,454			
65334	**16 B**	6,663	6,711	6,759	6,759	6,760	6,801	6,803	6,803	6,803			
60006	**DF**	505,109	508,778	477,884	492,344	492,464	562,095	586,385	676,541	647,922			
65066	**04 A**	548	552	556	556	556	559	560	560	560			
65104	**06 Refund**	96,963	97,653	98,352	98,352	98,374	98,968	98,990	98,990	98,990			
65215	**13 Refi**	102,616	103,347	104,086	104,086	104,109	104,738	104,761	104,761	104,761			
65276	**Bond Intrst**	107,558	111,509	118,470	118,487	118,641	308,954	358,881	393,587	395,442			
65281	**16 Refi**	28,025	32,231	33,600	33,604	32,714	91,811	104,274	38,232	38,722			
65335	**16 B Debt**	51,456	53,438	56,159	56,167	55,320	168,098	192,749	88,717	89,626			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 0100 General Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$38,291,571.08	$41,399,908.67	$4,278,307.05	$29,156,763.79	$0.00	$12,243,144.88	29.6
Expenditures							
Total: 1000 Certificated	$15,301,753.02	$15,510,324.53	$1,281,616.03	$10,191,289.08	$0.00	$5,319,035.45	34.3
Total: 2000 Classified	6,975,783.82	7,234,566.02	572,064.78	4,877,499.13	0.00	2,357,066.89	32.6
Total: 3000 Benefits	11,347,913.67	11,576,879.58	789,039.45	6,762,314.33	181,103.50	4,633,461.75	40.0
Total: 1000 - 3000	33,625,450.51	34,321,770.13	2,642,720.26	21,831,102.54	181,103.50	12,309,564.09	35.9
Total: 4000 Books & Supplies	1,985,519.96	3,851,900.22	127,624.21	1,252,721.55	196,004.05	2,403,174.62	62.4
Total: 5000 Services & Other	5,733,680.57	7,454,444.45	618,980.85	4,736,025.05	1,676,814.01	1,041,605.39	14.0
Total: 4000 - 5000	7,719,200.53	11,306,344.67	746,605.06	5,988,746.60	1,872,818.06	3,444,780.01	30.5
Total: 1000 - 5000	41,344,651.04	45,628,114.80	3,389,325.32	27,819,849.14	2,053,921.56	15,754,344.10	34.5
Total: 6000 Capital Outlay	968,521.03	1,453,800.47	63,049.41	732,005.77	30,707.50	691,087.20	47.5
Total: 7000 Other Outgo/Financing Uses	367,734.23	772,614.23	129,777.00	460,847.56	133,647.06	178,119.61	23.1
Total: 1000 - 7000	42,680,906.30	47,854,529.50	3,582,151.73	29,012,702.47	2,218,276.12	16,623,550.91	34.7
Total: Net Increase/(Decrease) in Fund Balance	**($4,389,335.22)**	**($6,454,620.83)**	**$696,155.32**	**$144,061.32**	**($2,218,276.12)**	**($4,380,406.03)**	**67.9**
Total: Beginning Balance	17,425,768.79	29,569,078.09	0.00	29,569,078.09			
Total: Ending Fund Balance (9790)	$13,036,433.57	$23,114,457.26	$696,155.32	$29,713,139.41			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(6,454,620.83)			
Total: Undesignated	13,036,433.57	23,114,457.26	696,155.32	36,167,760.24			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 0800 Student Activity Special Revenue Fun

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$249,788.16	$184,227.40	$94,645.00	$185,212.15	$0.00	($984.75)	-0.5
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	187,085.37	138,846.09	9,221.63	56,941.96	16,423.44	65,480.69	47.2
Total: 5000 Services & Other	62,702.79	144,615.44	20,364.70	75,471.82	19,209.31	49,934.31	34.5
Total: 4000 - 5000	249,788.16	283,461.53	29,586.33	132,413.78	35,632.75	115,415.00	40.7
Total: 1000 - 5000	249,788.16	283,461.53	29,586.33	132,413.78	35,632.75	115,415.00	40.7
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000	249,788.16	283,461.53	29,586.33	132,413.78	35,632.75	115,415.00	40.7
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**($99,234.13)**	**$65,058.67**	**$52,798.37**	**($35,632.75)**	**($116,399.75)**	**117.3**
Total: Beginning Balance	106,633.94	138,664.32	0.00	138,664.32			
Total: Ending Fund Balance (9790)	$106,633.94	$39,430.19	$65,058.67	$191,462.69			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(99,234.13)			
Total: Undesignated	106,633.94	39,430.19	65,058.67	290,696.82			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 1200 Child Development Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$605,955.00	$956,500.77	$122,641.00	$877,177.48	$0.00	$79,323.29	8.3
Expenditures							
Total: 1000 Certificated	$197,532.40	$205,200.50	$17,571.52	$147,375.85	$0.00	$57,824.65	28.2
Total: 2000 Classified	153,924.40	144,074.02	14,232.23	101,807.28	0.00	42,266.74	29.3
Total: 3000 Benefits	163,494.70	173,601.33	10,136.14	84,986.00	6,000.00	82,615.33	47.6
Total: 1000 - 3000	514,951.50	522,875.85	41,939.89	334,169.13	6,000.00	182,706.72	34.9
Total: 4000 Books & Supplies	305,411.92	641,231.77	3,339.61	8,906.14	7,753.71	624,571.92	97.4
Total: 5000 Services & Other	5,484.07	105,434.07	0.00	4,303.83	2,018.41	99,111.83	94.0
Total: 4000 - 5000	310,895.99	746,665.84	3,339.61	13,209.97	9,772.12	723,683.75	96.9
Total: 1000 - 5000	825,847.49	1,269,541.69	45,279.50	347,379.10	15,772.12	906,390.47	71.4
Total: 6000 Capital Outlay	0.00	0.00	0.00	(4,209.00)	0.00	4,209.00	0.0
Total: 7000 Other Outgo/Financing Uses	34,656.56	34,656.56	0.00	0.00	0.00	34,656.56	100.0
Total: 1000 - 7000	860,504.05	1,304,198.25	45,279.50	343,170.10	15,772.12	945,256.03	72.5
Total: Net Increase/(Decrease) in Fund Balance	**($254,549.05)**	**($347,697.48)**	**$77,361.50**	**$534,007.38**	**($15,772.12)**	**($865,932.74)**	**249.0**
Total: Beginning Balance	254,549.05	347,697.48	0.00	347,697.48			
Total: Ending Fund Balance (9790)	$0.00	$0.00	$77,361.50	$881,704.86			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(347,697.48)			
Total: Undesignated	0.00	0.00	77,361.50	1,229,402.34			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 1300 Cafeteria Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$1,688,577.35	$1,688,577.35	$290,586.00	$1,010,145.14	$0.00	$678,432.21	40.2
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	562,190.61	575,202.23	48,974.03	395,022.49	0.00	180,179.74	31.3
Total: 3000 Benefits	292,322.72	309,120.85	21,593.57	179,896.89	12,945.00	116,278.96	37.6
Total: 1000 - 3000	854,513.33	884,323.08	70,567.60	574,919.38	12,945.00	296,458.70	33.5
Total: 4000 Books & Supplies	1,535,571.17	1,499,549.54	84,463.26	480,884.72	262,718.73	755,946.09	50.4
Total: 5000 Services & Other	79,404.45	129,662.88	3,683.15	79,727.05	11,112.59	38,823.24	29.9
Total: 4000 - 5000	1,614,975.62	1,629,212.42	88,146.41	560,611.77	273,831.32	794,769.33	48.8
Total: 1000 - 5000	2,469,488.95	2,513,535.50	158,714.01	1,135,531.15	286,776.32	1,091,228.03	43.4
Total: 6000 Capital Outlay	0.00	0.00	0.00	13,218.70	0.00	(13,218.70)	0.0
Total: 7000 Other Outgo/Financing Uses	56,275.21	56,275.21	0.00	0.00	0.00	56,275.21	100.0
Total: 1000 - 7000	2,525,764.16	2,569,810.71	158,714.01	1,148,749.85	286,776.32	1,134,284.54	44.1
Total: Net Increase/(Decrease) in Fund Balance	**($837,186.81)**	**($881,233.36)**	**$131,871.99**	**($138,604.71)**	**($286,776.32)**	**($455,852.33)**	**51.7**
Total: Beginning Balance	837,186.81	1,141,894.83	0.00	1,141,894.83			
Total: Ending Fund Balance (9790)	$0.00	$260,661.47	$131,871.99	$1,003,290.12			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(881,895.28)			
Total: Undesignated	0.00	260,661.47	131,871.99	1,885,185.40			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 1700 Special Reserve Fund for Other Than

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$0.00	$0.00	$0.00	$15,201.51	$0.00	($15,201.51)	0.0
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**$0.00**	**$0.00**	**$15,201.51**	**$0.00**	**($15,201.51)**	**0.0**
Total: Beginning Balance	2,807,016.55	2,867,252.80	0.00	2,867,252.80			
Total: Ending Fund Balance (9790)	$2,807,016.55	$2,867,252.80	$0.00	$2,882,454.31			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	2,807,016.55	2,867,252.80	0.00	2,882,454.31			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 2104 Building Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$0.00	$0.00	$0.00	$43.86	$0.00	($43.86)	0.0
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**$0.00**	**$0.00**	**$43.86**	**$0.00**	**($43.86)**	**0.0**
Total: Beginning Balance	6,563.52	6,758.70	0.00	6,758.70			
Total: Ending Fund Balance (9790)	$6,563.52	$6,758.70	$0.00	$6,802.56			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	6,563.52	6,758.70	0.00	6,802.56			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 2500 Capital Facilities Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$560,433.70	$560,433.70	($28,618.80)	$168,702.01	$0.00	$391,731.69	69.9
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	223,433.70	223,433.70	0.00	2,000.00	2,000.00	219,433.70	98.2
Total: 4000 - 5000	223,433.70	223,433.70	0.00	2,000.00	2,000.00	219,433.70	98.2
Total: 1000 - 5000	223,433.70	223,433.70	0.00	2,000.00	2,000.00	219,433.70	98.2
Total: 6000 Capital Outlay	0.00	1,262.23	0.00	(58,403.89)	0.00	59,666.12	4,727.0
Total: 7000 Other Outgo/Financing Uses	337,000.00	337,000.00	0.00	65,769.04	134,693.74	136,537.22	40.5
Total: 1000 - 7000	560,433.70	561,695.93	0.00	9,365.15	136,693.74	415,637.04	74.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**($1,262.23)**	**($28,618.80)**	**$159,336.86**	**($136,693.74)**	**($23,905.35)**	**1,893.9**
Total: Beginning Balance	398,759.15	488,596.46	0.00	488,596.46			
Total: Ending Fund Balance (9790)	$398,759.15	$487,334.23	($28,618.80)	$647,933.32			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(1,262.23)			
Total: Undesignated	398,759.15	487,334.23	(28,618.80)	649,195.55			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 5100 Bond Interest and Redemption Fund

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

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 5101 Bond Interest and Redemption Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$225,500.00	$225,500.00	$0.00	$3.47	$0.00	$225,496.53	100.0
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	225,500.00	225,500.00	0.00	0.00	0.00	225,500.00	100.0
Total: 1000 - 7000	225,500.00	225,500.00	0.00	0.00	0.00	225,500.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**$0.00**	**$0.00**	**$3.47**	**$0.00**	**($3.47)**	**0.0**
Total: Beginning Balance	530.59	556.05	0.00	556.05			
Total: Ending Fund Balance (9790)	$530.59	$556.05	$0.00	$559.52			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	530.59	556.05	0.00	559.52			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 5102 Bond Interest and Redemption Fund

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

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 5103 Bond Interest and Redemption Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$285,400.00	$285,400.00	$0.00	$637.93	$0.00	$284,762.07	99.8
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	285,400.00	285,400.00	0.00	0.00	0.00	285,400.00	100.0
Total: 1000 - 7000	285,400.00	285,400.00	0.00	0.00	0.00	285,400.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**$0.00**	**$0.00**	**$637.93**	**$0.00**	**($637.93)**	**0.0**
Total: Beginning Balance	95,511.16	98,351.87	0.00	98,351.87			
Total: Ending Fund Balance (9790)	$95,511.16	$98,351.87	$0.00	$98,989.80			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	95,511.16	98,351.87	0.00	98,989.80			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 5104 Bond Interest and Redemption Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$8,300.00	$8,300.00	$0.00	$675.33	$0.00	$7,624.67	91.9
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	8,300.00	8,300.00	0.00	0.00	0.00	8,300.00	100.0
Total: 1000 - 7000	8,300.00	8,300.00	0.00	0.00	0.00	8,300.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	**$0.00**	**$0.00**	**$0.00**	**$675.33**	**$0.00**	**($675.33)**	**0.0**
Total: Beginning Balance	101,058.72	104,085.96	0.00	104,085.96			
Total: Ending Fund Balance (9790)	$101,058.72	$104,085.96	$0.00	$104,761.29			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	101,058.72	104,085.96	0.00	104,761.29			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 5106 Bond Interest and Redemption Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$100,142.62	$331,951.96	$1,855.26	$326,298.37	$0.00	$5,653.59	1.7
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	100,197.62	100,307.62	0.00	43,566.89	0.00	56,740.73	56.6
Total: 1000 - 7000	100,197.62	100,307.62	0.00	43,566.89	0.00	56,740.73	56.6
Total: Net Increase/(Decrease) in Fund Balance	**($55.00)**	**$231,644.34**	**$1,855.26**	**$282,731.48**	**$0.00**	**($51,087.14)**	**-22.1**
Total: Beginning Balance	115,704.75	112,710.89	0.00	112,710.89			
Total: Ending Fund Balance (9790)	$115,649.75	$344,355.23	$1,855.26	$395,442.37			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(55.00)			
Total: Undesignated	115,649.75	344,355.23	1,855.26	395,497.37			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 5107 Bond Interest and Redemption Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$323,500.00	$323,500.00	$489.24	$85,532.98	$0.00	$237,967.02	73.6
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	398,062.71	398,062.71	0.00	150,061.03	0.00	248,001.68	62.3
Total: 1000 - 7000	398,062.71	398,062.71	0.00	150,061.03	0.00	248,001.68	62.3
Total: Net Increase/(Decrease) in Fund Balance	**($74,562.71)**	**($74,562.71)**	**$489.24**	**($64,528.05)**	**$0.00**	**($10,034.66)**	**13.5**
Total: Beginning Balance	32,756.26	103,249.66	0.00	103,249.66			
Total: Ending Fund Balance (9790)	($41,806.45)	$28,686.95	$489.24	$38,721.61			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(74,562.71)			
Total: Undesignated	(41,806.45)	28,686.95	489.24	113,284.32			

Board Report

From 03/01/2026 thru 03/31/2026

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

Fu: 5108 Bond Interest and Redemption Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues							
Total: 8000 Revenues	$503,455.36	$503,455.36	$909.20	$158,608.25	$0.00	$344,847.11	68.5
Expenditures							
Total: 1000 Certificated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	625,618.07	625,618.07	0.00	283,310.58	0.00	342,307.49	54.7
Total: 1000 - 7000	625,618.07	625,618.07	0.00	283,310.58	0.00	342,307.49	54.7
Total: Net Increase/(Decrease) in Fund Balance	**($122,162.71)**	**($122,162.71)**	**$909.20**	**($124,702.33)**	**$0.00**	**$2,539.62**	**-2.1**
Total: Beginning Balance	83,300.23	214,328.38	0.00	214,328.38			
Total: Ending Fund Balance (9790)	($38,862.48)	$92,165.67	$909.20	$89,626.05			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(625,618.07)			
Total: Undesignated	(38,862.48)	92,165.67	909.20	715,244.12			

Paid Date(s) From: 3/6/2026 To: 4/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
3728-AGParts Education	512825615	PO-261495	UL Certified ODM 45W USB-C	0100-09000-0-0000-2420-430000-000		162.26
					Warrant Total:	**162.26**
					Vendor Total:	**162.26**
33-Amazon.com Services LLC	512821874	PO-261300	Amazon Online Marketplace,	0100-63000-0-1110-1000-430000-090		160.38
		CM-260082	1WVM-W1H3-3FF4	0100-63000-0-1110-1000-430000-090		(14.58)
		CM-260083	1F3C-MTDV-3KCV	0100-63000-0-1110-1000-430000-090		(145.80)
		PO-261538	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		463.23
		PO-261561	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		39.93
		PO-261562	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		34.89
		PO-261500	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		487.88
		PO-261501	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		269.36
		CM-260081	1KP6-Q9V4-MGGQK	0100-74350-0-1177-1000-430000-082		(6.53)
		PO-261438	Amazon Online Marketplace, Pig	0100-78100-0-1110-1000-430000-080		103.32
		PO-261503	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		263.97
		PO-261503	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		6.53
		PO-261516	Scotch Permanent Double Sided Ta	0100-26000-0-1110-1000-430000-000		667.63
		PO-261531	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		487.07
		PO-261532	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		438.25
		PO-261534	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		89.97
					Warrant Total:	**3,345.50**
	512822768	PO-261485	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		52.26
		PO-261516	Scotch Permanent Double Sided Ta	0100-26000-0-1110-1000-430000-000		9.37
		CM-260084	17PH-RT4R-64CY	0100-74350-0-1177-1000-430000-082		(22.09)
		CM-260085	9246265076	0100-26000-0-0000-8200-430000-060		(35.96)
		CM-260086	1DDY-YHTK-46XK	0100-63870-0-7110-1000-430000-090		(480.02)
		PO-261302	Amazon Online Marketplace,	0100-63870-0-7110-1000-430000-090		480.02
		PO-261456	Nerf Nerfoop - The Classic Mini F	0100-26000-0-1110-1000-430000-000		43.30
		PO-261517	Crayola Colors Of The World Wash	0100-26000-0-1110-1000-430000-000		348.50
		PO-261472	Amazon Online Marketplace, Pig	0100-07140-0-1148-1000-430000-070		381.98
		PO-261477	Amazon Online Marketplace Pigg	0100-09000-0-1164-1000-430000-070		287.60
		PO-261497	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		80.09
		PO-261568	Amazon Online Marketplace,	0100-81500-0-0000-8110-430000-000		49.39
		PO-261546	Amazon Online Marketplace,	0100-81500-0-0000-8110-430000-000		62.98
		PO-261547	Amazon Online Marketplace,	0100-81500-0-0000-8110-430000-000		10.57
		PO-261553	Amazon Online Marketplace, Pig	0100-09000-0-1110-1000-430000-070		667.85
		PO-261538	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		28.23
		PO-261539	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		419.60

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	512822768	PO-261539	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		53.18
		PO-261498	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		318.76
		PO-261499	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		486.63
		PO-261501	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		98.07
		PO-261504	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		320.30
		PO-261507	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		392.23
		PO-261515	IRIS USA 13 QT Plastic Storage B	0100-26000-0-1110-1000-430000-000		257.22
		PO-261461	Amazon Online Marketplace Pigg	0100-09000-0-1110-1000-430000-080		18.80
		PO-261595	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		141.64
		PO-261554	Amazon Online Marketplace, Pig	0100-09000-0-1110-1000-430000-070		95.61
		PO-261555	Frito-Lay Flamin' Hot Mix, Variety	0100-26000-0-1110-1000-430000-000		106.49
		PO-261556	Mini Glow in The Dark Animal Re	0100-26000-0-1110-1000-430000-000		80.39
		PO-261557	Gulfmew 2.76 Inch 36 Pcs Inspir	0100-26000-0-1110-2495-430000-000		1,883.09
					Warrant Total:	**6,636.08**
	512823779	CM-260087	19RL-1WJQ-6MRV	0100-09000-0-1110-1000-430000-080		(42.30)
		CM-260088	1M31-XP1G-KJPL	0100-26000-0-1110-1000-430000-000		(16.34)
		CM-260089	1WWR-R16Q-MQ41	0100-26000-0-1110-1000-430000-000		(44.32)
		CM-260090	1WC9-RTFW-4KNM	0100-74350-0-1177-1000-430000-082		(196.14)
		PO-261461	Amazon Online Marketplace Pigg	0100-09000-0-1110-1000-430000-080		42.30
		PO-261470	Amazon Onfine Marketpl-ace	0100-09000-0-1164-1000-430000-090		73.26
		PO-261536	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		196.14
		PO-261501	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		29.78
		PO-261554	Amazon Online Marketplace, Pig	0100-09000-0-1110-1000-430000-070		780.78
		PO-261557	Gulfmew 2.76 Inch 36 Pcs Inspir	0100-26000-0-1110-2495-430000-000		610.00
		PO-261560	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		497.04
		PO-261564	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		470.80
		PO-261593	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		435.92
		PO-261498	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		18.49
		PO-261506	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		494.08
		PO-261507	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		98.07
		PO-261517	Crayola Colors Of The World Wash	0100-26000-0-1110-1000-430000-000		60.66
					Warrant Total:	**3,508.22**
	512824707	PO-261477	Amazon Online Marketplace Pigg	0100-09000-0-1164-1000-430000-070		215.70
		PO-261556	Mini Glow in The Dark Animal Re	0100-26000-0-1110-1000-430000-000		14.13
		PO-261456	Nerf Nerfoop - The Classic Mini F	0100-26000-0-1110-1000-430000-000		26.16
		PO-261426	JUYA Quilling Strips Set, 32 Col	0100-26000-0-1110-1000-430000-000		21.78
		PO-261504	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		98.27

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	512824707	PO-261438	Amazon Online Marketplace, Pig	0100-78100-0-1110-1000-430000-080		51.66
		PO-261594	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		277.95
		PO-261343	3M Tape Dispenser Replacement C	0100-26000-0-1110-1000-430000-000		7.62
		PO-261343	3M Tape Dispenser Replacement C	0100-26000-0-1110-1000-430000-000		5.12
		PO-261577	winvin Set of 24 Mounse Costume D	0100-26000-0-1110-1000-430000-000		751.50
		PV-260169	1CG6-NJY9-FYRT	0100-74350-0-1177-1000-430000-082		104.61
					Warrant Total:	**1,574.50**
	512825616	PO-261579	10-5000 Pcs Custom Rubber Brace	0100-26000-0-1110-2495-430000-000		728.60
		PO-261654	Amazon Online Marketplace, Pig	0100-00000-0-1110-1000-430000-082		170.34
		PO-261655	Amazon Online Marketplace,	0100-00000-0-1135-1000-430000-090		98.07
		PO-261615	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		19.60
		PO-261625	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		477.86
		PO-261629	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		140.79
		PO-261633	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		10.86
					Warrant Total:	**1,646.12**
	512827488	CM-260091	11K6-Q1GY-CRP3	0100-74350-0-1177-1000-430000-082		(21.49)
		PV-260175	1YMJ-DC79-1QJG	0100-00000-0-0000-7300-430000-000		8.48
		PO-261638	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		244.43
		PO-261639	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		294.16
		PO-261640	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		408.19
		PO-261630	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		207.04
		PO-261634	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		415.88
		PO-261617	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		406.40
		PO-261618	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		402.99
		PO-261619	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		77.93
		PO-261620	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		484.61
		PO-261621	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		249.10
		PO-261621	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		227.11
		PO-261553	Amazon Online Marketplace, Pig	0100-09000-0-1110-1000-430000-070		26.14
		PO-261614	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		272.35
		PO-261616	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		3.24
		PO-261642	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		282.28
		PO-261627	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		467.96
		PO-261628	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		196.70
		PO-261653	Fitvids Folding Exercise	0100-33100-0-5760-1120-430000-000		101.01
		PO-261656	Amazon Online Marketplace,	0100-00000-0-1135-1000-430000-090		234.15
		PO-261622	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		174.59

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	512827488	PO-261624	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		445.13
					Warrant Total:	**5,608.38**
	512828474	PO-261720	Amazon Online Marketplace,	0100-81500-0-0000-8110-430000-000		366.00
					Warrant Total:	**366.00**
	512829409	PO-261618	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		88.79
		PO-261681	Biugaaufai 20 Pack 6.5 Inch Garde	0100-26000-0-1110-2495-430000-000		2,044.02
		PO-261114	Booooom Jackson Rainbow Color	0100-67700-9-1155-1000-430000-070		261.53
		CM-260094	1MN6-F6YD-RDFJ	0100-74350-0-1177-1000-430000-082		(4.50)
		PO-261622	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		259.52
		PO-261682	Nush Nush Large Silver Gift Bags B	0100-26000-0-1110-2495-430000-000		2,813.79
		PO-261472	Amazon Online Marketplace, Pig	0100-07140-0-1148-1000-430000-070		165.60
		CM-260095	1J13-CYVJ-F4K4	0100-74350-0-1177-1000-430000-082		(17.64)
		PO-261716	Amazon Online Marketplace, Pig	0100-11000-0-1110-1000-430000-060		49.10
		PO-261699	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		475.16
		PO-261700	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		479.82
		PO-261705	Amazon Online Marketplace,	0100-11000-0-1110-1000-430000-060		78.40
		PO-261631	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		288.22
		PO-261680	Lilymicky 200 Pack 16 oz Disposa	0100-26000-0-1110-1000-430000-000		1,942.06
		PO-261697	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		497.58
		PO-261698	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		271.02
		PO-261640	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		55.53
		PO-261686	(144 Pack) Freshscent 0.5 oz. Stick	0100-26000-0-1110-2495-430000-000		2,046.37
		PO-261737	Amazon Online Marketplace,	0100-81500-0-0000-8110-430000-000		22.76
		PO-261710	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		449.33
		PO-261711	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		100.35
		PO-261706	Brother Genuine Cartridge TN920XX	0100-11000-0-1110-1000-430000-085		423.00
		PO-261727	Amazon Online Marketplace,	0100-81500-0-0000-8110-430000-000		43.58
		PO-261708	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		497.99
		PO-261709	Amazon Online Marketplace, Pig	0100-74350-0-1177-1000-430000-082		392.08
		PO-261729	CZWZ 20Pcs Mini Multicolor Pe	0100-26000-0-1110-1000-430000-000		172.97
					Warrant Total:	**13,896.43**
					Vendor Total:	**36,581.23**
3725-American Eagle Enterprises	512828475	PO-261509	Rafer, MPR- Quote 1537	0100-81500-0-0000-8110-580000-000		2,450.00
					Warrant Total:	**2,450.00**
					Vendor Total:	**2,450.00**
2658-American Fidelity	512824708	PO-260074	Employer Reporting:	0100-00000-0-0000-7300-580000-000		541.15

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					Warrant Total:	**541.15**
					Vendor Total:	**541.15**
4162-Anderson Landscape Constructio	512829411	PO-261738	Rafer, Football Field- Estimate	0100-60190-0-0000-8110-580000-000		4,300.00
					Warrant Total:	**4,300.00**
					Vendor Total:	**4,300.00**
4153-Apollo Health Inc	512825617	PO-261675	Physicals/Drug Screening/E&M Se	0100-81500-0-0000-8110-580025-000		900.00
					Warrant Total:	**900.00**
					Vendor Total:	**900.00**
1794-AT&T Global Services	512822769	PO-260071	Monthly Telephone Service	0100-00000-0-0000-8200-590004-000		189.22
					Warrant Total:	**189.22**
	512824709	PO-260017	Monthly Charges/CVHS Site July	0100-00000-0-0000-2700-590004-082		166.92
		PO-260019	Monthly Telephone Expenditures	0100-00000-0-0000-8200-590004-000		1,612.38
		PO-260015	HSI BUS Elite-S Service July 1,	0100-00000-0-1110-1000-590008-082		247.33
					Warrant Total:	**2,026.63**
					Vendor Total:	**2,215.85**
3451-AXA Equitable Life Insurance C	512824710	PO-260073	Employee Life Insurance Benefit	0100-00000-0-0000-0000-951400-000		820.86
					Warrant Total:	**820.86**
					Vendor Total:	**820.86**
3706-Banner Pest Control Inc	512829412	PO-260075	District-Wide Pest Control Service	0100-81500-0-0000-8110-580000-000		215.00
		PO-260075	District-Wide Pest Control Service	0100-81500-0-0000-8110-580000-000		205.00
		PO-260075	District-Wide Pest Control Service	0100-81500-0-0000-8110-580000-000		205.00
		PO-260075	District-Wide Pest Control Service	0100-81500-0-0000-8110-580000-000		205.00
		PO-260075	District-Wide Pest Control Service	0100-81500-0-0000-8110-580000-000		205.00
					Warrant Total:	**1,035.00**
					Vendor Total:	**1,035.00**
4090-BlueTriton Brands Inc	512822770	PO-260138	Provision of drinking water service	0100-81500-0-0000-8110-580000-000		359.36
					Warrant Total:	**359.36**
					Vendor Total:	**359.36**
97-Borchardt Corona & Faeth	512825618	PV-260171	414	0100-00000-0-0000-7190-580000-000		3,682.00
					Warrant Total:	**3,682.00**
					Vendor Total:	**3,682.00**
3050-California Teaching Fellows	512821875	PO-260926	Washington Morning Program	0100-74350-0-1110-1000-580000-000		9,933.15

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	512821875	PO-260581	Washington ES ELO	0100-26000-0-1110-1000-580000-060		28,174.43
		PO-260582	Lincoln ES ELO	0100-26000-0-1110-1000-580000-070		32,155.28
		PO-260583	Reagan ES ELO	0100-26000-0-1110-1000-580000-085		32,155.28
		PO-260688	Rafer (RJJH) MS ELO	0100-26000-0-1110-1000-580000-090		13,245.36
		PO-260579	Roosevelt ES ELO	0100-26000-0-1110-1000-580000-080		15,996.55
					Warrant Total:	**131,660.05**
	512827491	PO-260579	Roosevelt ES ELO	0100-26000-0-1110-1000-580000-080		11,477.92
		PO-260581	Washington ES ELO	0100-26000-0-1110-1000-580000-060		26,752.00
		PO-260582	Lincoln ES ELO	0100-26000-0-1110-1000-580000-070		15,395.83
		PO-260583	Reagan ES ELO	0100-26000-0-1110-1000-580000-085		26,272.63
		PO-260688	Rafer (RJJH) MS ELO	0100-26000-0-1110-1000-580000-090		9,732.98
		PO-260926	Washington Morning Program	0100-74350-0-1110-1000-580000-000		9,976.30
					Warrant Total:	**99,607.66**
					Vendor Total:	**231,267.71**
149-CDW Government LLC	512828476	PO-261648	Avid AE-54 headphones with 3.5 m	0100-09000-0-1110-1000-430000-060		4,861.37
					Warrant Total:	**4,861.37**
					Vendor Total:	**4,861.37**
162-Childs & Co Inc	512821876	PO-261544	Maintenance Stock- Invoice 3418	0100-81500-0-0000-8110-430000-000		141.66
					Warrant Total:	**141.66**
	512829413	PO-261735	MCK00000183 Hinge - 5 Hvy Wt (	0100-81500-0-0000-8110-430000-000		502.70
					Warrant Total:	**502.70**
					Vendor Total:	**644.36**
166-City of Kingsburg	512822771	PO-260112	Monthly District Garbage Fees	0100-00000-0-0000-8200-550008-000		10,085.81
		PO-260112	Monthly District Garbage Fees	0100-00000-0-0000-8200-550009-000		2,668.84
					Warrant Total:	**12,754.65**
					Vendor Total:	**12,754.65**
2320-Comcast Corporation	512827492	PO-260078	Monthly Telecommunications Exp	0100-00000-0-0000-8200-590004-000		593.09
					Warrant Total:	**593.09**
					Vendor Total:	**593.09**
3521-DC Inspections Inc	512827494	PO-261234	Washington School Solar Project	0100-00000-0-0000-8500-620019-000		12,200.00
					Warrant Total:	**12,200.00**
					Vendor Total:	**12,200.00**
298-EDCARE GROUP, THE	512824714	PO-260113	Annual Employee Insurance Premi	0100-00000-0-0000-7600-370100-000		61,733.00

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	512824714	PO-260113	Annual Employee Insurance Premi	0100-00000-0-0000-7110-370200-000		7,234.00
		PO-260113	Annual Employee Insurance Premi	0100-00000-0-0000-7600-370200-000		16,643.50
		PO-260113	Annual Employee Insurance Premi	0100-00000-0-0000-0000-951400-000		310,836.00
					Warrant Total:	**396,446.50**
					Vendor Total:	**396,446.50**
2587-EMCOR Services MESA Energy	512821878	PO-261551	Washington, Room 16 HVAC-	0100-81500-0-0000-8110-560000-000		535.00
					Warrant Total:	**535.00**
	512822772	PO-261592	Washington, Room 7 HVAC-	0100-81500-0-0000-8110-580000-000		2,065.89
					Warrant Total:	**2,065.89**
	512827495	PO-261659	Roosevelt, Room 30 and 31	0100-81500-0-0000-8110-560000-000		715.00
		PO-261661	Lincoln, Chiller HVAC- Invoice	0100-81500-0-0000-8110-560000-000		422.50
					Warrant Total:	**1,137.50**
	512828477	PO-261724	Roosevelt, Rooms 30, 31 and 32-	0100-60190-0-0000-8110-640000-304		52,944.33
					Warrant Total:	**52,944.33**
					Vendor Total:	**56,682.72**
3658-Enchanted Playhouse Theatre Co	512827496	PO-261414	Student Tickets	0100-09000-0-1110-1000-580000-070		1,150.00
					Warrant Total:	**1,150.00**
					Vendor Total:	**1,150.00**
3153-Executive Office Interiors	512827497	PO-261279	District Office- Proposal 2313	0100-60190-0-1110-1000-580000-000		9,039.89
					Warrant Total:	**9,039.89**
					Vendor Total:	**9,039.89**
2379-Fedex Freight Inc	512827498	PV-260176	399078971	0100-00000-0-0000-7300-590010-000		97.00
					Warrant Total:	**97.00**
					Vendor Total:	**97.00**
2331-Ferguson Enterprises Inc	512827499	PO-260032	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		906.32
					Warrant Total:	**906.32**
	512829414	PO-260032	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		1,696.33
					Warrant Total:	**1,696.33**
					Vendor Total:	**2,602.65**
4148-Fire System Solutions	512821879	PO-261573	Rafer- Invoice 40753	0100-81500-0-0000-8110-580000-000		320.00
		PO-261574	Reagan- Invoice 40758	0100-81500-0-0000-8110-580000-000		960.00
					Warrant Total:	**1,280.00**

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0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Vendor Total:	**1,280.00**
309-Follett Content Solutions LLC	512822773	PO-261542	Our class is a family by Olsen, Shan	0100-09000-0-1110-1000-430000-070		241.32
		PO-261528	The biggest snowman ever by Krol	0100-26000-0-1110-1000-430000-000		950.92
					Warrant Total:	**1,192.24**
	512824717	PO-260994	"Ada Twist, scientist	0100-78100-0-1110-1000-430000-070		444.07
					Warrant Total:	**444.07**
	512829415	PO-261542	Our class is a family by Olsen, Shan	0100-09000-0-1110-1000-430000-070		713.40
					Warrant Total:	**713.40**
					Vendor Total:	**2,349.71**
3941-Fortra LLC	512822774	PO-261591	Intermapper Server - 500 Devices	0100-00000-0-0000-2420-580000-000		886.64
					Warrant Total:	**886.64**
					Vendor Total:	**886.64**
324-Fresno County Superintendent	512822775	PO-261585	5-Person Team registration for FCS	0100-09000-0-1110-1000-520000-000		700.00
		PO-261175	CASC	0100-62660-0-1110-1000-580000-000		2,000.00
					Warrant Total:	**2,700.00**
					Vendor Total:	**2,700.00**
343-Gas Company, The	512824718	PO-260077	Monthly Natural Gas Utility Charg	0100-00000-0-0000-8200-550003-000		10,588.93
					Warrant Total:	**10,588.93**
					Vendor Total:	**10,588.93**
3705-Gopher X	512822776	PO-261575	Grounds- Proposal P6750	0100-81500-0-0000-8110-430000-000		519.19
					Warrant Total:	**519.19**
					Vendor Total:	**519.19**
1626-Gottschalk Music Center	512827501	PV-260172	1357817	0100-07140-0-1156-1000-430000-085		150.80
		PV-260172	1357817	0100-67700-0-1155-1000-430000-085		41.27
					Warrant Total:	**192.07**
					Vendor Total:	**192.07**
4020-hand2mind Inc	512829416	PV-260178	INV000505563	0100-09000-0-1110-1000-430000-080		64.67
					Warrant Total:	**64.67**
					Vendor Total:	**64.67**
4060-Hanford Bin Pros LLC	512823780	PO-260187	Green Waste Cart Cleaning Service	0100-81500-0-0000-8110-580000-000		420.00
					Warrant Total:	**420.00**

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Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Vendor Total:	**420.00**
3518-Hanford Sentinel	512825622	PO-261674	Classified Package	0100-11000-0-0000-2700-580000-000		202.00
					Warrant Total:	**202.00**
					Vendor Total:	**202.00**
403-Home Depot	512822777	PO-261565	Rafer- Invoice 3124183	0100-81500-0-0000-8110-430000-000		20.89
					Warrant Total:	**20.89**
	512827502	PO-261157	Stanley 25 ft. PowerLock Tape	0100-63870-0-7110-1000-430000-090		20.14
		PO-261580	ProWood	0100-63870-0-7110-1000-430000-090		654.12
		PO-261660	Maintenance- Invoice 5523220	0100-81500-0-0000-8110-430000-000		47.66
					Warrant Total:	**721.92**
	512828479	CM-260092	2121021	0100-81500-0-0000-8110-430000-000		(194.14)
		PO-261721	Maintenance- Order	0100-81500-0-0000-8110-430000-000		307.33
					Warrant Total:	**113.19**
					Vendor Total:	**856.00**
3503-Image 2000 Fresno Inc	512824719	PO-260116	Service Contract RISO FT5230	0100-26000-0-0000-2420-580000-000		111.02
					Warrant Total:	**111.02**
					Vendor Total:	**111.02**
3777-John Muir Middle School Athlet	512825625	PO-261679	Registration for 51st Annual John	0100-00000-0-1135-1000-430000-090		250.00
					Warrant Total:	**250.00**
					Vendor Total:	**250.00**
4095-Johnson Controls Fire Protecti	512821882	PO-261549	Rafer, Kitchen- Invoice 53738278	0100-81500-0-0000-8110-580000-000		189.62
		PO-261550	Lincoln, Kitchen- Invoice	0100-81500-0-0000-8110-580000-000		231.03
					Warrant Total:	**420.65**
					Vendor Total:	**420.65**
1845-Johnstone Supply	512827505	PO-261199	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		195.01
					Warrant Total:	**195.01**
					Vendor Total:	**195.01**
435-J's Communications Inc	512825624	PO-261548	Motorola Two Way Radio	0100-81500-0-0000-8110-580000-000		100.90
					Warrant Total:	**100.90**
					Vendor Total:	**100.90**
3969-Kaivac Inc	512829417	PO-261545	Custodial, Kaivac Replacement	0100-81500-0-0000-8110-430000-000		273.95
					Warrant Total:	**273.95**

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0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Vendor Total:	**273.95**
465-KENOYER PUMP COMPANY INC	512829418	PO-260841	Rafer, Well Pump- Estimate 1526	0100-81500-0-0000-8110-580000-000		2,613.51
		PO-260836	Rafer, Pump- Estimate 1527	0100-81500-0-0000-8110-580000-000		448.35
					Warrant Total:	**3,061.86**
					Vendor Total:	**3,061.86**
3450-Kingsburg Express Lube Inc	512829419	PO-261734	2019 Ram 1500 Pickup VIN 1374-	0100-81500-0-0000-8110-560000-000		59.28
					Warrant Total:	**59.28**
					Vendor Total:	**59.28**
498-Lakeshore Learning Materials	512822778	PO-261368	Item #FF290 Best Buy Listening Ce	0100-26000-0-1110-1000-430000-000		650.58
					Warrant Total:	**650.58**
					Vendor Total:	**650.58**
2266-Lee Silva Village Tire Sales	512825626	PO-261651	Grounds- Invoice 34851	0100-81500-0-0000-8110-560000-000		32.40
		PO-261652	2005 Dodge Pickup VIN 0608-	0100-81500-0-0000-8110-560000-000		30.27
					Warrant Total:	**62.67**
					Vendor Total:	**62.67**
2564-Lutz, Scott	512822779	PO-261604	Reimbursement for expenses rela	0100-00000-0-0000-2420-520000-000		675.05
					Warrant Total:	**675.05**
					Vendor Total:	**675.05**
546-McMaster-Carr Supply Company	512827507	PO-261662	Maintenance- Quote 386252	0100-81500-0-0000-8110-430000-000		596.25
					Warrant Total:	**596.25**
	512829420	PO-261736	Maintenance- Quote 427706	0100-81500-0-0000-8110-430000-000		263.50
					Warrant Total:	**263.50**
					Vendor Total:	**859.75**
3522-Mid-Valley Disposal LLC	512821883	PO-261566	Grounds- Invoice 3439982	0100-00000-0-0000-8200-550008-000		135.00
					Warrant Total:	**135.00**
	512825627	PO-260140	Roll Off Bin Rental Charges during	0100-00000-0-0000-8200-550008-000		300.00
		PO-260140	Roll Off Bin Rental Charges during	0100-00000-0-0000-8200-550008-000		666.69
					Warrant Total:	**966.69**
	512827508	PV-260173	3458558	0100-00000-0-0000-8200-550008-000		5.47
					Warrant Total:	**5.47**
					Vendor Total:	**1,107.16**
3833-Mrs. Nelson's Book Company	512822780	PO-261465	United States History Independenc	0100-00000-0-1110-1000-430000-082		645.51

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0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Warrant Total:	**645.51**
					Vendor Total:	**645.51**
1450-NAPA Auto Parts of Selma	512825628	PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		11.43
		PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		11.49
		PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		11.73
					Warrant Total:	**34.65**
	512827509	PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		163.45
		PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		174.48
		PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		113.31
					Warrant Total:	**451.24**
	512829421	PO-260064	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		40.52
					Warrant Total:	**40.52**
					Vendor Total:	**526.41**
595-Nelson's Ace Hardware	512822781	PO-260063	Maintenance Materials and Suppli	0100-81500-0-0000-8110-430000-000		2,030.30
					Warrant Total:	**2,030.30**
	512829422	PO-260063	Maintenance Materials and Suppli	0100-81500-0-0000-8110-430000-000		4,378.14
					Warrant Total:	**4,378.14**
					Vendor Total:	**6,408.44**
3683-ODP Business Solutions LLC	512828481	PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		170.58
		PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		75.98
		PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		803.23
		PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		120.49
		PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		125.32
		PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		50.89
		PO-261519	Expo Dry Erase Markers	0100-09000-0-1110-1000-430000-070		517.59
		PO-260972	Not to exceed $4000 in basic	0100-11000-0-1110-1000-430000-070		155.16
		PO-260972	Not to exceed $4000 in basic	0100-11000-0-1110-1000-430000-070		131.25
		PO-260972	Not to exceed $4000 in basic	0100-11000-0-1110-1000-430000-070		293.16
		PO-260972	Not to exceed $4000 in basic	0100-11000-0-1110-1000-430000-070		6.22
		PO-260972	Not to exceed $4000 in basic	0100-11000-0-1110-1000-430000-070		49.25
		PO-261519	Expo Dry Erase Markers	0100-09000-0-1110-1000-430000-070		7,394.85
		PO-261211	For Supplies and Materials for Afte	0100-26000-0-1110-1000-430000-000		75.23
		PO-260973	Not to exceed 5,000 for school sup	0100-11000-0-1110-1000-430000-060		38.48
		PO-261211	For Supplies and Materials for Afte	0100-26000-0-1110-1000-430000-000		128.61
		PO-261211	For Supplies and Materials for Afte	0100-26000-0-1110-1000-430000-000		676.08

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Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
	512828481	PO-260703	Open PO - Materials and supplies t	0100-00000-0-1110-1000-430000-082		94.11
		PO-261155	Materials and Supplies (Pens, Penc	0100-11000-0-1110-1000-430000-090		114.28
		PO-260703	Open PO - Materials and supplies t	0100-00000-0-1110-1000-430000-082		258.12
		PO-260538	Instructional Materials 25-26 SY	0100-11000-0-1110-1000-430000-085		957.07
		PO-260347	Community Schools Resource Off	0100-63320-0-0000-2700-430000-000		357.44
		PO-260347	Community Schools Resource Off	0100-63320-0-0000-2700-430000-000		26.25
		PO-260538	Instructional Materials 25-26 SY	0100-11000-0-1110-1000-430000-085		9.36
		PO-260538	Instructional Materials 25-26 SY	0100-11000-0-1110-1000-430000-085		93.49
		PO-260347	Community Schools Resource Off	0100-63320-0-0000-2700-430000-000		23.94
		PO-260347	Community Schools Resource Off	0100-63320-0-0000-2700-430000-000		495.27
		PO-260538	Instructional Materials 25-26 SY	0100-11000-0-1110-1000-430000-085		109.40
		PO-260347	Community Schools Resource Off	0100-63320-0-0000-2700-430000-000		52.84
		PO-260347	Community Schools Resource Off	0100-63320-0-0000-2700-430000-000		104.04
		PO-260538	Instructional Materials 25-26 SY	0100-11000-0-1110-1000-430000-085		75.76
		PO-260500	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000		106.93
		PO-261155	Materials and Supplies (Pens, Penc	0100-11000-0-1110-1000-430000-090		121.57
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		61.35
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		107.87
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		43.36
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		216.34
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		38.35
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		32.99
		PO-260021	District Office Supplies Staples,	0100-11000-0-0000-7300-430000-000		39.86
					Warrant Total:	**14,352.36**
					Vendor Total:	**14,352.36**
1036-Oriental Trading Company	512824720	PV-260170	74104576401	0100-09000-0-1164-1000-430000-085		1,877.75
					Warrant Total:	**1,877.75**
					Vendor Total:	**1,877.75**
618-Pacific Gas & Electric	512822782	PO-260096	Monthly Utility Charges for Fiscal Y	0100-00000-0-0000-8200-550001-000		142.51
					Warrant Total:	**142.51**
	512829423	PO-260096	Monthly Utility Charges for Fiscal Y	0100-00000-0-0000-8200-550001-000		182.76
		PO-260096	Monthly Utility Charges for Fiscal Y	0100-00000-0-0000-8200-550001-000		112.10
					Warrant Total:	**294.86**
					Vendor Total:	**437.37**
3425-Pacific Shredding	512827510	PO-260122	Shredding Service, District-Wide f	0100-00000-0-0000-8200-580000-000		478.24

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Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Warrant Total:	**478.24**
					Vendor Total:	**478.24**
1001-Pacific West Controls Inc	512827511	PO-261663	Lincoln, Chiller HVAC- Invoice	0100-81500-0-0000-8110-580000-000		832.00
		PO-261665	Reagan, HVAC- Invoice	0100-81500-0-0000-8110-580000-000		3,247.92
					Warrant Total:	**4,079.92**
					Vendor Total:	**4,079.92**
3124-Pauls, Michelle	512829424	PO-261771	Reimbursement for meals	0100-09000-0-1110-1000-520000-000		212.50
					Warrant Total:	**212.50**
					Vendor Total:	**212.50**
1808-Pearson	512822783	PO-261552	KTEA-3 Q-global Scoring	0100-90530-0-1110-1000-430000-000		130.90
					Warrant Total:	**130.90**
	512825629	PO-261671	KTEA-3 Q-global Score Report	0100-90530-0-1110-1000-430000-000		120.00
					Warrant Total:	**120.00**
					Vendor Total:	**250.90**
4152-Penguin Random House LLC	512821884	PO-261462	9781783693115 Dandelion Launch	0100-09000-0-1110-1000-430000-080		3,982.41
		PO-261462	9781783693115 Dandelion Launch	0100-74350-0-1110-1000-430000-080		10,000.00
					Warrant Total:	**13,982.41**
	512823782	PO-261584	9780744095630 Dandelion wold a	0100-09000-0-1110-1000-430000-000		4,131.53
					Warrant Total:	**4,131.53**
					Vendor Total:	**18,113.94**
2789-Phelan, Brooke	512822784	PO-260925	Mileage Reimbursement 25-26 Aca	0100-00000-0-0000-2700-580000-082		27.98
					Warrant Total:	**27.98**
					Vendor Total:	**27.98**
2151-Pickrell, Kerry	512825630	PO-261637	Mileage to Conference in Montere	0100-09000-0-1110-1000-520000-085		462.63
					Warrant Total:	**462.63**
					Vendor Total:	**462.63**
3320-Positivity Project LLC, The	512825631	PO-261657	Positivity project student shirts	0100-11000-0-1110-1000-430000-085		750.00
					Warrant Total:	**750.00**
					Vendor Total:	**750.00**
1924-Power Design Electric Inc	512822785	PO-261569	Lincoln- Invoice 4239	0100-81500-0-0000-8110-580000-000		1,161.75
					Warrant Total:	**1,161.75**

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Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Vendor Total:	**1,161.75**
3432-Quadient Inc	512822787	PO-260097	District Postage Expenses for Fisca	0100-00000-0-0000-7300-590010-000		1,069.87
					Warrant Total:	**1,069.87**
					Vendor Total:	**1,069.87**
3431-Quadient Leasing USA Inc	512824721	PO-260098	Lease Payment on Postage Machin	0100-00000-0-0000-7300-580000-000		589.70
					Warrant Total:	**589.70**
					Vendor Total:	**589.70**
4135-Quinn Rental Services	512827513	PO-261666	Grounds- Invoice 34437801	0100-81500-0-0000-8110-560000-000		783.58
					Warrant Total:	**783.58**
					Vendor Total:	**783.58**
693-Really Good Stuff	512821885	PO-261365	Item# 167702 Wooden Organizer f	0100-26000-0-1110-1000-430000-000		169.98
					Warrant Total:	**169.98**
					Vendor Total:	**169.98**
3643-Rex Moore Group Inc	512822788	PO-261570	Lincoln- Invoice 52288	0100-81500-0-0000-8110-580000-000		1,810.00
		PO-261572	Washington- Invoice 52287	0100-81500-0-0000-8110-580000-000		796.60
					Warrant Total:	**2,606.60**
	512828485	PO-261723	Lincoln- Invoice 52658	0100-81500-0-0000-8110-580000-000		360.00
					Warrant Total:	**360.00**
	512829425	PO-261740	Lincoln- Invoice 52808	0100-81500-0-0000-8110-580000-000		360.00
					Warrant Total:	**360.00**
					Vendor Total:	**3,326.60**
3682-Rex Moore Integrated Systems I	512823784	PO-260099	Fire and Security Monitoring Servic	0100-81500-0-0000-8110-580000-000		1,190.05
					Warrant Total:	**1,190.05**
					Vendor Total:	**1,190.05**
710-Rochester 100 Inc	512822790	PO-261543	Clear Folders	0100-09000-0-1110-1000-430000-070		1,657.51
					Warrant Total:	**1,657.51**
					Vendor Total:	**1,657.51**
3669-Ro's Precise Painting Inc	512822789	PO-261571	Island, Basketball Court- Invoice	0100-73990-0-1110-1000-580000-000		150.00
					Warrant Total:	**150.00**
					Vendor Total:	**150.00**
2649-Rush Advertising Specialties	512823785	PO-261563	CVHS Campus Knight w/ Vinyl - A	0100-00000-0-1110-2700-580001-082		2,811.56

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0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Warrant Total:	**2,811.56**
	512827514	PO-261442	Hallway "RR" Logo Aluminum (A	0100-41270-0-1110-1000-580000-000		3,149.38
					Warrant Total:	**3,149.38**
					Vendor Total:	**5,960.94**
3710-Sanchez, Arllette G	512822791	PO-260476	ARLLETTE G. SANCHEZ	0100-65000-0-5760-3600-580000-000		140.94
					Warrant Total:	**140.94**
					Vendor Total:	**140.94**
3545-Savvas Learning Company LLC	512829426	PO-261635	English language learners elementar	0100-09000-0-1110-1000-580000-000		17,000.00
					Warrant Total:	**17,000.00**
					Vendor Total:	**17,000.00**
3519-Sebastian	512829427	PO-261741	Washington, Room 17 and 18-	0100-81500-0-0000-8110-580000-000		2,143.33
					Warrant Total:	**2,143.33**
					Vendor Total:	**2,143.33**
3690-SiteOne Landscape Supply LLC	512822792	PO-260061	Grounds Supplies purchased during	0100-00000-0-0000-8400-430010-000		181.71
		PO-260061	Grounds Supplies purchased during	0100-00000-0-0000-8400-430010-000		1,874.97
					Warrant Total:	**2,056.68**
	512824722	PO-260061	Grounds Supplies purchased during	0100-00000-0-0000-8400-430010-000		50.59
					Warrant Total:	**50.59**
	512827515	PO-260061	Grounds Supplies purchased during	0100-00000-0-0000-8400-430010-000		326.65
					Warrant Total:	**326.65**
					Vendor Total:	**2,433.92**
3092-Sound Contracting Inc	512827516	PO-261702	Reagan Backup Projector Transmi	0100-67700-9-1155-1000-430000-085		590.64
		PO-261704	Emergency Service Call to Reagan -	0100-09000-0-1110-1000-580000-000		300.00
					Warrant Total:	**890.64**
	512829428	PO-261687	Dalite Tensioned Contour Electrol m	0100-67620-0-1110-1000-580000-306		17,788.72
					Warrant Total:	**17,788.72**
					Vendor Total:	**18,679.36**
1294-SouthCounty Support Services	512822793	PO-260108	Home-to-School Student Transpor	0100-07230-0-0000-3600-510000-000		27,915.15
		PO-260108	Home-to-School Student Transpor	0100-09000-0-0000-3600-510000-000		54,265.75
					Warrant Total:	**82,180.90**
	512827517	PO-260106	Encumbered District-wide Transp	0100-09000-0-0000-3600-580014-000		494.42
		PO-260106	Encumbered District-wide Transp	0100-09000-0-0000-3600-580014-000		482.84

Paid Date(s) From: 3/6/2026 To: 4/7/2026

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
	512827517	PO-260106	Encumbered District-wide Transp	0100-09000-0-0000-3600-580014-000		1,501.31
		PO-260106	Encumbered District-wide Transp	0100-09000-0-0000-3600-580014-000		2,701.38
		PO-261694	Transportation for Student Field	0100-26000-0-0000-3600-580014-000		1,058.56
		PO-261694	Transportation for Student Field	0100-26000-0-0000-3600-580014-000		571.41
		PO-261728	Transportation for Student Field	0100-26000-0-0000-3600-580014-000		999.60
					Warrant Total:	**7,809.52**
					Vendor Total:	**89,990.42**
1291-Southwest Transportation Agenc	512827519	PO-261692	WO#260481-K9	0100-09000-0-0000-3600-560000-000		4,891.16
					Warrant Total:	**4,891.16**
					Vendor Total:	**4,891.16**
821-Stone, Michelle	512829429	PO-261772	Reimbursement for meals	0100-09000-0-1110-1000-520000-000		297.50
					Warrant Total:	**297.50**
					Vendor Total:	**297.50**
4009-Success Together Inc	512821886	PO-260861	Success Together Family Night, Ha	0100-63320-0-0000-2700-580000-000		2,000.00
					Warrant Total:	**2,000.00**
	512829430	PO-260861	Success Together Family Night, Ha	0100-63320-0-0000-2700-580000-000		2,000.00
					Warrant Total:	**2,000.00**
					Vendor Total:	**4,000.00**
3285-THE HOME DEPOT PRO	512822796	PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-060		35.96
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-060		1,116.03
					Warrant Total:	**1,151.99**
	512823787	PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085		148.98
					Warrant Total:	**148.98**
	512824724	PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080		37.97
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		654.38
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		136.92
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		95.33
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		116.52
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		226.49
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		38.84
					Warrant Total:	**1,306.45**
	512827521	PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-090		76.52
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-082		95.33
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-060		178.78

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0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
	512827521	PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-070		490.98
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000		1,704.77
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080		954.20
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085		2,238.64
					Warrant Total:	**5,739.22**
	512828487	PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000		25.83
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000		282.80
		PO-260023	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-090		1,020.19
		PO-260023	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-060		94.06
					Warrant Total:	**1,422.88**
					Vendor Total:	**9,769.52**
3512-T-MOBILE	512822795	PO-260100	Hotspot Service Fees for Fiscal Ye	0100-00000-0-0000-7200-590008-000		2,141.20
					Warrant Total:	**2,141.20**
					Vendor Total:	**2,141.20**
872-Tulare County Office of Ed.	512822797	PO-261590	2025-2026 Intern Program Support	0100-09000-0-1110-1000-580000-000		4,500.00
					Warrant Total:	**4,500.00**
	512824725	PO-260587	CCLA Leadership Support I Meal	0100-09000-0-1110-1000-520000-000		455.00
					Warrant Total:	**455.00**
					Vendor Total:	**4,955.00**
3753-UBEO Business Services	512822798	PO-260672	Canon Staples X1	0100-11000-0-1110-1000-430000-060		8.16
		PO-260672	Canon Staples X1	0100-11000-0-1110-1000-430000-060		83.68
					Warrant Total:	**91.84**
	512824726	PO-260672	Canon Staples X1	0100-11000-0-1110-1000-430000-060		112.03
					Warrant Total:	**112.03**
					Vendor Total:	**203.87**
3349-UniFirst Corporation	512822799	PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		159.02
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		115.08
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		226.26
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		105.60
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		119.40
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		17.26
					Warrant Total:	**742.62**
	512823788	PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		105.60
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		117.15

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0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
	512823788	PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		226.26
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		115.08
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		119.40
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		17.26
					Warrant Total:	**700.75**
	512825632	PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		105.60
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		117.15
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		226.96
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		115.08
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		119.40
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		17.26
					Warrant Total:	**701.45**
	512828488	PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		105.60
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		117.15
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		227.64
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		151.18
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		119.40
		PO-260062	Service for Uniforms, Rugs and Mop	0100-00000-0-0000-8200-550005-000		17.26
					Warrant Total:	**738.23**
					Vendor Total:	**2,883.05**
4156-Uplift Balloon Events	512821888	PO-261474	Services for Kingsburg Reads One B	0100-09000-0-1164-1000-580000-085		578.00
					Warrant Total:	**578.00**
					Vendor Total:	**578.00**
2534-US Bank National Association	512823789	PO-260237	Professional Development	0100-09000-0-1110-1000-430000-000		37.66
		PO-260237	Professional Development	0100-09000-0-1110-1000-430000-000		111.14
		PO-260237	Professional Development	0100-09000-0-1110-1000-430000-000		81.51
		PO-260237	Professional Development	0100-09000-0-1110-1000-430000-000		88.81
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000		88.40
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000		1,026.93
		PO-261239	Dinner for CCSPP Raising Highly C	0100-63320-0-0000-2700-430000-000		164.39
		PO-261341	CJSF Award for Promotion	0100-07140-0-1110-1000-430000-090		530.26
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000		312.32
		PO-261424	Athletic Director Meeting Friday,	0100-00000-0-1135-1000-430000-090		194.01
		PO-261494	Roosevelt, Auditorium N/E	0100-81500-0-0000-8110-430000-000		337.36
		PO-261567	Lincoln ELOP- Invoice 965654	0100-26000-0-1110-1000-430000-000		103.95
		PO-261601	Kingsburg Read One Book materi	0100-09000-0-1110-1000-430000-000		399.17

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0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
	512823789	PO-260237	Professional Development	0100-09000-0-1110-1000-430000-000		31.62
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000		200.33
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000		49.57
		PO-261117	Materials and Supplies for Student E	0100-26000-0-1110-1000-430000-000		90.25
		PO-260237	Professional Development	0100-09000-0-1110-1000-430000-000		154.32
		PO-260237	Professional Development	0100-09000-0-1110-1000-430000-000		40.60
		PO-261494	Roosevelt, Auditorium N/E	0100-81500-0-0000-8110-430000-000		50.84
		PV-260162	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		262.03
		PV-260162	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		160.61
		PO-261004	Hotel Reservation - Sheraton San D	0100-11000-0-0000-2420-520000-000		664.41
		PO-261004	Hotel Reservation - Sheraton San D	0100-11000-0-0000-2420-520000-000		83.01
		PO-261510	Conference Registration for:	0100-11000-0-0000-7300-520000-000		475.00
		PO-261609	Lodging for 2026 ACSA	0100-00000-0-0000-7100-520000-000		1,179.26
		PV-260163	4246-0445-5572-0782	0100-11000-0-0000-7300-520000-000		290.00
		PV-260164	4246-0445-5572-0782	0100-11000-0-0000-7300-520000-000		290.00
		PV-260165	4246-0445-5572-0782	0100-90530-0-1110-1000-520000-000		79.99
		PV-260166	4246-0445-5572-0782	0100-09000-0-1110-1000-520000-085		87.98
		PO-261227	ELOP- Order 5630392	0100-26000-0-0000-8110-560000-000		615.21
		PO-261319	Wizix/ California Buisness Machine	0100-11000-0-1110-1000-560000-080		200.00
		PO-261589	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		1,644.50
		PO-261589	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		858.21
		PO-261600	Materials & Supplies for KROB	0100-09000-0-1110-1000-580000-000		25.00
		PO-261610	EA VIRTUAL PROGRAM CLAS	0100-00000-0-0000-7100-580000-000		735.00
		PO-261611	Pear Deck Premium EDU (Yearly)	0100-09000-0-1110-1000-580000-000		149.99
		PV-260162	4246-0445-5572-0782	0100-00000-0-0000-7100-580000-000		132.59
		PO-261589	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		7.04
		PO-261589	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		207.81
		PO-261589	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		79.57
		PO-261589	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		4,654.49
		PO-261589	Expenses related to student field t	0100-26000-0-1110-1000-580000-000		9,200.00
		PO-261598	Hotel for 2026 CISC Symposium	0100-40350-0-1110-1000-580000-000		365.68
		PO-260596	Musicplay 1 year subscription not t	0100-67700-9-1155-1000-580000-080		200.00
		PO-261599	USPS Postage fees	0100-00000-0-0000-7300-590010-000		24.28
		PO-261599	USPS Postage fees	0100-00000-0-0000-7300-590010-000		76.82
		PV-260168	4246-0445-5572-0782	0100-11000-0-0000-7300-590010-000		146.70
		PV-260168	4246-0445-5572-0782	0100-11000-0-0000-7300-590010-000		73.66
					Warrant Total:	**27,062.28**
	512823793	PO-261229	Hilton San Diego Airport/Harbor I	0100-00000-0-1110-1000-520000-082		734.38

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0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Warrant Total:	**734.38**
	512823794	PV-260167	4246-0445-5572-0782	0100-09000-0-1110-1000-520000-060		38.68
					Warrant Total:	**38.68**
					Vendor Total:	**27,835.34**
1035-USBank Corp Trust Service	512824727	PO-260125	Solar 2025 COP Interest Payment	0100-00000-0-0000-9100-743800-000		127,025.00
					Warrant Total:	**127,025.00**
					Vendor Total:	**127,025.00**
4075-Valley Elevator INC	512828489	PO-261719	Reagan, MPR- Invoice 2026-665	0100-81500-0-0000-8110-580000-000		1,353.32
					Warrant Total:	**1,353.32**
					Vendor Total:	**1,353.32**
1010-Valley Fence Company	512822800	PO-261186	Island Community Day School-	0100-60190-0-1110-1000-580000-000		6,115.00
		PO-260969	Washington Room 13- Proposal	0100-81500-0-0000-8110-580000-000		992.00
		PO-261188	Island Community Day School-	0100-60190-0-1110-1000-580000-000		16,540.00
		PO-261187	Island Community Day School-	0100-60190-0-1110-1000-580000-000		41,179.00
					Warrant Total:	**64,826.00**
					Vendor Total:	**64,826.00**
1567-Verizon Wireless	512822801	PO-260124	Business UNL Mob Clt/Desk Phon	0100-26000-0-0000-8200-590006-000		36.06
					Warrant Total:	**36.06**
					Vendor Total:	**36.06**
918-Weco Supply Company Inc	512824728	PO-260143	Monthly Rental for Torch Welding T	0100-81500-0-0000-8110-560000-000		128.24
					Warrant Total:	**128.24**
					Vendor Total:	**128.24**
3093-Winchell, Amy	512825633	PO-261670	milage to conference in Monterey 3	0100-09000-0-1110-1000-520000-060		461.90
					Warrant Total:	**461.90**
					Vendor Total:	**461.90**
2375-Wright Express FSC	512824729	PO-260092	District Vehicle Fuel Expenditures f	0100-81500-0-0000-8110-430009-000		2,032.71
					Warrant Total:	**2,032.71**
					Vendor Total:	**2,032.71**
				Total # of Warrants: **140**	**Fund Total:**	**1,257,764.51**

Paid Date(s) From: 3/6/2026 To: 4/7/2026

0800-Student Activity Special Revenue Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
3491-559 Yard Card Celebrations	512825614	PO-261684	Veterans Roosevelt yard sign for V	0800-82100-0-1110-4000-580000-080		75.00
					Warrant Total:	**75.00**
					Vendor Total:	**75.00**
33-Amazon.com Services LLC	512827489	PO-261511	Amazon Onf-ine Marketplace	0800-82100-0-1163-4000-430000-090		39.21
		PO-261512	Amazon Onfine Marketpl-ace	0800-82100-0-1163-4000-430000-090		10.89
		PO-261204	Amazon Online Marketplace,	0800-82100-0-1110-4000-430000-060		57.75
		PV-260174	1WYK-WRD9-HX1M	0800-82100-0-1110-4000-430000-090		33.42
		PO-261581	Amazon Online Marketplace,	0800-82100-0-1110-4000-430000-060		147.09
		PO-261511	Amazon Onf-ine Marketplace	0800-82100-0-1163-4000-430000-090		33.76
		PO-261511	Amazon Onf-ine Marketplace	0800-82100-0-1163-4000-430000-090		61.59
		PO-261511	Amazon Onf-ine Marketplace	0800-82100-0-1163-4000-430000-090		1,070.20
		PO-261520	Amazon Online Marketplace,	0800-82100-0-1110-4000-430000-060		126.05
		PO-261520	Amazon Online Marketplace,	0800-82100-0-1110-4000-430000-060		289.66
		PO-261520	Amazon Online Marketplace,	0800-82100-0-1110-4000-430000-060		125.46
		PO-261521	Amazon Online Marketplace,	0800-82100-0-1110-4000-430000-060		156.67
		PO-261512	Amazon Onfine Marketpl-ace	0800-82100-0-1163-4000-430000-090		175.71
		PO-261512	Amazon Onfine Marketpl-ace	0800-82100-0-1163-4000-430000-090		10.01
					Warrant Total:	**2,337.47**
					Vendor Total:	**2,337.47**
209-D & D Distributing	512821877	PO-260391	Products for Student Ice Cream	0800-82100-0-1110-4000-430000-085		420.00
					Warrant Total:	**420.00**
	512824713	PO-261435	Products for Student Ice Cream Sal	0800-82100-0-1110-4000-430000-060		319.20
		PO-260391	Products for Student Ice Cream	0800-82100-0-1110-4000-430000-085		520.80
					Warrant Total:	**840.00**
	512825619	PO-261683	Product for students Ice Cream sal	0800-82100-0-1110-4000-430000-080		134.40
		PO-261685	Product for students Ice Cream sal	0800-82100-0-1110-4000-430000-080		470.40
		PO-261683	Product for students Ice Cream sal	0800-82100-0-1110-4000-430000-080		252.00
					Warrant Total:	**856.80**
	512827493	PO-260376	Materials and Supplies (Ice Cream)	0800-82100-0-1110-4000-430000-090		268.80
		PO-260376	Materials and Supplies (Ice Cream)	0800-82100-0-1110-4000-430000-090		252.00
		PO-260420	Products for Student Ice Cream	0800-82100-0-1110-4000-430000-070		369.60
		PO-261435	Products for Student Ice Cream Sal	0800-82100-0-1110-4000-430000-060		369.60
					Warrant Total:	**1,260.00**
					Vendor Total:	**3,376.80**
218-Demco Inc	512825620	PO-261144	Elephant and Piggie drawstring bag	0800-82100-0-1110-4000-430000-060		52.89

Paid Date(s) From: 3/6/2026 To: 4/7/2026

0800-Student Activity Special Revenue Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Warrant Total:	**52.89**
					Vendor Total:	**52.89**
4028-Freeway Lanes	512827500	PO-261689	Bowling Trips 3/10/26 - 94 stude	0800-82100-0-1110-4000-580000-085		5,567.00
					Warrant Total:	**5,567.00**
					Vendor Total:	**5,567.00**
2782-Fresno State	512821880	PO-261588	R01. Solo	0800-82100-0-1110-4000-580000-070		210.00
					Warrant Total:	**210.00**
					Vendor Total:	**210.00**
403-Home Depot	512827503	PO-261513	Materials and Supplies for Dare to	0800-82100-0-1163-4000-430000-090		470.57
					Warrant Total:	**470.57**
					Vendor Total:	**470.57**
1990-Island Photography	512825623	PO-261678	2025-26 Yearbook	0800-82100-0-1110-4000-580000-085		6,322.74
					Warrant Total:	**6,322.74**
					Vendor Total:	**6,322.74**
1294-SouthCounty Support Services	512827518	PO-261693	Transportation for Student Reward	0800-82100-0-1110-4000-580000-085		1,271.00
		PO-261026	Transportation for Students Friday,	0800-82100-0-1110-4000-580000-090		2,381.39
					Warrant Total:	**3,652.39**
					Vendor Total:	**3,652.39**
835-SYSCO FOODSERVICES OF MODEST	512821887	PO-261025	Materials and Supplies for Rafer J	0800-82100-0-1110-4000-430000-090		412.79
					Warrant Total:	**412.79**
	512827520	PO-261025	Materials and Supplies for Rafer J	0800-82100-0-1110-4000-430000-090		190.74
		PO-261025	Materials and Supplies for Rafer J	0800-82100-0-1110-4000-430000-090		283.92
					Warrant Total:	**474.66**
	512829431	PO-261025	Materials and Supplies for Rafer J	0800-82100-0-1110-4000-430000-090		334.24
					Warrant Total:	**334.24**
					Vendor Total:	**1,221.69**
2534-US Bank National Association	512823790	PO-260890	Supplies for School Events, Field T	0800-82100-0-1110-4000-430000-080		49.08
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060		26.84
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060		21.78
		PO-261529	Materials and Supplies for Student	0800-82100-0-1110-4000-430000-090		95.06
		PO-260378	Materials and Supplies for Student	0800-82100-0-1110-4000-430000-090		55.53
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060		11.59
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060		11.28

Paid Date(s) From: 3/6/2026 To: 4/7/2026

0800-Student Activity Special Revenue Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si			Amount
	512823790	PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060			450.20
		PO-260345	Supplies for School Events and St	0800-82100-0-1110-4000-430000-085			45.73
		PO-260345	Supplies for School Events and St	0800-82100-0-1110-4000-430000-085			121.83
		PO-260345	Supplies for School Events and St	0800-82100-0-1110-4000-430000-085			244.00
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060			37.78
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060			254.09
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060			37.68
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060			19.46
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060			203.95
		PO-260261	Supplies for School Events and	0800-82100-0-1110-4000-430000-060			133.34
		PO-261311	Student Jog A Thon T -shirts (vari	0800-82100-0-1110-4000-580000-070			3,030.32
		PO-261436	Student Entry Fee	0800-82100-0-1110-4000-580000-082			229.50
		PO-261042	Incentive Trips/ PBIS Rewards (Ro	0800-82100-0-1110-4000-580000-090			1,277.75
						Warrant Total:	**6,356.79**
						Vendor Total:	**6,356.79**
					Total # of Warrants:	**16** **Fund Total:**	**29,643.34**

Paid Date(s) From: 3/6/2026 To: 4/7/2026

1200-Child Development Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
33-Amazon.com Services LLC	512827490	PO-261613	Amazon Market place piggyback c	1200-61050-0-0001-1000-430000-000		1,463.23
					Warrant Total:	**1,463.23**
	512829410	PO-261613	Amazon Market place piggyback c	1200-61050-0-0001-1000-430000-000		87.13
					Warrant Total:	**87.13**
					Vendor Total:	**1,550.36**
3451-AXA Equitable Life Insurance C	512824711	PO-260073	Employee Life Insurance Benefit	1200-00010-0-0000-0000-951400-000		6.00
					Warrant Total:	**6.00**
					Vendor Total:	**6.00**
298-EDCARE GROUP, THE	512824715	PO-260113	Annual Employee Insurance Premi	1200-00010-0-0000-0000-951400-000		1,808.50
					Warrant Total:	**1,808.50**
					Vendor Total:	**1,808.50**
3683-ODP Business Solutions LLC	512828482	CM-260093	459193496001	1200-61050-0-0001-1000-430000-000		(92.30)
		PO-260265	School Supplies for the 2025-2026 A	1200-61050-0-0001-1000-430000-000		176.30
		PO-260265	School Supplies for the 2025-2026 A	1200-61050-0-0001-1000-430000-000		32.25
		PO-260265	School Supplies for the 2025-2026 A	1200-61050-0-0001-1000-430000-000		41.73
		PO-260265	School Supplies for the 2025-2026 A	1200-61050-0-0001-1000-430000-000		90.26
		PO-260265	School Supplies for the 2025-2026 A	1200-61050-0-0001-1000-430000-000		284.69
					Warrant Total:	**532.93**
					Vendor Total:	**532.93**
746-Scholastic Book Fairs	512823786	PO-261112	Little Bears Friend	1200-61050-0-0001-1000-430000-000		414.25
					Warrant Total:	**414.25**
					Vendor Total:	**414.25**
2534-US Bank National Association	512823791	PO-261451	Student engagement event 2/13/26	1200-61050-0-0001-1000-430000-000		146.64
					Warrant Total:	**146.64**
					Vendor Total:	**146.64**
				Total # of Warrants: **7**	**Fund Total:**	**4,458.68**

Paid Date(s) From: 3/6/2026 To: 4/7/2026

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
3451-AXA Equitable Life Insurance C	512824712	PO-260073	Employee Life Insurance Benefit	1300-00010-0-0000-0000-951400-000		12.00
					Warrant Total:	**12.00**
					Vendor Total:	**12.00**
298-EDCARE GROUP, THE	512824716	PO-260113	Annual Employee Insurance Premi	1300-53100-0-0000-3700-370200-000		3,781.50
		PO-260113	Annual Employee Insurance Premi	1300-00010-0-0000-0000-951400-000		3,408.00
					Warrant Total:	**7,189.50**
					Vendor Total:	**7,189.50**
349-Gold Star Foods Inc	512821881	PO-260164	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		216.00
		PO-260164	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		170.10
		PO-260164	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		954.79
		PO-260164	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		1,429.48
		PO-260164	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		68.75
					Warrant Total:	**2,839.12**
	512825621	PO-261647	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		465.50
		PO-261647	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		1,839.91
		PO-261647	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		170.31
		PO-261647	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		304.11
		PO-261647	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		2,348.85
		PO-261647	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		1,492.11
		PO-261647	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		2,077.30
		PO-261647	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		597.43
		PO-261647	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		1,298.16
					Warrant Total:	**10,593.68**
	512828478	PO-261647	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		1,679.01
		PO-261647	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		65.62
		PO-261647	Food Purchases NSLP, NSBP,	1300-53100-0-0000-3700-470000-000		838.72
					Warrant Total:	**2,583.35**
					Vendor Total:	**16,016.15**
3828-Imperial Bag & Paper Co LLC	512823781	PO-260163	NSLP, NSBP, ASSP,SSO Paper	1300-53100-0-0000-3700-430000-000		1,274.03
		PO-260163	NSLP, NSBP, ASSP,SSO Paper	1300-53100-0-0000-3700-430000-000		99.33
					Warrant Total:	**1,373.36**
	512827504	PO-260163	NSLP, NSBP, ASSP,SSO Paper	1300-53100-0-0000-3700-430000-000		1,545.24
					Warrant Total:	**1,545.24**
	512828480	PO-260163	NSLP, NSBP, ASSP,SSO Paper	1300-53100-0-0000-3700-430000-000		1,874.27
					Warrant Total:	**1,874.27**

Paid Date(s) From: 3/6/2026 To: 4/7/2026

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
					Vendor Total:	**4,792.87**
3683-ODP Business Solutions LLC	512828483	PO-260167	Food Service Office Supplies for	1300-53100-0-0000-3700-430000-000		89.68
		PO-260167	Food Service Office Supplies for	1300-53100-0-0000-3700-430000-000		16.12
					Warrant Total:	**105.80**
					Vendor Total:	**105.80**
2322-PRODUCERS DAIRY FOODS INC	512822786	PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		1,137.66
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		1,293.90
					Warrant Total:	**2,431.56**
	512823783	PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		1,367.40
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		1,317.34
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53200-0-0000-3700-470000-000		58.52
					Warrant Total:	**2,743.26**
	512827512	PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		1,017.27
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		1,800.27
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53200-0-0000-3700-470000-000		29.26
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53200-0-0000-3700-470000-000		53.64
					Warrant Total:	**2,900.44**
	512828484	PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		951.66
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53100-0-0000-3700-470000-000		1,137.66
		PO-260161	Milk Purchases for NSLP.NSBP,	1300-53200-0-0000-3700-470000-000		29.26
					Warrant Total:	**2,118.58**
					Vendor Total:	**10,193.84**
835-SYSCO FOODSERVICES OF MODEST	512822794	PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-430000-000		237.67
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-430000-000		196.54
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		1,478.56
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		616.10
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		9,714.25
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		1,292.40
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		5,298.25
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53200-0-0000-3700-470000-000		315.78
					Warrant Total:	**19,149.55**
	512824723	PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		10,234.41
					Warrant Total:	**10,234.41**
	512828486	PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-430000-000		405.84
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-430000-000		100.22

Paid Date(s) From: 3/6/2026 To: 4/7/2026

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si		Amount
	512828486	PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-430000-000		184.80
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		1,562.25
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		8,966.21
		PO-260162	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		426.17
		PO-261644	NSLP, NSBP, ASSSP, SSO Food P	1300-53100-0-0000-3700-470000-000		3,281.94
					Warrant Total:	**14,927.43**
					Vendor Total:	**44,311.39**
2534-US Bank National Association	512823792	PO-261458	Rice for Student Lunch	1300-53100-0-0000-3700-470000-000		39.48
		PO-261526	Save Mart	1300-53100-0-0000-3700-470000-000		22.87
					Warrant Total:	**62.35**
					Vendor Total:	**62.35**
				Total # of Warrants: **17**	**Fund Total:**	**82,683.90**

Paid Date(s) From: 3/6/2026 To: 4/7/2026

2500-Capital Facilities Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si			Amount
477-Kingsburg High School	512827506	PV-260177	Oct-Dec25 Developer Fees	2500-90510-0-0000-0000-868100-000			35,335.44
						Warrant Total:	**35,335.44**
						Vendor Total:	**35,335.44**
				Total # of Warrants:	**1**	**Fund Total:**	**35,335.44**

Paid Date(s) From: 3/6/2026 To: 4/7/2026

RECAP BY FUND OF WARRANTS ISSUED

0100-General Fund		140		1,257,764.51
0800-Student Activity Special Revenue Fund		16		29,643.34
1200-Child Development Fund		7		4,458.68
1300-Cafeteria Fund		17		82,683.90
2500-Capital Facilities Fund		1		35,335.44
	Total # of Warrants:	**181**	**Grand Total:**	**1,409,885.87**

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Stipend Schedule 2026-27

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

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

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

5. **Purpose:**
   To approve the stipend schedule for the 2026-27 school year. These stipends provide opportunities for staff to participate at their school sites. This stipend schedule includes a new sport at Rafer Johnson Jr. High (Boys Volleyball), reducing the math vertical team to pre-adoption numbers, and the SLP excess caseload stipends.

6. **Financial Impact:**
   $626,143

7. **Funding Source:**
   Various Resources

8. **Impact on Students:**
   These stipends have a direct impact on student involvement (clubs, sports, etc.) and achievement. They also provide opportunities for our community to see the great things that are occurring at our school sites.

Submit Completed Request to Maxine Balling

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
2026-27
Employee Stipend Schedule

	Stipends Over & Above Regular Assignment (Paid monthly over at least a 3 month period)			**Totals**
RJJH - General	Athletic Director - Certificated	$4,000	0100-11000-0-1135-1000-110002-090	$4,000.00
	Activities Director - Certificated	$2,000	0100-11000-0-1135-1000-110002-090	$2,000.00
	Coach-Rafer Johnson Junior High (per Sport)	$1,000		
	(Basketball(4), Football, Baseball, Track (2), Girls Volleyball(2), CrossX, Soccer(2),Tennis, Softball & Boys Volleyball) x 16		0100-11000-0-1135-1000-110002-090	$16,000.00
	GATE/AVID (2)	$500	0100-07140-0-1110-1000-110002-090	$1,000.00
	PLC Lead (8)	$700	0100-09000-0-1110-1000-110002-000	$5,600.00
	MESA (1)	$2,000	0100-09000-0-1154-1000-110002-090	$2,000.00
	Musical Director	$1,000	0100-11000-0-1155-1000-110002-090	$1,000.00
	Site Specific	$600	0100-11000-0-1110-1000-110002-090	$600.00
	Vertical Math Team (2)	$200	0100-09000-0-1152-2130-110002-090	$400.00
	Kingsburg Reads One Book/Literacy Committee (3)	$200	0100-09000-0-1110-2130-110002-090	$600.00
	Technology Committee (2)	$200	0100-09000-0-1110-2130-110002-090	$400.00
				$33,600.00
Reagan	Intramural Coaches/Enrichment Clubs (9)	$650	0100-11000-0-1135-1000-110002-085	$5,850.00
	Drama Director	$1,000	0100-11000-0-1110-1000-110002-085	$1,000.00
	GATE Instructor (2)	$650	0100-07140-0-1110-1000-110002-085	$1,300.00
	PLC Lead (3)	$700	0100-09000-0-1110-1000-110002-000	$2,100.00
	Site Specific	$1,750	0100-11000-0-1110-1000-110002-085	$1,750.00
	Vertical Math Team (3)	$200	0100-09000-0-1152-2130-110002-085	$600.00
	Kingsburg Reads One Book/Literacy Committee (4)	$200	0100-09000-0-1110-2130-110002-085	$800.00
	Technology Committee (3)	$200	0100-09000-0-1110-2130-110002-085	$600.00
				$14,000.00
Lincoln	Track Head Coach	$650	0100-11000-0-1135-1000-110002-070	$650.00
	Track Assistant Coaches (2) x $500	$500	0100-11000-0-1135-1000-110002-070	$1,000.00
	Peach Blossom (2)	$75	0100-11000-0-1110-1000-110002-070	$150.00
	Poetry and Prose (2)	$75	0100-11000-0-1110-1000-110002-070	$150.00
	PLC Lead (2)	$700	0100-09000-0-1110-1000-110002-000	$1,400.00
	Site Specific	$400	0100-11000-0-1110-1000-110002-070	$400.00
	Vertical Math Team (2)	$200	0100-09000-0-1152-2130-110002-070	$400.00
	Kingsburg Reads One Book/Literacy Committee (3)	$200	0100-09000-0-1110-2130-110002-070	$600.00
	Technology Committee (2)	$200	0100-09000-0-1110-2130-110002-070	$400.00
				$5,150.00
Roos	Character Education Assembly (Character Counts)	$100	0100-11000-0-1110-1000-110002-080	$100.00
	EL Site Coordinator (S&C funds in District Wide) (2)	$500	0100-09000-0-1110-1000-110002-000	$1,000.00
	Poetry and Prose	$150	0100-11000-0-1110-1000-110002-080	$150.00
	Site Specific	$200	0100-11000-0-1110-1000-110002-080	$200.00
	PLC Lead (1)	$700	0100-09000-0-1110-1000-110002-000	$700.00
	PBIS Coach	$500	0100-11000-0-1110-1000-210002-080	$500.00
	Vertical Math Team (1)	$200	0100-09000-0-1152-2130-110002-080	$200.00
	Kingsburg Reads One Book/Literacy Committee (2)	$200	0100-09000-0-1110-2130-110002-080	$400.00
	Technology Committee (2)	$200	0100-09000-0-1110-2130-110002-080	$400.00
				$3,650.00
Wash.	PLC Lead (2)	$700	0100-09000-0-1110-1000-110002-000	$1,400.00
	Cheer Squad Coach (2)	$300	0100-11000-0-1110-1000-110002-060	$600.00
	Vertical Math Team (2)	$200	0100-09000-0-1152-2130-110002-060	$400.00
	Kingsburg Reads One Book/Literacy Committee (2)	$200	0100-09000-0-1110-2130-110002-060	$400.00
	Technology Committee (2)	$200	0100-09000-0-1110-2130-110002-060	$400.00
				$3,200.00
District-Wide	High School Tutor Coordinator (split w/KHS)	$1,200	0100-00000-0-0000-7500-240002-000	$1,200.00
	Intern Support Providers (7); TPSL Support (0)	$2,500	0100-00000-0-1110-1000-110002-000	$17,500.00
	Induction Support Provider (7)	$2,500	0100-09000-0-1110-2100-110002-000	$17,500.00
	School Psych Intern (2)	$25,000	0100-xxxxx-0-1110-3120-120000-000	$50,000.00
	Summer School Principal 2026 (2)	$8,720	0100-26000-0-1172-2700-130002-000	$17,440.00
	Summer School Teacher 2026 (22)	$6,000	0100-26000-0-1172-1000-110002-000	$132,000.00
	Summer School Teacher Special Ed. 2026 (2)	$7,640	0100-26000-0-1172-1000-110002-000	$15,280.00
	Summer School Teacher Substitute (teaching credential) 2026	$300/day	0100-26000-0-1172-1000-110002-000	$4,000.00
	Summer School Teacher Substitute (substitute credential) 2026	$175/day	0100-26000-0-1172-1000-110001-000	$2,625.00
	Summer School Classified Positions (18) 2026	$NML/hr	0100-26000-0-1172-1000-210002-000	$50,000.00
	Summer Planning 2026	$40/hr	0100-09000-0-1172-1000-110002-000	$84,000.00
	Summer Learning Loss Traininings 2026	$40/hr	0100-09000-0-1177-1000-110002-000	$48,000.00
	EL Summer School Teacher	$2,667	0100-09000-0-1172-1000-110002-000	$2,667.00
	CCSPP Site Team (11)	$700	0100-63220-0-1110-1000-110002-000	$7,700.00
	Stipend for MA < 45 Units	$1,431	0100-00000-0-1110-1000-110002-000	$1,431.00
	EL Testing & Training (Full/half day)	$175/$90 day	0100-00000-0-1110-1000-110004-000	$14,000.00
	Safety Committee (8)	$200	0100-09000-0-1138-1000-110002-000	$1,600.00
	Safety Committee Chairperson	$2000/yr	0100-09000-0-1138-2700-230002-000	$2,000.00
	Supplemental Attendance Student Supports	$40/hour	0100-74350-0-1110-1000-110004-000	$10,000.00
	District Sounding Board (22)	$200	0100-00000-0-1138-XXX-XXXXX-000	$4,400.00
	ELOP Teacher Intervention (after 3:00pm)	$60/hour	0100-26000-0-1110-1000-110004-000	$60,000.00
	SLP Excess Caseload $10/week/student > 55, K-8	TBD	0100-65000-0-5760-3150-120002-000	$10,000.00
	SLP Excess Caseload $10/week/student > 40, PK-TK	TBD	0100-65000-0-5760-3150-120002-000	$10,000.00
				$563,343.00
CVHS	EL Site Coordinator (S&C funds in District Wide)	$500	0100-09000-0-1110-1000-210002-000	$500.00
	PLC Lead (1)	$700	0100-09000-0-1110-1000-110002-000	$700.00
	Technology Web Design (1)	$700	0100-09000-0-1110-2420-110002-082	$700.00
	Poetry and Prose (2)	$150	0100-00000-0-1110-1000-110002-082	$300.00
	Vertical Math Team (2)	$200	0100-09000-0-1152-2130-110002-082	$400.00
	Kingsburg Reads One Book/Literacy Committee (2)	$200	0100-09000-0-1110-2130-110002-082	$400.00
	Technology Committee (1)	$200	0100-09000-0-1110-2130-110002-082	$200.00
				$3,200.00

KINGSBURG
ELEMENTARY CHARTER SCHOOL DISTRICT

2026-27
Mileage & Cell Phone Stipends
(Classified & Certificated)

Monthly Mileage Stipend

Employee	Monthly Amount	Number of Payable Months
Scott Lutz	$100	12
Jason Wood	$100	12
Tricia Penner	$150	11 (August - June)
Mary Silva	$136.36	11 (August - June)
Annual Total: $5,549.96		

Monthly Cell Phone Stipend

Employee	Monthly Amount	Number of Payable Months
Maxine Balling	$75	12
John Hawkins	$40	12
Danny McIntyre	$75	12
Scott Lutz	$75	12
Nathan McNulty	$75	12
Lisa Oehschlaeger	$40	12
Alfred Ramirez	$40	12
Myra Garcia	$40	11 (August - June)
Angelica Melendez	$40	11 (August - June)
Tricia Penner	$75	11 (August - June)
Annual Total: $6,745		

Monthly Business Expense

Employee	Monthly Amount	Number of Payable Months
Sarah Ballard	$200	12
Danny McIntyre	$170	12
Erin Pasillas	$200	12
Bobby Rodriguez	$275	12
Matthew Stovall	$275	12
Annual Total: $13,440		

Proposed to the Board 04/13/2026
Effective 07/01/2026

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Revised KECSD Workplace Violence Prevention Plan

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

3. **Submitted By:**
   Sarah Ballard, Director of Human Resources

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

5. **Purpose:**
   There are no significant changes. To approve the updated Workplace Violence Prevention Plan (WVPP) in compliance with California law and Cal/OSHA requirements. The plan outlines the District's policies, procedures, and trainingprotocols to prevent, respond to, and document incidents of workplace violence, while promoting a safe and secure environment for employees and students.

6. **Financial Impact:**
   There is no direct financial impact associated with the approval of this plan. Implementation will be supported through existing resources, including required annual training and ongoing safety practices.

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

8. **Impact on Students:**
   A safe work environment for employees directly contributes to a safe and supportive school environment for students. This plan strengthens prevention, communication, and response protocols, helping ensure that learning remains uninterrupted and students are supported by focused, confident staff.

Submit Completed Request to Maxine Balling

WORKPLACE VIOLENCE PREVENTION PLAN

https://bookmarks.kesd.org

Kingsburg Elementary Charter School District

July 1, 2024

Rev. April 13, 2026

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PROGRAM OBJECTIVES AND POLICY STATEMENT

The Kingsburg Elementary Charter School District (District) is committed to ensuring the safety and well-being of its employees, to providing an environment free of violence or threats of violence and to safeguarding all students, employees and all other guests entering District property.

The District prohibits and will not tolerate any form of workplace violence by any employee or third party, including employees, vendors, visitors, parents, students, or others, either on any District property or at any District-sponsored event.

This Workplace Violence Prevention Plan ("WVPP" or "Plan") is intended to supplement the District's Comprehensive School Safety Plan developed pursuant to Education Code § 32281 and general Injury and Illness Prevention Program ("IIPP") required by 8 CCR § 3203. This Plan is in effect at all times in all work areas and is intended to be specific to the hazards and corrective measures for each work area and operation.

The WVPP shall be available to employees and Cal/OSHA at all times.

The District shall provide all safeguards required by law and regulation, including provision of personal protective equipment and training at no cost to the employee, at a reasonable time and place for the employee, and during the employee's paid time.

The primary objective of the WVPP is to prevent and/or eliminate workplace violence as follows:

- Establish and maintain an effective WVPP.
- Provide a safe working environment.
- Establish policies, training and communications to improve workplace violence prevention.
- Provide written records of workplace violence incidents and investigations, in accordance with the Plan.

The District hereby authorizes and ensures the establishment, implementation, and maintenance of this Plan and the documents/forms within this Plan. The District is committed to a culture of safety and violence prevention. These policies and procedures will bring positive changes to the workflow, business operations, and overall health and safety of the District's employees.

DEFINITIONS

A. REQUIRED DEFINITIONS

Assault: an unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another. (Penal Code section 240)

Emergency: unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

Engineering controls: an aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the employee and the hazard.

Log: the violent incident log required by this Plan.

Plan: this Workplace Violence Prevention Plan.

Threat of violence: any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose. A threat exists only if there is just reason to fear the commission of the offensive act. (Penal Code section 703)

Workplace violence: any act of violence or threat of violence that occurs in a place of employment, including, but not limited to, the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; and (iii) the following four workplace violence types:

Type 1 violence: workplace violence committed by a person who has no legitimate business at the worksite, including violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

Type 2 violence: workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.

Type 3 violence: workplace violence against an employee by a present or former employee, supervisor, or manager.

Type 4 violence: workplace violence committed in the workplace by a person who does not work there but has or is known to have had a personal relationship with an employee.

Workplace violence does not include lawful acts of self-defense or defense of others.

Work practice controls: procedures and rules which are used to effectively reduce workplace violence hazards.

B. OPTIONAL DEFINITIONS

Alarm: a mechanical, electrical, or electronic device that does not rely upon an employee's vocalization in order to alert others.

Environmental risk factors: factors in the facility or area in which services or operations are conducted that may contribute to the likelihood or severity of a workplace violence incident, including, but not limited to, risk factors associated with the specific task being performed, such as the collection of money.

RESPONSIBLE PERSONS

The Superintendent has the authority and responsibility for implementing this Plan for the District. In the absence of the Superintendent, the person(s) with authority and responsibility for implementation of this Plan is the Director of Human Resources and the immediate supervisor of affected employee[s].

The Director of Human Resources will be accountable for implementation and maintenance of this program. School Site Principals, Managers, Directors, and Supervisors are responsible for implementing and maintaining the Plan in their areas of responsibility and will provide day-to-day program support, guidance and training to the individual employees on the District's WVPP.

A copy of the WVPP is available from each principal, manager, director, and supervisor.

ROLE	NAME	PRIMARY RESPONSIBILITY	CONTACT INFORMATION
Director of Human Res.	Sarah Ballard	Overall responsibility of the plan, employee involvement & training, review and updates. May receive reports of workplace violence.	(559) 897-2331
Chief Safety Officer/ Director – MOT	Danny McIntyre	Responsible for hazard identification and response, leads Safety Committee	(559) 897-6415
Principals	Amy Winchell-Wash Shawn Marshall-Roos Lauren Galli-Lincoln Kerry Pickrell-Reag Melody Lee-RJJH Lisa Regier-CVHS/Island	Communication with staff on procedures within the Plan. May receive reports of workplace violence. Evaluate workplace hazards and report concerns to the District.	(559) 897-2955 (559) 897-5193 (559) 897-5141 (559) 897-6986 (559) 897-1091 (559) 897-6740
Directors	Erin Pasillas-SpEd/ Student Services Tiffany Barkowsky-PS Jason Wood-Tech Dept	Communication with staff on procedures within the Plan. May receive reports of workplace violence. Evaluate workplace hazards and report concerns to the District.	(559) 897-6864 (559) 897-6989 (559) 897-6745 (559) 897-3214 (559) 897-8372

	Bricki McNulty-Food Sv Laura North-Expanded Learning		

A. EMPLOYEE ACTIVE INVOLVEMENT – GENERAL

The District shall obtain the active involvement of employees in developing, implementing, reviewing and revising the Plan, including, but not limited to, through their participation in identifying, evaluating, and correcting workplace violence hazards, in designing and implementing training, and in reporting and investigating workplace violence incidents.

OPTIONS TO OBTAIN EMPLOYEE INVOLVEMENT

1. Designated Role

The Director of Human Resources shall obtain the active involvement of employees in developing and implementing the Plan, including their participation in identifying, evaluating, and correcting workplace violence hazards; designing and implementing training; reporting and investigating workplace violence incidents, and in reviewing the Plan. The Director of Human Resources may carry out his/her responsibilities by the methods listed below.

2. Committee or Task Force

The District shall create and maintain a Workplace Violence Prevention Plan Committee in partnership with the District Safety Committee.

The WVPP committee shall be under the direction of the Director of Human Resources, or designee. The committee should operate with close contact and communication with the principals, program coordinators, directors, managers and supervisors.

This committee shall obtain the active involvement of employees in developing and implementing the Plan, including their participation in identifying, evaluating, and correcting workplace violence hazards; designing and implementing training; reporting and investigating workplace violence incidents, and in reviewing the Plan. The Committee may carry out its responsibilities by the methods listed below.

METHODS TO OBTAIN EMPLOYEE INVOLVEMENT

1. Conducting committee meetings/employee meetings.

2. Distributing a survey regarding the proposed Plan and workplace violence in the District.

3. Providing the proposed Plan to employees at no cost before the Plan is implemented and soliciting feedback from employees.

4. The Director of Human Resources will attend staff meetings of different departments throughout the District to obtain employee input.

5. Maintaining forms where employees can provide suggestions, feedback or concerns regarding the proposed Plan and/or violence in the District.

6. Preparing written records of workplace violence issues discussed at committee meetings/employee meetings, making copies of the records available to all affected employees and maintaining the records on file.

7. Communicating safety and health issues to each facility/site/department, coordinating training, developing incentive programs or other special safety programs.

8. Providing the approved version of the Plan to employees at no cost and soliciting feedback from employees.

COORDINATION

The District shall coordinate implementation of the Plan with all other employers whose employees ("third-party employers and/or employees") provide services to the District on District property. This is to ensure that all personnel at the worksite understand their respective roles as provided in the Plan, that all employees are provided the training required by the Plan, and that workplace violence incidents involving any employee are reported, investigated, and recorded in the Violence Incident Log.

The District may coordinate the implementation of the Plan with other employers by the following methods:

METHODS TO COORDINATE THE PLAN

1. Prepare a list of third-party employers in the District's facilities/departments/sites.

2. Designate the Director of Human Resources as the point of contact for third-party employers in the District's facilities/departments/school sites.

3. Provide all third-party employers a copy of the relevant worksite Plan and obtain copies of each third-party employer's Plan.

4. Provide third-party employees the District's training materials.

5. Determine the appropriate training for third-party employees by their respective job duties, as provided in this Plan and determine which employer will provide the training.

6. The Director of Human Resources shall meet with the WVPP Administrator of third-party employers when third party employees are assigned to work at the District's facilities/departments/school sites and discuss the Plan and the Plan of the third-party employer. These meetings shall occur periodically.

7. Ensure all third-party employees receive and review the Plan when they begin working in the District's facilities/departments/sites.

8. Require all third-party employees to report all reportable incidents (as defined in this Plan) to the appropriate supervisor, manager or other designated person, and participate in any investigations, as required by this Plan, the District's IIPP and/or other District policy.

9. Coordinate procedures with third-party employers for reporting, investigating and documenting workplace violence incidents.

10. Provide third-party employers with reports of workplace violence concerns and incidents and records of workplace violence investigations to ensure a coordinated response. (Employee privacy information will be redacted from these reports.)

11. Meet with third-party employers occasionally, but not less than annually, to discuss the Plan, any revisions to the Plan, any recent workplace violence incidents and relevant training.

12. Review contracts with third-party employers regarding the responsibilities of each party; regarding which entity is responsible for training third-party employees and for reporting, investigating and documenting workplace violence incidents involving third-party employees.

13. Document which third party employers have assumed responsibility for training and for reporting, investigating and documenting workplace violence incidents involving third party employees.

COMMUNICATION

The District recognizes that to maintain a safe, healthy and secure workplace, it must have open, two-way communication between all employees, including classified staff, teachers, principals, directors, and supervisors, and other employers on all workplace safety, health and security issues. The District's communication procedures are designed to encourage and facilitate a continuous flow of information between management, employees, and other employers regarding any suggestions, concerns or information relating to health, safety or security issues, without fear of reprisal and in a form that is readily understandable by all affected employees.

The District will ensure that all workplace violence policies and procedures within this Plan are clearly communicated to and understood by all employees, including any revisions to the Plan, in accordance with the "Plan Review" section of this Plan.

All employees may communicate suggestions, concerns or information regarding workplace violence to the Director of Human Resources or either directly to their principal or supervisor in accordance with the "Reports of Workplace Violence" and/or "Law Enforcement" sections of this Plan. Employees may also communicate suggestions or concerns to their School Safety Representative.

No employee will be subject to any discipline, retaliation or reprisal for reporting or communicating regarding workplace violence or any injury resulting from workplace violence.

The District's communication procedures may include the following items:

REQUIRED COMMUNICATIONS WITH EMPLOYEES REGARDING WORKPLACE VIOLENCE MATTERS

In addition to any other communications required by this Plan, the District shall communicate with employees regarding:

1. How an employee can report a violent incident, threat, or other workplace violence concern to the District or law enforcement without fear of reprisal. Please see the "Reports of Workplace Violence" section of this Plan.

2. How employee concerns will be investigated in a timely manner and how employees will be informed of the results of the investigation and any corrective actions to be taken, in accordance with the "Hazard Identification, Evaluation and Correction," and "Investigation and Post Incident Response" sections of this Plan.

METHODS FOR COMMUNICATING WITH EMPLOYEES REGARDING WORKPLACE VIOLENCE MATTERS

1. New employee orientation on workplace security policies, procedures and work practices, including the Plan.

2. The Director of Human Resources will attend staff meetings of different departments/sites throughout District to obtain employee input.

3. Conducting periodic/regularly scheduled committee meetings/employee meetings that address security issues and potential workplace violence hazards. All meetings should be documented, including, but not be limited to, signed attendance rosters, agenda for items discussed and minutes of the meetings.

4. Communicating safety and health issues to each facility/department/school site.

5. Posted or distributed workplace safety and violence prevention information, including regarding any identified workplace violence hazards.

6. Maintaining forms where employees can provide suggestions, feedback or concerns regarding the Plan and/or violence in the District.

7. Distributing a survey periodically regarding the Plan and workplace violence in the District.

8. Procedures for employees to inform the District about workplace security hazards, workplace violence or threats of violence, including in accordance with the "Reports of Workplace Violence" section of this Plan.

9. Making the Plan available to all employees upon request at no cost.

10. Training and re-training programs, as provided in the Plan.

11. Updating employees on the status of investigations and corrective actions through email and/or at meetings, including the progress of investigations, the results of investigations, and any corrective actions taken.

12. Effective communication between employees and principals, managers, directors, and supervisors about workplace violence concerns, including in accordance with the "Reports of Workplace Violence" and "Hazard Identification, Evaluation and Correction" sections of this Plan.

REPORTS OF WORKPLACE VIOLENCE

The District requires all employees to report workplace violence (including threats of violence), as described below. The District requires completion of the Violent Incident Report (Attachment A) when workplace violence occurs, except as described below. The affected employee or the person receiving the report may complete the Violent Incident Report form.

In addition, employees may communicate suggestions, concerns or information regarding workplace violence either directly to the Director of Human Resource, their principal, director, supervisor, or manager or in accordance with this section and the "Communications" section of this Plan.

No District or third-party employee will be subject to any discipline, retaliation or reprisal for reporting a concern regarding workplace violence, workplace violence or any injury resulting from workplace violence to the District or law enforcement. Any employee, including any principal, director, supervisor or manager, who retaliates against an employee for reporting a concern regarding workplace violence, workplace violence or any injury resulting from workplace violence, is subject to discipline, up to and including termination. Depending on the nature of the incident and the content of any report made to law enforcement or the District, the District may provide an employee with counseling or training, as warranted, regarding appropriate circumstances to make a report of workplace violence.

Nothing in this policy shall prevent an employee from accessing the employee's cellular telephone or other communication devices to seek emergency assistance, assess the safety of an emergency situation, or communicate with a person to verify their safety.

Incidents of workplace violence must be reported. Reports may be completed and submitted as follows:

WORKPLACE VIOLENCE MAY BE REPORTED TO THE FOLLOWING

1. To the employee's immediate principal, director, supervisor or manager.

2. To the Director of Human Resources or Chief Safety Officer.

3. Using a form where employees can report workplace violence.

4. To law enforcement, as appropriate.

Any person receiving a report of workplace violence shall forward it to Director of Human Resources.

The Director of Human Resources shall accept and respond to reports of workplace violence, as described in this Plan. In addition to reviewing the Violent Incident Report form as described above, the Director of Human Resources is responsible for recording information relating to each occurrence of workplace violence on the Violent Incident Log (Attachment C).

If workplace violence results in an injury requiring the completion of other documents, such as a California Department of Industrial Relations Form 5020 (Employer's Report of Occupational Injury or Illness), the Cal/OSHA Form 301 Injury and Illness Incident Report, and/or California Department of Industrial Relations, Division of Workers' Compensation Form DWC-1 (Workers' Compensation Claim Form), a Violent Incident Report Form is still required. All forms are processed and stored in accordance with the applicable laws and regulations relating to those forms.

Employees may also report incidents of workplace violence to law enforcement, as appropriate.

Emergency Situations

During any emergency situation, any District personnel observing the situation should:

1. Get students and themselves to safety.
2. Notify Site Administration.
3. Call 911 when safe to do so.
4. Implement the Catapult EMS system, if warranted

Non-Emergency Situations

Contact numbers for the District Office, local law enforcement and emergency services agencies may be available in every facility/department/school site and are also provided below. During any non-emergency situation, employees involved in a workplace violence incident must report it, as described above. The principal/supervisor/director, the Director of Human Resources or Chief Safety Officer may then report the incident to law enforcement, if warranted.

CONTACT	NON-EMERGENCY NUMBER	EMERGENCY NUMBER
District Office	(559) 897-2331	911
Kingsburg Police Department	(559) 897-4418	911
Fresno County Sheriff's Office	(559) 600-3111	911

Kingsburg Fire Department	(559) 897-6531	911

Any employees who report workplace violence and believe they are being subjected to discipline, retaliation or reprisal should report it to the Director of Human Resources.

RESPONSE TO WORKPLACE VIOLENCE

In addition to the other provisions of this Plan, District shall respond to actual or potential workplace violence, including emergencies, by the methods described below:

No District or third-party employee will be subject to any discipline, retaliation or reprisal for reporting workplace violence or any injury resulting from workplace violence to the District or law enforcement.

Employees may always obtain help from the individuals identified in the "Responsible Persons" and "Reports of Workplace Violence" section of this Plan. When dealing with students, always follow the most recent behavior plan, if applicable.

A. REQUIRED RESPONSES TO ACTUAL OR POTENTIAL WORKPLACE VIOLENCE EMERGENCIES

1. Making this Plan available to employees.

2. Informing employees how to obtain help from the Site Supervisor or designee or the Director of Human Resources and law enforcement. Employees may contact law enforcement by dialing 911 in case of an emergency. The contact information for District personnel is (559) 897-2331. The non-emergency contact information for local law enforcement is: Kingsburg Police Department (559) 897-4418, Fresno County Sheriff's Office (559) 600-3111, and/or Kingsburg Fire Department (559) 897-6531.

3. Effective means to alert employees of the presence, location and nature of workplace violence emergencies include but are not limited by the following:

    a. 30 Second Bell

    b. Intercom alerts/Announcement over the PA System

    c. Text message / email alerts

    d. Two-way radios

    e. Catapult EMS System

4. Developing and informing employees of evacuation and sheltering plans that are appropriate and feasible for the employees' worksite and when to implement those plans including the following:

    a. Placing maps of evacuation routes in each classroom/office.

b. Placing locations of emergency exits in each classroom/office.

OPTIONAL RESPONSES TO ACTUAL OR POTENTIAL WORKPLACE VIOLENCE EMERGENCIES

Conduct periodic District Safety Committee meetings to discuss workplace violence emergencies that have been reported. All meetings should be documented, including, but not be limited to, signed attendance rosters, agenda for items discussed, the name and title of the personnel conducting the meeting, and minutes of the meetings.

Distributing a survey periodically regarding the Plan and workplace violence.

Communicating procedures for employees to inform the District about workplace security hazards, workplace violence or threats of violence, including in accordance with the "Communications" and "Reports of Workplace Violence" sections of this Plan.

COMPLIANCE

The District is committed to ensuring that all safety and health policies and procedures involving workplace security, including this Plan, are clearly communicated and understood by all employees.

All employees are responsible for using safe work practices, for following all directives, policies and procedures, including this Plan, and for assisting in maintaining a safe and secure work environment. Failure to follow this Plan, the District's IIPP, the District's Comprehensive School Safety Plan, or any other applicable District directives, policies or procedures is grounds for discipline, up to and including termination. Principals, directors, managers, and supervisors will enforce this Plan fairly and uniformly.

In addition to methods provided in other sections of this Plan, the District's system to ensure that employees, including principals, directors, managers, and supervisors, comply with this Plan and the rules and work practices that are designed to make the workplace more secure, and do not engage in threats or physical actions which create a security hazard for others in the workplace, include at a minimum, those listed below:

A. REQUIRED COMPLIANCE PROCEDURES

1. Making this Plan available to all employees. When an employee requests a copy of this Plan, the District shall provide the requester with a printed or electronic copy of the Plan.

2. Training programs as provided in the Plan, and any necessary re-training, including re-training for any employee whose safety performance is deficient.

4. Disciplining employees for failure to comply with this Plan, the District's IIPP, the District's Comprehensive School Safety Plan and/or workplace security practices in accordance with the District's discipline board policy and administrative regulations.

5. Periodic inspections of the school site in accordance with the "Hazard Identification, Evaluation and Correction" section of this Plan.

OPTIONAL COMPLIANCE PROCEDURES

1. New employee orientation on workplace security policies, procedures and work practices, including the Plan.

2. Providing employees with unobstructed access through a server or website, which allows an employee to review, print, and email the current version of this Plan. Unobstructed access means that the employee, as part of their regular work duties, predictably and routinely uses the electronic means to communicate with management or co-employees.

3. Posted or distributed workplace safety information, including regarding any identified workplace violence hazards.

4. Conducting periodic committee meetings/employee meetings. All meetings should be documented, including, but not be limited to, signed attendance rosters, the name and title of the personnel conducting the meeting, an agenda for items discussed and minutes of the meetings.

5. Counseling, including for employees whose performance is deficient in complying with work practices designed to ensure workplace security.

6. Maintaining forms where employees can provide suggestions, feedback or concerns regarding the Plan and/or violence in the District.

7. Distributing a survey periodically regarding the Plan and workplace violence in the District.

TRAINING

The District is committed to ensuring that all employees have effective general and job-specific training on workplace security practices that address the workplace violence risks that employees may reasonably anticipate encountering in their jobs.

The District shall use training material appropriate in content and vocabulary to the educational level, literacy and language of employees.

All training conducted in accordance with this Plan shall permit an opportunity for interactive questions and answers with a person knowledgeable about the Plan. Training may involve presentations, discussions, and/or practical exercises.

All training must be documented by using the Training Log (Attachment B). Training records will be kept for a minimum of one (1) year.

A. REQUIRED EMPLOYEE INVOLVEMENT

The District shall obtain the active involvement of employees in designing and implementing all required training under this Plan. The District may obtain this involvement by the following methods:

OPTIONS TO OBTAIN EMPLOYEE INVOLVEMENT

a. Designated Role

The Director of Human Resources shall obtain the active involvement of employees designing and implementing training required under the Plan. The Director of Human Resources may carry out his/her responsibilities by the methods listed below.

b. Committee or Task Force

The District shall maintain a District Safety Committee as well as a Workplace Violence Prevention Committee.

These committees shall be under the direction of the Chief Safety Officer and Director of Human Resources, or designee(s). These committee should operate with close contact and communication with the principals, directors, supervisors, and managers.

The committees shall obtain the active involvement of employees in designing and implementing training required under the Plan. The Committee may carry out its responsibilities by the methods listed below:

METHODS TO OBTAIN EMPLOYEE INVOLVEMENT

a. Providing training materials to employees before training is implemented and during the annual Plan review and soliciting feedback from employees.

b. Informing employees, principals, directors, supervisors, and managers of the training required under the Plan and proposed changes to training required under the Plan.

c. The Director of Human Resources will attend staff meetings of different departments throughout the District to obtain employee input regarding training.

d. Utilize Sounding Board to obtain staff input.

e. Maintaining forms where employees can provide suggestions, feedback or concerns regarding training under the Plan.

f. Distributing a survey periodically regarding training under the Plan.

B. TYPE OF TRAINING AND TIMING

1. General Workplace Security Training – New Hire and Annually

The District shall provide training (1) when this Plan is first established, to all new employees, and to all employees annually; (2) to other employees for whom training has not previously been provided and to all employees, principals, directors, supervisors and managers given new job assignments for which specific workplace security training for that job assignment has not previously been provided, and (3) whenever the District is made aware of new or previously unrecognized hazards, and (4) for principals, directors, supervisors, and managers to familiarize themselves with the workplace violence hazards to which employees under their immediate direction and control may be exposed.

Training shall be provided on the following:

1. This Plan, including the definitions and requirements as provided in this Plan; how to obtain a copy of this Plan at no cost; and how to participate in the development and implementation of this Plan, as described in this section and in the section "Responsible Persons – Employee Involvement."

2. Reporting workplace violence incidents or concerns to the District or law enforcement without fear of reprisal, as described in the "Communications," "Reports of Workplace Violence" and "Response to Workplace Violence," sections of this Plan.

3. Workplace violence hazards specific to employees' jobs, the corrective measures the District has implemented, how to seek assistance to prevent or respond to violence, and strategies to avoid physical harm such as how to recognize workplace violence hazards, including the risk factors associated with the four types of workplace violence and ways to defuse hostile or threatening situations.

4. The Violent Incident Log and how to obtain copies from the District.

5. Records of workplace violence hazard identification, evaluation, and correction and how to obtain copies from the District.

6. Training records and how to obtain copies from the District.

7. Opportunities the District has for interactive questions and answers with a person knowledgeable about this Plan.

2. Additional Training – As Needed

Additional training shall be provided when a new or previously unrecognized workplace violence hazard has been identified and when changes are made to this Plan. The additional training may be limited to addressing the new workplace violence hazard or changes to this Plan.

OPTIONAL TOPICS FOR SPECIFIC WORKPLACE SECURITY TRAINING

The District provides training to all employees regarding general workplace security practices and issues, including how to recognize alerts, alarms, or other warnings about emergency conditions and how to use identified escape routes or locations for sheltering/employee routes of escape/emergency medical care

provided in the event of any violent act upon an employee/post-event trauma counseling for employees desiring such assistance. Local law enforcement will be consulted for additional training as needed.

In addition, the District provides specific training to all employees regarding workplace security hazards unique to their job assignment, to the extent that such information was not already covered in other training.

Type I Violence Training – For ☐ Managers ☐ Supervisors ☐ Employees

☐ General Crime Awareness, including high crime areas

☐ Locations and Operations of Alarms

☐ Communications Procedures

☐ Working in isolation

☐ Working with money

☐ Working late at night

☐ Working in areas with poor visibility or low lighting

☐ Other: _____

Type II Violence Training – For ☐ Managers ☐ Supervisors ☐ Employees

☐ Self-Protection

☐ De-escalation training

☐ Physical restraint training (Supervisors only)

☐ Location, operation, care and maintenance of alarms and other protection devices

☐ Use of the "Buddy System" or other assistance from co-workers

☐ Customers and/or clients with history of violent behavior

☐ Other: _____

Type III and IV Violence Training – For ☐ Managers ☐ Supervisors ☐ Employees

☐ Managing with respect and consideration

☐ Working with individuals with history of violent behavior

☐ High stress times such as impending layoffs

☐ Access to potential or improvised weapons such as scissors, tools, etc.

☐ Domestic violence involving spouse/domestic partner/former spouse/domestic partner at work

☐ Restraining Orders

☐ Other: _____

HAZARD IDENTIFICATION, EVALUATION AND CORRECTION

A. HAZARD IDENTIFICATION AND EVALUATION

The District shall conduct inspections for workplace violence hazards on a periodic basis. Periodic inspections consist of identification, evaluation and correction of workplace security hazards, unsafe conditions and work practices, and employee reports and concerns. Hazards identified during the inspections must be documented.

Periodic inspections shall be conducted at a minimum as follows:

1. When this Plan is first established.
2. When the District is made aware of new or previously unrecognized workplace violence hazards.
3. After each workplace violence incident.
4. Whenever there is a report of workplace violence.
5. Annually.

Inspections must be documented using effective means to identify, evaluate and correct workplace violence hazards, including, assessment procedures/checklists including the Hazard Identification, Evaluation and Correction Record (Attachment E) and the Hazard Periodic Inspection Checklists (Attachment D). The date and name of the person conducting the inspections shall be documented. Any deficiencies must be documented and reported to the Chief Safety Officer or the Director of Human Resources. Items will be addressed in a timely manner based on the severity of the hazard.

Periodic inspections may require assessing more than one type of workplace violence. The District performs inspections for each type of workplace violence by using the methods specified in this Plan and in the District's assessment procedures/checklists.

All identified hazards must be corrected, as described below in the subsection "Hazard Correction." This includes hazards identified during the inspections, by employee concerns, by Violent Incident Report Forms, by workplace violence incidents, or whenever the District is made aware of a new or previously unrecognized hazard.

Records of workplace violence hazard identification, evaluation, and correction shall be created and maintained for a minimum of five years. Please see the "Records" Section of this Plan.

The following personnel shall conduct periodic inspections in the following facilities/departments/sites.

NAME/JOB TITLE	SITE/DEPARTMENT
Principals/LD and Asst Supervisor of Operations	All Sites/Departments

METHODS FOR PERIODIC INSPECTIONS

Periodic inspections may include the following:

1. Review all workplace violence incidents that occurred in the facility/department/site within the previous year, regardless of whether an injury occurred.

2. Review all reported workplace violence concerns, including those communicated to the District in accordance with the "Communications" and "Reports of Workplace Violence" section of this Plan.

3. Identify and evaluate environmental risk factors for workplace violence in each facility/department/site, including surrounding areas, such as employee parking areas and other outdoor areas.

4. An assessment of the following specific environmental risk factors:

    a. Lack of posting of emergency telephone numbers for law enforcement, fire, and medical services.

    b. Lack of employee access to a telephone with an outside line.

    c. Adequacy of workplace security systems, such as door locks, entry codes or badge readers, security windows, physical barriers and restraint systems.

    d. The exterior and interior of the workplace for its attractiveness to criminals.

    e. Procedures for the employee response during a robbery or other criminal act, including the District policy regarding prohibiting employees, who are not security guards, from confronting violent persons or persons committing a criminal act.

    f. Employees working in locations isolated from other employees because their assignment requires them to work alone, in remote locations, during night or early morning hours, or where an assailant could prevent entry into the work area by responders or other employees.

g. Poor illumination or blocked visibility of areas where possible assailants may be present.

h. The need for surveillance measures, such as mirrors or cameras.

i. Lack of physical barriers between employees and persons at risk of committing workplace violence.

j. Access to and freedom of movement within the workplace by non-employees, including recently discharged employees or other persons with whom an employee is having a dispute.

k. Lack of effective escape routes.

l. Lack of a designated safe area where employees can go to in an emergency.

m. Effective location and functioning of emergency buttons and alarms.

n. Obstacles and impediments to accessing alarm systems.

o. Effectiveness of systems and procedures that warn others of actual or potential workplace violence danger or that summon assistance, including alarms, panic buttons, etc.

p. Locations within the facility where alarm systems are not operational.

q. Entryways where unauthorized entrance may occur, such as doors designated for staff entrance or emergency exits.

r. Procedures for reporting suspicious persons or activities.

s. Storage of high-value items or currency.

t. Community-based risk factors, such as information relating to local crime conditions and the local police contact information.

u. Frequency and severity of threatening or hostile situations that may lead to violent acts by students/parents/visitors/general public.

v. Employees' skill in safely handling threatening or hostile recipients (students/parents/visitors/general public).

w. Availability of security guards.

x. The use of work practices such as the "buddy" system for specified emergency events.

y. Failure to follow the District's communication procedures and processes, in accordance with "Communications" section of this Plan.

z. Frequency and severity of employees' reports of threats of physical or verbal abuse by principals, directors, supervisors, managers, or other employees.

aa. Any prior violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace.

B. HAZARD CORRECTION

The District shall correct workplace hazards which threaten the security of employees in a timely manner based on the severity of the hazard. The District shall correct hazards when observed or discovered. Hazard correction must be documented using effective means to include assessment procedures, checklist, etc., including the Hazard Identification, Evaluation and Correction Record (Attachment E) and the Hazard Periodic Inspection Checklists (Attachment D).

When an imminent hazard exists which cannot be immediately corrected without endangering employee(s) and/or property, the District shall remove all exposed personnel from the area except those necessary to correct the existing condition. Employees necessary to correct the hazardous condition shall be provided the necessary safeguards.

The District shall inform employees regarding completed workplace violence investigations conducted pursuant to this Plan and the records of any corrective action taken, in accordance with this and the "Communications" section.

METHODS FOR HAZARD CORRECTION

The District shall use engineering and work practice controls to eliminate or minimize employee exposure to the identified hazards to the extent feasible. The District shall take measures to protect employees from imminent hazards immediately. Hazard correction will be specific to a given facility, school site, or department.

Corrective measures may include, as applicable, but shall not be limited to:

1. Making the workplace unattractive to criminals by installing and maintaining lighting around and at the workplace.

2. Posting of emergency telephone numbers for law enforcement, fire, and medical services.

3. Ensuring employees have access to a telephone with an outside line.

4. Providing functioning systems, such as door locks, physical barriers, emergency alarms and other restraint systems.

5. Posting signs that limited cash is kept on the premises and that the premises are subject to surveillance.

6. Limiting the amount of cash on hand and using time access safes for large bills.

7. Ensuring sufficient numbers of staff are trained and available to prevent and immediately respond to workplace violence incidents during each shift.

8. Providing line of sight or other immediate communication in all areas where members of the public may be present. This may include removal of sight barriers, provision of surveillance systems or other sight aids such as mirrors, use of a buddy system, improving illumination, or other effective means.

9. Configuring facility spaces so that employee access to doors and alarm systems cannot be impeded by persons or obstacles.

10. Configuring facility spaces to control and limit freedom of movement within the workplace by non-employees, including recently discharged employees or persons with whom an employee is having a dispute.

11. Ensuring adequate employee escape routes.

12. Maintaining sufficient staffing, including a School Resource Officer, who can maintain order in the facility and respond to workplace violence incidents in a timely manner.

13. Installing, implementing, and maintaining the use of an alarm system or other effective means by which employees can summon help and other aid to defuse or respond to an actual or potential workplace violence emergency.

14. Providing training and re-training, including as provided in the "Training" section of this Plan, including the District's emergency action procedures/reporting workplace violence concerns and incidents/awareness of the warning signs of potential workplace violence/handling threatening or hostile situations that may lead to violent acts by students/parents/visitors/general public.

15. Providing procedures for a "buddy" system during specified times/for specified emergency events.

16. Establishing a policy for prohibited practices, including a no-weapons policy.

17. Ensuring all employees report workplace violence concerns and incidents, including suspicious persons, activities and packages, in accordance with the "Communications" and "Reports of Workplace Violence" sections of this Plan.

18. Ensuring communication in accordance with the "Communications" section of this Plan.

19. Ensuring an appropriate response to workplace violence concerns and incidents, and other issues such as verbal abuse or property damage are reported to the appropriate principal, director, supervisor or manager and resolved in accordance with this Plan and District policy.

20. Ensuring appropriate discipline for employees for workplace violence incidents, in accordance with this Plan and the District's Staff Handbook, and/or discipline policy.

21. Use of the District's Catapult EMS System

INVESTIGATIONS AND POST-INCIDENT RESPONSE

The District must investigate workplace violence, concerns of workplace violence, and injuries from workplace violence, regardless of how they are reported or how the District becomes aware of them. In addition to the procedures discussed above in the "Communication" and "Hazard Identification, Evaluation and Correction" sections of this Plan, the District shall promptly investigate and communicate with an employee regarding employee concerns of workplace violence and conduct investigations to prevent or respond to workplace violence.

The primary goal of investigation is the prevention of similar incidents. Management, administrative and supervisory personnel including the Chief Safety Officer and Director of Human Resources are responsible for ensuring investigations in their areas of responsibility are conducted.

Investigative reports prepared in accordance with this Plan shall not contain information, such as a person's name, address, electronic mail address, telephone number, social security number, or other information that alone, or in combination with other publicly available information, reveals the person's identity.

The Violent Incident Report (Attachment A) requests details of the incident, including what happened, why it happened, what should be done to prevent it from happening again and what action has been taken to reduce or eliminate future incidents. Please also refer to the "Reports of Workplace Violence" section of this Plan.

In the event an employee is injured or sought medical treatment, supervisors shall also comply with the appropriate procedures, including completing the required entries or forms, such as OSHA Log 300 or 300A, Cal/OSHA Form 301 Injury and Illness Incident Report, and/or California Department of Industrial Relations, Division of Workers' Compensation Form DWC-1 (Workers' Compensation Claim Form). Please also refer to the "Reports of Workplace Violence" section of this Plan. Should an injury qualify as a "serious" injury as defined by Title 8 CCR Section 330, the District must report the injury to Cal/OSHA if required by Title 8 CCR Section 342.

When an employee reports workplace violence or a concern of workplace violence or when the District otherwise becomes aware of a concern of possible or actual workplace violence, the District shall conduct an investigation and respond to the workplace violence. The principal/supervisor, Chief Safety Officer or the Director of Human Resources or other designated person shall conduct the investigation.

The District offers a variety of support and resources for employees affected by workplace violence, including the Employee Assistance Program under the District's benefits package as well as school counseling services.

Procedures for investigating workplace violence incidents may include:

A. REQUIRED INVESTIGATIVE ACTIVITIES

1. Informing employees how concerns will be investigated and how the employees will be informed as to the results of the investigations and any corrective action, in accordance with the "Communications" and "Hazard Identification, Evaluation and Correction" sections of this Plan.

OPTIONAL INVESTIGATIVE ACTIVITIES

1. Visiting the scene of the alleged incident as soon as possible.
2. Interviewing the affected employee(s) and any witnesses, including law enforcement and/or security personnel.
3. Preparing appropriate summaries of the interviews.
4. Examining the workplace for factors associated with the incident, including any previous reports of inappropriate behavior by the perpetrator.
5. Reviewing any relevant physical, electronic or other evidence, such as video footage, photographs, and/or emails or other communications.
6. Reviewing any relevant previous incidents.
7. Coordinating, to the extent necessary and feasible, with any law enforcement investigation.
8. Determining the cause of the incident.
9. Taking corrective action to correct the hazards and prevent the incident from reoccurring.
10. Preparing a written report of findings and any action taken, and ensuring corrective action is taken.
11. Obtain any reports completed by law enforcement, if possible.

The requirements and procedures of this section are in addition to those described elsewhere in this Plan and those which will be taken in accordance with the District's policy regarding investigating misconduct and/or discipline. An investigation in accordance with those policies, and other applicable policies, may serve as an investigation under this Plan.

B. REQUIRED RESPONSE TO EMPLOYEE CONCERNS

To the extent not addressed in accordance with this section and the "Communication" and "Hazard Identification, Evaluation and Correction" sections of this Plan, the District may investigate and communicate with employees regarding their concerns using the following:

METHODS TO INFORM EMPLOYEES OF INVESTIGATIONS AND CORRECTIVE ACTIONS (One or more methods listed below may be utilized)

a. Updating the employee on the status of the investigation into the employee's concern and any relevant corrective action.

b. Providing the employee with a copy of any completed workplace violence investigation conducted pursuant to this Plan relevant to the employee's concern and the records of any corrective action taken. No personally identifying information of any other employee which is the subject of the investigation will be provided to employee(s) not involved in the incident.

c. The employee's first line supervisor and/or the Director of Human Resources meeting with the employee to discuss the concerns, the investigation and the corrective actions to be taken.

d. Sending the employee via email a summary of the employee's concern, the investigation and actions taken in response to the employee's concern.

VIOLENT INCIDENT LOG

The District shall record information regarding incidents of workplace violence in the Violent Incident Log (Attachment C). The Log shall contain the information requested in the Log about all incidents, the post-incident response and incident investigation.

The District shall prepare the Log based on information solicited from involved employees, including those who experienced the violent incident; on witness statements; and on the findings of investigations into workplace violence incidents. The Log shall not contain any elements of personally identifiable information, such as a person's name, address, electronic mail address, telephone number, or Social Security number, or other information that, alone or in combination with other publicly available information, reveals any person's identity.

Workplace violence resulting in an injury requiring recording the information on the OSHA Log 300 or 300A, Cal/OSHA Form 301 Injury and Illness Incident Report, and/or California Department of Industrial Relations, Division of Workers' Compensation Form DWC-1 (Workers' Compensation Claim Form) must also be recorded on those documents, in addition to the Violent Incident Log. All OSHA forms and logs are processed and stored in accordance with the applicable laws and regulations relating to those forms.

For multiemployer worksites, the employer or employers whose employees experienced the workplace violence incident shall record the information in the Violent Incident Log and shall provide a copy of that log to the controlling employer.

PLAN REVIEW

The District shall review and revise this Plan as provided below. The District shall review the Plan at least annually, when a deficiency is observed or becomes apparent, after a workplace violence incident, and as needed at any other time.

Review and any revision, as needed, of the Plan shall consist, at a minimum, of the following:

1. The Plan itself and the effectiveness of the Plan.

2. Procedures used to obtain the active involvement of employees in developing, implement and reviewing the plan, as discussed in "Responsible Persons – Employee Involvement."

3. Violent Incident Log.

OPTIONAL ITEMS FOR REVIEW

1. Investigations of alleged hazardous conditions or employee concerns.

2. Investigations of workplace violence incidents.

3. Written records of workplace violence issues discussed at the District Safety Committee meetings and/or WVPP Committee meetings.

4. The effectiveness of security systems, including alarms, emergency response plans, and security personnel, if applicable.

5. Records of hazard identification, evaluation and correction.

6. Communications regarding safety and health issues.

7. Training programs as provided in the Plan.

8. The District forms where employees can provide suggestions, feedback or concerns regarding the Plan and/or violence at the District.

9. Any survey regarding the Plan and workplace violence at the District.

METHODS TO CONDUCT THE PLAN REVIEW

The District shall conduct the review required by this section by the following methods:

1. Providing the Plan and proposed revisions to the Plan to employees at no cost before revisions are implemented and soliciting feedback from employees.

2. Interviewing employees regarding the proposed revisions and/or violence in the District.

3. The Director of Human Resources will attend staff meetings of different facilities/departments/sites throughout the District to obtain employee input.

4. Utilizing Sounding Board to provide proposed revisions to the Plan.

5. Maintaining forms where employees can provide suggestions, feedback or concerns regarding the Plan and/or violence in the District

6. Distributing a survey regarding the Plan and workplace violence to District employees.

The District shall communicate any revisions to the Plan to all employees, in accordance with the "Communications" section of this Plan.

RECORDS

The District shall keep and maintain records as required by this Plan.

The District shall create a Training Attendance Log (Attachment B), which shall include training dates, contents or a summary of the training sessions, names and qualifications of persons conducting the training, and names and job titles of all persons attending the training sessions, and maintain the Training Log for a minimum of **one year**.

To the extent feasible, any associated written materials or presentations shall be kept with the relevant Training Attendance Log.

The District shall create and maintain the following records for a minimum of **five years:**

1. Hazard Identification, Evaluation and Correction. (See Attachment E)

2. Violent Incident Log. (See Attachment C)

3. Records of workplace violent incident investigations conducted pursuant to this Plan. These records shall not contain "medical information" as defined by California Civil Code Section 56.05(j).

The following records shall be made available to employees upon request and without cost, for examination and copying within 15 calendar days of a request: (1) Records of workplace violence hazard identification, evaluation and correction; (2) Training records showing the training dates, contents or a summary of the training sessions, names and qualifications of persons conducting the training, and names and job titles of all persons attending the training sessions (see Attachment B); and (3) the Violent Incident Log. Any employee personally identifiable information shall not be released, except as authorized by law. All records required by this Plan shall be made available to Cal-OSHA upon request and as required by law.

REPORTING RESPONSIBILITIES

As required by California Code of Regulations (CCR), Title 8, Section 342(a). Reporting Work-Connected Fatalities and Serious Injuries, the District will immediately report to Cal/OSHA any serious injury or illness (as defined by CCR, Title 8, Section 330(h)), or death (including any due to Workplace Violence) of an employee occurring in a place of employment or in connection with any employment.

K-12 EDUCATION SETTINGS AND STUDENTS WITH DISABILITIES

In the K-12 school context, workplace violence scenarios involving students with disabilities or students suspected of having a disability require necessary consideration of additional laws and intra-school district coordination with responsible departments (e.g. Student Services, Special Education, Educational

Services, etc.). Laws that must be considered include those concerning special education[1], Section 504 of the Rehabilitation Act of 1973[2] ("Section 504") and the Americans with Disabilities Act.[3]

Students that are alleged to have engaged in workplace violence related to school attendance, regardless of disability status, will frequently be subject to disciplinary proceedings, including expulsion. In addition to the District's board policies and administrative regulations addressing student discipline, Education Code §§ 48900-48927 will need to be consulted with the appropriate district personnel and, if need be, legal counsel.

Students currently identified as having a disability, or suspected of having a disability under special education laws and/or Section 504 laws, and subject to removal from school or school activities for violations of codes of conduct such as those found in the Education Code, and that are considered a "change of placement" (e.g. more than 10 days of suspension in a school year, disciplinary transfers to different schools or settings, expulsion, etc.) are likely entitled to additional legal protection in the form of manifestation determination meetings[4] that potentially can halt continued school removal absent narrow exceptions that allow removals of no more than 45 school days in accordance with narrowly tailored parameters.[5] In addition to manifestation determinations connected to students with individualized education programs ("IEP") or those that should have an IEP but do not[6], the law also favors manifestation determinations for Section 504 eligible students that are subject to a "significant change of placement" arising out of school related misconduct.[7]

Additionally, students eligible for an IEP, who are involved in behavioral emergencies, defined as "unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior"[8] will be entitled under California law to additional considerations, including but not limited to, the potential right to an IEP meeting within two days of the behavior emergency in qualifying scenarios.[9]

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[1] See 20 U.S.C. §§ 1400 et seq. and Education Code §§ 56000 et seq. The regulations connected with theselaws are found at 34 C.F.R. §§ 300.1-818 and Title 5 CCR §§ 300 et seq., respectively.

[2] See 29 U.S.C. § 794 and corresponding regulations found at Title 34 C.F.R. §§ 104.1-104.61.

[3] See 42 U.S.C. §§ 12101 et seq. and corresponding regulations found at Title 34 C.F.R. §§

[4] See 20 U.S.C. § 1415(k)(1) and (7); Title 34 C.F.R. 300.530.

[5] See Title 34 C.F.R. § 300.530(g).

[6] See 20 U.S.C. § 1415(k)(5); Title 34 C.F.R. § 300.534.

[7] Although the term "manifestation determination" does not appear in the statutory or regulatory language of Section 504, the Office for Civil Rights ("OCR") has interpreted Section 504 as requiring a manifestation determination in connection with disciplinary actions that constitute a "significant change in placement" under Title 34 C.F.R. 104.35.

[8] See Education Code § 56521.1(a).

[9] See Education Code § 56521.1(g).

ACKNOWLEDGMENT OF RECEIPT

I have access to or received a copy of the District's Workplace Violence Prevention Plan (the "Plan") and understand that it contains important information about the District's workplace safety and security policies and about my rights, responsibilities and obligations as an employee. I acknowledge that I have read, understand, and will adhere to the District Plan and that I have familiarized myself with the material in the Plan. I understand that the District may change, rescind, delete, or add to any policies, benefits, and practices described in the Plan from time to time, at its sole and absolute discretion, with or without prior notice.

_____ _____

Date Signature

_____

Print Name

VIOLENT INCIDENT REPORT – ATTACHMENT A

Employee Name: _____

Name/Title/Contact Information of Person Completing Form: _____

Date/Time	Incident Location	Incident Description	Violence Committed By?[10]

Type of Incident: (check all that apply)

☐ **Physical attack without a weapon** (e.g. biting, choking, grabbing, hair pulling, kicking, punching, slapping, pushing, pulling, scratching, or spitting) ☐ **Attack with weapon** (e.g. gun, knife, other object) ☐ **Threat of physical force or use of weapon or other object** ☐ **Sexual assault or threat** (rape or attempted rape, physical display, or unwanted verbal or physical sexual contact) ☐ **Verbal Harassment** ☐ **Animal Attack** ☐ Other_____

Incident Location Specifics: (check all that apply)

☐ Office ☐ Classroom ☐ Hallway ☐ Restroom/Bathroom ☐ Parking Lot ☐ Other Area Outside Building ☐ Personal Residence ☐ Break Room ☐ Cafeteria ☐ Other

Incident Specifics: (check all that apply)

☐ Victim Performing Usual Job Duties ☐ Poor Lighting ☐ Rushed ☐ Working During Low Staffing Level ☐ High Crime Area ☐ Isolated/Alone ☐ Unable to Get Help/Assistance ☐ Working in Community Setting ☐ Working in Unfamiliar/New Location

Consequence Specifics: (check all that apply)

☐ Medical Treatment Provided ☐ Assistance Provided to Conclude Incident (detail in Incident Description) ☐ Security Contacted ☐ Law Enforcement Contacted ☐ Lost Time of Work Hours: _____ ☐ Actions Requested to Protect from Continuing Threat (if any):

_____

[10] The perpetrator will be classified as: (1) client or customer; (2) family or friend of a client or customer; (3) stranger with criminal intent; (4) co-worker, supervisor or manager of victim, (5) partner or spouse, parent or relative of victim, or (6) other perpetrator.

TRAINING ATTENDANCE LOG – ATTACHMENT B

Trainer Name: _____

Trainer Qualifications: _____

Training Name / Description: _____

Date	Attendee	Attendee Title

Attach Training materials

VIOLENT INCIDENT LOG – ATTACHMENT C

Name/Title of Person Completing Form:

_____

Date Completed:

_____

Log #	Date/Time	Incident Location	Incident Description	Violence Committed By?[11]

Type of Incident: (check all that apply) (as defined in the "Definitions" section)

☐ Type 1 Incident ☐ Type 2 Incident ☐ Type 3 Incident ☐ Type 4 Incident

☐ Physical attack without a weapon (e.g. biting, choking, grabbing, hair pulling, kicking, punching, slapping, pushing, pulling, scratching, or spitting) ☐ Attack with weapon (e.g. gun, knife, other object) ☐ Threat of physical force or threat of use of weapon or other object ☐ Sexual assault or threat (rape or attempted rape, physical display, or unwanted verbal or physical sexual contact) ☐ Verbal Harassment ☐ Animal Attack ☐ Other

_____

Incident Location Specifics: (check all that apply)

☐ Office ☐ Classroom ☐ Hallway ☐ Restroom/Bathroom ☐ Parking Lot ☐ Other Area Outside Building ☐ Personal Residence ☐ Break Room ☐ Cafeteria ☐ Other

Incident Circumstances: (check all that apply)

☐ Victim Performing Usual Job Duties ☐ Poor Lighting ☐ Rushed ☐ Working During Low Staffing Level ☐ High Crime Area ☐ Isolated/Alone ☐ Unable to Get Help/Assistance ☐ Working in Community Setting ☐ Working in Unfamiliar/New Location ☐ Other:

_____

Consequence Specifics: (check all that apply)

☐ Security Contacted/Law Enforcement Contacted ☐ Law Enforcement/Security Response: _____ ☐ Actions Taken to Protect from Continuing Threat or Other Hazards Identified as a Result of Incident (if any): _____ ☐ Other Injuries (describe) _____ ☐Medical responders other than Law Enforcement Contacted. If so, describe: _____ ☐Did the severity of the injuries require reporting to Cal/OSHA? If so, date/time/representative contacted: _____

[11] The perpetrator will be classified as: (1) client; (2) customer; (3) family or friend of a client or customer; (4) stranger with criminal intent; (5) co-worker, supervisor or manager of victim, (6) partner or spouse, parent or relative of victim, or (7) other perpetrator.

HAZARD PERIODIC INSPECTION CHECKLIST – ATTACHMENT D[12]

Completed by:_____ Date: _____

Site: _____

Supervisor: _____

STAFFING

HAZARD	YES	NO	COMMENTS/ CORRECTIVE MEASURES
Designated personnel responsible for the Plan, including chief safety officer?			
Contact information for the Plans Responsible Personnel?			
Emergency telephone numbers for law enforcement, fire and medical services available?			

TRAINING

HAZARD	YES	NO	COMMENTS/ CORRECTIVE MEASURES
Has required training been conducted on schedule and in accordance with the Plan?			
Employees have been trained on topics required by the Plan?			
Employees have been provided a copy of the Plan at no cost to the employees?			
Employees have the opportunity to be involved in the development and implementation of the Plan?			
Employees have opportunities for interactive questions and answers with a person knowledgeable about the Plan?			

[12] Note: Not every hazard must be corrected with every engineering or work practice control. The above checklist is to assist you in identifying hazards and developing possible corrections.

Information provided on how to obtain copies of the Violent Incident Logs and records of hazard identification and corrections?			

ENGINEERING / FACILITIES

HAZARD	YES	NO	COMMENTS/ CORRECTIVE MEASURES
Landscaping arranged/trimmed to prevent blind spots?			
Branches of large trees are trimmed back away from the building to prevent roof access?			
View of walkways is not obstructed?			
Access to roof is limited and hatches are locked from inside?			
Ladders are not stored outside?			
Oversized vehicles are not parked next to the building?			
Doors to high risk areas are locked?			
Quality locks and dead bolts are installed?			
Strike plates are installed securely in door jamb?			
A key check out/control system is in place?			
Door hinges have non-removable pins or hinges are installed to the inside?			
Door frames are made of pry-proof material, preferably metal?			
Misc. openings are secure, i.e. crawl space, roof vents, etc.?			
Are windows and views outside and inside clear of advertising or other obstructions?			

A security system is installed and operational?			
Are security cameras and mirrors placed in locations that would deter an assailant or provide greater security for employees?			
Fire alarms and smoke detectors are operational?			
Exterior lighting is operational and adequate?			
Exterior lights are mounted high enough to make access difficult?			
All entrances/exits are well illuminated?			
Lighting gives good coverage, minimizing shadows?			
Lighting is inspected regularly?			

WORK PRACTICE CONTROLS

HAZARD	YES	NO	COMMENTS/ CORRECTIVE MEASURES
Staff are required to wear an ID Badge?			
Visitor access to building is limited?			
Visitors are required to sign in and sign out and wear a visitor's badge?			
Staff provided with map and or clear directions to their workspaces and entrances and exits?			
Designated safe area where employees can go to in an emergency?			
Effective escape routes?			
Access to a telephone with an outside line?			
Contact information for law enforcement, fire and medical services posted?			

The main entrance has a barrier to staff access in place?			
Work practices such as the "buddy" system for specified emergency events?			
Incident reporting system in place and staff have been trained?			
Procedures for reporting suspicious persons and activities?			
Staff trained on response to violence, including active shooter?			
Communication procedures between employees, administration, operations and other departments regarding conditions or other concerns that may increase potential workplace violence?			
Critical files and safes are secure?			
Appropriate measures for staff handling cash and cash on hand is limited?			
Passwords are utilized for computer access?			
An up-to-date computer web/network security system is installed?			

Comments and Recommendations based on this evaluation:

HAZARD IDENTIFICATION, EVALUATION AND CORRECTION RECORD – ATTACHMENT E

Date of Inspection:_____

Persons Conducting Inspection:_____

Persons Reporting:
Unsafe Condition, Work Practice or Employee Concern (include what, who, when, where and how it is unsafe):
Causes of Other Contributing Factors (What caused or contributes to the unsafe condition?):
Persons Involved:
Corrective Action Taken and Date:
Preventive Action (if any):
Description of Hazard Correction:

Date Received by Chief Safety Officer/Director of Human Resources:

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Fresno State's Parent University

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

3. **Submitted By:**
   Matt Stovall

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

5. **Purpose:**
   The program will offer our parents access to in-person classes, and also the following classes:
   English Conversation, Digital Literacy, Spanish Conversation and Social and Emotional Wellness, etc.

6. **Financial Impact:**
   $8,000

7. **Funding Source:**
   LCFF

8. **Impact on Students:**
   When parents gain confidence in navigating the education system through Fresno State's Parent University, students benefit from a more engaged and knowledgeable support system at home, leading to improved academic outcomes and personal development.

Submit Completed Request to Maxine Balling

Consulting Services Agreement
Parent University

This Consulting Services Agreement ("Agreement") is entered into by and between [Kingsburg Elementary Charter School District] ("Agency") and California State University, Fresno Foundation ("Contractor"), a California nonprofit public benefit corporation supporting Fresno State in accordance with California Education Code Sections 89900, et seq. and Title 5 CCR Sections 42400, et seq. **This Agreement is effective July 1, 2026 ("Effective Date").**

1. Services Provided

Contractor will provide the following consulting services:

1.1 Promotional Materials

- Produce bilingual promotional materials for recruitment of participants.

1.2 Parent University Training Classes

- Deliver virtual or hybrid Parent University classes including, but not limited to:

Digital Literacy	Parenting Skills	Spanish Conversation
English Conversation	Pathway to College	Social Emotional Learning
Financial Literacy	Professional Development	
Health and Wellness	Small Business Development	

- Classes will be offered to one cohort recruited by the Agency and Contractor.
- Each selected class will include eight (8) sessions.
- The contractor will provide staff for virtual class delivery and oversee curriculum implementation.
- Certificates of Completion will be provided to participants who complete an eight hour session.
- The contractor will notify the Agency if a session needs to be rescheduled, postponed, or canceled and assist in informing participants.

1.3 Agency Responsibilities

- Actively promote the program and encourage ongoing participation by sharing and utilizing the bilingual promotional materials provided by the Contractor.

2. Term

Contractor shall provide the Services beginning on the Effective Date and **expiring on June 30, 2027**, unless earlier terminated by either party in accordance with section 7 below.

3. Payment

The Agency agrees to pay Contractor based on the selected model:

Service Model	Fee
Virtual Only (online classes)	$_____
Hybrid (virtual + in-person)	$8000

- Payment is due within 30 calendar days of invoice.
- Contractor will submit invoices to:

  Agency Name: Kingsburg Elementary Charter School District]
  Attn: Matt Stovall
  Email: mstovall@kesd.org

4. Travel Expenses

All travel expenses incurred by the Contractor are included in the Consulting Services Fee.

5. Independent Contractor

- Contractor and staff are independent contractors and not employees or agents of the Agency.
- Contractor may provide similar services to other organizations during the term of this Agreement.

6. Indemnification

Contractor: Shall indemnify and hold harmless the Agency for claims arising from Contractor's negligence or intentional misconduct.

Agency: Shall indemnify and hold harmless Contractor, CSU Fresno, the State of California, and their representatives for claims arising from Agency's negligence or misconduct.

Both parties must maintain general liability insurance of at least $1,000,000 per occurrence. This indemnification survives termination of the Agreement.

7. Termination

Either party may terminate this Agreement with 30 calendar days' written notice. If terminated early, the Agency will pay the Contractor for services delivered up to the termination date.

8. Workers' Compensation

The Contractor provides all necessary Workers' Compensation insurance for staff at its own expense.

9. Taxes

The Contractor is responsible for all payroll and income taxes for its employees. The Agency will not withhold taxes or other deductions from Contractor fees.

10. Notices

All communications must be in writing and sent personally or via certified mail:

Contractor:
California State University, Fresno Foundation
Attention: Parent University
4910 N. Chestnut Ave., Fresno, CA 93726

Agency: Kingsburg Elementary Charter School District
Attn: Matt Stovall
Email: mstovall@kesd.org
Address: 1310 Stroud Avenue, Kingsburg, CA 93631

11. No Entitlement
The Contractor has no guarantee of future contracts or employment with the Agency.

12. Governing Law & Venue

This Agreement is governed by California law. Any disputes will be heard in Fresno County, California.

13. Binding Effect

This Agreement is binding on both parties and their respective heirs, executors, administrators, or successors.

14. Severability

If any provision is deemed invalid, all other provisions remain in effect.

15. Amendments

Changes to this Agreement must be written and signed by both parties.

16. Entire Agreement

This Agreement represents the full understanding between the parties.

17. Attorneys' Fees

The prevailing party in a dispute is entitled to reasonable attorneys' fees and costs.

18. Compliance

Each party will comply with all applicable laws while performing services under this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

Agency Name - Kingsburg Elementary Charter School District]

BY: Matt Stovall
Name: Matt Stovall
Title: Assistant Superintendent
Date: 4/13/2026

California State University, Fresno Foundation

BY: _____
Nicole Lane
Executive Director of Auxiliary Services
Date:

BY: _____
Jason A. Bush, Ph.D.
Interim Associate Vice President of Research and Sponsored Programs
Date:

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Decodable Books - Lincoln

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

3. **Submitted By:**
   Matt Stovall

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

5. **Purpose:**
   To purchase class sets of decodable books for the 2025/2026 school year. These materials will support the reading curriculum at Lincoln Elementary.

6. **Financial Impact:**
   $28,210.02

7. **Funding Source:**
   LCFF

8. **Impact on Students:**
   These decodable books will provide Lincoln school students with reading materials that directly align with the UFLI (University of Florida Literacy Institute) phonics instruction, allowing them to practice specific skills to improve reading fluency and comprehension.

Submit Completed Request to Maxine Balling

Quote # 20260320-101101571

Lincoln Elementary School
1900 Mariposa Street
Kingsburg , CA 93631

Ashley Valdez
avaldez@kesd.org
559 897-5141

Reference: 20260320-101101571
Quote created: March 20, 2026
Quote expires: May 4, 2026

Laprea Education
62 Dogwood Lane

Pleasantville, NY 10570
United States

Prepared by: Joseph Pandolfo

joseph@structuredliteracy.com
+19143593492

Total **$28,210.02**

PRODUCTS & SERVICES	QUANTITY	PRICE
Developing Decoders 2nd Grade Green Fiction Developing Decoders Collection (170 titles, with 6 copies of each)	3	$11,475.00
Developing Decoders Second Grade Green Nonfiction Collection (70 titles, with 6 copies of each)	9	$13,230.00

SUMMARY	
One-time subtotal	$24,705.00
Shipping & Handling (5%)	$1,235.25
Sales Tax	$2,269.77 8.75%

Total	**$28,210.02**
Total contract value	**$28,210.02**

Comments

We are so excited to be working with you, if any changes are needed to this quote, please email joseph@structuredliteracy.com.
Best,
Joe

Purchase terms

Terms and Conditions: This quote remains valid for 45 days from the issue date. To proceed with your order, please email a copy of your purchase order to info@structuredliteracy.com, ensuring the quote number listed above is included. Orders will be shipped within 14 business days upon receipt of the purchase order.

Unless otherwise specified, payment is due within 30 days from the delivery date of all purchased items. We accept checks and major credit cards.

IMPORTANT: Please make sure your purchase order references the quote number.

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Borchardt, Corona, Faeth & Zakarian

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

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

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

5. **Purpose:**
   To continue to partnership with Borchardt, Corona, Faeth & Zakarian as our independent financial auditors for fiscal years ending 2026, 2027, and 2028.

6. **Financial Impact:**
   $32,950 in 2026
   $33,930 in 2027
   $33,930 in 2028
   Total $100,810

7. **Funding Source:**
   Resource 00000

8. **Impact on Students:**
   The independent audit allows the district to stay in compliance with state and federal requirements so that we may continue to operate in the best interests of our students and staff.

Submit Completed Request to Maxine Balling

BORCHARDT, CORONA, FAETH & ZAKARIAN
Certified Public Accountants

Christina J. Zakarian, CPA
Gustavo M. Corona, CPA
Consultant
Scott A. Faeth, CPA
Consultant

March 4, 2026

Kingsburg Elementary Charter School District
Attention: Bobby Rodriguez, Chief Business Official
1310 Stroud Ave.
Kingsburg, California 93631

We are pleased to confirm our understanding of the services we are to provide Kingsburg Elementary Charter School District for the years ended June 30, 2026, 2027, and 2028.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of Kingsburg Elementary Charter School District as of and for the years ended June 30, 2026, 2027, and 2028. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Kingsburg Elementary Charter School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Kingsburg Elementary Charter School District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis
2. Budgetary Comparison Schedules
3. Pension Information
4. OPEB Information

We have also been engaged to report on supplementary information other than RSI required by the State's audit guide, Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting that also accompanies Kingsburg Elementary Charter School District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements.

1. Schedule of Average Daily Attendance
2. Schedule of Instructional Time
3. Schedule of Financial Trends and Analysis
4. Schedule of Expenditures of Federal Awards
5. Reconciliation of Annual Financial and Budget Report With Audited Financial Statements

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

1. Organization

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP; and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*

- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and the State's audit guide, Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting of Kingsburg Elementary Charter School District and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the school district or to acts by management or employees acting on behalf of the school district. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste and abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards.* In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the school district's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, may include tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry.

We may, from time to time and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Audit Procedures - Internal Control

We will obtain an understanding of the school district and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards.*

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards., *Government Auditing Standards,* and the Uniform Guidance.

Audit Procedures - Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Kingsburg Elementary Charter School District's compliance with the provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of our audit will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards.*

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Kingsburg Elementary Charter School District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Kingsburg Elementary Charter School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America, and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the school district's ability to continue as a going concern for the 12 months after the financial statement date or shortly thereafter (for example, within an additional three months, if currently known). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the school district from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the school district involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the school district received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the school district complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review no later than June 30 of the year being audited.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Other Services

We will also assist in preparing the financial statements, supplementary information, schedule of expenditures of federal awards, related notes, conversion entries, and Data Collection Form of Kingsburg Elementary Charter School District in conformity with accounting principles generally accepted in the United States of America based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the services previously defined above. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to Kingsburg Elementary Charter School District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Borchardt, Corona, Faeth & Zakarian and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the California State Controller's Office and/or California Department of Education or their designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Borchardt, Corona, Faeth & Zakarian personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the cognizant agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Scott Faeth is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit in approximately June and to issue our reports no later than December 15.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, excluding out-of-pocket costs, will not exceed the totals listed below. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 90 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The fees listed below are based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Our fees for these services will be:

	Fiscal Years Ending		
	6/30/2026	6/30/2027	6/30/2028
Financial Audit	$ 15,340	$ 15,800	$ 15,800
Compliance Audit (Federal and State)	10,350	10,660	10,660
Attendance	6,960	7,170	7,170
Board Presentation of Report	300	300	300
Total	$ 32,950	$ 33,930	$ 33,930

As a reference, prior year fees were $32,950.

NOTE: We may need to revise our estimates if the State mandates additional audit procedures beyond items noted at this time. Fees for any additional procedures will be discussed with you in advance and will be sent to you as an addendum to this letter. Those fees will be billed separately.

In addition to the above noted fees, the Auditor will be reimbursed for reasonable and necessary out-of-pocket costs.

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Donation - Kingsburg Historical Park VR Headsets

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

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

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

5. **Purpose:**
   To approve the donation from the Kingsburg Historical Park for a set of 8 Avantis Class VR CVR264-CRS-8 VR Headsets with carrying and charging case. These VR headsets will be used during the ELOP after school program for virtual field trips and other learning opportunities at Rafer Johnson Jr. High School.

6. **Financial Impact:**
   The value of the VR headsets is $4,500
   The annual charge for licensing is $769

7. **Funding Source:**
   ELOP, Resource 26000

8. **Impact on Students:**
   The VR headsets will allow the students at RJJH attending the after school program to virtually visit places and participate in learning opportunities.

Submit Completed Request to Maxine Balling

KINGSBURG

DONATION APPROVAL FORM

Required for all donations; personal, private, business

Date of Donation:	03/10/2026		
School/Department Receiving Donation:	ELOP		
Donor Name:	Matt Gehrett / Kingsburg Historical Park		
Donor Address:	2321 Sierra St		
City, State:	Kingsburg, CA	**Zip:**	93631
Phone:	(559) 869-8320	**Email:**	mgehrett@gmail.com

Value of Donation:	**Cash $** _____	**Non-Cash $** 4,500.00

For donations of supplies/equipment, give the location the item(s) will be stored and description of the items donated. (Model number, serial number, brand, if possible) Attach any relevant documentation or photos.

Avantis ClassVR CVR264-CRS-8 | Set of 8 VR Headsets with Carrying & Charging Case

Please note, all donations must be approved PRIOR to acceptance.

1. **Regardless of cost,** donations of the following items shall be reviewed by the Business Services department and other departments as applicable:
   a. Computer and technology equipment;
   b. Contracted services;
   c. Furniture, chairs, shelving, or similar items
   d. Equipment that requires additional electrical capacity or additional space; and
   e. **Additions, removal or modifications of any district facilities, structures or grounds.**
2. Once accepted, a donation becomes the sole property of the District.
3. A letter from the Superintendent will be issued to notify the donor if the gift was approved for use in the District.
4. The Board shall reject any gift/donation which may directly or indirectly impair its authority to make decisions in the best interest of district students or its ability or commitment to provide equitable educational opportunities
5. **ALL donations shall comply with KECSD Board Policy 3290 and criteria for acceptance.**

	Print Name	Signature	Date	Approved	Denied
Principal/Director			3/10/26		
Chief Business Official	Bobby Rodriguez		3/10/26	X	
MOT Director			3/10/26		
Technology Coordinator	Jason Wood	Jason Wood	3/10/26	X	
Other *(if applicable)*			3/10/26		
Board Approval Date *(if applicable)*					

SB


CLASSVR



Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Resolution 26-10 to Increase Developer Fees

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

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

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

5. **Purpose:**
   To accept the Developer Fee study and approve an increase to Developer Fees to help finance increased costs due to additional students.

6. **Financial Impact:**
   Increase Developer Fees for residential and Commercial and New Construction and Additions:
   Residential to increase from $5.17 sq/ft to $5.38
   Commercial to increase from $0.84 sq/ft to $0.87

7. **Funding Source:**
   Fund 25

8. **Impact on Students:**
   The increase in rates will provide additional funds for facilities as schools are creating more spaces for students at our school sites.

Submit Completed Request to Maxine Balling

KINGSBURG
ELEMENTARY CHARTER SCHOOL DISTRICT

WESLEY SEVER, ED.D.
Superintendent
MATT STOVALL
Assistant Superintendent,
Curriculum & Instruction
BOBBY RODRIGUEZ
Assistant Superintendent,
Business Services
ERIN PASILLAS
Director of Special Education
& Student Services
SARAH BALLARD
Director of Human Resources

RESOLUTION 26-10

ADOPTING DEVELOPMENT FEES ON RESIDENTIAL AND COMMERCIAL INDUSTRIAL DEVELOPMENT TO FUND THE CONSTRUCTION OR RECONSTRUCTION OF SCHOOL FACILITIES

WHEREAS, Education Code section 17620 et seq. and Government Code section 65995, authorize the governing board of any school district to levy a fee, charge, dedication, or other form of requirement (hereinafter "fee" or "fees"), in the maximum amounts specified therein, against residential, commercial and industrial development projects occurring within the boundaries of the district (hereinafter "development"), for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, this Board has previously resolved to levy fees on development projects pursuant to this authority; and

WHEREAS, Government Code section 65995 provides that the maximum fees which may be levied on development projects shall be increased in 2000 and every two years thereafter according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board "SAB" and to become effective at its January meeting; and

WHEREAS, the SAB at its January 28, 2026 meeting, set the maximum fee to $5.38 per square foot for residential development and to $0.87 per square foot for commercial/industrial development; and

WHEREAS, the new Fees are an increase of what is currently being collected by Kingsburg Elementary Charter School District. A copy of the Study is attached hereto, marked Exhibit "A," and incorporated herein by this reference; and

WHEREAS, in the judgment of this Board it is necessary and appropriate, and in the best interests of the District and its students, to levy fees for the purpose of funding the construction

or reconstruction of school facilities necessary to serve the students generated by new development occurring within the District;

NOW, THEREFORE, BE IT RESOLVED, ORDERED AND FOUND by this Board as follows:

1. The foregoing recitals are true and correct.

2. This Board approves and adopts the Study and recommendation of the District Superintendent, or designee, to levy fees in the maximum amounts authorized on new residential, commercial and industrial development that occurs within the District, and based upon the Study and recommendations, and upon all other written and oral information presented to this Board concerning this matter, makes the following findings:

A. The purpose of the fees is to finance the construction and reconstruction of school facilities in order to provide adequate school facilities for the students of the District who will be generated by new residential and commercial/industrial development taking place in the District;

B. The construction or reconstruction of school facilities is necessary to mitigate student overcrowding which exists, or is projected to exist in the District, for the following reasons:

(1) New residential and commercial and industrial development is projected to occur within the District within the next five years which will generate additional school-aged children;

(2) Additional students projected from new development may exceed the capacity of existing school facilities although the District is fully utilizing all existing school facilities to the extent deemed educationally feasible;

(3) Existing school facilities in the District are in need of, or will be in need of, reconstruction or modernization. New development will generate students who will attend District schools and be housed in existing facilities. These students cannot be housed

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Director of Special Education
& Student Services
SARAH BALLARD
Director of Human Resources

without maintaining existing school facilities, ultimately making reconstruction or modernization of such facilities necessary;

(4) Both existing students and new students generated by future development occurring within the district will need to be housed and served in existing school facilities, as well as new and additional school facilities necessary to serve the increasing student population.

(5) As commercial and industrial development occurs, new jobs are created. Many of the people hired for these jobs move into the community, thereby increasing the need for residential development which generates additional students adding to the impact on the school facilities of the District. The maximum fee that can be levied against residential development is insufficient to cover the full cost of the new or reconstructed school facilities needed by the district to house students generated from new residential development, and therefore justifies a separate fee against commercial and industrial development in the maximum amount allowed by law.

C. Without the addition of new school facilities and/or the reconstruction and modernization of existing facilities, the District will be unable to adequately house and serve additional students generated by new development which will impair or adversely impact the normal functioning of educational programs and services of the District;

D. The District has no, or limited revenue sources available for funding the construction or reconstruction of school facilities attributable to new development;

E. The fees adopted herein bear a reasonable relationship to the need for, and the estimated cost of, the construction or reconstruction of school facilities attributable to the type of new development on which the fees will be imposed;

F. The cost of providing for the construction and/or reconstruction of school facilities attributable to the type of new development occurring in the District will exceed the revenues reasonably anticipated from fees;

G. Existing students will benefit from the use of developer fees for new school facilities. Conversely, students generated from new development will occupy existing school facilities and will benefit from the use of fees to reconstruct or modernize those facilities. Therefore, it is appropriate to use developer fees for existing facilities to the extent of the estimated use of such facilities by students generated by new development.

3. Based on the foregoing, this Board hereby determines:

A. To levy a fee on any new or on other residential development, as described in Education Code § 17620(a), occurring within the District, in the maximum amount currently authorized by law of $3.59 per square foot of assessable space as such space is defined in Government Code § 65995(b)(1), (this represents the elementary share of the $5.38 total residential fee).

B. To levy a fee on categories of new commercial or industrial development, as described in Education Code § 17620(a), occurring within the boundaries of the District, in the maximum amount currently authorized by law of $0.58 per square foot of chargeable covered and enclosed space as such space is defined in Government Code § 65995(b)(2), (this represents the elementary share of the $0.87 total commercial/industrial fee). Except for Rental Self-Storage projects in which a fee of $0.04 per square foot is justified.

4. The fee provisions of this Resolution are not exclusive, and this Board specifically reserves authority to undertake other or additional methods to finance school facilities in partial or complete substitution for, or in conjunction with, the fee provisions set forth therein, as authorized by law. This Board reserves the authority, in its discretion, to substitute the dedication of land or other form of requirement in lieu of fees to be levied pursuant to this Resolution.

5. The District intends to utilize fees for new construction of school facilities, reconstruction or modernization of existing facilities, purchase, lease or lease-purchase of portable or relocatable classrooms and related facilities as interim school facilities to house students pending the construction of permanent facilities, or the purchase, lease or lease-purchase

of land for school facilities. This includes all associated costs to plan and execute school facilities projects including, but not limited to, architectural and engineering costs, testing and inspection costs, permits and plan checking, and other administrative costs related to the provision of school facilities. Construction, reconstruction or modernization of school facilities includes, but is not limited to, classrooms and equipment and furnishings for classrooms, and all other reasonable and customary auxiliary, accessory, adjunct, or other supportive facilities for classrooms such as restrooms, gymnasiums, administrative offices, cafeterias, libraries, multi-purpose rooms, maintenance and storage rooms, walkways, overhangs, parking lots, landscaping, and all other similar facilities. Finally, fees may be used for studies and reports necessary to make the findings and determinations required by law for the collection of fees which may include the school facilities needs analysis described in Government Code section 65995.6, for reimbursement of administrative costs to collect fees, and for such other purposes consistent with the purpose and intent of this Resolution, or authorized by law, or deemed necessary or appropriate by this governing board.

6. The Superintendent, or designee, is authorized to certify compliance of a particular development project with the fee or other requirement levied by this Board, or to certify where appropriate that a project is fully or partially exempt from fees in appropriate circumstances. Any certification of compliance for a particular residential construction project is expressly conditioned upon the continued satisfaction by that project of the requirements for that certification and failure to meet those requirements in the future may result in the revocation of such certification and enforcement of the appropriate fee requirement for the project.

7. Pursuant to Education Code § 17621(c), this board determines that the fee levied on residential development is not subject to the restrictions set forth in subdivision (a) of Government Code § 66007 and, pursuant to Education Code § 17620(b), shall be collected at the time of issuance of the building or similar permit required for a particular development project.

8. Pursuant to Government Code section 66001(d), the Superintendent or his designee shall review the Fund established pursuant to this Resolution for the fifth fiscal year

following the first deposit of fees in the Fund, and every five years thereafter, and with respect to any portion of a fee remaining unspent five or more years after deposit, the Superintendent or his designee shall report to this Board which shall either make the findings required by section 66001(d) for said unspent fees, or direct the refund of such fees in the manner provided in 66001(e) and (f).

9. Pursuant to Government Code section 66001(e), the Superintendent or designee, shall advise this board whenever it appears sufficient fees have been collected to complete financing on incomplete public improvements that have been identified in the Study. This board shall then make a determination whether or not sufficient fees have been collected for a particular project, and when a determination is made by this board that sufficient fees have been collected, this Board shall identify, within 180 days of the determination, an approximate date by which the construction of the public improvement will be commenced, or shall refund the fees as provided in said section, unless the provisions of section 66001(f) are deemed to apply.

10. The fees adopted herein are effective sixty (60) days after the approval of this Resolution unless the School Board states this is an urgency due to the significant needs and impacts of the impending new housing developments and there is a 4/5ths majority vote, to cause that the imposition of fees shall take effect thirty (30) days after the date of this Resolution.

11. The Superintendent or his designee is hereby authorized and directed to do the following:

A. As required by Government Code § 66006(a), to establish a separate capital facilities fund (herein "Fund") into which the fees received by the District shall be deposited and shall not be commingled with other revenues and funds of the District. The fees, and any interest earned thereon, shall be expended only for the purpose of funding the construction or reconstruction of school facilities or such other purposes as are permitted by law and authorized by this Board.

B. If applicable, negotiate agreements with other school district(s) with common territorial boundaries ensuring that the total fees collected by each school district does

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& Student Services
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not exceed the maximum fees allowed by law for residential and commercial and industrial development and providing for an equitable division of the fees with such other school district(s). As required by Education Code section § 17623(a), copies of such agreement(s) shall be transmitted to the State Allocation Board, and shall also be sent to any county or city planning agency which is calculating or collecting fees on behalf of the District.

C. Take such further action as is necessary or appropriate to carry out the purpose and intent of this Resolution.

I, _____, Secretary to the Board of Trustees of the Kingsburg Elementary Charter School District, do hereby certify that the foregoing Resolution was proposed by Board member _____, seconded by Board member _____, and was duly passed and adopted, by vote of said Board, at an official and public meeting thereof held on April 13, 2026 as follows:

AYES:
NOES:
ABSENT:
ABSTAIN:

Dated: _____

_____
Secretary, Board of Trustees

1310 Stroud Avenue □ Kingsburg, California 93631 (559) 897-2331 □ Fax (559) 897-4784

FEBRUARY 2026

2026 DEVELOPER FEE JUSTIFICATION STUDY FOR KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

DR WESLEY SEVER,
SUPERINTENDENT

PREPARED BY

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

PHONE: (916) 733-0402
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- **Census Data**
- **Use of Developer Fees**
- **Site Development Costs**
- **Index Adjustment on the Assessment for Development – State Allocation Board Meeting of January 28, 2026**
- **Annual Adjustment to School Facility Program Grants**

Executive Summary

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

A fee of $3.45 (2/3 of $5.17) per square foot for residential construction and a fee of $0.56 (2/3 of $0.84) per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **$3.59** (2/3 of $5.38) per square foot for residential construction and **$0.58*** (2/3 of $0.87) per square foot for commercial/industrial construction. This proposed increase represents $0.14 per square foot and $0.02 per square foot for residential and commercial/industrial construction, respectively.

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

Table 1

Kingsburg Elementary Charter
Developer Fee Collection Rates

Totals	Previous	New	Change
Residential	$5.17	$5.38	$0.21
Commercial/Ind.	$0.84	$0.87	$0.03
District Share:	66.67%		
Net Impact	Previous	New	Change
Residential	$3.45	$3.59	$0.14
Commercial/Ind.	$0.56	$0.58	$0.02

*except for Rental Self Storage facilities in which a fee of $0.04 per square foot is justified.

The total projected number of housing units to be built over the next five years is 365. The average area per unit is 2,216 square feet. This Study demonstrates a need of $3.70 per square foot for residential construction.

Background

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

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

The authority cited in Education Code Section 17620 states in part "... the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at $1.50 per square foot for residential construction and $0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **$5.38** per square foot of residential construction and **$0.87** per square foot of commercial or industrial construction.

Purpose and Intent

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

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

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

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

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

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

Enrollment and Impacts

In 2025/2026 the District's total enrollment (CBEDS) was 2,132 students. The enrollment by grade level is shown here in Table 2.

Table 2

Kingsburg Elementary Charter
CURRENT ENROLLMENT

Grade	2025/2026
TK/K	339
1	216
2	201
3	221
4	250
5	209
6	225
TK-6 Total	1,661
7	245
8	226
7-8 Total	471
TK-8 Total	2,132

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

Student Generation Factor

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

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.50 for grades TK-8. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2020 Census. Table 3 shows the student generation factors for the various grade groupings.

Table 3

Kingsburg Elementary Charter
STUDENT GENERATION FACTORS

Grades	Students per Household
TK-6	0.3173
7-8	0.0941
Total	**0.4114**

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that **82.6%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

New Residential Development Impacts

The Kingsburg Elementary Charter School District has experienced an average new residential construction rate of approximately 73 units per year over the past four years. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting each of the planning departments within the school district boundaries, it was determined that the residential construction rate over the next five years will average 73 units per year. Projecting the average rate forward, we would expect that 365 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.4114 to the projected 365 units of residential housing, we expect that 150 students will be generated from the new residential construction over the next five years. This includes 116 elementary school students and 34 middle school students.

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

Table 4

Kingsburg Elementary Charter
DEVELOPMENT IMPACT ANALYSIS

Grades	Generation Rate	Students Generated
TK to 6	0.3173	116
7 to 8	0.0941	34
Totals	**0.4114**	**150**

Existing Facility Capacity

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

Table 5
List of Core and Support Facilities

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

Because the District requires these types of support facilities as part of its existing facility and curriculum standards at its schools, new development's impact must not materially or adversely affect the continuance of these standards. Therefore, new development cannot require that the District house students in these integral support spaces.

Classroom Loading Standards

The following maximum classroom loading-factors are used to determine teaching-station "capacity," in accordance with the State legislation and the State School Building Program. These capacity calculations are also used in preparing and filing the baseline school capacity statement with the Office of Public School Construction.

Table 6
State Classroom Loading Standards

TK/Kindergarten	25 Students/Classroom
1st-3rd Grades	25 Students/Classroom
4th-6th Grades	25 Students/Classroom
7th-8th Grades	27 Students/Classroom

Existing Facility Capacity

The State determines the baseline capacity by either loading all permanent teaching stations plus a maximum number of portables equal to 25% of the number of permanent classrooms or by loading all permanent classrooms and only portables that are owned or have been leased for over 5 years. As allowed by law and required by the State, facility capacities are calculated by identifying the number of teaching stations at each campus. All qualified teaching stations were included in the calculation of the capacities at the time the initial inventory was calculated. To account for activity and changes since the baseline was established in 1998/99, the student grants (which represent the seats added either by new schools or additions to existing schools) for new construction projects funded by OPSC have been added. Using these guidelines the District's current State calculated capacity is shown in Table 7.

Table 7

Kingsburg Elementary Charter
Summary of Existing Facility Capacity

School Facility	Permanent Classrooms	Portable Classrooms	Chargeable Portables	Total Chargeable Classrooms	State Loading Factor	State Funded Projects	Total State Capacity
Grades TK-6	51	12	12	63	25	576	2,151
Grades 7-8	17	0	0	17	27	0	459
Totals	68	12	12	80		576	2,610

OPSC Funded Projects

Name	Project #	TK-6 Grants	7-8 Grants	Special Ed	CR
Reagan Elem	1	576	0	0	26

This table shows a basic summary of the form and procedures used by OPSC (Office of Public School Construction) to determine the capacity of a school district. There were a total of 68 permanent classrooms in the District when the baseline was established. In addition there were 12 portable classrooms. OPSC regulations state that if the number of portables exceeds 25% of the permanent classrooms, then the maximum number of portables to be counted in the baseline capacity is 25% of the permanent classrooms. Since the District has fewer portable classrooms than 25% of the permanent classrooms, all 12 portable classrooms are included in the baseline. This results in a total classroom count of 80 and is referred to as the chargeable classrooms.

To determine the total capacity based on State standards, the capacity of the chargeable classrooms are multiplied by the State loading standards and then the capacity of the projects completed since 1998/99 (when the baseline was established) are added based on the State funded new construction projects. As Table 7 shows, the total State capacity of the District facilities is 2,610 students.

Students in Excess of Capacity by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing homes. The seats needed were determined individually for each grade grouping. The projected enrollment in the space needed analysis did not include the impact of any new housing units.

Table 8

Kingsburg Elementary Charter
Summary of Available District Capacity

School Facility	State Capacity	Space Needed	Available Capacity
Grades TK-6	2,151	1,661	490
Grades 7-8	459	471	(12)
Totals	2,610	2,132	478

The District capacity of 2,610 is more than the space needed of 2,132, assuming the existing facilities remain in sufficient condition to maintain existing levels of service. The difference is 478 students. Since the enrollment space needed for grades 7-8 exceeds the District capacity there is no excess capacity available to house those students from new development.

Calculation of Development's Fiscal Impact on Schools

This section of the Study will demonstrate that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Kingsburg Elementary Charter School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

School Facility Construction Costs

For the purpose of estimating the cost of building school facilities we have used the State School Building Program funding allowances. These amounts are shown in Table 9. In addition to the basic construction costs, there are site acquisition costs of $124,329 per acre and service-site, utilities, off-site and general site development costs which are also shown in Table 9.

Table 9

NEW CONSTRUCTION COSTS

Grade	Base Grant	Fire Alarms	Fire Sprinklers	Per Student Total
TK-6	$32,822	$40	$548	$33,410
7-8	$34,716	$52	$656	$35,424

Site Acreage Needs

Grade	Typical Acres	Average Students	Projected Unhoused Students	Equivalent Sites Needed	Site Acres Needed
TK-6	10	600	0	0.00	0.00
7-8	20	800	34	0.04	0.85
				TOTAL	**0.85**

General Site Development Allowance

Grade	Acres	Allowance/ Acre	Base Cost	% Allowance	Added Cost	Total Cost
TK-6	0.00	$53,428	$0	6%	$0	$0
7-8	0.85	$53,428	$45,414	6%	$72,265	$117,679
Totals	**0.85**					**$117,679**

Site Acquisition & Development Summary

Grade	Acres Needed	Land Cost/Acre	Total Land Cost	Site Development Cost/Acre	Site Dev. Cost	General Site Development	Total Site Development
TK-6	0.00	$124,329	$0	$353,149	$0	$0	$0
7-8	0.85	$124,329	$105,680	$332,244	$282,407	$117,679	$400,086
Totals	**0.85**		**$105,680**		**$282,407**	**$117,679**	**$400,086**

Note: The grant amounts used are twice those shown in the appendix to represent the full cost of the facility needs and not just the standard State funding share of 50%.

Reconstruction/Modernization Costs

In addition to any new facilities needed, there is also a need to reconstruct or modernize existing facilities to maintain the existing levels of service as students from new development continue to arrive in the District's facilities. To generate capacity, it may also be necessary to reopen closed school facilities. Such reopening often requires reconstruction to provide the District's existing level of service. For purposes of this report, the analysis of modernization/reconstruction includes the possible reopening and refurbishing of any closed or unused school facilities.

California has made a significant investment in school facilities through grants provided to help extend the useful life of public schools. The State's largest funding source for public school modernization projects, the School Facilities Program (SFP), requires a minimum local funding contribution of 40% of SFP-eligible costs. The State may provide up to 60% of the eligible costs at those times that State funding is available. However, SFP modernization grants frequently, if not usually, fall short of providing 60% of the actual costs for major modernizations. In the best cases, developer fees can help meet the District's required 40% local share. In many cases, developer fees may be necessary to supplement both the State's and the school district's contribution to a project.

Buildings generate eligibility for State reconstruction/modernization funding once they reach an age of 25 years old for permanent buildings and 20 years old for portables.

The usable life of school facilities is an important consideration in determining district facility needs into the future. The specific time when the projected residential developments will be built cannot be precisely predicted. Some new homes may be immediately occupied by families with school-aged children, while others may be immediately occupied who will have school-aged children in five to ten years. As a result of these variables, for each new home, the District must be prepared to house the students residing there for an extended period of time. Students generated by the next five years of development will need to be accommodated in District schools for a significant amount of time that could exceed twenty years. Thus, the District will need to ensure that it has facilities in place for future decades.

As evidenced by the State Building program's use of the criteria that buildings older than twenty-five years (and portables older than twenty years) are eligible for modernization funds, school buildings require reconstruction/modernization to remain in use for students beyond the initial twenty to twenty-five years of life of those buildings. To the extent that the District has buildings older than

twenty to twenty-five years old, the point will be reached without reconstruction/modernization that those buildings will no longer be able to provide the existing level of service to students, and may, in some circumstances, need to be closed entirely for health and safety reasons. However, because of the new development, reconstruction/modernization must occur to have available school housing for the students generated from development.

The following table shows the District's eligibility for modernization/reconstruction funding in the State Building Program.

Table 10

Modernization Project Needs

	Eligible Modernization Grants			State	District	Project
School	Elem	Middle	Spec Ed	Funding	Share	Total
Lincoln Elem	225	0	0	$1,493,881	$995,920	$2,489,801
Roosevelt Elem	300	0	0	$1,991,841	$1,327,894	$3,319,735
Washington Elem	150	0	0	$1,033,415	$688,944	$1,722,358
TOTALS	**675**	**0**	**0**	**$4,519,136**	**$3,012,758**	**$7,531,894**

Table 11

New Development Share of Modernization Costs

	Eligible Modernization		New Development	
Grade	Grants	Students	$/Student	Amount
TK-6	675	116	$11,066	$1,283,656
7-8	0	0	$11,682	$0
Totals	**675**	**116**		**$1,283,656**

Includes students from new developments not housed in new facilities.
Amounts based on State OPSC allowances for modernization projects.

This data is used to show that there are significant needs within the school District to invest in its existing facilities. Without modernizing its schools, the District could be forced to begin closing some of its buildings and schools.

To accurately account for the portion of the modernization projects attributed to the impact of new developments, only the students from new developments that were not already housed in new facilities are included in the net needs for modernization projects. As can be seen in the charts, the net modernization needs due to new development impacts are much less than the total District modernization needs.

Impact of New Residential Development

This next table compares the development-related enrollment to the available district capacity for each grade level and then multiplies the unhoused students by the new school construction costs to determine the total school facility costs related to the impact of new residential housing developments.

In addition, the State provides that new construction projects can include the costs for site acquisition and development, including appraisals, surveys and title reports. The District needs to acquire 0.85 acres to meet the needs of the students projected from the new developments. Therefore, the costs for site acquisition and development of the land have been included in the total impact due to new development.

Finally, the modernization needs are included for the students not housed in new facilities, but who would be housed in existing facilities that are eligible for and need to be modernized to provide adequate housing and to maintain the existing level of service for the students generated by development.

Table 12

Kingsburg Elementary Charter
Summary of Residential Impact

School Facility	Students Generated	Available Space	Net Unhoused	Construction Cost Per Student	Total Facility Costs
Elementary	116	490	0	$33,410	$0
Middle	34	0	34	$35,424	$1,204,416
Site Purchase: 0.85 acres					$105,680
Site Development:					$400,086
				New Construction needs due to development:	**$1,710,182**
				Modernization needs due to development:	**$1,283,656**
				TOTAL DEVELOPMENT IMPACT:	**$2,993,838**
				Average cost per student:	**$19,959**
				Total Residential Sq Ft:	**808,840**
				Residential Fee Justified:	**$3.70**

The total need for school facilities based solely on the impact of the 365 new housing units projected over the next five years totals $2,993,838. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 2,216 square feet. The total area for 365 new homes would therefore be 808,840 square feet. The total residential fee needed to be able to collect $2,993,838 would be **$3.70** per square foot.

Impact of Other Residential Development

In addition to new residential development projects that typically include new single-family homes and new multi-family units, the District can also be impacted by additional types of new development projects. These include but are not limited to redevelopment projects, additions to existing housing units including ADU's (accessory dwelling unit), and replacement of existing housing units with new housing units.

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential development projects. However, only the impact is considered of the net increase in area for the residential projects. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impact fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less.

Impact of Commercial/Industrial Development

There is a correlation between the growth of commercial/industrial firms/facilities within a community and the generation of school students within most business service areas. Fees for commercial/ industrial can only be imposed if the residential fees will not fully mitigate the cost of providing school facilities to students from new development.

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the

most complete and authoritative source of information on the community in addition to the "1990 SanDAG Traffic Generators Report".

Employees per Square Foot of Commercial Development

Results from a survey published by the San Diego Association of Governments "1990 San DAG Traffic Generators" are used to establish numbers of employees per square foot of building area to be anticipated in new commercial or industrial development projects. The average number of workers per 1,000 square feet of area ranges from 0.06 for Rental Self Storage to 4.79 for Standard Commercial Offices. The generation factors from that report are shown in the following table.

Table 13

Commercial/Industrial Category	Average Square Foot Per Employee	Employees Per Average Square Foot
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Commercial Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

Source: 1990 SanDAG Traffic Generators report

Students per Employee

The number of students per employee is determined by using the S0802: Means of Transportation to Work by Selected Characteristics 2018-2022 American Community Survey 5-Year Estimates and DP1: Profile of General Population and Housing Characteristics 2020: DEC Demographic Profile for the District. There were 6,359 employees and 5,226 homes in the District. This represents a ratio of 1.2168 employees per home.

There were 2,150 school age children attending the District in 2020. This is a ratio of 0.3381 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (35.0%), because only those employees living in the District will impact the District's school facilities with their children. The net ratio of students per employee in the District is 0.1183.

School Facilities Cost per Student

Facility costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial development projects are contained in Table 12.

Residential Offset

When additional employees are generated in the District as a result of new commercial/industrial development, fees will also be charged on the residential units necessary to provide housing for the employees living in the District. To prevent a commercial or industrial development from paying for the portion of the impact that will be covered by the residential fee, this amount has been calculated and deducted from each category. The residential offset amount is calculated by multiplying the following factors together and dividing by 1,000 (to convert from cost per 1,000 square feet to cost per square foot).

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (35.0 percent).
- Housing units per employee (0.8218). This was derived from the 2018-2022 ACS 5 Year Estimates and DP1 data for the District, which indicates there were 5,226 housing units and 6,359 employees.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (2,216).
- Residential fee charged by the District ($3.59 (2/3 of $5.38) per square foot).
- Average cost per student was determined in Table 12.

The following table shows the calculation of the school facility costs generated by a square foot of new commercial/industrial development for each category of development.

Table 14
Kingsburg Elementary Charter
Summary of Commercial and Industrial Uses

Type	Employees per 1,000 Sq. Ft.	Students per Employee	Students per 1,000 Sq. Ft.	Average Cost per Student	Cost per Sq. Ft.	Residential offset per Sq. Ft.	Net Cost per Sq. Ft.
Banks	2.83	0.1183	0.335	$19,959	$6.68	$4.86	$1.82
Community Shopping Centers	1.53	0.1183	0.181	$19,959	$3.61	$2.63	$0.98
Neighborhood Shopping Centers	2.71	0.1183	0.321	$19,959	$6.40	$4.65	$1.75
Industrial Business Parks	3.52	0.1183	0.417	$19,959	$8.31	$6.04	$2.27
Industrial Parks	1.35	0.1183	0.160	$19,959	$3.19	$2.32	$0.87
Rental Self Storage	0.06	0.1183	0.007	$19,959	$0.14	$0.10	$0.04
Scientific Research & Development	3.04	0.1183	0.360	$19,959	$7.18	$5.22	$1.96
Lodging	1.13	0.1183	0.134	$19,959	$2.67	$1.94	$0.73
Standard Commercial Office	4.79	0.1183	0.567	$19,959	$11.31	$8.22	$3.09
Large High Rise Commercial Office	4.31	0.1183	0.510	$19,959	$10.18	$7.40	$2.78
Corporate Offices	2.69	0.1183	0.318	$19,959	$6.35	$4.62	$1.73
Medical Offices	4.27	0.1183	0.505	$19,959	$10.09	$7.33	$2.76

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the Districts share of the State Maximum Fee is now $0.58 (2/3 of $0.87) for commercial/industrial construction, the District is justified in collecting the maximum fee for all categories except for Rental Self Storage. The District can justify the collection of $0.04 per square foot of Rental Self Storage construction.

Verifying the Sufficiency of the Development Impact

Education Code Section 17620 requires districts to find that fee revenues will not exceed the cost of providing school facilities to the students generated by the development paying the fees. This section shows that the fee revenues do not exceed the impact of the new development.

The total need for school facilities resulting from new development totals $2,993,838. The amount the District would collect over the five-year period at the maximum rate of $3.59 (2/3 of $5.38) for residential and $0.58 (2/3 of $0.87) for commercial/industrial development would be as follows:

$3.59 x 365 homes x 2,216 sq ft per home = $2,903,736 for Residential

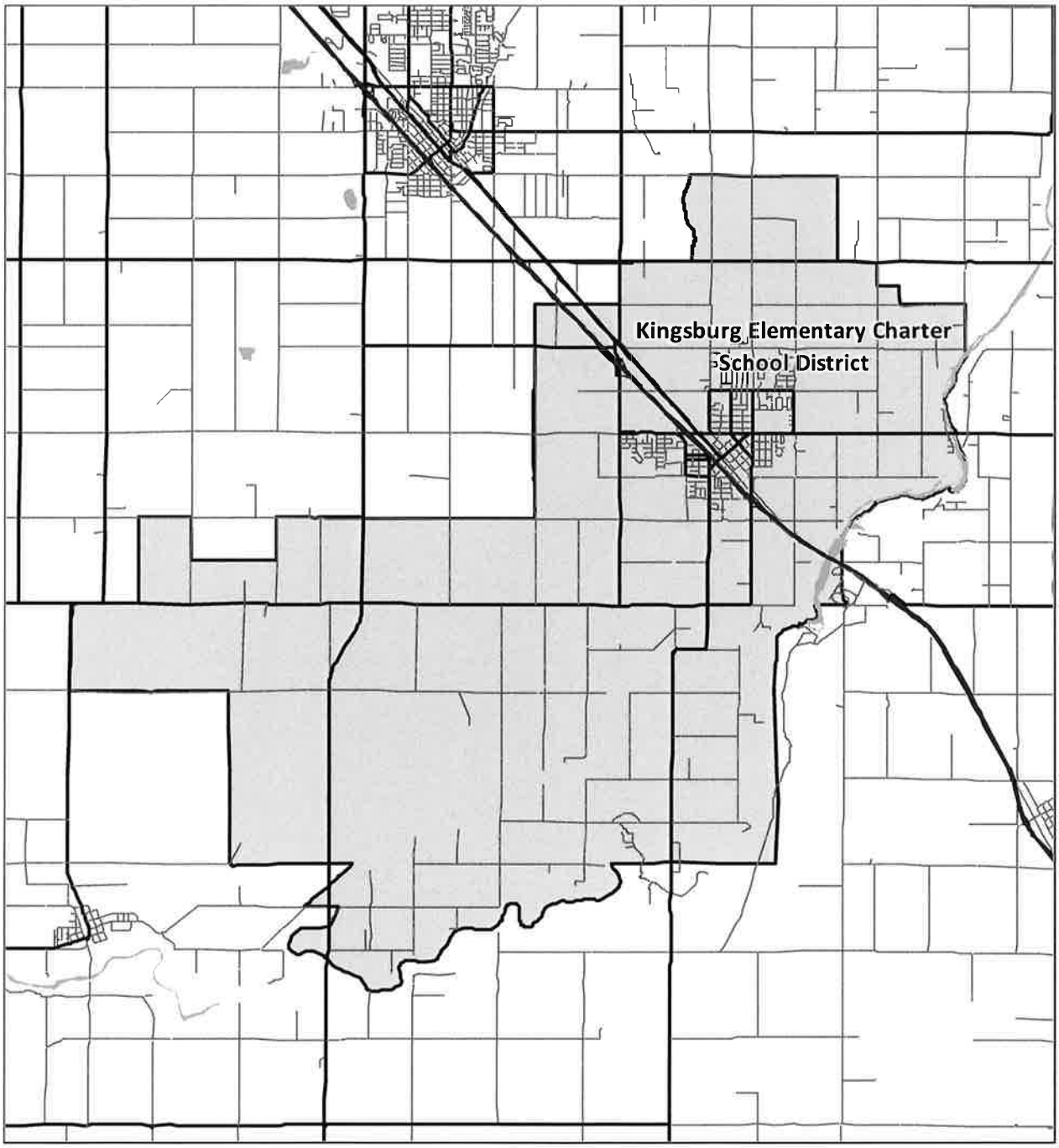
$0.58 x 22,126 sq ft per year x 5 years = $64,165 for Commercial/Industrial

Total projected 5 year income: $2,967,901

The estimated income is less than the projected facility needs due to the impact of new development projects.

District Map

The following map shows the extent of the areas for which development fees are applicable to the Kingsburg Elementary Charter School District.



Conclusion

Based on the data contained in this Study, it is found that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Kingsburg Elementary Charter School District. The following three nexus tests required to show justification for levying fees have been met:

Burden Nexus: New residential development will generate an average of 0.4114 TK-8 grade students per unit. Because the District does not have adequate facilities for all the students generated by new developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities to maintain existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of $3.70 per square foot of residential development. Each square foot of residential development will generate $3.59 (2/3 of $5.38) in developer fees resulting in a shortfall of $0.11 per square foot.

Benefit Nexus: The developer fees to be collected by the Kingsburg Elementary Charter School District will be used for the provision of additional and reconstructed or modernized school facilities. This will benefit the students to be generated by new development by providing them with adequate educational school facilities.

The District's planned use of the fees received from development impacts will include the following types of projects, each of which will benefit students from new developments.

1) New Schools: When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.

2) Additions to Existing Schools: When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.

3) Portable Replacement Projects: Some of the District's capacity is in portables and therefore may not be included in the State's capacity calculations. These portables can be replaced with new permanent or modular classrooms to provide adequate space for students from new developments. These projects result in an increase to the facility capacity according to State standards. In addition, old portables that have reached the end of their life expectancy, will need to be replaced to maintain the existing level of service. These types of projects are considered modernization projects in the State Building Program. If development impacts did not exist, the old portables could be removed.

4) Modernization/Upgrade Projects: In many cases, students from new developments are not located in areas where new schools are planned to be built. The District plans to modernize or upgrade older schools to be equivalent to new schools so students will be housed in equitable facilities to those students housed in new schools. These projects may include updates to the building structures to meet current building standards, along with upgrades to the current fire and safety standards and any access compliance standards.

The District plans to use the developer fees collected on additions to the school as needed as well as modernizing existing buildings to provide adequate facilities for the students from new developments.

Per the District's agreement with the High School District, the elementary share of the developer fees collected is 2/3rds or 66.67%. The reasonable relationship identified by these findings provides the required justification for the Kingsburg Elementary Charter School District to levy the maximum fees of **$3.59** (2/3 of $5.38) per square foot for residential construction and **$0.58** (2/3 of $0.87) per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of **$0.04** per square foot is justified as authorized by Education Code Section 17620.

Appendices

2026 Developer Fee Justification Study

Kingsburg Elementary Charter School District

PROFILE OF GENERAL POPULATION AND HOUSING CHARACTERISTICS

Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

Kingsburg Elementary Charter School District, California

Label	Count	Percent
SEX AND AGE		
MEDIAN AGE BY SEX		
RACE		
TOTAL RACES TALLIED [1]		
HISPANIC OR LATINO		
HISPANIC OR LATINO BY RACE		
RELATIONSHIP		
HOUSEHOLDS BY TYPE		
HOUSING OCCUPANCY		
Total housing units	5,463	100.0%
Occupied housing units	5,225	95.6%
Vacant housing units	238	4.4%
For rent	53	1.0%
Rented, not occupied	18	0.3%
For sale only	41	0.8%
Sold, not occupied	18	0.3%
For seasonal, recreational, or	16	0.3%
All other vacants	92	1.7%
VACANCY RATES		
Homeowner vacancy rate (percent)	1.2	(X)
Rental vacancy rate (percent) [5]	2.6	(X)
HOUSING TENURE		
Occupied housing units	5,225	100.0%
Owner-occupied housing units	3,254	62.3%
Renter-occupied housing units	1,971	37.7%

Table Notes

PROFILE OF GENERAL POPULATION AND HOUSING CHARACTERISTICS

Survey/Program: Decennial Census

Year: 2020

Table ID: DP1

Note: For information on data collection, confidentiality protection, nonsampling error, subject definitions, and guidance on using the data, visit the 20 Census Demographic and Housing Characteristics File (DHC) Technical Documentation webpage.

To protect respondent confidentiality, data have undergone disclosure avoidance methods which add "statistical noise" - small, random additions or subtractions - to the data so that no one can reliably link the published data to a specific person or household. The Census Bureau encourages data users to aggregate small populations and geographies to improve accuracy and diminish implausible results.

An "(X)" means not applicable.

An "-" means the statistic could not be computed because there were an insufficient number of observations.

[1] The alone or in combination categories are tallies of responses rather than respondents. That is, the alone or in combination categories are not mutually exclusive. Individuals who reported two races were counted in two separate and distinct alone or in combination race categories, while those who reported three races were counted in three categories, and so on. For example, a respondent who indicated "White
and
Black or African American" was counted in the White alone or in combination category as well as in the Black or African American alone or in combination category. Consequently, the sum of all alone or in combination categories equals the number of races reported (i.e., responses), which exceeds the total population.

[2] "Child" includes biological, adopted, and stepchildren of the householder.

[3] "Own children" includes biological, adopted, and stepchildren of the householder.

[4] The homeowner vacancy rate is the proportion of the homeowner inventory that is vacant "for sale." It is computed by dividing the total number of vacant units "for sale only" by the sum of owner-occupied units, vacant units that are "for sale only," and vacant units that have been sold but not yet occupied; and then multiplying by 100.

[5] The rental vacancy rate is the proportion of the rental inventory that is vacant "for rent." It is computed by dividing the total number of vacant units "for rent" by the sum of the renter-occupied units, vacant units that are "for rent," and vacant units that have been rented but not yet occupied; and then multiplying by 100.

Source: U.S. Census Bureau, 2020 Census Demographic Profile

Selected Housing Characteristics

United States Census Bureau

Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

	Kingsburg Elementary Charter School District, California				Kingsburg Join
Label	Estimate	Margin of Error	Percent	Percent Margin of Error	
HOUSING OCCUPANCY					
Total housing units	5,486	±585	5,486	(X)	
Occupied housing units	5,130	±583	93.5%	±3.6	
Vacant housing units	356	±203	6.5%	±3.6	
Homeowner vacancy rate	0.0	±1.1	(X)	(X)	
Rental vacancy rate	7.1	±7.9	(X)	(X)	
UNITS IN STRUCTURE					
Total housing units	5,486	±585	5,486	(X)	
1-unit, detached	4,165	±501	75.9%	±4.5	
1-unit, attached	98	±67	1.8%	±1.2	
2 units	92	±114	1.7%	±2.1	
3 or 4 units	176	±128	3.2%	±2.3	
5 to 9 units	219	±143	4.0%	±2.6	
10 to 19 units	165	±128	3.0%	±2.3	
20 or more units	202	±93	3.7%	±1.7	
Mobile home	341	±156	6.2%	±2.7	
Boat, RV, van, etc.	28	±45	0.5%	±0.8	
YEAR STRUCTURE BUILT					
Total housing units	5,486	±585	5,486	(X)	
Built 2020 or later	0	±21	0.0%	±0.7	
Built 2010 to 2019	362	±189	6.6%	±3.3	
Built 2000 to 2009	1,158	±249	21.1%	±4.6	
Built 1990 to 1999	888	±273	16.2%	±4.5	
Built 1980 to 1989	685	±172	12.5%	±2.6	
Built 1970 to 1979	488	±159	8.9%	±2.6	
Built 1960 to 1969	590	±237	10.8%	±4.0	
Built 1950 to 1959	499	±217	9.1%	±3.8	
Built 1940 to 1949	228	±98	4.2%	±1.9	
Built 1939 or earlier	588	±185	10.7%	±3.2	
ROOMS					
Total housing units	5,486	±585	5,486	(X)	
1 room	93	±76	1.7%	±1.4	
2 rooms	58	±55	1.1%	±1.0	
3 rooms	227	±159	4.1%	±2.9	
4 rooms	1,098	±316	20.0%	±4.9	
5 rooms	1,172	±289	21.4%	±4.5	
6 rooms	998	±283	18.2%	±4.5	
7 rooms	879	±197	16.0%	±4.0	
8 rooms	513	±196	9.4%	±3.4	
9 rooms or more	448	±205	8.2%	±3.7	
Median rooms	5.6	±0.3	(X)	(X)	
BEDROOMS					
Total housing units	5,486	±585	5,486	(X)	
No bedroom	93	±76	1.7%	±1.4	
1 bedroom	221	±102	4.0%	±1.8	

Table Notes

Selected Housing Characteristics

Survey/Program: American Community Survey
Year: 2022
Estimates: 5-Year
Table ID: DP04

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, the decennial census is the official source of population totals for April 1st of each decennial year. In betwee censuses, the Census Bureau's Population Estimates Program produces and disseminates the official estimates of the population for the nation, states, counties, cities, and towns and estimates of housing units for states counties.

Information about the American Community Survey (ACS) can be found on the ACS website. Supporting documentation including code lists, subject definitions, data accuracy, and statistical testing, and a full list of ACS tables and table shells (without estimates) can be found on the Technical Documentation section of the ACS website.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is th 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.

Households not paying cash rent are excluded from the calculation of median gross rent.

Telephone service data are not available for certain geographic areas due to problems with data collection of this question that occurred in 2019. Both ACS 1-year and ACS 5-year files were affected. It may take several ye in the ACS 5-year files until the estimates are available for the geographic areas affected.

The 2018-2022 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on 2020 Census data. As a result, data for urban and rural areas from the ACS do not necessaril reflect the results of ongoing urbanization.

Explanation of Symbols:

-
The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest interval or highest interval c an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.

N
The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area.

(X)
The estimate or margin of error is not applicable or not available.

median-
The median falls in the lowest interval of an open-ended distribution (for example "2,500-")

median+
The median falls in the highest interval of an open-ended distribution (for example "250,000+").

**
The margin of error could not be computed because there were an insufficient number of sample observations.

***
The margin of error could not be computed because the median falls in the lowest interval or highest interval of an open-ended distribution.

*****
A margin of error is not appropriate because the corresponding estimate is controlled to an independent population or housing estimate. Effectively, the corresponding estimate has no sampling error and the margin of err may be treated as zero.

Means of Transportation to Work by Selected Characteristics

United States® Census Bureau

Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

Kingsburg Elementary Charter School District, California

	Total		**Car, truck, or van -- drove alone**
Label	**Estimate**	**Margin of Error**	**Estimate**
> Workers 16 years and over	6,359	±683	5,296
> EARNINGS IN THE PAST 12 MONTHS (IN 2022 INFLATION-ADJUSTED DOL			
> POVERTY STATUS IN THE PAST 12 MONTHS			
> Workers 16 years and over	6,359	±683	5,296
v Workers 16 years and over who did not work from home	6,000	±662	5,296
> TIME OF DEPARTURE TO GO TO WORK			
v TRAVEL TIME TO WORK			
Less than 10 minutes	25.8%	±5.5	25.6%
10 to 14 minutes	9.2%	±3.3	8.8%
15 to 19 minutes	8.7%	±3.3	9.9%
20 to 24 minutes	13.7%	±4.3	12.8%
25 to 29 minutes	5.7%	±2.1	5.7%
30 to 34 minutes	17.8%	±3.8	18.4%
35 to 44 minutes	7.5%	±2.9	8.5%
45 to 59 minutes	6.1%	±3.5	6.9%
60 or more minutes	5.6%	±2.8	3.5%
Mean travel time to work (minutes)	22.8	±2.1	22.0
v Workers 16 years and over in households	6,359	±683	5,296

Table Notes

Means of Transportation to Work by Selected Characteristics

Survey/Program: American Community Survey

Year: 2022

Estimates: 5-Year

Table ID: S0802

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, the decennial census is the official source of population totals for April 1st of each decennial year. In between censuses, the Census Bureau's Population Estimates Program produces and disseminates the official estimates of the population for the nation, states, counties, cities, an towns and estimates of housing units for states and counties.

Information about the American Community Survey (ACS) can be found on the ACS website. Supporting documentation including code lists, subject definitions, data accuracy, and statistical testing, and a full list of ACS tables and table shells (without estimates) can be found on the Technical Documentation section of the ACS website.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology
section.

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling erro (for a discussion of nonsampling variability, see ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.

Foreign born excludes people born outside the United States to a parent who is a U.S. citizen.

Workers include members of the Armed Forces and civilians who were at work last week.

Industry titles and their 4-digit codes are based on the 2017 North American Industry Classification System. The Industry categories adhere to the guidelines issued in Clarification Memorandum No. "NAICS Alternate Aggregation Structure for Use By U.S. Statistical Agencies," issued by the Office of Management and Budget.

Occupation titles and their 4-digit codes are based on the 2018 Standard Occupational Classification.

When information is missing or inconsistent, the Census Bureau logically assigns an acceptable value using the response to a related question or questions. If a logical assignment is not possible, dat are filled using a statistical process called allocation, which uses a similar individual or household to provide a donor value. The "Allocated" section is the number of respondents who received an allocated value for a particular subject.

Several means of transportation to work categories were updated in 2019. For more information, see: Change to Means of Transportation.

In 2019, methodological changes were made to the class of worker question. These changes involved modifications to the question wording, the category wording, and the visual format of the categories on the questionnaire. The format for the class of worker categories are now listed under the headings "Private Sector Employee," "Government Employee," and "Self-Employed or Other." Additionally, the category of Active Duty was added as one of the response categories under the "Government Employee" section for the mail questionnaire. For more detailed information about the

2019 changes, see the 2016 American Community Survey Content Test Report for Class of Worker located at http://www.census.gov/library/working-papers/2017/acs/2017_Martinez_01.html.

The 2018-2022 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on 2020 Census data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Explanation of Symbols:

-

The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest inter or highest interval of an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.

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(X)

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*****

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SchoolWorks, Inc.
8700 Auburn Folsom Road, #200
Granite Bay, CA 95746
916.733.0402

Use of Developer Fees:

A School District can use the revenue collected on residential and commercial/industrial construction for the purposes listed below:

- Purchase or lease of interim school facilities to house students generated by new development pending the construction of permanent facilities.
- Purchase or lease of land for school facilities for such students.
- Acquisition of school facilities for such students, including:
  - Construction
  - Modernization/reconstruction
  - Architectural and engineering costs
  - Permits and plan checking
  - Testing and inspection
  - Furniture, Equipment and Technology for use in school facilities
- Legal and other administrative costs related to the provision of such new facilities
- Administration of the collection of, and justification for, such fees, and
- Any other purpose arising from the process of providing facilities for students generated by new development.

Following is an excerpt from the Education Code that states the valid uses of the Level 1 developer fees. It refers to construction and reconstruction. The term reconstruction was originally used in the Leroy Greene program. The term modernization is currently used in the 1998 State Building Program and represents the same scope of work used in the original reconstruction projects.

Ed Code Section 17620. (a) (1) The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code. This fee, charge, dedication, or other requirement may be applied to construction only as follows: …

The limitations referred to in this text describe the maximum amounts that can be charged for residential and commercial/industrial projects and any projects that qualify for exemptions. They do not limit the use of the funds received.

SchoolWorks, Inc.
8700 Auburn Folsom Road, Suite 200
Granite Bay, CA 95746
916.733.0402

Facility Problem Solvers

Determination of Average State allowed amounts for Site Development Costs

Elementary Schools

District	Project #	Acres	Original OPSC Site Development	Inflation Factor	2009 Adjusted Site Development	Project Year	2009 Cost/Acre	
Davis Jt Unified	3	9.05	$532,282	38.4%	$1,473,469	2004	$162,814	
Dry Creek Jt Elem	2	8.5	$516,347	46.2%	$1,509,322	2002	$177,567	
Dry Creek Jt Elem	5	11.06	$993,868	20.1%	$2,387,568	2006	$215,874	
Elk Grove Unified	5	12.17	$556,011	48.2%	$1,648,316	2001	$135,441	
Elk Grove Unified	10	11	$690,120	48.2%	$2,045,888	2001	$185,990	
Elk Grove Unified	11	10	$702,127	48.2%	$2,081,483	2001	$208,148	
Elk Grove Unified	14	10	$732,837	46.2%	$2,142,139	2002	$214,214	
Elk Grove Unified	16	9.86	$570,198	46.2%	$1,666,733	2002	$169,040	
Elk Grove Unified	17	10	$542,662	46.2%	$1,586,243	2002	$158,624	
Elk Grove Unified	20	10	$710,730	43.2%	$2,034,830	2003	$203,483	
Elk Grove Unified	25	10	$645,923	38.4%	$1,788,052	2004	$178,805	
Elk Grove Unified	28	10.03	$856,468	24.4%	$2,130,974	2005	$212,460	
Elk Grove Unified	39	9.91	$1,007,695	20.1%	$2,420,785	2006	$244,277	
Folsom-Cordova Unified	1	9.79	$816,196	20.1%	$1,960,747	2006	$200,281	
Folsom-Cordova Unified	4	7.5	$455,908	46.2%	$1,332,654	2002	$177,687	
Folsom-Cordova Unified	5	8	$544,213	46.2%	$1,590,776	2002	$198,847	
Folsom-Cordova Unified	8	8.97	$928,197	11.2%	$2,063,757	2007	$230,073	
Galt Jt Union Elem	2	10.1	$1,033,044	38.4%	$2,859,685	2004	$283,137	
Lincoln Unified	1	9.39	$433,498	46.2%	$1,267,148	2002	$134,947	
Lodi Unified	3	11.2	$555,999	46.2%	$1,625,228	2002	$145,110	
Lodi Unified	10	11.42	$1,245,492	46.2%	$3,640,669	2002	$318,798	
Lodi Unified	19	9.93	$999,164	11.2%	$2,221,545	2007	$223,721	
Lodi Unified	22	10	$1,416,212	7.7%	$3,051,426	2008	$305,143	
Natomas Unified	6	8.53	$685,284	46.2%	$2,003,138	2002	$234,834	
Natomas Unified	10	9.83	$618,251	43.2%	$1,770,061	2003	$180,067	
Natomas Unified	12	9.61	$735,211	24.4%	$1,829,275	2005	$190,351	
Rocklin Unified	8	10.91	$593,056	46.2%	$1,733,548	2002	$158,895	
Stockton Unified	1	12.66	$1,462,232	7.7%	$3,150,582	2008	$248,861	
Stockton Unified	2	10.5	$781,675	43.2%	$2,237,946	2003	$213,138	
Stockton Unified	6	12.48	$1,136,704	20.1%	$2,730,703	2006	$218,806	
Tracy Jt Unified	4	10	$618,254	46.2%	$1,807,204	2002	$180,720	
Tracy Jt Unified	10	10	$573,006	38.4%	$1,586,202	2004	$158,620	
Washington Unified	1	8	$446,161	46.2%	$1,304,163	2002	$163,020	**2026**
Washington Unified	4	10.76	$979,085	7.7%	$2,109,575	2008	$196,057	**Adjusted**
								Value
Totals		**341.16**			**$68,791,833**	**Average**	**$201,641**	**$353,149**

Middle and High Schools

District	Project #	Acres	Original OPSC Site Development	Inflation Factor	2009 Adjusted Site Development	Project Year	2009 Cost/Acre	
Western Placer Unified	4	19.3	$5,973,312	24.4%	$7,431,085	2005	$385,030	
Roseville City Elem	2	21.6	$1,780,588	48.2%	$2,639,311	2000	$122,190	
Elk Grove Unified	4	66.2	$8,659,494	48.2%	$12,835,704	2000	$193,893	
Elk Grove Unified	13	76.4	$9,791,732	48.2%	$14,513,986	2001	$189,974	
Elk Grove Unified	18	84.3	$13,274,562	43.2%	$19,002,626	2003	$225,417	
Grant Jt Union High	2	24	$2,183,840	48.2%	$3,237,039	2000	$134,877	
Center Unified	1	21.2	$1,944,310	46.2%	$2,841,684	2002	$134,042	
Lodi Unified	2	13.4	$1,076,844	46.2%	$1,573,849	2002	$117,451	
Lodi Unified	6	13.4	$2,002,164	46.2%	$2,926,240	2002	$218,376	
Galt Jt Union Elem	1	24.9	$2,711,360	46.2%	$3,962,757	2002	$159,147	
Tahoe Truckee Unified	2	24	$2,752,632	43.2%	$3,940,412	2003	$164,184	
Davis Unified	5	23.3	$3,814,302	43.2%	$5,460,199	2003	$234,343	
Woodland Unified	3	50.2	$8,664,700	46.2%	$12,663,792	2002	$252,267	
Sacramento City Unified	1	35.2	$4,813,386	46.2%	$7,034,949	2002	$199,856	
Lodi Unified	4	47	$7,652,176	46.2%	$11,183,950	2002	$237,956	
Stockton Unified	3	49.1	$8,959,088	43.2%	$12,824,996	2003	$261,202	
Natomas Unified	11	38.7	$3,017,002	38.4%	$4,175,850	2004	$107,903	**2026**
Rocklin Unified	11	47.1	$11,101,088	24.4%	$13,810,282	2005	$293,212	**Adjusted**
Totals		**679.3**			**$142,058,711**	Average	$209,125	**Value**
Middle Schools:		**260.7**			**$49,447,897**	Middle	$189,704	**$332,244**
High Schools:		**418.6**			**$92,610,814**	High	$221,217	**$387,434**

INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

PURPOSE OF REPORT

To adopt the biennial index adjustment on the assessment for development, which may be levied pursuant to Education Code Section 17620.

DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) in each calendar year. This item requests that the Board make the adjustment based on the change reflected using the RS Means (The Gordian Group, Inc.[1]) index.

AUTHORITY

Education Code Section 17620(a)(1) states the following: "The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code…"

Government Code Section 65995(b)(3) states the following: "The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting."

BACKGROUND

There are three levels that may be levied for developer fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee can be assessed if a school district meets requirements to adopt Level I fees and the Board is no longer approving apportionments for new construction due to a lack of state funds available for this

[1] Effective September 27, 2025, RS Means was transitioned under the company's unified entity, The Gordian Group, Inc.

purpose. Level III fees are intended to provide up to 100 percent of the School Facility Program new construction project cost.

STAFF ANALYSIS/STATEMENTS

A historical comparison of the assessment rates for development fees for 2022 and 2024 are shown below for information. According to the RS Means (The Gordian Group, Inc.), the cost index for Class B construction increased by 4.06 percent during the two-year period from January 2024 to January 2026, requiring the assessment for development fees to be adjusted as follows beginning January 2026:

RS Means (The Gordian Group, Inc.) Index
Maximum Level I Assessment Per Square Foot

	2022	2024	2026
Residential	$4.79	$5.17	$5.38
Commercial/Industrial	$0.78	$0.84	$0.87

RECOMMENDATION

Increase the 2026 maximum Level I assessment for development in the amount of 4.06 percent using the RS Means (The Gordian Group, Inc.) Index to be effective immediately.

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

PURPOSE OF REPORT

To adopt the annual adjustment to the School Facility Program (SFP) grants based on the change in construction costs pursuant to the Education Code (EC) and SFP Regulations.

DESCRIPTION

This item presents the State Allocation Board (Board) with the annual adjustment to the SFP grants based on the statewide cost index for Class B construction. Each year the Board adjusts the SFP grants to reflect construction cost changes. In January 2016, the Board adopted the RS Means (The Gordian Group, Inc.[1]) index for use in 2016 and future years. This item presents the 2026 annual adjustment to SFP grants based on the RS Means (The Gordian Group, Inc.) index.

AUTHORITY

See Attachment A.

STAFF ANALYSIS/STATEMENTS

At the January 2016 meeting, the Board adopted an increase to the SFP grants using the RS Means (The Gordian Group, Inc.) Construction Cost Index (CCI) as the statewide cost index for Class B construction.

The current rate of change between 2025 and 2026 for the RS Means (The Gordian Group, Inc.) Class B CCI is 3.56 percent. The chart below reflects the amounts previously adopted for 2025 compared to the potential amount for the new construction base grants.

RS Means (Gordian Group, Inc.) 3.56%

Grade Level	Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-25	*Potential Grant Per Pupil Effective 1-1-26*
Elementary	1859.71	$15,847	$16,411
Middle	1859.71	$16,761	$17,358
High	1859.71	$21,327	$22,086
Special Day Class – Severe	1859.71.1	$44,531	$46,116
Special Day Class – Non-Severe	1859.71.1	$29,782	$30,842

[1] Effective September 27, 2025, RS Means was transitioned under the company's unified entity, The Gordian Group, Inc.

STAFF ANALYSIS/STATEMENTS (cont.)

The following chart shows the amounts previously adopted compared to the potential amount for the modernization base grants.

RS Means (Gordian Group, Inc.) 3.56%

Grade Level	Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-25	*Potential Grant Per Pupil Effective 1-1-26*
Elementary	1859.78	$6,034	$6,249
Middle	1859.78	$6,381	$6,608
High	1859.78	$8,356	$8,653
Special Day Class – Severe	1859.78.3	$19,232	$19,917
Special Day Class – Non-Severe	1859.78.3	$12,867	$13,325

In addition, the CCI adjustment would increase the threshold amount for Government Code Section 66452.6(a)(2) for the period of one year commencing March 1, 2026. The following chart shows the amount previously adopted for 2025 compared to the resulting threshold amount, upon approval of the proposed 2026 CCI adjustment.

RS Means (Gordian Group, Inc.) 3.56%

	Effective 3-1-2025	Potential 3-1-2026
Resulting Amount	$399,010	$413,215

RECOMMENDATION

Adopt the increase of 3.56 percent for the 2026 SFP grants based on the RS Means (The Gordian Group, Inc.) Construction Cost Index as shown in Attachment B.

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   CTEIG MOU Round 12

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

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

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

5. **Purpose:**
   To approve the MOU with VROP for Round 12 of the CTEIG grant for 2027-2028. The District has partnered with VROP for it's CTE program at Rafer Johnson Jr. High School.

6. **Financial Impact:**
   TBD for 27-28
   $56,426 for 25-26

7. **Funding Source:**
   Resource 63870

8. **Impact on Students:**
   Students at Rafer Johnson Jr. High School benefit from this program as it helps fund our CTE Woodshop program.

Submit Completed Request to Maxine Balling

Thursday, January 15, 2026

Memorandum of Understanding (MOU) for participation in the CTEIG Fiscal Year (FY) 2026-2028 (CTEIG) – ROUND 12
Between
Valley Regional Occupational Program (VALLEY ROP)
And Kingsburg Elementary Charter School District (PARTNER INSTITUTION)

The effective date of this MOU is July 1, 2026, and it terminates June 30, 2028.

This Memorandum of Understanding (MOU) establishes Valley Regional Occupational Program (Valley ROP) as the Primary LEA and fiscal agent to assist multiple LEAs in their regional area to provide a more comprehensive Career Technical Education (CTE) program offering to more students for the Consortium. In addition to Valley ROP, the Consortium is comprised of the following LEAs: *Cutler-Orosi Joint Unified School District, Dinuba Unified School District, Kings Canyon Unified School District, Kingsburg Elementary School District, Kingsburg Joint Union High School District, Parlier Unified School District, Sanger Unified School District, Selma Unified School District, Kings River Union Elementary School District and Monson-Sultana Jt. Union Elementary School District.*

This agreement between Valley Regional Occupational Program (Valley ROP) (LEAD INSTITUTION) and the **Kingsburg Elementary Charter School District** (PARTNER INSTITUTION) sets forth the terms and understanding between the parties herein to provide funding for the explicit purposes of providing leadership and facilitation of the Career Technical Education Incentive Grant (CTEIG) to support all High-Quality Career Technical Pathways at **Kingsburg Elementary Charter School District** If the consortium is awarded funding through the 2026–27 CTE Incentive Grant (Round 11), the distribution of funds will be based proportionally on the following 2024–25 **Reported Grades 7–12 P2 ADA as listed below as indicated in the CTEIG Program Grant Management System (PGMS): 474**

This agreement will become effective upon receipt of this document with original signatures of the Superintendent or Authorized Designee from each of the participating LEAs and will extend through the duration of the state CTEIG Program funding, or until revised or disbanded by the participating LEAs.

As the administrative agency for the Consortium, Valley ROP will receive and administer the allocated funds, and submit the necessary plans, applications, and all fiscal claims to the California Department of Education (CDE). Each of the LEAs participating LEAs in this Consortium will cooperate in the development of these documents and will provide timely responses to the fiscal agent's request for information and data. **Kingsburg Elementary Charter School District** per EC Section 53071(c)(11)(B), is required to generate and submit specific data points into the California Longitudinal Pupil Achievement Data System (CALPADS) in order to maintain eligibility for the CTEIG, Perkins and K12 SWP grants. CTE must be explicitly mentioned in the LCAP for districts to qualify.

For any funding received from this program, the CTEIG grant requires a proportional match as follows:

For any funding received from this program, *EC* Section 53071 (a), (1), (D), (i) requires a local match from FY 2026-2027 of two dollars ($2) for every one dollar ($1). The LEA agrees to pledge matching funds for this application based on match encumbered in FY 2026-2027. Matching fund expenditures must have the accounting goal codes 3800 or 6000. Matching funds will be verified each year and must support the CTE programs. Lead Member will consolidate all LEA pledges and use them for CTEIG to meet the consortium's goals. Per *EC* Section 53071(a)(5), an applicant's matching funds shall be used to support the program or programs for which the applicant was awarded a grant.
Failure to meet the matching funds requirement of the CTEIG *EC* Section 53071, will result in the applicant being invoiced a portion of or the entire amount of grant funds awarded.

Reporting Requirements and Deliverables

a) Consortium partners will be required to complete both a narrative progress report and a fiscal progress report which addresses their high-quality CTE plan for which they were awarded funds. These first reports will be due to the CDE by January 31, 2027. Partners will submit their reports to Lead Member at least two weeks prior to this deadline.

b) Per *EC* Section 53073, the CDE is required, in collaboration with the SBE, to use specified metrics to determine the eligibility of a grant applicant. The FY 2026-2027 CTE Completer Data will be collected beginning January 2027 and will be submitted during March 2027. Grantees are annually required to generate and submit the data points.

c) An end of year narrative report, which addresses the success of the high-quality CTE plan for which CTEIG funds were awarded. Each partner must provide evidence of plan completion or detailed explanations for not meeting any of the planned activities or expenditures.

d) An end of year fiscal expenditure claims report including matching funds and their sources.

- All LEAs will submit a fiscal report by object code showing CTEIG expenditures, matching funds, and the source of the match
- All CTEIG expenditures and those of matching funds must be coded with the goal code of 3800 (CTE) or 6000 (ROC/P). LEAs using bond funds as a match must provide information related to those expenditures for CTE construction projects.
- Charter schools will be provided with specific information on reporting the match as they are not required to use the Standard Accounting Code Structure (SACS).

The CTEIG award funding may be renewed annually. In order to be eligible for renewal, the applicant must complete all of the deliverables for the previous year and submit an intent to renew application. The intent to renew the application will include the following:

a) Statement on how much an LEA can match for the new grant term

b) Progress report on the minimum eligibility requirements

c) An updated budget including the three-year post grant sustainability budget.

Program and Administrative Requirements

The CTE Incentive Grant requires that the Lead Agency assume the responsibility of the participating members of the consortium to comply with the requirements of the grant, as articulated in the CTEIG 2026-2027 RFA, including, but not limited to, the match funding requirement for the duration of the grant term and all CDE General Assurances and Certifications.

The signed CTEIG application is a commitment to comply with the assurances, certifications and terms and conditions associated with the grant. In addition to the CTEIG Grant Assurances and Conditions, applicants should download all of the general assurances and certifications from the CDE Web site as shown below. The documents must be reviewed and kept on file by the LEA.

The LEA shall be subject to and shall comply with all Federal, State and local laws and regulations applicable with respect to its performance under this MOU, including but not limited to licensing, employment and purchasing practices, and wages, hours and conditions of employment, including nondiscrimination.

Grant funds allocated from an LEA'S ADA will be used for CTE purposes for that Partner Institution, if an Partner Institution is unable to expend the funds within 60 days of the state deadline, the funds will be redistributed within the consortium by agreement of the Member LEAs. Valley ROP may claim indirect costs incurred based on the approved state rate.

Fabrizio Lofaro, VROP Superintendent Cutler-Orosi JUSD,	Wesley Sever, Kingsburg Elementary SD, Superintendent,

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Scout Edu, Inc.

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

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

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

5. **Purpose:**
   To approve the contract with Scout Edu, Inc. for the 26-27 school year to assist with tracking our independent study requirements for Central Valley Home School. As the auditing requirements have increased, the need for a platform that can provide all reports necessary is warranted. The program will also automate the collection of student participation in online platforms.

6. **Financial Impact:**
   $11,050

7. **Funding Source:**
   Resource 00000

8. **Impact on Students:**
   This program will assist with keeping Central Valley Home School in compliance with the independent study requirements.

Submit Completed Request to Maxine Balling

QUOTE

Valid until Apr 18, 2026

$11,050.00

Scout Edu, Inc.
132 Bowery
Floor 4
New York, New York 10013
United States
support@scoutforschools.com

QUOTE NUMBER	QT-GBPNSWBB-0001-1
ISSUE DATE	Mar 19, 2026
EXPIRATION DATE	Apr 18, 2026

QUOTE FOR
Kingsburg Elementary Charter School District

Service period: July 1st, 2026 - June 30th, 2027

DESCRIPTION	QTY	UNIT PRICE	AMOUNT
Scout - 1 year license	130	$85.00	$11,050.00
	Subtotal		$11,050.00
	Total		**$11,050.00**

This Quote is governed by and incorporates by reference the terms and conditions of the Scout Edu, Inc. Main Services Agreement (the "MSA") available at https://www.scoutforschools.com/msa-2025.pdf. By signing this Quote or issuing a corresponding purchase order, Customer agrees to be bound by the terms of the MSA. If Customer and Scout have executed a separate agreement that explicitly supersedes the MSA, the terms of that separate agreement shall apply instead.

Signature	
Name	
Title	
Date	

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Isom Advisors Consulting Services Agreement

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

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

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

5. **Purpose:**
   To approve consulting services with Isom Advisors on a new 5-year agreement. The District last signed for a 5-year term in 2015. Isom assists the District with "Bonds", Continuing Disclosure services, and the Annual Debt Transparency Reports that are due by January 31 of each year.

6. **Financial Impact:**
   Varies based on need:
   $3,500 for Survey/Voter Opinion Services; $25,000 for closing of the first series of Bonds or successful parcel tax measure; $70,000 for each series of Bonds sold; $3,000 for filing of customary continuing disclosure documents; $250 per report filing to remain in compliance with SB1029's January 31st requirements

7. **Funding Source:**
   Fund 51/Fund 01

8. **Impact on Students:**
   Staying in compliance with SB1029 allows the district to have funds devoted to the school sites. With any Bond passage, the money will go to the school sites and have a direct impact on our students.

Submit Completed Request to Maxine Balling

CONSULTING SERVICES AGREEMENT

This CONSULTING SERVICES AGREEMENT (this "Agreement") is dated as of the latest date set forth on the signature page hereto (the "Effective Date") and is entered into by and between Isom Advisors, a Division of Urban Futures Inc., a California corporation ("Advisor"), and Kingsburg Elementary Charter School District ("District").

RECITALS

WHEREAS, District wishes to issue certain bonds (the "Bonds") and desires that Advisor provide to District certain Consulting Services (defined below) with respect to the Bonds; and

WHEREAS, Advisor desires to provide to District certain Consulting Services with respect to the Bonds on the terms and subject to the conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants, agreements, representations, and warranties contained in this Agreement, the parties agree as follows:

AGREEMENT

1. **CONSULTING SERVICES**. District hereby retains Advisor to perform (i) the survey/poll services set forth on Exhibit A hereto (the "Survey/Voter Opinion Poll Services"), (ii) the financial planning services set forth on Exhibit B hereto ("the Financial Planning Services"), (iii) the financial advisory services set forth on Exhibit C hereto ("the Financial Advisory Services"); and (iv) the Continuing Disclosure services set forth on Exhibit D hereto (the "Continuing Disclosure Services"); and (v) the Annual Debt Transparency Report ("ADTR") services set forth on Exhibit E hereto (the "ADTR Services"); and Advisor hereby agrees to perform the Consulting Services pursuant to the terms and conditions of this Agreement.

From time to time, Isom Advisors may provide non municipal advisory services including, but not limited to placement of loans/leases, disclosure services without materiality analysis, and other administrative functions.

2. **INDEPENDENT REGISTERED MUNICIPAL ADVISOR ("IRMA").** If acting in the capacity of an Independent Registered Municipal Advisor ("IRMA") with regard to the IRMA exemption of the SEC Rule, the Advisor will review all third-party recommendations submitted to the Advisor in writing by the District.

3. **EFFECTIVE DATE, TERM AND CONDITIONS**. This Agreement shall be effective as of the Effective Date and shall remain in effect until (i) the 5-year (five-year) anniversary of the Effective Date (the "Term") or (ii) until the Agreement is terminated as set forth below. The parties may extend the Term for successive 1-year (one-year) periods upon mutual written agreement, or otherwise as the parties may agree in writing.

4. **COMPENSATION**. Compensation for the Consulting Services provided to District pursuant to this Agreement shall be as set forth in this Section 4. All fees and expenses are contingent on the success of the election with exception to Survey/Voter Opinion Poll

Services and Continuing Disclosure Services. Fees for Survey/Voter Opinion Poll Services, Financial Planning Services, Continuing Disclosure Services, and ADTR Services shall be paid from the District's general fund or other allowable sources. Fees for Financial Advisory Services shall be paid out of proceeds received by the District resulting from the sale of Bonds.

a. Fees.

i. For Survey/Voter Opinion Services (if needed), fees shall not exceed Three Thousand Five Hundred Dollars ($3,500) and is to be paid upon presentation of results to the District. This sum covers the expenses for the creation of the initial survey instrument, cost of the telephone calls, interpretation of the data from the survey, and the presentation of survey results to the District.

ii. For Financial Planning Services, District shall pay to Advisor a fee of Twenty-Five Thousand Dollars ($25,000) payable upon the closing of the first series of Bonds or successful parcel tax measure.

iii. For Financial Advisory Services, District shall pay to Advisor a fee not to exceed Seventy Thousand Dollars ($70,000) for each series of Bonds sold, payable upon the closing of each series of Bonds (including, without limitation, the first).

iv. For Continuing Disclosure Services, District shall pay an annual fee of Three Thousand Dollars ($3,000) for the filing of customary continuing disclosure documents for each year of the Term existing after a closing of a series of GO Bonds.

v. For Annual Debt Transparency Report ("ADTR") services, the District shall pay an annual fee of Two Hundred Fifty Dollars ($250) per report filing, for the documentation and filing of the requirements pursuant to SB 1029, which requires individual filings for each debt issuance to be completed by January 31st of each year.

b. Expenses.

i. District shall reimburse Advisor for out-of-pocket expenses incurred by Advisor in the course of performance of Consulting Services at the actual cost of such expenses, not to exceed Three Thousand Dollars ($3,000). Payment for any expenses pursuant to this Section 4(b) shall be made at the next following due date for payment of a fee pursuant to Section 4(a).

5. **COVENANTS.**

a. District.

i. Access to Personnel. District will cooperate with Advisor by providing opportunities to consult with District personnel as Advisor deems reasonably necessary to perform the Consulting Services.

ii. Information. District agrees to provide on a timely, diligent and accurate basis, and to the best extent possible, all necessary information reasonably requested by Advisor for the purpose of performing the Consulting Services.

iii. Additional Professional Services. District agrees to provide or authorize additional professional services (e.g., legal counsel, paying agent) as Advisor deems reasonably necessary to complete the Consulting Services and the Bond issuance.

iv. Further Assurances. District agrees to take such further actions as may be necessary or appropriate to effectuate, carry out and comply with all of the terms of this Agreement and the transactions contemplated hereby.

b. Advisor.

i. Compliance with Laws. Advisor shall, at all times, comply with all laws, rules and regulations related to the subject matter of this Agreement and to which Advisor is subject.

ii. Non-Discrimination. Advisor shall not discriminate on the basis of a person's actual or perceived race, religious, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in employment or operation of its services.

6. **TERMINATION**.

a. This Agreement may be terminated prior to the conclusion of the Term as follows:

i. By either party upon the other party's material breach of any of its representations, warranties or obligations under this Agreement, provided that such breach is not cured within thirty (30) days of receipt of notice specifying the breach.

ii. At any time upon mutual written consent of the Parties.

b. The District agrees that during the term and any subsequent terms of this contract that Advisor shall be the sole financial advisor in relation to the sale of the Bonds, and that no additional financial advisors shall be hired by the District for the services described in this Agreement without the written consent of Advisor.

7. **PROFESSIONAL LIABILITY INSURANCE**

Advisors will procure and maintain Professional liability insurance with the minimum limits of $1,000,000 per occurrence. Professional liability coverage provided on a "claims made" basis shall be maintained for four years after expiration of the term (and any extensions) of this Agreement. In addition, the "retro" date must be on or before the date of this Agreement.

Advisors will furnish to District duly authenticated Certificates of Insurance and Endorsements evidencing maintenance of the insurance required under this Agreement and such other evidence of insurance as may be reasonably required by District from time to

time. Insurance must be placed with insurers with a current A.M. Best Company Rating equivalent "A VII."

Each insurance policy shall state or be endorsed to state that coverage shall not be canceled by either party, except after thirty (30) days (10 days for non-payment of premium) prior written notice by U.S. mail has been given to the District. Notwithstanding any commitment on the part of the insurer to provide such notice to the District, failure of Advisors to provide separate notice of any intent to cancel any policy or change policy providers, or of any actual or potential cancellation, shall constitute a breach of contract for which District shall be entitled to full indemnification under the Agreement.

Maintenance of specified insurance coverage is a material element of this Agreement, and Advisors' failure to maintain or renew coverage or to provide evidence of renewal during the term of this Agreement may be treated as a material breach of contract by District.

8. **CONFIDENTIALITY OF INFORMATION**. It is mutually agreed that Advisor shall regard all information received during the performance of services pursuant to this Agreement ("Confidential Information") as confidential and shall not disclose Confidential Information to any other person without prior consent of District. Confidential Information shall not include information that: (i) is, as of the time of its disclosure, or thereafter becomes, part of the public domain through a source other than Advisor; (ii) was known to Advisor as of the time of its disclosure; (iii) is independently developed by Advisor; or (iv) is subsequently learned from a third party not under a confidentiality obligation to District. In addition, Advisor shall be entitled to disclose Confidential Information to the extent such disclosure is requested by the order of a court of competent jurisdiction, administrative agency, or other governmental body, provided that Advisor shall provide prompt, advance notice thereof to enable District to seek a protective order or otherwise prevent such disclosure. The confidentiality obligations of Advisor shall survive the expiration or termination of this Agreement.

9. **ADDITIONAL MATTERS.**

a. MSRB Rule G-10

Pursuant to Municipal Securities Rulemaking Board Rule G-10, on Investor and Municipal Advisory Client Education and Protection, Municipal Advisors are required to provide certain written information to their municipal entity and obligated person clients, which include the following:

- Urban Futures, Inc. is currently registered as a Municipal Advisor with the U.S. Securities and Exchange Commission and the Municipal Securities Rulemaking Board.

- Within the Municipal Securities Rulemaking Board ("MSRB") website at www.msrb.org, The District may obtain the Municipal Advisory client brochure that is posted on the MSRB website. The brochure describes the protections that may be provided by the MSRB Rules, along with how to file a complaint with financial regulatory authorities.

b. MSRB Rule G-42.

Pursuant to Municipal Securities Rulemaking Board ("MSRB") Rule G-42, on Duties of Non-Solicitor Municipal Advisors, Municipal Advisors are required to make certain written disclosures to clients, which include, amongst other things, Conflicts of Interest and any Legal or Disciplinary events of the Advisor and its associated persons.

As of the date of the Agreement, there are no actual or potential material conflicts of interest that the Advisor is aware of that might impair its ability to render unbiased and competent advice or to fulfill its fiduciary duty. If the Advisor becomes aware of any material potential conflict of interest that arise after this disclosure, the Advisor will disclose the detailed information in writing to the District in a timely manner.

The following are potential conflicts of interest to be considered.

i. Conflicts of Interest. The Advisor represents that in connection with the issuance of municipal securities, Advisor may receive compensation from an Issuer or Obligated Person for services rendered, which compensation is contingent upon the successful closing of a transaction and/or is based on the size of a transaction. Consistent with the requirements of MSRB Rule G-42, the Advisor hereby discloses that such contingent and/or transactional compensation may present a potential conflict of interest regarding the Advisors' ability to provide unbiased advice to enter into such transaction. The contingent fee arrangement creates an incentive for the Advisor to recommend unnecessary financings or financings that are disadvantageous to the District, or to advise the District to increase the size of the issue. This potential conflict of interest will not impair the Advisor's ability to render unbiased and competent advice or to fulfill its fiduciary duty to the Advisor.

(1) It should be noted that the Advisor's fees under this agreement may be based on hourly fees of the Advisor's personnel, with the aggregate amount equaling the number of hours worked by such personnel times an agreed-upon hourly billing rate. This form of compensation presents a potential conflict of interest because it could create an incentive for the Advisors to recommend alternatives that would result in more hours worked. This conflict of interest will not impair the Advisor's ability to render unbiased and competent advice or to fulfill its fiduciary duty to the Advisor.

(2) The Advisor's fees under this agreement, may be a fixed amount established at the outset of the Agreement. The amount is usually based upon an analysis by District and the Advisor of, among other things, the expected duration and complexity of the transaction and the Scope of Services to be performed by Municipal Advisor. This form of compensation presents a potential conflict of interest because, if the transaction requires more work than originally contemplated, the Advisor may suffer a loss. Thus, the Advisor may recommend less time-consuming alternatives or fail to do a thorough analysis of alternatives. This conflict of interest will not impair the Advisor's ability to render unbiased and competent advice or to fulfill its fiduciary duty to the District.

(3) The fee paid to the Advisor increases the cost of investment to the District. The increased cost occurs from compensating the Advisor for municipal advisory services provided.

(4) The Advisor serves a wide variety of other clients that may from time to time have interests that could have a direct or indirect impact on the interests of another of the Advisor's clients. For example, the Advisor serves as municipal advisor to other municipal advisory clients and, in such cases, owes a regulatory duty to such other clients just as it does to the District. These other clients may, from time to time and depending on the specific circumstances, have competing interests. In acting in the interests of its various clients, the Advisor could potentially face a conflict of interest arising from these competing client interests. The Advisor fulfills its regulatory duty and mitigates such conflicts through dealing honestly and with the utmost good faith with the District.

(5) If the Advisor becomes aware of any additional potential or actual conflict of interest after this disclosure, the Advisor will disclose the detailed information in writing to the Issuer in a timely manner.

(6) Furthermore, from time to time, the Advisor may perform non-municipal advisory work, including but not limited to bond ballot services for clients who may also be receiving municipal advisory services. Bond ballot services include campaign strategies, voter communication, campaign budgets, mailers, flyers, hand-outs, 'get out to vote' activities, and donations.

(7) The Advisor does not have any affiliate that provides any advice, service, or product to or on behalf of the client that is directly or indirectly related to the municipal advisory activities to be performed by the Advisor;

(8) The Advisor has not made any payments directly or indirectly to obtain or retain the District's municipal advisory business;

(9) The Advisor has not received any payments from third parties to enlist the Advisors' recommendation to the District of its services, any municipal securities transaction or any municipal finance product;

(10) The Advisor has not engaged in any fee-splitting arrangements involving the Advisor and any provider of investments or services to District;

(11) The Advisor does not have any legal or disciplinary event that is material to the District's evaluation of the municipal advisory or the integrity of its management or advisory personnel.

(12) The Advisor does not act as principal in any of the transaction(s) related to this Agreement.

(13) Randall Merritt, a Managing Principal, has previously worked at Raymond James & Associates, Inc. from December 2015 until December 2023. The Advisor's relationships with Raymond James and all other investment banks are conducted in

an arm's length manner, and any recommendations are independent of any prior employment or other relationships

ii. Legal or Disciplinary Events. The Advisor does not have any legal events or disciplinary history on the Advisors' Form MA and Form MA-I, which includes information about any criminal actions, regulatory actions, investigations, terminations, judgments, liens, civil judicial actions, customer complaints, arbitrations and civil litigation. The District may electronically access the Advisors' most recent Form MA and each most recent Form MA-I filed with the Commission using the name Urban Futures, Inc. at the following website:www.sec.gov/edgar/searchedgar/companysearch.html.

There have been no material changes to a legal or disciplinary event disclosure on any Form MA or Form MA-I filed with the SEC. If any material legal or regulatory action is brought against Advisor, we will provide complete disclosure to the District in detail allowing the District to evaluate Advisor, its management and personnel.

c. Fiduciary Duty: Urban Futures Inc. is registered as a Municipal Advisor with the SEC and Municipal Securities Rulemaking Board ("MSRB"). As such, Urban Futures and Advisor has a Fiduciary duty to the District and must provide both a Duty of Care and a Duty of Loyalty that entails the following.

i. Duty of Care:

(1) exercise due care in performing its municipal advisory activities;

(2) possess the degree of knowledge and expertise needed to provide District with informed advice;

(3) make a reasonable inquiry as to the facts that are relevant to District's determination as to whether to proceed with a course of action or that form the basis for any advice provided to District; and

(4) undertake a reasonable investigation to determine that the Advisor is not forming any recommendation on materially inaccurate or incomplete information; the Advisor must have a reasonable basis for:

i) any advice provided to or on behalf of the District;

ii) any representations made in a certificate that it signs that will be reasonably foreseeably relied upon by the District, any other party involved in the municipal securities transaction or municipal financial product, or investors in the District securities; and

iii) any information provided to the District or other parties involved in the municipal securities transaction in connection with the preparation of an official statement.

ii. Duty of Loyalty: The Advisor must deal honestly and with the utmost good faith with the District and act in the District's best interests without regard to the financial or other interests of the Advisors. The Advisor will eliminate or provide full and fair disclosure (included herein) to the District about each material conflict of interest (as applicable). The Advisor will not engage in municipal advisory activities with the District as a municipal entity, if it cannot manage or mitigate its conflicts in a manner that will permit it to act in the District's best interests.

d. Governing Law; Jurisdiction. It is expressly understood that this Agreement and all questions arising hereunder shall be construed according to the laws of the State of California, without giving effect to conflicts of law principles. All actions or proceedings arising directly or indirectly from this Agreement shall be litigated in courts located within Fresno County, California. The parties consent to the jurisdiction thereof and the parties further agree not to disturb such choice of forum.

e. Independent Contractor: Both parties hereto in the performance of this Agreement will be acting in an independent capacity and not as agents, employees, partners or joint ventures with one another. Neither the Advisors nor the Advisors' employees are employee of the District and are not entitled to any of the rights, benefits, or privileges of the District's employees, including but not limited to retirement, medical, unemployment, or workers' compensation insurance.

Neither the District nor its officers, agents or employees shall have any control over the conduct of the Advisors or any of the Advisors' employees except as herein set forth, and the Advisors expressly agrees not to represent that the Advisors or the Advisors' agents, servants, or employees are in any manner agents, servants or employees of the District, it being understood that the Advisors, its agents, servants, and employees are as to the District wholly independent Advisors and that the Advisors' obligations to the District are solely such as are prescribed by this Agreement.

f. Political Contributions: Advisor may choose of its own free will to contribute time, money, or resources to political campaigns associated with the passage of a bond measure. Prior to signing this agreement, Advisor has not made, considered, or discussed a contribution to any campaign connected with the referenced bonds. This agreement does not obligate Advisor to contribute to any particular campaign or election. Advisor has in no way committed to or indicated a willingness to contribute time, money, or resources to any campaign, or to make any other contribution.

g. Conflicts of Interest: No officer or employee of District shall have any financial interest, direct or indirect, in this Agreement nor shall any such officer or employee participate in any decision relating to the Agreement which affects his financial interest or the financial interest of any corporation, partnership or association in which he is, directly or indirectly, interested, in violation of any State statute or regulation. The Advisors warrants that it has not paid or given and will not pay or give any third party any money or other consideration for obtaining this Agreement.

h. Successors and Assigns. Except as otherwise provided herein, this Agreement shall not be assignable by either party without the express written consent of the other party hereto. Nothing in this Agreement, express or implied, is intended to confer upon any party other than the parties hereto or their respective successors and assigns any rights, remedies, obligations, or liabilities under or by reason of this Agreement, except as expressly provided in this Agreement.

i. Attorneys' Fees. In the event of any action to enforce or interpret this Agreement, including without limitation the recovery of damages for its breach, the prevailing party shall be entitled to recover from the other party its reasonable attorneys' fees and costs. Any judgment or order entered in such action shall contain a specific provision providing for the recovery of attorneys' fees and costs incurred in enforcing such judgment.

j. Amendments to Agreement. This Agreement may not be modified, amended or supplemented except by written instrument executed by all parties hereto.

k. Notice. All notices to be given by the parties hereto and other communications hereunder shall be in writing and shall be deemed effectively given: (i) upon personal delivery to the party to be notified; (ii) when sent by confirmed telex, electronic mail or facsimile if sent during normal business hours of the recipient, if not, then on the next business day; (iii) one (1) day after deposit with a nationally recognized overnight courier, specifying next day delivery, with written verification of receipt; or (iv) four days after deposit with a United States Post Office, first class postage prepaid and registered. All communications shall be sent as follows:

To Advisor:

Isom Advisors, a Division of Urban Futures Inc.
1470 Maria Lane, Ste. 315
Walnut Creek, CA 94596
Attn.: Jonathan Isom, Chief Executive Officer
Telephone: (925) 478-7450
Email: jon@isomadvisors.com

To District:

Kingsburg Elementary Charter School District
1310 Stroud Ave.
Kingsburg, CA 93631
Attn.: Wesley Sever, Superintendent
Telephone: (559) 897-2331
E-mail: wsever@kesd.org

l. Severability. If one or more provisions of this Agreement are held to be unenforceable under applicable law, such provision shall be excluded from this Agreement and the balance of the Agreement shall be interpreted as if such provision were so excluded and shall be enforceable in accordance with its terms.

m. Entire Agreement. This Agreement (including the Exhibits attached hereto) contains the entire understanding of the parties in respect of its subject matter and supersedes all prior agreements and understandings (oral or written) between the parties with respect to such subject matter. The Exhibits attached hereto constitute a part hereof as though set forth in full herein.

n. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the dates set forth below.

ADVISOR:	DISTRICT:
Isom Advisors, a Division of Urban Futures Inc.	Kingsburg Elementary Charter School District
By: _____	By: _____
Name: Jonathan Isom	Name: Wesley Sever
Title: Chief Executive Officer	Title: Superintendent
Dated: _____ ___, 2024	Dated: _____ ___, 2024

EXHIBIT A

SURVEY/VOTER OPINION POLL SERVICES

- Prepare a voter survey to assist District to assess the feasibility of a voter approved funding measure in the District
- Test voter attitudes, specific project support, tax tolerances, and overall support for local school district funding measure
- Conduct telephone survey with a not to exceed amount of 400 voters that match demographics of those voting on proposed election dates
- Produce a written report of findings with complete cross tabulations
- Provide a survey results presentation to District to summarize results of voter survey

EXHIBIT B

FINANCIAL PLANNING SERVICES

- Review District project list and assist District in preparing a capital and financing plan
- Analyze the assessed valuation of District, calculate bonding capacity, and perform financial analysis to determine possible bond/parcel tax proceeds
- Create an election timeline and financing timeline; coordinate same with bond counsel, District, and county
- Recommend proposed bond/parcel tax amount, issuance schedule, and projects to be funded by bond/parcel tax program
- Conduct public information program to assess the feasibility of a bond/parcel tax program in District including providing information
- Assist in the preparation of a bond election/parcel tax resolution including preparing ballot language and detailed bond project list
- Prepare tax rate statement and estimates of tax rates for bond program
- If needed, prepare ballot arguments and rebuttals

EXHIBIT C

FINANCIAL ADVISORY SERVICES

- Analyze the bond market to determine timing, credit enhancement requirements, structure, bond amount, legal documentation requirements, rating requirements, and method of sale
- Assist District, as needed, to assemble bond finance team members including bond counsel, paying agent, trustee, and underwriter
- Prepare timeline, distribution lists, and term sheets to manage financing
- Manage bond issuance process including the coordination with other finance team members (bond counsel, paying agent, trustee, and underwriter, if needed)
- Define the proposed structure including sizing, call provisions, amortization schedule, and phasing of debt service repayment
- Review legal documents including district and county resolutions, bond purchase agreements, Preliminary Official Statement, and Official Statement
- Prepare rating agency and insurer presentation; negotiate with analysts of same
- Assist in preparation and train District members for rating agency meetings
- Analyze tax base and recommend appropriate tax structure
- For competitive sale, review Notice of Sale and Bid Form, distribute bid documents to qualified underwriters and post bid documents, monitor and verify bids on day of sale, and coordinate award of winning bid
- For negotiated sale, discuss structure and tax rate objectives with underwriter, review proposed structure and scale and make recommendations as appropriate, review fees, and review final pricing
- Review closing documents including tax opinion, arbitrage certificate, and continuing disclosure certificate
- Manage pre-closing and closing
- Attend board meetings as needed to explain bond sale, legal documents, and pricing summary

EXHIBIT D

CONTINUING DISCLOSURE SERVICES

- Annually review District's Continuing Disclosure requirements
- Submit to Municipal Securities Rulemaking Board the necessary filings and documentation in order to remain compliant with Continuing Disclosure requirements

EXHIBIT E

ANNUAL DEBT TRANSPARENCY REPORT ("ADTR") SERVICES

- Review ongoing District's Annual Debt Transparency Report ("ADTR") requirements.
- Submit to CDIAC the necessary filings and documentation to remain compliant with SB 1029 including the ADTR by Jan 31st of each year.

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   SiteLogIQ, Inc. - Operations and Maintenance Agreement

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

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

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

5. **Purpose:**
   To approve the O&M agreement with SiteLogIQ as we close the solar project. All solar sites will be tied to this agreement. We will be provided annually a 12 month report on the functionality of the solar systems and have at minimum an annual inspection of each system.

6. **Financial Impact:**
   $35,035 annually

7. **Funding Source:**
   General Fund

8. **Impact on Students:**
   The solar savings will allow the District to spend in other areas tied to our school sites

Submit Completed Request to Maxine Balling

OPERATIONS & MAINTENANCE AGREEMENT COVER PAGE

Customer Name	Kingsburg Elementary Charter School District
Customer Address	1310 Stroud Ave., Kingsburg CA 93631
Customer County	Fresno
Customer Type	Owner
Customer Contact	Dr. Wesley Sever
Customer Title	Superintendent
Version Date / Executed Date (when final)	
Number of Sites	5
Aggregate System Size (kW)	1,000.32
First Year O&M Fees ($/Year)	$35,035.00
Term of Agreement (Months)	120 Months
Performance Guarantee (%) **for new sites as noted in Exhibit D only*	90%
First Year True-Up Fee ($/kWh)	$0.31
Escalation Rate (%/Year) Applied to O&M Fee and True-Up Fee	Economic price adjustments to match the annual percent change shown on The Consumer Price Index for All Urban Consumers (CPI-U); Western Region; All Items; not seasonally adjusted, (https://www.bls.gov/regions/west/news-release/consumerpriceindex_west.htm.).
Site Inspection Frequency	Annual

OPERATIONS & MAINTENANCE AGREEMENT

by and between

Kingsburg Elementary Charter School District

and

SitelogIQ, Inc.

1651 Response Rd., Suite 300

Sacramento, California 95815

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Exhibit A Definitions
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Exhibit E Annual Energy Production Evaluation
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OPERATION AND MAINTENANCE AGREEMENT

This Operation and Maintenance Agreement ("Agreement") is entered into as of the date listed on the Cover Page, between the Kingsburg Elementary Charter School District, organized and existing under the laws of the State of California ("Owner") and SitelogIQ, Inc., a Delaware corporation doing business as SitelogIQ, Inc ("Operator").

RECITALS

WHEREAS, Owner currently owns, or intends to construct, install, and commission photovoltaic solar electric facilities (individually called System, together called "Systems").

WHEREAS, the Systems were constructed at various Owner sites (individually called Site, together called Sites).

WHEREAS, the Systems and Sites are as provided in Exhibit D.

WHEREAS, Operator, in its capacity as operator hereunder, has agreed to operate and maintain the Systems under the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

AGREEMENT

1. DEFINITIONS

Unless otherwise required by the context in which any term appears: (a) capitalized terms used in this Agreement shall have the respective meanings set forth in Exhibit A; (b) the singular shall include the plural and vice versa; (c) the word "including" shall mean "including, without limitation", (d) references to "Sections" and "Exhibits" shall be to sections and exhibits hereof; (e) the words "herein", "hereof" and "hereunder" shall refer to this Agreement as a whole and not to any particular section or subsection hereof; and (f) references to this Agreement shall include a reference to all Exhibits hereto, as the same may be amended, modified, supplemented or replaced from time to time.

2. SERVICES

2.1. System Services

(a) Throughout the Term of this Agreement, Operator shall provide System Services as set forth in Exhibit B for the Systems.

(b) Operator shall perform Annual energy production evaluations for each System.

(c) System Services shall be performed in accordance with Industry Standards and Applicable Law for photovoltaic solar projects in California.

(d) All periodic maintenance and inspection services shall be performed at regular intervals as described in Exhibit B

(e) All maintenance and inspection services shall be performed by qualified technical personnel in accordance with the O&M manuals.

(f) Operator personnel and agents will check-in at offices during business hours prior to beginning Work.

(g) Repair of damaged/vandalized Systems shall be performed by Operator, as directed by Owner, at the rates specified in Exhibit F.

(h) Any other Owner requested services not defined in this Agreement shall be billed at the rates specified in Exhibit F on a time and materials basis.

2.2. Annual Reports and Meeting

Throughout the Term, Operator shall furnish to Owner the annual maintenance/inspection report ("Annual Report") covering all Systems for the twelve-month period ending on December 31 of each calendar year. The first reporting period of the Term shall begin upon Final Completion (as set forth in the ESA) and extend through December 31. The Annual Report shall be submitted

within two (2) months from the period ending. The Annual Report shall include the following:

a. Summary of operations;
b. Weather and energy production data;
c. Calculation of Cumulative Annual Energy Production;
d. Reports of any environmental disturbances (e.g. Fires);
e. True-Up Refund, if any;
f. Safety/accident reports;
g. Summary of Additional Services, if any;
h. Maintenance and inspection logs; and
i. Proposal of actions required to be taken by Operator, if any.

2.3. Warranty on Repair or Replacement Work

(a) Subject to the limitations set forth in this Section 2.3, commencing on the date the System was repaired or replaced, and for a period of one (1) year, Operator warrants that such work will be free from defects in materials and workmanship under normal operating conditions and shall conform to the final System design. If the work has a defect that causes it to fail to conform to any of the foregoing Warranties, Operator will, at its option, either repair or replace the portion of the work that is defective at no cost to the Owner.

(b) This Warranty shall not cover any defects to the extent such defect is caused by any of the following:

(i) Poor workmanship by the original Installer, if Installer was not Operator or Operator's Subcontractors.

(ii) Alterations or repairs made to the System by anyone except for Operator or Operator's Subcontractors without Operator's prior written approval;

(iii) Failure of the System to perform caused by legislative, administrative, or executive regulation, order or requisition of the government, local utility or public utilities commission, or any state, provincial or municipal government or official;

(iv) Use of the System by anyone except for Operator or Operator's Subcontractors beyond the scope contemplated in its operating manuals or technical specifications;

(v) Damage to the System not caused directly or indirectly by Operator or its Subcontractors under any agreement between Operator and Owner;

(vi) Damage or property loss to the System caused by third parties including, but not limited to, vandalism and theft.

(vii) Manufacture defects or return merchandise authorization of equipment.

(viii) Force Majeure Events; and

(ix) A change in usage of the Site, which may affect building or Site Permits and related requirements, without the written approval of Operator, or a change in Ownership of building or property and the new Owner has not signed an assumption agreement of the terms and conditions herein.

Corrections, repairs, or replacement covering the equipment, materials, and labor as a result of the defects above shall be billed at the rates specified in Exhibit F, on a time and materials basis

(c) The Operator Warranty assumes that all Manufacturer Warranties have been assigned to the Owner. Operator's obligations under the Operator Warranty do not apply to defects in materials or equipment provided by Manufacturer Warranty. Operator makes no representation or Warranty, and Owner shall seek no recourse from Operator, regarding Manufacturer Warranties, including without limitation, the power output of the PV modules.

(d) To the extent that Manufacturer Warranties cover replacement and/or repair of any System equipment during the Term, it shall be Operator's responsibility under this Agreement to use commercially reasonable efforts to submit, process and pursue Warranty coverage; provided, however, that, because Warranty claims may need to be submitted in the name of Owner, Owner shall provide such full and complete cooperation as Operator may reasonably require in connection with such submission, processing and pursuit of Warranty coverage. Owner shall be responsible for any differences in cost if a Manufacturer Warranty does not fully cover labor or replacement cost.

(e) Operator agrees to act as agent on behalf of Owner for purposes of Section 2.3(d). If, in the event the equipment manufacturer denies responsibility for Warranty service and Operator is instructed by Owner to pursue action against the equipment manufacturer, whether through litigation or otherwise, Owner shall reimburse Operator for any of the costs, expenses, or repairs incurred by Operator in this context, even if such attempt to recover from the equipment manufacturer fails, provided that such failure is not the result of errors or omissions by Operator. Such costs shall be reimbursed by Owner to Operator within thirty (30) days of receipt of invoice.

(f) This Warranty shall expire one (1) year after the repair has taken place.

(g) Except as expressly provided herein or in the Agreement, Operator expressly disclaims any and all warranties of any kind, express, implied or statutory, including without limitation any implied warranties of merchantability and/or fitness for a particular purpose.

2.4. Insurance

Without limiting any of the obligations or liabilities of either of the Parties, each of the Parties shall at all times throughout the Term of this Agreement and any renewal thereof, carry and maintain, or cause to be carried and maintained, at its own expense, such insurances coverage in Exhibit C.

2.5. General Obligations of Owner

Owner shall ensure that Operator and its authorized agents, employees or Subcontractors shall have reasonable access to the Site in order to provide scheduled or unscheduled maintenance activities, maintenance of the grounds, emergency services, or to conduct other System Services, in all cases, to the extent that such activities and/or services are within the scope of this Agreement and are provided in accordance with the terms of this Agreement. Except in the case of an emergency, Operator shall give forty-eight (48) hours prior written notice to the appropriate Owner Site administrator, whose name and contact information shall be provided to Operator, before any entry onto the Site by Operator's employees, agents or contractors.

2.6. Permits

(a) Subject to Section 2.6(b), Owner shall be responsible for procuring, obtaining, maintaining and complying with all Owner acquired Permits applicable as of the date hereof. If any new Owner acquired Permits become required for the operation of the System due to a change in the Applicable Law after the date of this Agreement, Owner shall obtain such Permits in a timely manner and at its sole cost and expense, except where such additional Owner acquired Permits arise as a result of any omission, neglect or default of Operator, in which case Operator shall reimburse Owner for any costs or losses arising as a result of or in connection with procuring, obtaining, maintaining and complying with such Owner acquired Permits.

(b) To the extent that a Party is required to obtain any Applicable Permits, the other Party agrees to cooperate with and assist that Party in obtaining the same and the Party which is required to obtain such Applicable Permits shall reimburse the other Party for its reasonable costs in providing such assistance. Notwithstanding anything in this Agreement to the contrary, Operator shall be required to comply with Applicable Law as in effect on the date of this Agreement at no additional charge to Owner. Following the date of this Agreement, any costs incurred by Operator in performing

its obligations hereunder resulting from changes in Applicable Permit conditions or requirements, or changes in Applicable Law, shall be borne by Owner except to the extent it does not involve an increase in the scope of System Services.

2.7. Telephone & Data Communication

Owner shall directly pay any utility or other third-party service provider invoices as become due as may be required for Operator's remote access to telephone and/or data communications service available at the Site to the extent necessary for the performance by Operator of System Services under this Agreement. Owner will be responsible for all monthly service charges related to telephone and data communications services.

2.8. Storage

To the extent Operator has established space on the Site and to the extent that any such use is permitted under Applicable Law, Operator may use such space for storing parts and supplies necessary for the performance of System Services. At Operator's option and upon the written approval of Owner, additional storage sheds may be installed at the Site at Operator's expense. Operator must seek and obtain building Permits and other local Permits and approvals required in connection therewith (which shall be designated as Operator acquired Permits) and Owner shall reasonably cooperate in obtaining such Permits and approvals. Operator shall maintain any space utilized in accordance with this Agreement as if it were part of System Services and shall be required (at its own cost), if requested by Owner, to remove any storage sheds installed at the Site at the end of the Term.

2.9. Duty to Cooperate

Owner shall cooperate with Operator in taking all actions reasonably requested by Operator to ensure that parties with whom Owner has agreements or relationships that are essential to System Services are available and able to perform as contemplated in this Agreement. Owner shall be directly responsible for all utility costs (water, communication, electricity) of the System except to the extent that such costs arise resulting the omission, neglect or default of Operator.

3. TERM

3.1. Term

(a) The term of this Agreement ("Term") includes the period during which System Services are to be provided for the Systems and shall commence the latter of when the first System has achieved Final Completion or the date of this Agreement; and expire upon the Term as defined in the Cover Page.

(b) The Term shall be subject to the provisions of Section 3.2 (termination).

(c) Auto-Renewal. Upon expiration of the original Term This Agreement will automatically renew on an annual basis, and continue to renew annually until either Party elects to terminate per Section 3.2(d). Annual Auto-Renewals will include economic price adjustments to match the annual percent change shown on The Consumer Price Index for All Urban Consumers (CPI-U); Western Region; All Items; not seasonally adjusted, (https://www.bls.gov/regions/west/news-release/consumerpriceindex_west.htm.).

(d) Extension. Either Party may request, and Parties shall agree to negotiate an extension in good faith and in a timely fashion prior to the expiration of the Term, though neither Party shall be obligated to enter into an extension and may terminate per Section 3.2.

3.2. Termination

(a) Owner may terminate this Agreement in the event of any of the following:

(i) Operator becomes Insolvent; or

(ii) Failure by Operator to perform any of its material obligations under this Agreement, which failure is not remedied within thirty (30) calendar days of written notice of such failure from Owner to Operator; notwithstanding, (1) such failure cannot reasonably be remedied within such thirty (30) calendar day period, and (2) Operator commences cure of such failure within the thirty (30) calendar day period and thereafter diligently seeks to remedy such failure, then Owner shall not be entitled to terminate this Agreement until such time as Operator ceases all reasonable endeavors to cure such failure unless such failure continues for a period of a ninety (90) calendar days from the original written notice from Owner; or

(iii) A Force Majeure Event occurs which prevents Operator from providing a material part of System Services for a continuous period of at least one hundred eighty (180) calendar days and Owner reasonably concludes such prevention is not reasonably likely to be remedied within a further period of one hundred eighty (180) calendar days. Subject to Section 6.5, Owner shall compensate Operator for all System Services completed prior to the termination date.

(b) Operator may terminate this Agreement in the event of any of the following:

(i) Owner fails to pay to Operator any amounts due under this Agreement (other than any amounts which are the subject of a

good faith dispute) within fifteen (15) calendar days of written notice of such failure from Operator to Owner, provided that failure to pay shall not be on account of the negligence or willful action or inaction of Operator; or

(ii) Material breach by Owner of any of its obligations under this Agreement, which materially impairs Operator's ability to perform its obligations under this Agreement, and which breach is not remedied within thirty (30) calendar days of written notice of such failure from Operator to Owner; notwithstanding, (1) (A) if such failure cannot reasonably be remedied within the thirty (30) calendar day period, and (B) Owner commences cure of such failure within the thirty (30) calendar day period, and thereafter diligently seeks to remedy such failure, then Operator shall not be entitled to terminate this Agreement until such time as Owner ceases reasonable efforts to cure such failure unless such failure continues for a period of ninety (90) calendar days from the original written notice from Operator; and (2) failure of Owner to perform its obligations is not on account of the negligence or willful action or inaction of Owner; or

(iii) Owner becomes Insolvent.

(c) Parties may terminate this Agreement, either partially or in whole, by mutual written consent. Termination by mutual consent may be initiated by either Party at any time by written means. Upon such termination, Owner shall compensate Operator for all System Services completed prior to the termination date.

(d) End of Term. No later than one hundred eighty (180) calendar days prior to the end of the original Term, or end of the Autorenewal Term, either Party may request to terminate this Agreement upon written notice written notice.

(e) A notice of termination given pursuant to the foregoing provisions of this Section 3.2 shall specify in reasonable detail the circumstances giving rise to the Termination Notice. Except to the extent otherwise provided herein, this Agreement shall terminate on the date specified in the Termination Notice, which date shall not be earlier than the date upon which the applicable Party is entitled to effect such termination as provided above.

(f) Termination of this Agreement shall not affect any rights or obligations as between the Parties which may have accrued prior to such termination or which expressly or by implication are intended to survive termination whether resulting from the event giving rise to termination or otherwise, including, without limitation, Sections 6.7 and 6.8.

4. SERVICE FEES

4.1. Compensation

As compensation for provision of System Services by Operator, Owner shall pay Operator an O&M Fee as provided on the Cover Page, and escalating at the Escalation Rate for each year ("Service Fees"). Service Fees are due within thirty (30) calendar days of Invoice Date. First annual invoice will be submitted to the Owner upon execution of the Agreement. All subsequent invoices will be submitted annually.

4.2. Late Payments

Overdue payment obligations of Owner hereunder shall bear interest from the date due until the date paid at a rate per annum equal to the rate published by the Wall Street Journal as the "prime rate" on the date on which such interest begins to accrue plus two percent (2%).

4.3. Disputed Payments

In the event that Owner disputes any portion of an invoice submitted by Operator, Owner shall pay the undisputed portion thereof when due. All disputed payments shall be resolved in accordance Section 6.5.

5. OPERATOR'S GUARANTEE

(a) Operator shall conduct and provide to Owner an evaluation each calendar year during the effective Term of the Agreement to determine the Cumulative Annual Energy Production from all the Systems combined.

(b) The Cumulative Annual Energy Production shall be measured for each Annual Production Period. No evaluation will be performed for the first partial period (Final Completion for all Systems to the first December 31 of the Term) and the final partial period evaluation will be prorated (Jan 1 of the Term to Term expiration).

(c) The Cumulative Annual Energy Production shall be compared to the Expected Annual Energy Production calculated upon Final completion for all the Systems combined to evaluate the performance of the Systems.

(d) Energy Production Guarantee: Operator hereby guarantees to Owner a minimum energy output for the aggregate of the Systems for each Annual Production Period.

(e) The evaluation shall be conducted in accordance with the procedures provided in Exhibit E.

(f) If the Systems fail to meet the Energy Production Guarantee, then within ninety (90) calendar days after the failure is identified, the Operator shall pay the Owner a True-Up Refund.

(g) If the Cumulative Annual Energy Production is more than one hundred five percent (105%) of the Expected Annual Energy Production, then the Owner shall give a kWh credit to the Operator for every kWh between the measured Cumulative Annual Energy Production and one hundred five percent (105%) of the Expected Annual Energy Production for such Annual Production Period. Operator shall be entitled to apply this credit to any future Annual Production Period at the Operator's sole discretion.

(h) The Expected Annual Energy Production for the combined Systems shall be reduced accordingly for the period of time any System is not in operation in connection with (a) temporary removal of the System, a movement to an alternate location, or a temporary shutdown of the System or any portion thereof; (b) the occurrence of an event of Force Majeure has temporarily impaired or disabled the operation of any System or any portion thereof; (c) Owner interferes with the System, refuses repair, or recommended services; (d) vandalism or theft, (e) Utility caused outages, or (f) any manufacturer defects that cause outages. Operator shall provide and justify data verifying the loss of generation using the System Model defined in Exhibit E.

(i) Operator's Expected Annual Energy Production shall proportionately terminate and be of no further force or effect if any System, or any portion thereof, is subject to a permanent shutdown or an event of Force Majeure occurs, the effect of which to permanently impair or interfere with the operation of the System, or any portion thereof.

(j) The Parties agree that Owner shall avoid activities that result in overshadowing or shading of the Systems in a manner that would prevent Operator from satisfying its Energy Production Guarantee. In the event the Systems, or any portion thereof, is overshadowed or shaded in a manner that prevents Operator from satisfying its Energy Production Guarantee for any reason beyond the control of Operator, Owner agrees that Operator's Expected Annual Energy Production shall be reduced accordingly. Operator shall provide and justify data verifying the loss of generation using the System Model of the System due to overshadowing or shading.

6. MISCELLANEOUS

6.1. No Partnership

This Agreement is not intended, and shall not be construed, to create any association, joint venture, agency relationship or partnership between or among the Parties or to impose any such obligation or liability upon any Party. No Party shall have any right, power or authority to enter into any contract or undertaking for, or act as or be an agent or representative of, or otherwise bind, the other Party or Parties.

6.2. Party Representatives

(a) Owner Representative. Owner designates, and Operator agrees to accept, Dr. Wesley Sever. as " Owner Representative" for all matters relating to Owner's performance under this Agreement. The actions taken by Owner Representative regarding such performance shall be Owner the acts of Owner and shall be fully binding on Owner. Owner may, upon written notice to Operator, change the designated Owner Representative.

(b) Operator Representative. Operator designates, and Owner agrees to accept, Lesley Soekland, as "Operator Representative" for all matters relating to Operator's performance under this Agreement. The actions taken by Operator Representative shall be deemed the acts of Operator. Operator may, upon written notice to Owner, change the designated Operator Representative.

6.3. Notices and Demands.

Any notice, request, demand or other communication required or permitted under this Agreement, shall be deemed to be properly given by the sender and received by the addressee if made in writing and (a) if personally delivered; (b) three (3) days after deposit in the mail if mailed by certified or registered air mail, post prepaid, with a return receipt requested; or (c) if sent by facsimile with confirmation. Mailed notices and facsimile notices shall be addressed as follows to:

Owner:

Name: Kingsburg Elementary Charter School District
Attention: Dr. Wesley Sever
Address: 1310 Stroud Ave., Kingsburg CA 93631
Phone: (559) 897-2331
Email: wsever@kesd.org

Operator:

SitelogIQ Inc.
Attention: Solar Operations, West Energy
1651 Response Rd., Suite 300
Sacramento, CA 95815
Phone: (916) 914-1929
Email: westsolar@sitelogiq.com
cc: legal@sitelogiq.com

6.4. Force Majeure Event

(a) Neither Party shall be considered to be in default of its obligations under this Agreement when and to the extent that performance of such obligations is prevented by any Force Majeure Event which arises after the date of this Agreement.

(b) If either Party shall rely on the occurrence of a Force Majeure Event as a basis for being excused from the performance of its obligations under this Agreement, then the Party relying on the event or condition shall (i) provide prompt notice to the other Party of the occurrence of the Force Majeure Event, giving an estimation of its expected duration and the probable impact on the performance of its obligations hereunder; (ii) exercise all commercially reasonable efforts to continue to perform its obligations hereunder; (iii) expeditiously take any action within its reasonable control to correct or cure the Force Majeure Event excusing performance; (iv) exercise all commercially reasonable efforts to mitigate or limit damages to the other Party to the extent such action will not adversely affect its own interests; and (v) provide periodic notices to the other Party with respect to its actions and plans for actions in accordance with (ii), (iii) and (iv) above and promptly notify to the other Party of the cessation of the event or condition giving rise to it being excused from performance.

(c) In the event that Operator is prevented from providing all or part of System Services as a result of a Force Majeure Event for a period of thirty (30) consecutive days and it is reasonably expected that Operator will not be able to resume full performance of System Services within an additional thirty (30) days, Owner shall be entitled to require Operator to reduce the scope of System Services commencing as of the date of such notice by Owner until such time as Operator can demonstrate, to the reasonable satisfaction of Owner, that Operator is able to resume full performance of System Services. As from the date on which Owner reduces System Services until the date on which Operator resumes full performance of System Services, the obligation of Owner to pay the fee pursuant to Section 4 shall be reduced proportionately to take account of the level of System Services that Operator is actually performing.

(d) Operator shall document any Force Majeure Event and its consequences so that costs which are directly attributable to such Force Majeure Event may be claimed by Owner from any insurance carried by Owner.

6.5. Dispute Resolution

(a) Good faith negotiations. In the event of any Dispute , of which either Party has notified the other, senior management personnel from both Operator and Owner shall meet and diligently attempt in good faith to resolve the Dispute for a period of thirty (30) days following one Party's written request to the other Party for such a meeting. If, however, either Party refuses or fails to so meet, or the Dispute is not resolved by negotiation, the provisions of Subsections (b), (c) and (d) of this Section shall apply to the extent applicable to the Dispute.

(b) Technical Dispute. Technical Disputes shall be resolved by an independent expert. All Technical Disputes shall be resolved on an accelerated basis by a nationally recognized professional expert mutually agreed in writing by Operator and Owner. Parties will share equally in the cost of the independent expert engaged to resolve Technical Disputes.

(c) Non-Binding Mediation. If the Dispute remains unresolved, a Party may require that a non-binding mediation take place with a mediator mutually chosen by Owner and Operator. If Owner and Operator are unable to agree on a mediator, then either may request that the American Arbitration Association to appoint a mediator. The mediator's fee and expenses shall be paid one-half by Owner, and one-half by Operator. In any such mediation, representatives of the Parties with authority to resolve the dispute shall meet for at least three (3) hours with mediator. The obligation to mediate shall not be binding upon any Party with respect to (i) requests for preliminary injunctions, temporary restraining orders, specific performance, or other procedures in a court of competent jurisdiction to obtain interim relief deemed necessary by such court to preserve the status quo or prevent irreparable injury pending resolution by arbitration of the actual Dispute; (ii) actions to collect payments not subject to bona fide Dispute; or (iii) claims involving third parties who have not agreed to participate in the mediation of the Dispute. The provisions of this Section 6.5 shall survive any termination of this Agreement.

(d) Attorneys' Fees. The prevailing Party in any action brought to enforce the terms of this Agreement or arising out of this Agreement may recover its reasonable costs and attorneys' fees expended in connection with such an action from the other Party.

6.6. Indemnification.

The Parties hereto agree to defend, indemnify and hold one another harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury and/or damages arising from or in any way connected to the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying Party, its officers, agents or employees.

6.7. Consequential Damages.

Notwithstanding any other provision of this Agreement, and to the fullest extent permitted by law, neither the Owner nor Operator, their respective officers, directors, partners, employees, contractors or subconsultants shall be liable to the other or shall make any claim for any incidental, indirect or consequential damages arising out of or connected in any way to the project or to this Agreement. This mutual waiver of consequential damages shall include, but is not limited to, loss

of use, loss of profit, loss of business, loss of income, loss of reputation or any other consequential damages that either Party may have incurred from any cause of action including negligence, strict liability, breach of contract and breach of strict or implied warranty.

6.8. Limit of Liability.

To the maximum extent permitted by law, Owner agrees to limit Operator's liability for any and all claims, losses, costs, damages of any nature whatsoever or claims expenses from any cause or causes, including attorneys' fees and costs and expert-witness fees and costs, so that the total aggregate liability of Operator to the Owner shall not exceed the equivalent to one (1) year Service Fee as calculated for the first twelve (12) months of the Agreement. It is intended that this limitation apply to any and all liability or cause of action however alleged or arising, unless otherwise prohibited by law.

6.9. Governing Law.

The formation, interpretation and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California. In the event of any Dispute that is not resolved pursuant to Section 6.5, the Parties hereto agree to submit to the jurisdiction of any court of competent jurisdiction within Fresno County in which the Site is located and shall comply with all requirements necessary to give such court jurisdiction.

6.10. Tax Matters

Notwithstanding anything to the contrary set forth herein or in any other agreement to which the parties hereto are parties or by which they are bound, the obligations of confidentiality contained herein and therein, as they relate to the transactions described in and contemplated by such agreements, shall not apply to the U.S. Federal tax structure or U.S. Federal tax treatment of the System, and each of the parties hereto (and any employee, representative or agent of any Party hereto) may disclose to any and all persons without limitation of any kind, the U.S. Federal tax structure and U.S. Federal tax treatment of such transactions. The preceding sentence is intended to cause the System or the interests in them pursuant to the agreements between the Parties not to be treated as having been offered under conditions of confidentiality for purposes of section 1.6011-4(b)(3) (or any successor provision) of the Treasury Regulations promulgated under Section 6011 of the Internal Revenue Code of 1986, as amended, and shall be construed in a manner consistent with such purpose. In addition, each of the Parties acknowledges that it has no proprietary or exclusive rights to the tax structure of the transactions described in and contemplated by the agreements between the Parties or any tax matter or tax idea related to such transactions.

6.11. Successors and Assigns

(a) Except as set forth in this Agreement, no Party shall be entitled to assign this Agreement or any of its rights or obligations under this Agreement, nor shall it enter into any transaction as a result of which it may transfer, assign, charge or dispose by any title of any of those rights and obligations, without the prior written consent of the other Party, which

may be withheld in its sole and absolute discretion; provided that nothing herein shall prohibit Owner's membership interests from being sold to an Affiliate of Owner, or an entity which has, in whole or in part, common ownership, directly or indirectly, with the ownership of Owner.

(b) Notwithstanding the foregoing, (i) Owner shall be entitled to assign its right, title and interest in and to this Agreement (and, in particular, any rights arising in relation to any insurance policy and any other right to collect any amount from Operator) to any lenders by way of security for the performance of obligations to such lenders without the consent of Operator; and (ii) Operator shall be entitled to assign its right, obligation, title and interest in and to this Agreement to any of its Affiliates or in connection with a merger or acquisition of Operator. Parties shall provide a written notice at least thirty (30) days prior to assigning the rights, title, and interest in and to this Agreement.

6.12. Announcements and Publications.

Operator shall coordinate with Owner with respect to, and provide advance copies to Owner for review of, the text of any proposed announcements or publications that include any non-public information concerning the Work prior to the dissemination thereof to the public or to any Person other than Subcontractors or advisors of Operator, in each case, who agree to keep such information confidential. If Owner delivers written notice to Operator rejecting any such proposed announcement or publication within two (2) Business Days after receiving such advance copies, the Operator shall not make such public announcement or publication; provided, however, that Operator may disseminate or release such information in response to requirements of Governmental Authority.

6.13. No Waiver

No provision of this Agreement shall be considered waived by either Party except when such waiver is made in writing. The failure of either Party to insist, on one or more occasions, upon strict performance of any of the provisions of this Agreement or to take advantage of its rights hereunder or the delay or failure in exercising totally or partially any right or remedy under this Agreement, shall not be construed as a waiver of any such provisions or the relinquishment of any such rights or any other rights for the future, but the same shall continue and remain in full force and effect.

6.14. Validity.

The provisions contained in each section, subsection and clause of this Agreement shall be enforceable independently of each of the others and their validity shall not be affected if any of the others are invalid. If any of those provisions is void but would be valid if some part of the provision were deleted, the provision in question shall apply with such modification as may be necessary to make it valid. The Parties shall, if necessary, negotiate in good faith and make any necessary amendments to ensure the enforceable terms of this Agreement reflect the true intent of the Parties as of the date of execution of this Agreement.

6.15. Priority of Documents.

In the event of conflicting provisions in the Agreement, the provisions shall govern in the following priority: first, duly executed amendments to this Agreement (to the extent not superseded by a subsequent amendment), second, this Agreement, and third, Exhibits.

6.16. Time of Essence.

Time is expressly agreed to be of the essence of this Agreement and each, every and all of the terms, conditions and provisions herein.

6.17. Headings.

The headings in this Agreement are for convenience of reference only and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this Agreement.

6.18. Binding Effect.

This Agreement shall be binding on the Parties hereto and on their respective permitted successors, heirs and assigns.

6.19. Counterparts; Signature Pages.

This Agreement may be executed in counterparts which, taken together, shall constitute a single instrument. Facsimile and other electronically transmitted signature pages shall be effective to bind a Party to this Agreement.

6.20. Complete Agreement.

(a) This Agreement together with the Exhibits hereto completely and exclusively states the agreement of the Parties regarding its subject matter and its terms govern, all prior proposals, agreements, or other communications between the Parties, oral or written, regarding such subject matter. No verbal, or written agreement nor conversation with any officer or employee of either Party nor any or all prior proposals shall affect or modify any of the terms and conditions of this Agreement. This Agreement shall not be modified except by written amendment signed on behalf of the Owner and Operator by their duly authorized representatives. Any purported oral amendment to the Agreement shall have no effect.

(b) Each Party acknowledges that it has not relied on any representation, warranty, collateral contract or other assurance made by or on behalf of any other Party at any time before the signature of this Agreement. Each Party waives all rights and remedies which, but for this clause (ii), might otherwise be available to it in respect of any such representation, warranty, collateral contract or other assurance.

[Signature page follows]

IN WITNESS WHEREOF, the Parties have executed this Operation and Maintenance Agreement as of the date first above written.

Owner:	Operator:
Kingsburg Elementary Charter School District Name: Dr. Wesley Sever Title: Superintendent	SitelogIQ, Inc Name: Jeff Dennis Title: Vice President, Operations

EXHIBIT A
TO
OPERATION AND MAINTENANCE AGREEMENT

DEFINED TERMS

As used in the attached Agreement, the following terms shall have the meanings set forth below:

Additional Services means any other services not defined in this Agreement which shall be billed at the rates specified in Exhibit F on a time and materials basis.

Affiliate of a specified Person means any Person that directly or indirectly through one or more intermediaries controls, is controlled by, or is under common control with, such specified Person. As used in this definition of Affiliate, the term "control" of a specified Person including, with correlative meanings, the terms, "controlled by" and "under common control with," means (a) the Ownership, directly or indirectly, of 50% or more of the equity interest in a Person or (b) the power to direct or cause the direction of the management and policies of a Person, whether through Ownership of voting securities, by contract or otherwise.

Agreement means this Operation and Maintenance Agreement as it may be amended and/or restated from time to time.

Annual Energy Production Evaluation is an analysis which measures and compares the Cumulative Annual Energy Production with the Energy Production Guarantee based on Exhibit E.

Annual Production Period is the period between January 1 and December 31.

Annual Reports or Annual Reports mean the annual maintenance/inspection report covering all Systems for the twelve-month period described in Section 2.2.

Applicable Law shall mean, with respect to any Governmental Authority, any constitutional provision, law, statute, rule, regulation, ordinance, treaty, order, decree, judgment, decision, certificate, injunction, registration, license, permit, authorization, guideline, governmental approval, consent or requirement of such Governmental Authority, as construed from time to time by any Governmental Authority.

Applicable Permits shall mean, collectively, Operator acquired Permits and the Owner acquired permits.

Business Day means a day (other than a Saturday, Sunday, or State of California or federal holidays) on which banks are generally open in California for normal business.

Cumulative Annual Energy Production means the actual alternating current (AC) electrical output in kilowatt-hours (kWh) for the Annual Production Period as measured and recorded by all the Systems revenue meters and adjusted for meter calibration error, if required.

Dispute means any question, dispute, difference or claim that arises out of or in connection with this Agreement, including any question regarding its existence, validity, performance, or termination.

Energy Production Guarantee is the guaranteed energy production output calculated by multiplying the Performance Guarantee percentage by the Expected Annual Energy Production, subject to the adjustments in Sections 5(g) through 5(j).

Escalation Rate is the annual percentage rate increase applied to the O&M and True-Up Fees. Provided on the Cover Page. Economic price adjustments will match the annual percent change shown on The Consumer Price Index for All Urban Consumers (CPI-U); Western Region; All Items; not seasonally adjusted. Available at https://www.bls.gov/regions/west/news-release/consumerpriceindex_west.htm.

Expected Annual Energy Production means the expected AC electrical output in kilowatt-hours (kWh) for the Annual Production Period as calculated by the System Model that represents the final design of the Systems and adjusted for Annual weather data and degradation.

Final Completion means the date that each PV System was installed and is fully operational.

Force Majeure Event shall mean, when used in connection with the performance of a Party's obligations under this Agreement, any act or event (to the extent not caused by such Party or its agents or employees) which is unforeseeable, or being foreseeable, unavoidable and outside the control of the Party which invokes it, and which renders said Party unable to comply totally or partially with its obligations under this Agreement. In particular, any of the following shall be considered a Force Majeure Event:

(a) war (whether or not war is declared), hostilities, revolution, rebellion, insurrection against any Governmental Authority, riot, terrorism, acts of a public enemy or other civil disturbance;

(b) acts of God, including but not limited to, storms, floods, lightning, earthquakes, hailstorms, ice storms, tornados, typhoons, hurricanes, landslides, volcanic eruptions, fires, winds in excess of ninety (90) miles per hour, and objects striking the earth from space (such as meteorites);

(c) acts of sabotage or destruction by a third party (other than any Operator retained by or on behalf of the Party) of facilities and equipment relating to the performance by the affected Party of its obligations under this Agreement;

(d) regional or national strikes, walkouts, lockouts or similar industrial or labor actions or disputes;

(e) acts of any Governmental Authority that materially restrict or limit a Party's performance under this Agreement, including Operator's access to the Site or its activities at the Site.

(f) labor or supply shortages and supply chain issues outside the control of the Operator;

(g) plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other restrictions; and

(h) explosion, fire, destruction of machines, equipment, factories and of any kind of installation, prolonged break-down of transport, telecommunication or electric current.

Governmental Authority shall mean any national, autonomic, state, regional, province, town, city, or municipal government, whether domestic or foreign, or other administrative, regulatory or judicial body of any of the foregoing.

Industry Standards shall mean those standards of care and diligence normally practiced by small-scale solar engineering, construction and installation firms in performing services of a similar nature in jurisdictions in which System Services will be performed and in accordance with good engineering design practices, Applicable Laws, Applicable Permits, and other standards established for such Work. Industry Standards are not intended to be limited to optimum practice or methods to the exclusion of all others, but rather to be a spectrum of reasonable and prudent practices and methods that must take the conditions specific to any given facility into consideration.

Insolvent means (a) a Party shall file a voluntary petition in bankruptcy or shall be adjudicated as bankrupt or insolvent, or shall file any petition or answer or consent seeking any reorganization, arrangement, composition, readjustment, liquidation, dissolution or similar relief for itself under the present or future applicable federal, state or other statute or law relative to bankruptcy, insolvency or other relief for debtors, or shall seek or consent to or acquiesce in the appointment of any trustee, receiver, conservator or liquidator of such Party or of all or any Final part of its properties (the term "acquiesce", as used in this definition, includes the failure to file a petition or motion to vacate or discharge any order, judgment or decree within fifteen (15) days after entry of such order, judgment or decree); (b) a court of competent jurisdiction shall enter an order, judgment or decree approving a petition filed against a Party seeking a reorganization, arrangement, composition, readjustment, liquidation, dissolution or similar relief under the present or any future Federal bankruptcy act, or any other present or future applicable Federal, state or other statute or law relating to bankruptcy, insolvency or other relief for debtors, and such Party shall acquiesce and such decree shall remain unvacated and unstayed for an aggregate of sixty (60) days (whether or not consecutive) from the date of entry thereof, or a trustee, receiver, conservator or liquidator of such Party shall be appointed with the consent or acquiescence of such Party and such appointment shall remain unvacated and unstayed for an aggregate of sixty (60) days, whether or not consecutive; (c) a Party shall admit in writing its inability to pay its debts as they mature; (d) a Party shall give notice to any Governmental Authority of insolvency or pending insolvency, or suspension or pending suspension of operations; or (e) a Party shall make an assignment for the benefit of creditors or take any other similar action for the protection or benefit of creditors.

Installer shall mean the contractor responsible for the procurement, installation, startup, and testing of the System under separate contract with the Owner.

Manufacturer Warranty or Manufacturer Warranties shall mean all warranties provided by the equipment manufacturers and assigned to Owner by the Installer.

O&M Fees shall mean the annual base fee for Operator provided services.

O&M Manuals means the set of System operational and maintenance documents provided by the Installer to the Owner and by the Owner to the Operator for the purpose of instruction in the operation and maintenance needs of the System and its components.

Operator has the meaning given in the preamble to this Agreement.

Operator Representative shall mean the representative of Operator appointed pursuant to Section 6.2(b).

Owner has the meaning given in the preamble of this Agreement.

Owner Representative shall mean the representative of Operator appointed pursuant to Section 6.2(a).

Party or Parties means either Operator or Owner.

Performance Guarantee shall mean the percentage applied to the Expected Annual Production to determine the Energy production Guarantee. The Value is provided on the Cover Page.

Permits shall mean Operator acquired Permits or the Owner acquired Permits.

Person means any natural person, corporation, general partnership, limited partnership, limited liability company, proprietorship, other business organization, trust, union, association, or Governmental Authority.

PV means photovoltaic.

Service Fees has the meaning given in Section 4.1.

Site has the meaning given in the Recitals of this Agreement.

Subcontractor means any Person to whom Operator subcontracts any of its obligations under this Agreement pursuant to a Subcontract, including the Suppliers and any Person to whom such obligations are further subcontracted of any tier.

System has the meaning set forth in the Recitals.

System Services means, collectively, the services set forth in Exhibit B.

Technical Dispute means a Dispute regarding whether the System conforms to the Industry Standards related to operation and maintenance.

Term has the value given on the Cover Page and meaning given in Section 3.1(a).

Termination Notice has the meaning given in Section 3.2(c) and requires the contents specified in Section 3.2 (e).

True-Up Refund is the difference between the Cumulative Annual Energy Production and the Energy Production Guarantee for a period where the Systems fail to meet the Energy Production Guarantee multiplied by the True-Up Fee

True-Up Fee is defined as the approximate value of the electricity being offset by the system. It has the initial value as defined in the Cover Page, for the first year of the Term and is subject to the Escalation Rate thereafter.

Warranty or Warranties have the meaning given in Section 2.3.

EXHIBIT B
TO
OPERATION AND MAINTENANCE AGREEMENT

INSPECTION SERVICES

Annual Inspection Services

Complete inspection, System maintenance, and recommissioning services Annually per the Agreement Term as detailed below. Report inspection finding, required repairs, and repair recommendations, including estimated costs for each maintenance visit. As part of our Operator's System maintenance, the following services will be completed and reported to the Owner during the report period.

a) Visual Inspection

a. Visually inspect structures, arrays, and enclosures for excessive wear, damage, defects, rust/corrosion, etc.
b. Verify new and/or existing shade concerns for the photovoltaic array.
c. Verify module cleanliness and/or soiling issues; perform x1 module cleaning per year. Perform supplementary cleaning(s) for an additional fee if requested by the Owner
d. Verify that all signage and placards are firmly attached and legible.
e. Verify condition of all wall & pad mounted switchgear, meters and inverters for corrosion and security of attachment to wall/structure/pad, etc. Note any new access issues.
f. Verify condition of ac and dc disconnect(s).
g. Confirm that the System is online and that the output is at the expected level.
h. Confirm that the monitoring system is in service and functioning properly.

b) Photo Documentation

a. Take digital photos of all major System components
b. Submit digital images along with checklist and other documentation following visit.

c) Array – Structure & Modules

a. Complete inspection of array.
b. Inspect and tighten structure ground bonding straps/fasteners.
c. Verify secure module attachment by random torque testing or visual test.
d. Verify condition of racking hardware connections, splices, etc.
e. Verify condition of inter-module array wiring for aging and corrosion.
f. Inspect visible random sampling of wiring connections.
g. Inspect visible conduit system.

d) Electrical Connection – Inverters & Combiner Box

a. Verify condition of inverters.
b. Note condition of all circuit boards and electrical components.
c. Check Voc & Isc of all strings (if required).

d. Verify that all manufacturer updates and service bulletins have been performed.
e. Coordinate inverter manufacturer service, if necessary.
f. Perform all electrical connection torque tests.
g. Inspect and clean heatsink, if applicable.
h. Inspect and clean inverter exhaust fan a vents.
i. Inspect and tighten connectors and lugs (inverter, transformer, disconnects).
j. Oil and lubricate disconnects.
k. Check all fuses for cleared fuse and replace any cleared fuses.
l. Verify condition of wire transition junction boxes for weatherproofing, corrosion, and security of internal wiring connections.
m. Verify condition of all DC and AC conduits and connections.
n. Verify interior and exterior condition of DC combiner box(es).

e) Data Acquisition System (DAS)

a. Clean all instrumentation and sensors and lubricate moving parts.
b. Inspect and tighten connections.
c. Check input signals.
d. Confirm that pyranometer/sensor is aligned with the plane of the PV array.
e. Log kWh readings from Inverters to meters, and compare data in a twenty-four (24) hour increment to monitoring system to verify proper calibration of meters and monitoring system.
f. Check calibration of the weather station instruments, as necessary.

Inspection Services Not Included

a. Weed abatement, mowing, or any other landscaping around array and immediate vicinity.
b. Repair of fencing.
c. Repair, replacement, or cleaning due to vandalism, theft, or accidental damage.
d. Repair or replacement of light bulbs or lighting fixtures.
e. Repairs not explicitly defined in this Exhibit B.
f. Any services not included in this Agreement.
g. Repairs not stated in the Agreement (Installer Warranty) are considered Additional Services and shall be billed on a time and materials basis per the rates in Exhibit F.
h. Module cleaning in excess of x1 pear year (Operator will advise Owner on module cleaning frequency as needed maintain performance – Panel washing costs will be quoted as needed)
i. Renewal of DAS subscription services, including cellular card and plan. If renewal is requested by Owner, Owner shall be billed on a time and materials basis per the rates in Exhibit F.

EXHIBIT C
TO
OPERATION AND MAINTENANCE AGREEMENT

INSURANCE

Operator Insurance Requirements

1. Required Coverages. Operator shall carry and maintain with carriers or self-insurance, as a minimum, the following insurance coverages:

    i. Workers Compensation Insurance and Employers Liability. In accordance with the laws of the state of where work may be done with limits for employer's liability in the minimum amount of one million dollars ($1,000,000) for each occurrence and one million dollars ($1,000,000) for each occurrence of disease on a per employee basis;

    ii. Commercial General Liability. One million dollars ($1,000,000) per occurrence/two million dollars ($2,000,000) in the aggregate for bodily injury, personal injury and property damage, products and completed operations:

    iii. Commercial Automobile Liability, Any Auto. One million dollars ($1,000,000) per accident including owned, non-owned, and hired automobiles.

    iv. Excess coverage of four million dollars ($4,000,000) per occurrence and aggregate, or any other equivalent, available insurance coverage of the Operator.

2. Policy Endorsements. Insurance coverages required to be maintained by Operator under this Agreement shall:

    i. provide a severability of interests or cross liability clause for Commercial General Liability Insurance;

    ii. except in the case of worker's compensation insurance and other statutory insurances where it would be inappropriate, name Owner and others as may be reasonably required by Owner, as additional insured's; and to the extent permissible in accordance with the policy, include a waiver of subrogation by the insurers in favor of Owner and each of its respective assignees, Affiliates, agents, officers, directors, employees, insurers or policy issuers and a waiver of any right of the insurers to any set-off or counterclaim, whether by endorsement or otherwise, in respect of any type of liability of any of the Persons insured under any such policies.

3. Certificates. Operator shall throughout the Agreement Term provide certificate(s) and/or memoranda of insurance evidencing the coverage's specified in this Attachment C to Owner upon Owner's reasonable request.

Owner Insurance Requirements

1. Required Coverages. Owner shall carry and maintain with carriers or self insurance, as a minimum, the following insurance coverages:

    i. Workers Compensation Insurance and Employers Liability. In accordance with the laws of the state of where work may be done with limits for employers liability in the minimum amount of one million dollars ($1,000,000) for each occurrence and one million dollars ($1,000,000) for each occurrence of disease on a per employee basis;

    ii. Commercial General Liability. One million dollars ($1,000,000) per occurrence/two million dollars ($2,000,000) in the aggregate for bodily injury, personal injury and property damage, products and completed operations:

    iii. Commercial Automobile Liability, Any Auto. One million dollars ($1,000,000) per accident including owned, non-owned, and hired automobiles.

    iv. Property Risk Insurance. Amount equal to the replacement value of the Systems for loss or damage to the System by fire and lightning, vandalism, theft, malicious mischief, and extended coverage endorsement for all risks of physical loss.

    v. Excess coverage of four million ($4,000,000) per occurrence and aggregate, or any other equivalent, available insurance coverage of the Operator.

2. Policy Endorsements. Insurance coverages required to be maintained by Owner under this Agreement shall provide a severability of interests or cross liability clause for Commercial General Liability Insurance;

3. Certificates. Owner shall throughout the Agreement Term provide certificate(s) and/or memoranda of insurance evidencing the coverage's specified in this Attachment C to Operator upon Operator's reasonable request.

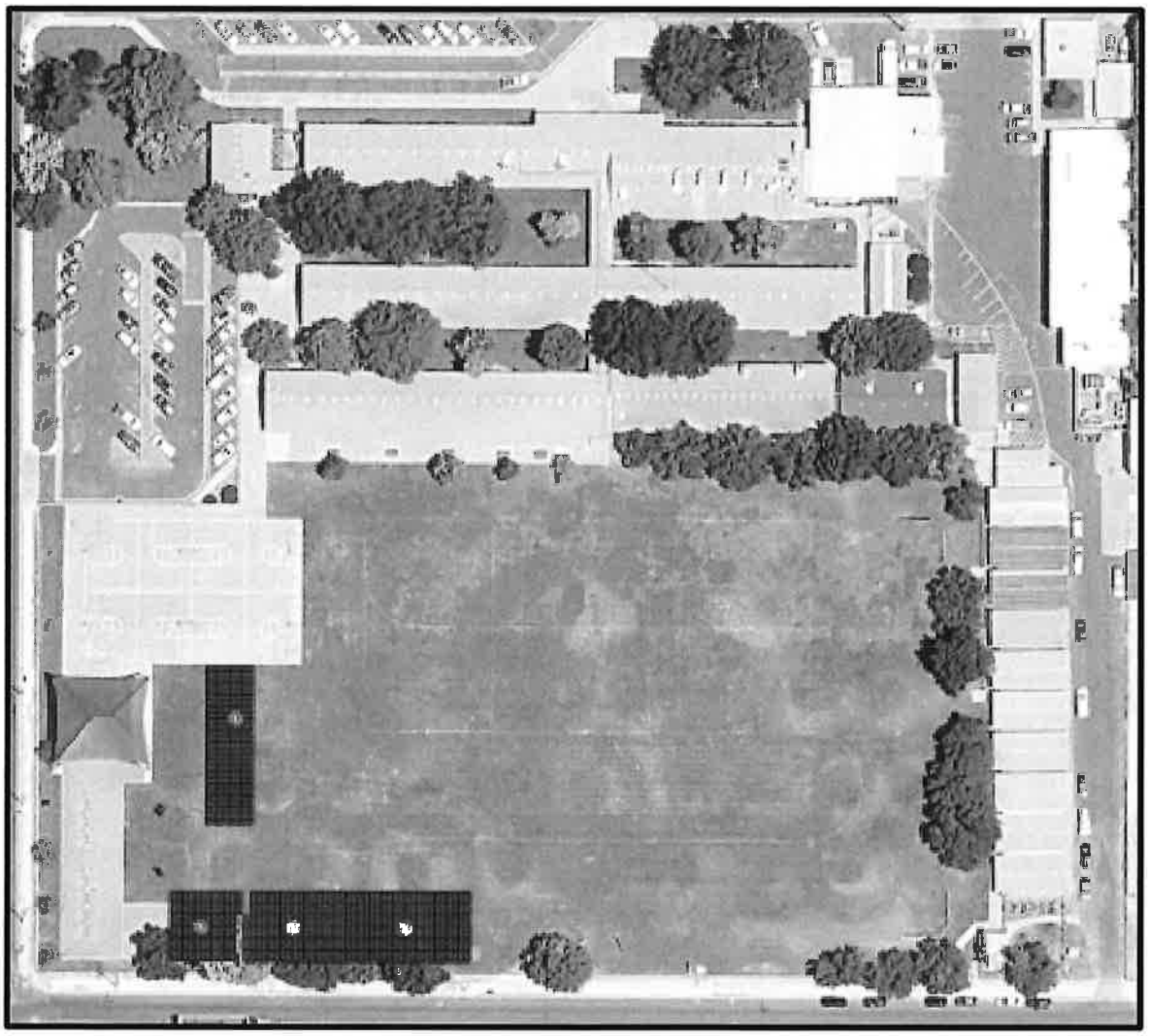
EXHIBIT D
TO
OPERATION AND MAINTENANCE AGREEMENT

SITES & SYSTEM SIZES

Sites with Performance Guarantee

Lincoln Elementary School (219.09 kW-DC)

1900 Mariposa St., Kingsburg CA 93631



Rafer Johnson Elementary School (234.35 kW-DC)

1300 Stroud Ave., Kingsburg CA 93631



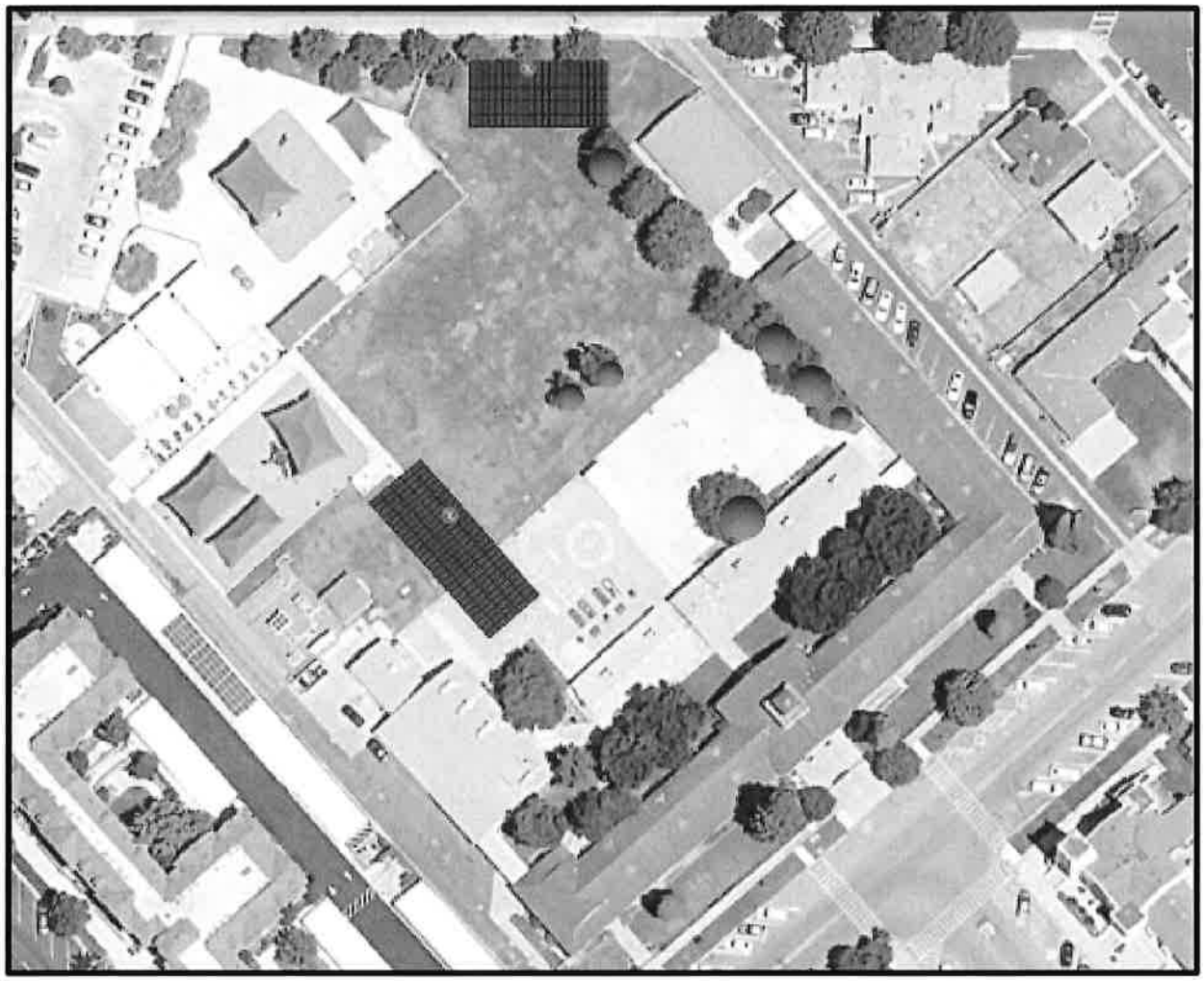
Roosevelt Elementary School (128.08 kW-DC)

1185 10th Ave., Kingsburg CA 93631



Washington Elementary School (130.80 kW-DC)

1501 Ellis St., Kingsburg CA 93631



Sites with no Performance Guarantee

Rafer Johnson Elementary School (57.60 kW-DC)

1300 Stroud Ave., Kingsburg CA 93631



Reagan Elementary School (230.40 kW-DC)

1180 Diane Ave., Kingsburg CA



EXHIBIT E
TO
OPERATION AND MAINTENANCE AGREEMENT

Annual Energy Production Evaluation

A. Cumulative Annual Energy Production Measurement

The Cumulative Annual Energy Production is the actual AC electrical output in kilowatt-hours (kWh) for the Annual Production Period as measured and recorded by all of the Systems revenue meter(s) and adjusted for meter calibration error, if required.

B. Expected Annual Energy Production Calculation

At the completion of each Annual Production Period, the Operator shall update the software model of the Systems to calculate the Expected Annual Energy Production of the Systems for that period for comparison with the Cumulative Annual Energy Production of the same period. The model shall use the actual meteorological data and/or reference cell data from the performance monitoring system at the Site.

The input values used in the System Model shall include the following parameters based on the final installed System:

- Albedo
- Module orientation
- Shading
- Equipment models and configuration
- Module thermal parameters
- Ohmic losses
- Module quality and mismatch losses
- Soiling losses, adjusted for calendar month and washing frequency
- IAM losses

Hidden parameters and preferences within the model shall remain at default values unless noted and justified. All input parameter values and assumptions shall be provided with the model for review, and shall remain consistent from year to year.

The following factors shall be adjusted in the System Model each year of operation:

- Actual weather data for the Annual Production Period
- Smoke, dust, and other air pollutants
- Manufacturer Module degradation factors (Manufacturer Module Power Output Warranty)
- Adjustments per Section 5(g), 5(h), 5(i), and 5(j)

The final model calculation shall detail the Expected Annual Energy Production on an hourly basis (8760 hours per year) in addition to a total output value in kilowatt-hours (kWh).

C. Annual Energy Production Evaluation

The measured Cumulative Annual Energy Production value for the System shall be compared with the calculated Expected Annual Energy Production value and evaluated as described in Section 5, Operator's Guarantee, of this Agreement.

D. Modeled Annual Energy Production Calculation

The temperature-derate model used by Operator to determine the modeled level of production a System. The System losses, DC system size, CEC inverter efficiency, and the panel temperature coefficient is the accumulation of losses, degradation rates, and efficiencies which are evaluated on an annual basis. These losses are initially calculated upon project commissioning and will only be re-calculated if components fail, degrade, or are changed. Cell temperature and POA irradiance are real-time calculations based on measurements from a reference cell.

Our Operator's System model is a combination of System specifications, estimated soiling, shade expectations, degradation expectations. This model is calculated by using the single line as-built plans and a production summary report from HelioScope and are re-evaluated for accuracy on an Annual basis. The Modeled Energy equation is:

$$Modeled\ Energy(kW\ AC) = \sigma \times (1 - S) \times \frac{I}{1000} \times P \times (1 + \gamma \times (T - 25))$$

Where:

T = *Cell Temperature*
S = *System Model Loss*
I = *POA Irradiance*
P = *DC System Size*
σ = *CEC Inverter Efficiency*
γ = *Temperature Coefficient of the Panel*

This modeled production will be compared to actual measured production to calculate operational performance of the System. Unplanned System outages and soiling above expectations will be evaluated and included in System losses.

EXHIBIT F
TO
OPERATION AND MAINTENANCE AGREEMENT

RATES FOR ADDITIONAL SERVICES

2026 RATE SCHEDULE

Maintenance Services	
Journeyman Electrician/Technician	*$185*
Electrician/Technician	*$170*
Field Engineer/Inspector	*$175*
Professional and Technical Services	
Project Manager/Principal Engineer	*$220*
Associate Engineer	*$160*
Project Assistant	*$95*
Supplemental Services	
Module Cleaning	*As Quoted*
Cellular/Communication/Monitoring	*As Quoted*

Other Costs

1. *Cost per truck roll for services above and beyond this Agreement to be invoiced at time and materials (T&M) rate listed above and dispatched per Owner's request.*
2. *Daily/Saturday Overtime will be billed at 1.5 times the hourly rates. Sunday/Holiday Overtime will be billed at 2 times the rates.*
3. *Direct Expenses and Module Cleaning (non-equipment) will be billed at cost plus 15%.*
4. *Mileage will be billed at the published IRS mileage rates in effect.*
5. *Travel time to and from Owner Sites will be billed at hourly rates shown above.*
6. *Federal published per diem rates (GSA) will apply if applicable.*
7. *Subcontractors will be billed at invoice price plus 15%.*
8. *Rates will escalate at Escalation Rate.*

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   California Teaching Fellows June and July quotes

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

3. **Submitted By:**
   Laura North

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

5. **Purpose:**
   To secure CTFF staff for June and July summer school.

6. **Financial Impact:**
   June: $41019.20
   July $39676.30

7. **Funding Source:**
   Expanded Learning ELOP

8. **Impact on Students:**
   This will provided students with academic support for an additional month in the summer helping to close academic gaps.

Submit Completed Request to Sarah Ballard

QUOTE

CALIFORNIA Teaching Fellows FOUNDATION
Teach · Lead · Succeed

PROJECT INFORMATION

Attention	Laura North	**Project Title**	Kingsburg Summer-June
Title	Director of Expanded Learning &	**Effective Date**	6/8/2026
Client	Kingsburg Charter Elementary	**Termination Date**	6/30/2026
Address		**Term**	2025/2026
City, State, Zip		**Tax ID**	20-359353

PROJECT DETAILS

Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost
1	20	Line Staff	$28.14		64	$1,800.96	$36,019.20
2	1	Program Supplies			1	$0.00	$5,000.00

Total **$41,019.20**

CTFF is incorporated as a not-for-profit 501c3 corporation. To help accomplish our mission, CTFF provides Teaching Fellows with real-world educational experiences at schools in the day and expanded learning programs coupled with personal and professional development. CTFF utilizes a billing rate per hour of Teaching Fellow service reflected on this quote as the ""unit price."" The unit price includes the Teaching Fellows hourly rate plus applicable payroll taxes and benefits, insurance, and sick pay hours. Teaching Fellows unit price also includes an administrative margin to cover program supports such as but not limited to program planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, payroll, liability insurance(s), and other administrative expenses. CTFF captures all expenses within the unit price but reserves the right to invoice for additional hours owed to our employees as a result of federal, state, or local emergency ordinances such as COVID-19 supplemental sick pay. Within fifteen(15) business days of the execution of the Contract, to secure appropriate funds to cover obligations prior to the initial invoice for services provided by the CTFF, District shall provide a deposit of 15% of the Contract Amount.

Quote Note:

20 Teaching Fellows working 6/8/26-6/30/26. 20 Teaching Fellows working 16 days at 4 hours per day. A $5000.00 budget for Program supplies is included.

In partnership,

Mike Snell, Ed.D., CEO

7110 N Fresno Street Suite 300, Fresno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us

QUOTE

CALIFORNIA Teaching Fellows FOUNDATION
Teach · Lead · Succeed

PROJECT INFORMATION

Attention	Laura North	**Project Title**	Kingsburg Summer-July
Title	Director of Expanded Learning &	**Effective Date**	7/1/2026
Client	Kingsburg Charter Elementary	**Termination Date**	7/6/2026
Address		**Term**	2026-2027
City, State, Zip		**Tax ID**	20-359353

PROJECT DETAILS

Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost
1	2	Site Lead	$34.75		32	$1,112.00	$2,224.00
2	2	Site Lead OT	$52.13		5	$260.65	$521.30
3	2	Assistant Site Lead	$31.97		32	$1,023.04	$2,046.08
4	2	Assistant Site Lead OT	$47.96		5	$239.80	$479.60
5	24	Line Staff	$28.14		32	$900.48	$21,611.52
6	24	Line Staff OT	$42.21		5	$211.05	$5,065.20
7	5	Site Lead Field Trip	$34.75	8	16	$556.00	$2,780.00
8	5	Site Lead Field Trip OT	$52.13		4	$208.52	$1,042.60
9	5	Site Lead Field Trip DT	$69.50		2.5	$173.75	$868.75
10	5	Assistant Site Lead Field	$31.97		8	$255.76	$1,278.80
11	5	Assistant Site Lead Field	$47.96		4	$191.84	$959.20
12	5	Assistant Site Lead Field	$63.94		2.5	$159.85	$799.25
						Total	**$39,676.30**

CTFF is incorporated as a not-for-profit 501c3 corporation. To help accomplish our mission, CTFF provides Teaching Fellows with real-world educational experiences at schools in the day and expanded learning programs coupled with personal and professional development. CTFF utilizes a billing rate per hour of Teaching Fellow service reflected on this quote as the "unit price." The unit price includes the Teaching Fellows hourly rate plus applicable payroll taxes and benefits, insurance, and sick pay hours. Teaching Fellows unit price also includes an administrative margin to cover program supports such as but not limited to program planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, payroll, liability insurance(s), and other administrative expenses. CTFF captures all expenses within the unit price but reserves the right to invoice for additional hours owed to our employees as a result of federal, state, or local emergency ordinances such as COVID-19 supplemental sick pay. Within fifteen(15) business days of the execution of the Contract, to secure appropriate funds to cover obligations prior to the initial invoice for services provided by the CTFF, District shall provide a deposit of 15% of the Contract Amount.

Quote Note:

34 Teaching Fellows working 7/1/26-7/8/26. 2 Site Leads and 2 Assistant Site Leads working 4 days at 9.25 hours per day. 24 Teaching Fellows working 4 days at 9.25 hours per day. 5 Site Leads and 5 Assistant Site Leads working 1 day at 14.5 hours per day for field trip. 5 Site Leads with 8 other hours for clean up.

In partnership,

Mike Snell, Ed.D., CEO

7110 N Fresno Street Suite 300, Fresno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Scholastic - Lit Camp

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

3. **Submitted By:**
   Laura North, Director of Expanded Learning & English Learner Programs

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

5. **Purpose:**
   To provide a 4 week summer program that promotes literacy and personal growth during the district's summer school. This program provides up to 150 minutes of daily lessons for our teachers to utilize, and it is aimed at reducing the summer slide that occurs during the summer for students.

6. **Financial Impact:**
   $32,257.49

7. **Funding Source:**
   Resource 26000/Resource 09000

8. **Impact on Students:**
   Students will receive up to 150 minutes of instruction from the daily lessons that will assist with their literacy goals during summer school.

Submit Completed Request to Maxine Balling

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Price Quote

Contact your Scholastic Representative with changes, questions, or to process your order.

Rob Walters
Phone: (559) 231-6764
Email: rwalters@scholastic.com

LitCamp

Quote #:	Q-536397
Date:	3/24/2026
Expires On:	5/23/2026
Account UCN:	600001147
Tax Exemption:	N
EULA on File:	None
LI Member#:	

Shipping has been discounted to 5% and approved by the Regional Director

Product	Source Code	Item Detail	Quantity	List Price	Your Price	Total Price
LitCamp Blue Bunk Grades 4-5	SCHL	784276	2	$1,366.67	$1,025.00	$2,050.00
LitCamp Bronze Bunk Grades 6-7	SCHL	834055	2	$1,380.00	$1,035.00	$2,070.00
LitCamp Green Bunk Grades 3-4	SCHL	784275	2	$1,366.67	$1,025.00	$2,050.00
LitCamp Orange Bunk Grades 1-2	SCHL	784273	3	$1,366.67	$1,025.00	$3,075.00
LitCamp Yellow Bunk Grades PreK-K	SCHL	865277	2	$1,286.67	$965.00	$1,930.00
LitCamp Purple Bunk Grades 5-6	SCHL	784277	2	$1,366.67	$1,025.00	$2,050.00
LitCamp Red Bunk Grades K-1	SCHL	784272	4	$1,366.67	$1,025.00	$4,100.00
LitCamp Silver Bunk Grades 7-8	SCHL	834057	2	$1,380.00	$1,035.00	$2,070.00
LitCamp Turquoise Bunk Grades 2-3	SCHL	784274	3	$1,366.67	$1,025.00	$3,075.00
LitCamp Student Consumables 2 Pack Blue Bunk Grades 4-5	SCHL	784282	15	$55.00	$55.00	$825.00
LitCamp Student Consumables 2 Pack Green Bunk Grades 3-4	SCHL	784281	15	$55.00	$55.00	$825.00
LitCamp Student Consumables 2 Pack Orange Bunk Grades 1-2	SCHL	784279	15	$55.00	$55.00	$825.00
LitCamp Student Consumables 2 Pack Purple Bunk Grades 5-6	SCHL	784283	20	$55.00	$55.00	$1,100.00
LitCamp Student Consumables 2 Pack Red Bunk Grades K-1	SCHL	784278	15	$55.00	$55.00	$825.00

LitCamp Student Consumables 2 Pack Turquoise Bunk Grades 2-3	SCHL	784280	20	$55.00	$55.00	$1,100.00
LITCAMP BUNK BUILDER KIT LITCAMPER NOTEBOOKS ENGLISH BUNK GRADE 6	ASK	754525	25	$3.50	$3.50	$87.50
LITCAMP BUNK BUILDER KIT LITCAMPER NOTEBOOKS ENGLISH BUNK GRADE 7	ASK	754526	10	$3.50	$3.50	$35.00
LITCAMP STUDENT FOLDER	ASK	804243	25	$3.95	$3.95	$98.75
					Subtotal:	$28,191.25

Number of Titles: 18

* Shipping and handing only applies to print materials.
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** Estimated Tax	**$2,656.67**
* Shipping and Handling	**$1,409.57**
Grand Total	$32,257.49

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For Internal Use Only

- Opportunity Name: Kingsburg CS Summer Lit Camp
- Opportunity Id: 006VY00000RJvRFYA1

LitCamp Grade PreK

SCHOLASTIC LitCamp

Scope and Sequence

	STRENGTH	READ-ALOUD TITLE	GOAL	OBJECTIVES / SKILLS: Reading	OBJECTIVES / SKILLS: Listening & Speaking	OBJECTIVES / SKILLS: Writing	WORDS OF THE DAY (Vocabulary)	ML SUPPORT	READ ALOUD	BRING THE TEXT TO LIFE	COMMUNITY LIT	BUNK TIME / Independent Reading	CLOSING CAMPFIRE
1	COMMUNITY BUILDING	*All Kinds of Friends* By Shelley Rotner and Sheila M. Kelly	Get to know one another, practice camp routines	Understand photographs in nonfiction	Create and follow camp agreements and procedures	Connect story to lived experience with drawing, labeling, and storytelling	young, old, different	Use gestures and pictures to understand words of the day	Respond to before, during, after reading prompts	Ask and answer questions in a get-to-know-you activity	Learn names and more about each other	Choose book, read independently; check in & confer	Review vocabulary. Share something you liked about camp.
2	COMMUNITY BUILDING	*A Good Night Walk* By Elisha Cooper	Get to know one another through books and shared experiences	Analyze illustrations in a story	Use turn and talk to build listening and sharing skills	Connect story to personal experience by drawing, writing, and building models	lawn, mail, silent	Use pictures to clarify meanings of words	Respond to before, during, after reading prompts	Walk around the community (or classroom) and record and discuss what is seen	Share personal details and find commonalities with others	Choose book, read independently; check in & confer	Review vocabulary. What was your favorite part of camp today?
3	BELONGING	*It's Okay to Be Different* By Todd Parr	Build supportive relationships and share and join in activities	Reread for enjoyment	Build phonological awareness with rhyming games	Create Heart Maps to connect a story with lived experience	embarrassed, proud, belonging	Use posture, gaze, and body language to demonstrate words for feelings	Respond to before, during, after reading prompts	In a game, spot the difference between two campers' poses.	Play a rhyming game using word families	Choose book, read independently; check in & confer	Review vocabulary. Tell a friend something you like or admire about him or her.
4	BELONGING	*Mixed: A Colorful Story* By Arree Chung	Bond with other campers and discuss the value of community	Identify characters in a story	Play rhyming games with color words to build phonological awareness	Draw while naming colors and counting	harmony, bright, calm	Use visuals organized by color to support knowledge of color words	Respond to before, during, after reading prompts	Combine primary colors to create secondary colors	Collaborate and create a list of words that rhyme with color words	Choose book, read independently; check in & confer	Review vocabulary. Share favorite colors with a friend.
5	FRIENDSHIP	*Be Fair and Share!* By Maria Maysen • Illustrated by Laura Logan	Build relationships by exploring the value of friendship	Identify story elements	Retell a story using a story string	Write a song about sharing	problem, solution, setting	Define a familiar problem and solution or setting	Respond to before, during, after reading prompts	Use the story string graphic organizer to tell a story about friendship	Pass around a ball, naming fun activities friends can do together	Choose book, read independently; check in & confer	Review vocabulary. How have you been a good friend today?
6	FRIENDSHIP	*Penguin and Pinecone: A Friendship Story* By Salina Yoon	Extend and receive goodwill as a way to build friendships	Describe characters' actions using examples from the book	Ask and answer questions about the book using respectful language	Connect a story to personal experience through drawing, labeling, and storytelling	sled, knit, journey	Share photos of snowy settings and activities	Respond to before, during, after reading prompts	Name items that a character might need on a journey	Name things you can share that start with letters with continuous sounds (*m, s, f,* etc.)	Choose book, read independently; check in & confer	Review vocabulary. How does being a good friend make you feel?
7	KINDNESS	*Billy Bully: A School-Yard Counting Tale* By Alvaro and Ana Galan • Illustrated by Steve Simpson	Recognize the power of kindness through books and shared experiences	Retell a story in sequence	Play rhyming games with numbers to build phonological awareness	Draw and write about acts of kindness	squash, feeling blue, kindness	Extend the story by practicing counting forwards and backwards	Respond to before, during, after reading prompts	Take turns acting out and then naming kind actions from the story	Use number words to start lists of rhyming words	Choose book, read independently; check in & confer	Review vocabulary. How does showing kindness make you feel?
8	KINDNESS	*You Hold Me Up* By Monique Gray Smith • Illustrated by Danielle Daniel	Perform acts of thoughtfulness and care and be aware of the impact of kindness	Draw conclusions about text using illustrations	Ask and answer questions about the book	Play word games to strengthen letter-sound knowledge	comfort, respect, picture walk	Name each part of the book (title, illustrator) to reinforce key terms	Respond to before, during, after reading prompts	Act out kindness words from the story and guess what they are	Plan a party, making a list of things to bring that start with the letter *p*	Choose book, read independently; check in & confer	Review vocabulary. How can you hold up your friends at camp?
9	CELEBRATION	*Look Outside!* By Ruth A. Musgrave	Celebrate camp accomplishments and growth	Close-read photos to help tell a story	Practice oral storytelling using photos from a text	Connect to the text by drawing a weather scene of campers' choice	fluffy, bright, puddle	Display photos or items that are bright and fluffy	Respond to before, during, after reading prompts	Use senses to notice and feel the weather, then draw it	Choreograph a weather dance, creating dance moves that express the weather	Choose book, read independently; check in & confer	Review vocabulary. What did you learn by looking outside?
10	CELEBRATION	*Soup Day* By Melissa Iwai	Celebrate with books and shared experiences	Identify characters who show belonging, friendship, and kindness	Play word games with sentences and syllables	Write and draw about using strengths in their lives	confetti, sizzle, spices	Activate prior knowledge by discussing how to create a meal	Respond to before, during, after reading prompts	Create soup with "magic" wands and imagination	Clap out syllables of soup ingredients from the story	Choose book, read independently; check in & confer	Review vocabulary. What did you learn from *Soup Day*?
11	CURIOSITY	*What Will the Weather Be Like Today?* By Paul Rogers	Explore the world of ideas, information, people, and interactions	Ask and answer questions to build reading comprehension	Act out weather words and create rhyming sentences	Write and draw about topics that connect to curiosity	weather, cockatoo, storm	In home languages, share weather words	Respond to before, during, after reading prompts	Pretend to experience different kinds of weather	Create silly sentences with rhyming words	Choose book, read independently; check in & confer	Review vocabulary. What kinds of things are you most curious about?
12	CURIOSITY	*Draw!* By Raúl Colón	Explore the word in ways that might challenge held perspectives	Imagine the words in a story using a wordless book	Play games to deepen phonological awareness and language development	Draw and write about what is seen on a walk	curiosity	Review names of animals, clapping out syllables	Respond to before, during, after reading prompts	Sing a song, with campers filling in rhymes	Ask questions using question words to get to know each other	Choose book, read independently; check in & confer	Review vocabulary. What did you notice today by being curious?
13	CONFIDENCE	*I Am Not a Chair!* By Ross Burach	Observe, note, and practice acts of confidence	Showcase confidence through shared reading	Sing, cheer, and act in community-building games	Write and draw "I am" statements	jungle, perfect, species	Discuss and clap out the syllables of jungle animals	Respond to before, during, after reading prompts	Learn the cheer "Big Camp Mambo" and practice movements	Play charades using familiar animals as topics	Choose book, read independently; check in & confer	Review vocabulary. What did you learn about confidence today?
14	CONFIDENCE	*Only One You* By Linda Kranz	Reflect on personal confidence and take action to build tenacity	Reflect on reading by making connections with their lives	Share thoughts and ideas about how to make the world better	Create and share Wisdom Stones	wisdom, reflect, appreciate	Act out the words *reflect* and *appreciate*	Respond to before, during, after reading prompts	Share advice and wisdom, and discuss how sharing takes confidence	Share ideas for making the world a better place	Choose book, read independently; check in & confer	Review vocabulary. Who can you share your wisdom with outside of camp?
15	COURAGE	*Can I Tell You a Secret?* By Anna Kang • Illustrated by Christopher Weyant	Understand what it means to be brave by taking action	Identify changes in characters' emotions	Role-play characters and share connections about reading	Draw and narrate to extend a story	tadpole, exhausting, fantastic	Incorporate the words *exhausting* and *fantastic* into the day's activities	Respond to before, during, after reading prompts	Role-play a scene between a character and a friend, building courage	Play "If you're ___ and you know it" using many emotions	Choose book, read independently; check in & confer	Review vocabulary. Who can you count on for support when you feel a bit afraid?
16	COURAGE	*Little Red and the Very Hungry Lion* By Alex T. Smith	Act in positive and in courageous ways	Retell story details in sequence	Discuss courage from a personal perspective	Draw and write about being courageous	gobble, purr, clever	Share a hand motion for the word *clever*	Respond to before, during, after reading prompts	Discuss how best to act for what you need	Share compliments with each other	Choose book, read independently; check in & confer	Review vocabulary. What did you learn from Little Red about being courageous and about making a new friend?
17	HOPE	*Happy Dreamer* By Peter H. Reynolds	Look to the future with hope and set goals	Generate "I wonder" statements	Share and act out future dreams	Draw and write about happy dreams of the future	hope, dreamer, creative	Give clear examples of hope by drawing connections to previous texts	Respond to before, during, after reading prompts	Model and try out different "dreamer poses" from the story	Discuss goals for adulthood	Choose book, read independently; check in & confer	Review vocabulary. Share a hope you have for a fellow camper.
18	HOPE	*Goodbye Summer, Hello Autumn* By Kenard Pak	Set personal and academic goals for the future	Study illustrations and connect them to story events	Play games to build phonemic awareness and word knowledge	Create illustrations of a favorite season	sway, walking stick, den	Share nature photos that depict all seasons	Respond to before, during, after reading prompts	Prepare for the cold season using brainstorming	Clap out syllables for animals in the story	Choose book, read independently; check in & confer	Review vocabulary. What is something you look forward to with hope and excitement?
19	CELEBRATION	*Rap A Tap Tap* By Leo and Diane Dillon	Recognize camp accomplishments and growth	Participate in shared reading	Sing, cheer, and rhyme in games	Celebrate writing growth by creating an award	tap dancer, briefly, passion	Play audio or video clips of tap dance	Respond to before, during, after reading prompts	Learn a camp cheer to celebrate	Play a rhyming game using rhymes inspired by word families in the story	Choose book, read independently; check in & confer	Review vocabulary. Share compliments with fellow campers with a "rap-a-tap-tap."
20	CELEBRATION	*One Love* Adapted by Cedella Marley • Illustrated by Vanessa Brantley-Newton	Share experiences to celebrate the 7 Strengths	Reflect on favorite read-aloud books	Discuss favorite camp moments and celebrate with cheers	Reflect on camp with a heart map of favorite memories	One Love, Mother Earth	Explore the Bob Marley song "One Love"	Respond to before, during, after reading prompts	Sing a song about camp based on "One Love"	Make crowns decorated with a favorite memory	Choose book, read independently; check in & confer	Review vocabulary. Celebrate with favorite projects and crowns in a 7 Strengths parade.

Bunk Builders

WORD READING SKILLS ACTIVITIES (Objective & activity name)	SENTENCE BUILDER LESSONS (1 per grade)
Title: Stand Up Tall, Crouch Down Small **Objective:** Identify upper- and lowercase letters and the sounds they make	**Title:** This Says Woof! **Objective:** Finish sentence frames with words that sound like what they name (onomatopoeia)
Title: Thumbs Up, Hands Up **Objective:** Identify beginning sounds in words	
Title: Going on a Picnic **Objective:** Identify and generate words with the same beginning sounds	
Title: Beginning-Sound Baseball **Objective:** Identify similar beginning sounds in given words	
Title: Going on a Letter Hunt 1 **Objective:** Identify letters in environmental print and say their sounds	
Title: I Spy **Objective:** Use onset and rime to name objects	
Title: Cross the Ocean Word Count **Objective:** Identify the number of words in an oral sentence	
Title: Slap and Clap: Ending Sounds **Objective:** Identify letter-sound correspondences	
Title: Going on a Letter Hunt 2 **Objective:** Identify letter-sound correspondences for consonants *c, f, h, p, s,* and *t*	
Title: Letter-Sound Bingo **Objective:** Identify letter-sound correspondences for consonants *b, d, g, l, m, n, r, v,* and *z*	

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Grade K

MATERIALS FOR THE DAY

SCHOLASTIC LitCamp

LESSONS	PRINT MATERIALS		DOWNLOADABLE RESOURCES FROM THE LITCAMP WEBSITE		
	READ-ALOUD BOOKS 15 copies per title	TEXT-SET BOOKS 5 copies per title	TEXT-SET TEXTS Optional enrichment texts for Bunk-Time reading. SR=short-read; D=decodable text	FOUNDATIONAL SKILLS ACTIVITY RESOURCES Activity instructions & materials	ASSESSMENTS Optional Skills Check-ins and Think More book quizzes
1-2	*One World, One Day*	*We Are Alike, We Are Different*	• A World of Bread (SR) • Buzz and Rex (D) • Yum, Yum! (D) • A Kid Can Help (D) • Pat, Ben, and Kim (D)	Name that Sound Baseball: CVC Word List	**Pre-Camp Skills Check-in** **Think Mores for:** *One World, One Day* *We Are Alike, We Are Different*
3-4	*The Hello, Goodbye Window*	*Perfect Square*	• Rooms in a House (SR) • Gram Has Cats (D) • Tap, Tap, Tap! (D) • A Gram and a Gramps (D) • For Dads and Moms (D)	Change a Letter: Consonant Cards, Vowel Cards	**Think Mores for:** *The Hello, Goodbye Window* *Perfect Square*
5-6	*Big Al*	*My Friend Rabbit*	• Whale Watch (SR) • Al Has a Pal (D) • Who Is a Pal? (D) • Can Al? (D) • I Am (D)	Go Cat! Consonant Cards, Vowel Cards (Note: Reuse materials from Change a Letter.)	**Think Mores for:** *Big Al* *My Friend Rabbit*
7-8	*Z Is for Moose*	*Giraffes Can't Dance*	• It's a Party! (SR) • Jobs, Jobs, Jobs (D) • Pig and Dog (D) • F Is for Fox (D) • What Is It? (D)	CVC Word Bingo-1: Cards, Game Board	**Think Mores for:** *Z Is for Moose* *Giraffes Can't Dance*
9-10	*Tiger in My Soup*	*Lola Loves Stories*	• Wild Cat Facts (SR) • Gus (D) • Ten Tiger Cubs (D) • BIG Cats! (D) • The Vet (D)	Word Bingo-2: Cards, Game Board	**Think Mores for:** *Tiger in My Soup* *Lola Loves Stories*
11-12	*Hello Ocean*	*I Am a Bird*	• The Shore (SR) • Hot, Hot, Hot! (D) • Pop, Pop, Pop! (D) • My Pet (D) • Sand Is Fun (D)	Word Race: Consonant Letter Cards, Vowel Letter Cards	**Think Mores for:** *Hello Ocean* *I Am a Bird*
13-14	*Milo's Monster*	*Frog and Toad All Year*	• Brave Brad and the Dragon (SR) • The Red Pot (D) • Dan Can! (D) • Be a Pal (D) • Gus Is a Pal (D)	Going on a Picnic: Rhyming Word List	**Think Mores for:** *Milo's Monster* *Frog and Toad All Year*
15-16	*Scaredy Squirrel*	*Let's Play in the Forest While the Wolf Is Not Around!*	• The Night Owl and the Sleepy Squirrel (SR) • Six Pups (D) • Tip and His Pals (D) • We Rest in Beds (D) • What Can Fly? (D)	Tap it! Write it! Sound Boxes	**Think Mores for:** *Scaredy Squirrel* *Let's Play in the Forest While the Wolf Is Not Around!*
17-18	*My Tree*	*Alexander and the Terrible, Horrible, No Good, Very Bad Day*	• Trees: All Year Long (SR) • Fun Tricks! (D) • A Trip (D) • Figs and Plums (D) • A Safe Spot (D)	Speed Sort: Words with *s*-Blends Chart, Words with *s*-Blends Cards	**Post-Camp Skills Check-in** **Think Mores for:** *My Tree* *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
19-20	*Violet's Music*	*I Got the Rhythm*	• Ready to March (SR) • The Gift (D) • The Ant Band (D) • Hiss! Blast! Yelp! Plop! (D) • Camp Mill Pond (D)	FaST TaSK: Blends Chart	**Think Mores for:** *Violet's Music* *I Got the Rhythm*

NOTE: You'll need your **Leader's Guide** and **LitCampers' Notebooks** every day. The following classroom supplies are also recommended: **For leaders** A whiteboard or large chart paper for projecting or modeling. **For campers** Writing implements and paper, sticky notes, index cards. **Optional** Colored counters or paper, a timer, individual whiteboards.

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Grade 1

MATERIALS FOR THE DAY

SCHOLASTIC LitCamp

LESSONS	PRINT MATERIALS		DOWNLOADABLE RESOURCES FROM THE LITCAMP WEBSITE		
	READ-ALOUD BOOKS 15 copies per title	TEXT-SET BOOKS 5 copies per title	TEXT-SET TEXTS Optional enrichment texts for Bunk Time reading. SR=short-read; D=decodable text	FOUNDATIONAL SKILLS ACTIVITY RESOURCES Activity instructions & materials	ASSESSMENTS Optional Skills Check-ins and Think More book quizzes
1-2	*Blackout*	*Come On, Rain!*	• My Too Busy Family (SR) • Brad and Grace (D) • Fran's List (D) • Lots of Jobs (D) • Make a Plan (D)	Slap & Clap Blend Match: Blends Word List	Pre-Camp Skills Check-in Think Mores for: *Blackout* *Come On, Rain!*
3-4	*Suki's Kimono*	*Gigi and Ojiji*	• Thank You, Suki! (SR) • Chick and Frog (D) • Pop Chats (D) • Mrs. Chan's Dance Class (D) • Food Shops! Yum! (D)	Fishing for Words: Beginning Digraphs Word Chart; Beginning Digraphs Cards	Think Mores for: *Suki's Kimono* *Gigi and Ojiji*
5-6	*Unicorn Thinks He's Pretty Great*	*Yo! Yes?*	• Animal Friends (SR) • Math on a Branch (D) • The King's Race (D) • Things That Pals Do (D) • Goat Facts! (D)	Dragon's Tail: Ending Digraphs Word List	Think Mores for: *Unicorn Thinks He's Pretty Great* *Yo! Yes?*
7-8	*Chrysanthemum*	*Stand Tall, Mary Lou Melon*	• Tiny Blue Baxter (SR) • Red Rose (D) • Clive and Eve (D) • What Are Mice Like? (D) • A Plant That Likes Bugs! (D)	CVCe Baseball: Word List	Think Mores for: *Chrysanthemum* *Stand Tall, Mary Lou Melon*
9-10	*Stone Soup*	*Freedom Soup*	• The Last Great Feast (SR) • The Best Day (D) • The Wise Goat (D) • How to Make Stone Soup (D) • High in the Sky (D)	Going on a Picnic: Vowel Team Word List	Think Mores for: *Stone Soup* *Freedom Soup*
11-12	*What If You Had Animal Teeth!?*	*What Do You Do With a Tail Like This?*	• A Tooth Is Loose (SR) • Old Croc and Toad (D) • The Three Goats (D) • Tails (D) • Goats (D)	Find a Friend: CVCe Word List; Vowel Team Word Lists	Think Mores for: *What If You Had Animal Teeth!?* *What Do You Do With a Tail Like This?*
13-14	*The Little Green Swing*	*Not a Box*	• Make an Arts and Crafts Bin (SR) • Three Pigs and a Wolf (D) • A Surprise for Nana (D) • Bird Nests (D) • From Horse to Car (D)	Pirates at Sea: *r*-Controlled Vowels Word List-1	Think Mores for: *The Little Green Swing* *Not a Box*
15-16	*Fire! ¡Fuego! Brave Bomberos*	*Wildfire Rescue*	• Fire Station Opens! (SR) • Marsh Team, Go! (D) • A Birthday Surprise (D) • Sparks, the Firehouse Dog (D) • A Firefighter's Gear (D)	Change-A-Letter Baseball: *r*-Controlled Vowels Word List-2	Think Mores for: *Fire! ¡Fuego!* *Wildfire Rescue*
17-18	*Itzhak: A Boy Who Loved the Violin*	*Song in the City*	• Musical Instruments (SR) • Troy the Mouse (D) • Beatrix Potter and Pals (D) • How to Make a Drum (D) • Look at Roy Now (D)	Vowel Dipthong Tic-Tac-Toe: Make a Word Game Board; Consonant Cards, Words with Dipthongs Chart	Post-Camp Skills Check-in Think Mores for: *Itzhak: A Boy Who Loved the Violin* *Song in the City*
19-20	*Library Lion*	*Book Fiesta!*	• Lions (SR) • Lion and Mouse (D) • Miss Brown (D) • Cats That Roar! (D) • Reading Dogs (D)	Oi! Ow! Words with Dipthongs Word List, Vowel Dipthong Word Cards	Think Mores for: *Library Lion* *Book Fiesta!*

NOTE: You'll need your **Leader's Guide** and **LitCampers' Notebooks** every day. The following classroom supplies are also recommended: **For leaders** A whiteboard or large chart paper for projecting or modeling. **For campers** Writing implements and paper, sticky notes, index cards. **Optional** Colored counters or paper, a timer, individual whiteboards.

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Grade 2

MATERIALS FOR THE DAY

SCHOLASTIC LitCamp

LESSONS	PRINT RESOURCES		DOWNLOADABLE RESOURCES FROM THE LITCAMP WEBSITE		
	READ-ALOUD BOOKS 15 copies per title	TEXT-SET BOOKS 5 copies per title	TEXT-SET TEXTS Optional enrichment resources for Bunk Time reading. SR=short-read text; D=decodable text	FOUNDATIONAL SKILLS ACTIVITY RESOURCES Activity instructions & materials	ASSESSMENTS Optional skills Check-ins and Think More book quizzes
1-2	*Sky Color*	*The Dot*	• The Special Paintbrush (SR) • The Changing Sky (D) • The Magic Paintbrush (D) • Raymond's Painting (D) • Cave Paintings (D)	Speed Sort-1: Words with Long Vowels Chart; Long-*a* and Long-*o* Word Cards	**Pre-Camp Skills Check-in** **Think Mores for:** *Sky Color* *The Dot*
3-4	*My Name Is Yoon*	*The Light of Home: A Story of Family, Creativity, and Belonging*	• Hello! (SR) • Kiley's First Art Show (D) • A Home In the City (D) • Pen Pals (D) • Find a Hobby (D)	Speed Sort-2: Long-*e*, Long-*i* Word Cards; Words with Long Vowels Chart	**Think Mores for:** *My Name Is Yoon* *The Light of Home*
5-6	*Owen & Mzee*	*Not Norman*	• Reptiles (SR) • Ant and Goose (D) • Tortoise and His Shell (D) • All About Hippos (D) • Cool Facts About Tortoises (D)	Fishing for Words-1: Variant Vowel Digraph Word Chart; Vowel Digraph Word Cards	**Think Mores for:** *Owen & Mzee* *Not Norman*
7-8	*Big Red Lollipop*	*Amira's Picture Day*	• The Birthday Party (SR) • Happy Birthday! (D) • The Three Princes (D) • Party Games (D) • The Greatest Party (D)	Fairest, Scariest, Merriest: Adjective Word List	**Think Mores for:** *Big Red Lollipop* *Amira's Picture Day*
9-10	*Mice and Beans*	*No Dogs Allowed!*	• The Tale of Two Bad Mice (SR) • How Tails Help Animals (D) • Mouse and Cat (D) • How to Make a Piñata (D) • City Mouse and Farm Mouse (D)	Diphthong Bingo: Game Board; Word Cards	**Think Mores for:** *Mice and Beans* *No Dogs Allowed!*
11-12	*Look Up With Me: Neil deGrasse Tyson: A Life Among the Stars*	*On a Beam of Light*	• A Guide to Stars (SR) • The North Star (D) • What Is a Solar Eclipse?(D) • Under the Stars (D) • Why the Sky Is Far Away (D)	Fishing for Words-2: Silent Letter Word Cards	**Think Mores for:** *Look Up With Me* *On a Beam of Light*
13-14	*The Secret Shortcut*	*The Rainbow Mystery*	• Afterschool All Stars (SR) • Patrick's Unexpected Helper (D) • The Unhappy Cub (D) • School Jobs (D) • Slither! Swim! Fly! (D)	Build a Word: Prefix Cards; Word Cards	**Think Mores for:** *The Secret Shortcut* *The Rainbow Mystery*
15-16	*I Talk Like a River*	*A Day With No Words*	• Leo the Dancer (SR) • Click, Chirp, Hi! (D) • Quiet Quin and Loud Lee (D) • River (D) • City Sounds, Country Sounds (D)	Open- & Closed-Syllable Baseball: Open-Syllable Word List	**Think Mores for:** *I Talk Like a River* *A Day With No Words*
17-18	*Doctor De Soto*	*Sheepish (Wolf Under Cover)*	• The Hungry Wolf and the Dog (SR) • The Fox and the Crow (D) • Foxes (D) • Zoo Dentists (D) • Belling the Cat (D)	Winner Takes All: Suffixes Chart; Base Words Cards; Suffixes Cards	**Post-Camp Skills Check-in** **Think Mores for:** *Doctor De Soto* *Sheepish*
19-20	*Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion*	*Max Found Two Sticks*	• What's That Sound? (SR) • Mrs. Marble Plays the Bongo (D) • Jungle Music (D) • I Take My Senses on a Walk (D) • Make a Comb Kazoo! (D)	Consonant -le Syllable Match: Word Cards	**Think Mores for:** *Listen* *Max Found Two Sticks*

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Grade 3

MATERIALS FOR THE DAY

SCHOLASTIC LitCamp

LESSONS	PRINT MATERIALS		DOWNLOADABLE RESOURCES FROM THE LITCAMP WEBSITE		
	READ-ALOUD BOOKS 15 copies per title	TEXT-SET BOOKS 5 copies per title	TEXT-SET TEXTS Optional enrichment texts for Bunk-Time reading. SR=short-read; D=decodable text	WORD-READING SKILLS ACTIVITY RESOURCES Activity instructions & materials	ASSESSMENTS Optional Skills Check-ins and Think More book quizzes
1-2	*Pluto! Not a Planet? Not a Problem!*	*Clever Trevor*	• On to Mars! (SR) • The Sun and the Wind (D) • Fun Facts About Planets (D) • Planet Names (D) • The Smallest Zorpling (D)	Fairest, Scariest, Merriest: Adjective Word List	**Pre-Camp Skills Check-in** **Think Mores for:** *Pluto! Not a Planet? Not a Problem!* *Clever Trevor*
3-4	*How You Got So Smart*	*Your Fantastic Elastic Brain*	• The Extraordinary Stephen Hawking (SR) • A Basket of Questions (D) • Penny Explores (D) • Meet Your Brain! (D) • Happy, Sad, Mad, Glad (D)	Going On a Picnic: Closed-Syllable Word List	**Think Mores for:** *How You Got So Smart* *Your Fantastic Elastic Brain*
5-6	*Two Bobbies*	*Hurricane Rescue*	• Weather (SR) • Buddy and Molly, Best Buds (D) • Old Home, New Home (D) • Hurricane Watch (D) • Pets and Storms (D)	Closed-Syllable Space Alien: Closed-Syllable Word List	**Think Mores for:** *Two Bobbies* *Hurricane Rescue*
7-8	*My Brother Charlie*	*Leo and the Octopus*	• Service Dogs (SR) • A Tale About Brothers (D) • Laila and Lucy (D) • Born to Fly (D) • World Autism Day (D)	Winner Takes All: Prefixes Chart; Word & Prefix Cards	**Think Mores for:** *My Brother Charlie* *Leo and the Octopus*
9-10	*Exclamation Mark*	*Little Red Writing*	• Writing for the Screen (SR) • Octopus and Little Fish (D) • The Poet (D) • My Book Report: *Exclamation Mark* (D) • Fun with Dr. Seuss (D)	Open- & Closed-Syllable Baseball: Closed-Syllable Word List; Open-Syllable Word List	**Think Mores for:** *Exclamation Mark* *Little Red Writing*
11-12	*An Eye for Color*	*On the Tip of a Wave: How Ai Weiwei's Art Is Changing the Tide*	• Does Yellow Make You Smile? (SR) • Little Finch (D) • Two Colors (D) • Traffic Lights (D) • Meet the Artist (D)	Consonant -le Syllable Match: Word Cards	**Think Mores for:** *An Eye for Color* *On the Tip of a Wave*
13-14	*Roadrunner's Dance*	*Desert (Habitats Day and Night)*	• Desert Animals (SR) • The Garden (D) • Flycatcher and Coyote (D) • Desert Life (D) • Speedy Roadrunners (D)	Make-a-Word Bingo: Prefixes Chart; Word List; Game Card	**Think Mores for:** *Roadrunner's Dance* *Desert*
15-16	*Free as a Bird: The Story of Malala*	*Ruby's Wish*	• Mary McLeod Bethune (SR) • A Feather and a Spoon (D) • Luna and the Giant (D) • Lady Liberty (D) • Fearless Flyer (D)	Suffix Race: Suffixes Chart; Base Words Cards; Suffix Cards	**Think Mores for:** *Free as a Bird: The Story of Malala* *Ruby's Wish*
17-18	*Hope for Winter*	*Pierre the Penguin*	• Oceans (SR) • When Wolf Lost His Tail (D) • Sea Pals (D) • These Vets Get Wet (D) • Dolphins and You! (D)	Picture the Plurals: Irregular Plurals Cards	**Post-Camp Skills Check-in** **Think Mores for:** *Hope for Winter* *Pierre the Penguin*
19-20	*Who Would Win? Blue Whale vs. Mosquito*	*Diary of a Spider*	• Why Do Roaches Rule? (SR) • Animal Day! (D) • Mosquito Who Said No (D) • Backyard Bugs (D) • Hello, Blue Whale! (D)	Homophone Sentence Makers: Homophone Pairs Word Cards	**Think Mores for:** *Blue Whale vs. Mosquito* *Diary of a Spider*

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Grade 4

MATERIALS FOR THE DAY

SCHOLASTIC LitCamp

LESSONS	PRINT MATERIALS		DOWNLOADABLE RESOURCES FROM THE LITCAMP WEBSITE		
	READ-ALOUD BOOKS 15 copies per title	TEXT-SET BOOKS 5 copies per title	TEXT-SET TEXTS Optional enrichment Short-Reads texts for Bunk-Time reading.	WORD-READING SKILLS ACTIVITY RESOURCES Activity instructions & materials	ASSESSMENTS Optional Skills Check-ins and Think More book quizzes
1-2	*Honeybee Rescue: A Backyard Drama*	*The Beekeepers: How Humans Changed the World of Bumble Bees*	• Robot Bees Investigate Real Bees • Trapped In Time	Picture the Plurals: Irregular Plurals Cards	Pre-Camp Skills Check-in Think Mores for: *Honeybee Rescue* *The Beekeepers*
3-4	*Because of Winn-Dixie*	*The Three Questions*	• Robot or Rover? • Idioms	Homophone Sentence Makers: Homophone Pairs Word Cards	Think Mores for: *Because of Winn-Dixie* *The Three Questions*
5-6				Closed-Syllable Space Alien: Word List	
7-8				Open-Syllable Bingo: Word List; Bingo Card	
9-10	*Butterfly Boy*	*The Monarch Mystery: A Butterfly Researcher's Journal*	• Do Butterflies Like Turtle Tears? • Incredible Invertebrates	Prefix Race: Prefixes Chart; Prefix and Base Words Cards	Think Mores for: *Butterfly Boy* *The Monarch Mystery*
11-12	*I Survived the Destruction of Pompeii, AD 79*	*Volcanoes*	• What Is a Volcano? • Geology: The Rock Cycle	Make a Word Tic-Tac-Toe: Prefixes List; Base Words Cards; Game Card	Think Mores for: *I Survived . . . Pompeii* *Volcanoes*
13-14				Winner Takes All: Suffixes Chart; Base Words Cards	
15-16	*Testing the Ice: A True Story About Jackie Robinson*	*Thurgood*	• Baseball Comes a Long Way • Wilma Rudolph	Word Auction-2: Suffixes and Endings Chart; Base Words Chart	Think Mores for: *Testing the Ice: Jackie Robinson* *Thurgood*
17-18	*The First Blade of Sweetgrass*	*Planting the Trees of Kenya: The Story of Wangari Maathai*	• Buffalo Bird Woman • Rice: The Grain of Life	Change the Tense: Inflectional Endings Chart	Post-Camp Skills Check-in Think Mores for: *The First Blade of Sweetgrass* *Planting the Trees of Kenya*
19-20	*Pura's Cuentos: How Pura Belpré Reshaped Libraries*	*Pablo Neruda: Poet of the People*	• Yuyi Morales • The Coyote and the Cheese	Four In a Row: Homograph Word Cards; Homograph Game Card	Think Mores for: *Pura's Cuentos* *Pablo Neruda: Poet of the People*

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Grade 5

MATERIALS FOR THE DAY

SCHOLASTIC LitCamp

LESSONS	PRINT MATERIALS		DOWNLOADABLE RESOURCES FROM THE LITCAMP WEBSITE		
	READ-ALOUD BOOKS 15 copies per title	TEXT-SET BOOKS 5 copies per title	TEXT-SET TEXTS Optional enrichment Short-Reads texts for Bunk-Time reading	WORD-READING SKILLS ACTIVITY RESOURCES Activity instructions & materials	ASSESSMENTS Optional Skills Check-ins and Think More book quizzes
1-2	*Weslandia*	*Force of Nature: A Novel of Rachel Carson*	• Plant and Light Experiment • The Secret Garden (excerpt)	Open- and Closed-Syllable Baseball: Closed-Syllable Word List; Open-Syllable Word List	Pre-Camp Skills Check-in Think Mores for: *Weslandia* *Force of Nature: A Novel of Rachel Carson*
3-4	*The Broken Bike Boy and the Queen of 33rd Street*	*Mihi Ever After*	• Bicycle Academy • The Prince and the Pauper (excerpt)	Make a Word Tic-Tac-Toe: Prefixes Chart; Base Words Cards; Game Card	Think Mores for: *The Broken Bike Boy* *Mihi Ever After*
5-6				Winner Takes All: Prefixes Chart; Prefix Cards	
7-8				Build a Word: Prefixes and Endings Chart; Prefixes, Endings, and Base Words Cards	
9-10	*Sugar in Milk*	*If the World Were a Village*	• The King's Salt • Landed on Ellis Island	Word Auction-2: Suffixes and Endings Chart; Base Words Chart	Think Mores for: *Sugar in Milk* *If the World Were a Village*
11-12	*George Washington Carver: More Than the "Peanut Man"*	*The Tree Lady*	• Benjamin Banneker • Amazing Trees	Make a Word Concentration: Suffixes Chart; Suffixes and Base Words Cards	Think Mores for: *George Washington Carver* *The Tree Lady*
13-14				Race with Suffixes and Endings: Suffixes and Endings Chart; Base Words, Suffixes, and Endings Cards	
15-16	*"Tsunami," from I Survived: Five Epic Disasters*	*Wild Wave*	• Disasters! • How Surfers Catch a Wave	Syllable Space Alien: Word Chart	Post-Camp Skills Check-in Think Mores for: *Tsunami* *Wild Wave*
17-18				Change the Tense: Inflectional Endings Chart	
19-20	*Ocean (Habitats Day & Night)*	*Oceans In Danger*	• Oceans at Risk • Antarctica: The Most Desolate Continent	Four in a Row: Homograph Word Cards; Homograph Game Card	Think Mores for: *Ocean (Habitats Day & Night)* *Oceans In Danger*

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LitCamp Grade 6

SCHOLASTIC LitCamp

Scope and Sequence

LESSON #	STRENGTH	READ-ALOUD TITLE	GOAL	OBJECTIVES / SKILLS: Reading	OBJECTIVES / SKILLS: Listening & Speaking	OBJECTIVES / SKILLS: Writing	WORDS OF THE DAY (Vocabulary)	ML SUPPORT	READ ALOUD	BRING THE TEXT TO LIFE	COMMUNITY LIT	BUNK TIME / Independent Reading	CLOSING CAMPFIRE
1	COMMUNITY BUILDING	*One Plastic Bag* By Miranda Paul • Illustrated by Elizabeth Zunon	Understand camp structures and routines	Draw inferences based on text details	Participate in a variety of discussion formats building on the ideas of others	Create a list of actions inspired by the text to make camp community great	emerges, forage, rubbish	Discuss the prefix *re-* and how it helps the reader understand the book's title	Respond to before, during, after reading prompts	Discuss recycling in pairs, designing an item that can be made out of something that would otherwise be discarded	Play "step up if..." to get to know what campers have in common	Choose a book and read independently; leader check-in and conferring	Review vocabulary. Which of our camp agreements do you think is most important?
2	COMMUNITY BUILDING	*The Yellow Star* By Carmen Agra Deedy • Illustrated by Henri Sørensen	Get to know one another, practice camp routines, unify as a community	Identify the elements of a legend using text evidence	Contribute to discussion and add to other's ideas	Create an infographic to share ideas about individuals and community	subjects, curfews, resistance, defiance	Discuss the different meanings of the word *subject*	Respond to before, during, after reading prompts	Create a symbol of unity for LitCamp inspired by campers' ideas	Discuss questions from the book using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What are some qualities of great leaders?
3	BELONGING	*Anything But Typical* (pp. 1–30) By Nora Raleigh Baskin	Understand and develop a sense of belonging to a group	Analyze point of view of multiple characters	Present key ideas in the text using collaboration with others	Write inner dialogue for characters in a scene	neurotypical, resume, repulsed, validate	Break *validate* into syllables, and point out the Spanish cognate *validar*	Respond to before, during, after reading prompts	Discuss characters relationship to Jason and his feelings about each one	Determine how words relate to the main characters feelings by playing a game in teams	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What did our reading today teach you about how it feels to be excluded by others?
4	BELONGING	*Anything But Typical* (pp. 31–60) By Nora Raleigh Baskin	Bond with a reading community by growing supportive relationships	Analyze figurative language in a text using evidence	Participate in discussions to review key ideas and draw conclusions	Write about a time when thoughtful words helped someone feel a sense of belonging	genre, infinity, disruptive, dimensions	Discuss the nuances of the phrase "forever into infinity" and its meaning in the story	Respond to before, during, after reading prompts	Create a portrait using limited art supplies to explore the effect of art materials on expression	Discuss questions from the book using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. Why is it important to consider how your words and actions could affect someone's feelings?
5	FRIENDSHIP	*Anything But Typical* (pp. 61–82) By Nora Raleigh Baskin	Explore the value of friendship by being and having a friend	Analyze the reliability and perspective of the narrator	Be prepared for discussions with ideas and details from the text	Write an ending to a story referenced in the text	unreliable narrator, disproportional, consideration	Discuss the prefix *dis-* and how it affects the meaning of the word *disproportional*	Respond to before, during, after reading prompts	Improvise reenactments of two dialogue scenes from the story	Hold a constructed partner dialogue with the sentence starters "If I ..." and "Then I ..." to model friendship	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What is one way you could use words to help a friend?
6	FRIENDSHIP	*Anything But Typical* (pp. 83–109) By Nora Raleigh Baskin	Learn the value of friendship	Compare and contrast characters and relate this discussion to the story's theme	Engage in collaborative discussions relating the book's theme to campers' own lives	Create a brochure using details from the text	incident, configurations, treacherous, gratification	Discuss the suffixes *-ion* and *-ious* and their meanings	Respond to before, during, after reading prompts	Read aloud a passage or quote from the text, and guess which characters are being quoted	Make a list of commonalities between campers in a group	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What makes a person a good friend?
7	KINDNESS	*Anything But Typical* (pp. 111–140) By Nora Raleigh Baskin	Enhance relationships by performing acts of thoughtfulness and care and by understanding the impact of received kindnesses	Identify irony and explain how that concept relates to the way the story is told	Collaborate with others to write paragraphs about ideas from the text	Write a description of kindness and its effect	bombarding, limitations, indestructible	Point out that *indestructible* is a Spanish cognate, with the same meaning and spelling in English	Respond to before, during, after reading prompts	Design a T-shirt that represents campers' personalities, including a graphic and a brief saying	Create 140-character messages related to the story that might be posted on social media	Choose a book and read independently; leader check-in and conferring	Review vocabulary. Who is the kindest person you know?
8	KINDNESS	*Anything But Typical* (pp. 141–168) By Nora Raleigh Baskin	Enhance relationships by performing acts of thoughtfulness and care and by understanding the impact of received kindnesses	Identify setting and analyze how it affects theme	Collaborate to form opinions based on text; make a presentation	Write a personal narrative	destination, anticipate, overwhelmed, concentrate	Explain the multiple meanings of *concentrate*	Respond to before, during, after reading prompts	Create a picture of feelings that campers' experienced the last time they reacted strongly to something	Pick random names and write a short compliment to the person whose name is picked	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How do we show kindness to our families?
9	CELEBRATION	*Anything But Typical* (pp. 169–195) By Nora Raleigh Baskin	Celebrate camp accomplishments and growth	Identify the central message using text details	Collaborate with others to create a sequence of story events	Write an essay about personal strengths	believability, essential, representation	Use synonyms to help campers understand more exact meanings of words	Respond to before, during, after reading prompts	Act as if campers are characters from the story, and have campers guess who is which character	Create a sequence of the story events using a timeline structure and teamwork	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What has allowed you to feel a sense of belonging at LitCamp?
10	CELEBRATION	*That's Not Fair!/¡No es justo!* By Carmen Tafolla & Sharyll Teneyuca • Illustrated by Terry Ybáñez	Celebrate new strengths with the camp community	Describe a character and his or her relationships using quotes and details from the story	Discuss the story to review key ideas and draw conclusions	Write a narrative about kindness and how it relates to friendship or belonging in their own lives	pored, dreary, elegant, cradled	Compare the word *pored* to *poured*, explaining the difference in meaning between these homophones	Respond to before, during, after reading prompts	Determine a social problem that someone might be facing, and with a partner, list helpful responses	Discuss questions from the book using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What has one of your favorite books taught you about belonging, friendship, or kindness?
11	CURIOSITY	*Spiders* Written and photographed by Nic Bishop	Explore the world (through books, shared experiences, etc.) in ways that challenge existing perspectives	Analyze text structure and how it contributes meaning	Make comments that contribute to a conversation comparing texts	Write and illustrate a poem with a partner	insects, vibrations, pounces	Examine photos in the book to define scientific words from the text	Respond to before, during, after reading prompts	Brainstorm questions about one topic at a time, switching to a new topic when questions end	Using the book *Flutter & Hum*, discuss reactions to two poems and identify a creature they are curious about	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What is a topic you are most curious about?
12	CURIOSITY	*Ninth Ward* (pp. 1–25) By Jewell Parker Rhodes	Explore the world (through books, shared experiences, etc.) in ways that challenge existing perspectives	Analyze characters with details and text evidence	Ask and answer questions about the text	Write a few paragraphs about a favorite spot, including sensory details	heritage, tragedy, dignity, pitiful	Discuss the suffix *-full* and give multiple examples of words that use it	Respond to before, during, after reading prompts	Pick a scene from the book to illustrate in a drawing	Discuss questions about the story's setting, including ones that might get answered later in the story	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How has curiosity helped you in some way?
13	CONFIDENCE	*Ninth Ward* (pp. 27–57) By Jewell Parker Rhodes	Practice confidence; reflect on personal levels of confidence and take action to build academic and social tenacity	Analyze figurative language related to characters and setting	Build on others' ideas in collaborative conversations	Create a thesis for an essay about the main character, claiming she is either confident or not confident, and find evidence to support the thesis	suspense, exasperated, sincere	Discuss the related meanings of the words *suspense* and *suspension*	Respond to before, during, after reading prompts	Make statements out of characters in the story and arithmetic symbols	Discuss what superhero powers each camper has, and then discuss how those powers can help them help a bullied classmate	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How does Lanesha show her strength in the way she responds to problems at school?
14	CONFIDENCE	*Ninth Ward* (pp. 59–86) By Jewell Parker Rhodes	Practice confidence; reflect on personal levels of confidence and take action to build academic and social tenacity	Analyze character's actions to make predictions	Respond to questions; elaborate on others' remarks	Write a diary entry using text details	unfathomable, wince, anxious, generator	Discuss the prefix *un-* and the ending *-able*	Respond to before, during, after reading prompts	Create a tableau of the characters from the story	Share sections of independent reading books that show characters acting confidently	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How might the 7 Strengths help the characters in this story?
15	COURAGE	*Ninth Ward* (pp. 87–118) By Jewell Parker Rhodes	Recognize what it means to be brave by taking action	Find examples of how a character changes over time	Contribute to discussion and add to others' ideas	Write a letter to a character in the story	mandatory, evacuation, humidity, transparent	Discuss examples of the suffix *-tion*	Respond to before, during, after reading prompts	Make an action plan for the story's main character, including items from the text and other ideas	Use an alphabet game to brainstorm descriptive words, then match each word to one of the story's characters	Choose a book and read independently; leader check-in and conferring	Review vocabulary. Can you think of a time you had to act courageously?
16	COURAGE	*Ninth Ward* (pp. 119–152) By Jewell Parker Rhodes	Recognize what it means to be brave by taking action	Analyze how characters respond differently to events	Express ideas and respond with reflection and respect	Write about a person campers know is courageous	loitering, omen, eerie	Discuss onomatopoeias beginning with the word *eerie*	Respond to before, during, after reading prompts	Use art supplies to create an abstract expression of a character in the story	Debate a quote about courage from Mark Twain, and relate it to the story	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How do you think Lanesha will respond to new problems?
17	HOPE	*Ninth Ward* (pp. 153–180) By Jewell Parker Rhodes	Look toward the future with hope; set positive personal and academic goals for the future	Analyze symbolism and author's craft	Respond to questions; elaborate on others' remarks	Write a description of a character's most admirable qualities	lopsided, listless, spiritual, variable	Discuss typical word order of adjectives and nouns	Respond to before, during, after reading prompts	Role-play a conversation that might happen between two story characters	Use topic cards to brainstorm hopes and dreams for the future	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What do you think Lanesha will do if the water keeps rising?
18	HOPE	*Ninth Ward* (pp. 181–217) By Jewell Parker Rhodes	Look toward the future with hope; set positive personal and academic goals for the future	Analyze how the plot moves forward character development	Discuss interpretations and make oral connections between texts	Write a news story based on events in the text	fortitude, perpendicular, clench, counterbalance	Demonstrate the difference between *perpendicular* and *parallel*	Respond to before, during, after reading prompts	Write and illustrate an epilogue to the text	Share a short story *The Read Tree*, and compare the theme with the themes of *Ninth Ward*	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What have the books we have read at camp taught you about the relationship between courage and hope?
19	CELEBRATION	*Barbed Wire Baseball* By Marissa Moss • Illustrated by Yuko Shimizu	Celebrate camp accomplishments and growth; celebrate the 7 Strengths	Identify features of narrative nonfiction text structure	Present opinions orally, supported by text details	Write about strengths shown in characters in the story	barracks, exhibition, scrounged	Explain the difference between the meanings of the words *intern* and *internment*	Respond to before, during, after reading prompts	Play a mock baseball game to name and describe strengths found in the text	Build a web by passing a skein of yard from camper to camper, with each sharing a fond memory of camp	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What is your favorite memory from LitCamp?
20	CELEBRATION	*Helen's Big World* By Doreen Rappaport • Illustrated by Matt Tavares	Celebrate camp accomplishments and growth; celebrate the 7 Strengths	Evaluate the day's text and all LitCamp books, backing up opinions with evidence	Collaborate while discussing opinions	Create infographics that summarize learning from LitCamp	capacity, tenderness, ambition	Discuss the suffix *-ness* and how it changes the words *tender* and *kind*	Respond to before, during, after reading prompts	Create posters of the most meaningful Helen Keller quotations	Discuss strengths that build community using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. After you leave here today, how will you apply what you have learned to your life?

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Bunk Builders

WORD READING SKILLS ACTIVITIES	SENTENCE BUILDER LESSONS (1 per grade)
Title: Read-a-Word Relay **Objective:** Read words with open and closed syllables	**Title:** Connecting with Conjunctions **Objective:** Understand coordinating conjunctions; practice using them in sentences
Title: Remember the Vowel Team **Objective:** Identify and read words with vowel-team syllables	
Title: Picture It **Objective:** Identify, read, and practice writing words with final stable syllables	
Title: Make-a-Word Concentration **Objective:** Make and read words using base words and prefixes	
Title: Rock-Paper-Suffix **Objective:** Make and read words by combining base words and suffixes	
Title: Root Word Scavenger Hunt **Objective:** Identify and read words with the same root	
Title: Finding Relatives **Objective:** Identify and read related words	

LitCamp Grade 7

SCHOLASTIC LitCamp

Scope and Sequence

LESSON	STRENGTH	READ-ALOUD TITLE	GOAL	OBJECTIVES / SKILLS: Reading	OBJECTIVES / SKILLS: Listening & Speaking	OBJECTIVES / SKILLS: Writing	WORDS OF THE DAY (Vocabulary)	ML SUPPORT	READ ALOUD	BRING THE TEXT TO LIFE	COMMUNITY LIT	BUNK TIME / Independent Reading	CLOSING CAMPFIRE
1	COMMUNITY BUILDING	*An Angel for Solomon Singer* By Cynthia Rylant • Illustrated by Peter Catalanotto	Understand camp structures and routines	Analyze figurative language	Listen for events portrayed correctly in a performance	Create a list of community guidelines	wandered, familiarity, conversational	Discuss the suffix *-ly*, which usually identifies an adverb	Respond to before, during, after reading prompts	Discuss favorite places using the illustrations from the book as inspiration	Play an alphabet game, naming items in a category for each alphabet letter	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How has someone special made a difference in your life or made you feel better when you were sad or lonely?
2	COMMUNITY BUILDING	"The Pedestrian" from *Five Sci-Fi Thrillers* Written by Ray Bradbury	Get to know one another, practice camp routines, unify as a community	Describe the author's message with text evidence	Follow guidelines for discussion to analyze the text	Create an infographic about interests and strengths, and summarize it in writing	phantoms, manifest, radiance, illumination	Point out the Latin root *lumin*	Respond to before, during, after reading prompts	Rewrite the story with a partner, setting it in the year 2053	Learn the Camp Chat Rules and discuss the story using those rules	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What can we do to help each other feel content and safe in our camp community?
3	BELONGING	*The Great Greene Heist* (pages 1–29) Written by Varian Johnson	Understand and develop a sense of belonging to a group	Identify character traits using text evidence	Present opinions verbally, supporting them with text evidence	Write a prediction supported by text evidence	scheming, jeopardize, guarantee, allegedly	Point out the multiple meanings of the word *guarantee*	Respond to before, during, after reading prompts	Create a "belonging map" of the characters from the book and the communities they are part of	Share personal facts and interests using a numbers game	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How does it feel to be a valued member of a group?
4	BELONGING	*The Great Greene Heist* (pages 30–61) Written by Varian Johnson	Bond with a reading community by growing supportive relationships	Identify elements of a story arc, providing plot details	Respond to questions and elaborate on the remarks of others	React to the text by forming an opinion and writing a justification based on evidence	competition, coincidence, infamous, heist	Point out the connection between *infamous* and *infamy*	Respond to before, during, after reading prompts	Act out a scene from the book without words in groups, and those observing guess which scene it is	Discuss how things have changed since the beginning of middle school using Camp Chat rules	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How does kindness affect our sense of belonging?
5	FRIENDSHIP	*The Great Greene Heist* (pages 62–97) Written by Varian Johnson	Explore the value of friendship by being and having a friend	Make inferences about characters using text details	Express ideas clearly and speak at an understandable pace to communicate ideas about the text	Write a diary entry from the point of view of a character in the story	scenario, execution, victorious, relentless	Discuss the suffix *-less* with examples *careless* and *penniless*	Respond to before, during, after reading prompts	Create a campaign poster for a character sharing three details about him or her	Play a friendship game, writing about actions that demonstrate friendship	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How is a friendship between best friends different than other friendships?
6	FRIENDSHIP	*The Great Greene Heist* (pages 98–127) Written by Varian Johnson	Learn the value of friendship	Analyze how setting, character, and plot interact in the story	Engage in collaborative discussion; build on others' ideas	Write a narrative that shows the importance of trust in friendships	paradox, manipulate, futile, ambition	Discuss the Latin root *mani* and how that relates to the word *manipulate*	Respond to before, during, after reading prompts	Create a diagram that communicates the details of what Jackson and Charlie's plan might be	Discuss key questions about friendship using Camp Chat rules	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How do your friends make a difference in your life?
7	KINDNESS	*The Great Greene Heist* (pages 128–158) Written by Varian Johnson	Enhance relationships by performing acts of thoughtfulness and care, and by understanding the impact of received kindnesses	Compare and contrast characters' beliefs and values	Present a concept related to the text, speaking clearly and at a reasonable pace	Rewrite a scene using dialogue and descriptive details	orchestrating, retaliate, hypocrite, blatantly	Discuss the Greek root *hypokrites* and how it relates to the word *hypocrite*	Respond to before, during, after reading prompts	Take on the role of a character from the book and explain reactions to different social scenarios	Play "pass the compliment," where each camper compliments the next one in a circle	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What act of kindness could you do/have you done today?
8	KINDNESS	*The Great Greene Heist* (pages 159–187) Written by Varian Johnson	Enhance relationships by performing acts of thoughtfulness and care, and by understanding the impact of received kindnesses	Identify the author's craft of suspense citing text examples	Respond to questions and elaborate on the remarks of others	Write a thank-you letter expressing thanks for care and kindness, using vivid descriptions	predictable, hypothetically, conscience, sympathetic	Discuss the Latin prefix *pre-*, the Latin root *dict*, and the Latin suffix *-able*	Respond to before, during, after reading prompts	Create a magazine profile of one of the story's characters, drawing a portrait and writing down an invented Q&A	Discuss questions about the book using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. When has someone demonstrated kindness by showing their concern for your safety or happiness?
9	CELEBRATION	*The Great Greene Heist* (pages 188–226) Written by Varian Johnson	Celebrate camp accomplishments and growth	Determine the central meaning of a text	Relate Strengths to key ideas in the text in discussions	Create a personal code of conduct with rules for how to handle certain situations	inquisitive, incognito, gloat, ingenious	Discuss the word *incognito* by relating it to the Latin prefix *in-* and the Latin root *cognitus*	Respond to before, during, after reading prompts	Create a movie poster for an adaption of the text using a powerful scene and tagline	Connect scenes from the text to one of the Strengths that have been discussed	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How do the Strengths of Friendship and Kindness affect someone's sense of belonging?
10	CELEBRATION	"In the Court of Kublai Khan" from *The Adventures of Marco Polo* Written by Russell Freedman	Celebrate new strengths with the camp community	Analyze how illustrations and text features support the text	Present an opinion backed up by text evidence and personal experience	Write about a personal safe space using descriptive language	barbarians, alchemy, humility, humane	Discuss the different Latin roots *humanus* and *humilis* and their meaning	Respond to before, during, after reading prompts	Discuss the connection between illustrations and text, then create an illustration for text that doesn't have one	Discuss the connection between illustrations and text, then create an illustration for text that doesn't have one	Choose a book and read independently; leader check-in and conferring	Celebrate being part of the LitCamp community by reviewing camp aggreements using Camp Chat rules
11	CURIOSITY	*A Kick in the Head* Selected by Paul B. Janeczko • Illustrated by Chris Raschka	Explore the world (through books, shared experiences, etc.) in ways that challenge existing perspectives	Analyze form poetry to describe mood	Recite poetry aloud with assigned roles	Write a list poem based on the Strength of Curiosity	villain, plaguing, gargantuan, ghastly	Point out the Spanish word for *villain*, which is *villano*	Respond to before, during, after reading prompts	Discuss repeated lines in a poem, and how the poem affects the reader's mood	Introduce a new poem, "Where There Is a Will…," and compare it to the poems in the text	Choose a book and read independently; leader check-in and conferring	Review vocabulary. Which of the three types of form poems did you like best?
12	CURIOSITY	*Rules* (pages 1–28) Written by Cynthia Lord	Explore the world (through books, shared experiences, etc.) in ways that challenge existing perspectives	Analyze the narrator's point of view	Talk about key ideas in the text and draw conclusions through discussions	Write a letter of personal introduction to a new person	occupational, fidget, temple, downcast	Explain the use of the adjective *occupational* and the kinds of nouns it is paired with	Respond to before, during, after reading prompts	Draw pictures or write sentences to describe an emotion without naming the emotion itself	Discuss the role of rules in the novel so far, and share out ideas using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What may be the point of view of someone who is being stared at?
13	CONFIDENCE	*Rules* (pages 29–58) Written by Cynthia Lord	Practice confidence; reflect on personal levels of confidence and take action to build academic and social tenacity	Make inferences about character traits through analyzing actions, thoughts, and dialogue	Participate in discussions; build on others' remarks	Write five words that celebrate their own character traits, adding explanations	manicked, professional, irritates	Point out the cognates *profesional/profesional* and *irritate/irritar*	Respond to before, during, after reading prompts	Take on the role of life coach Dr. Strong, and give advice to other characters in a playacting scenario	Jot down a texting conversation between two characters, and share out the resulting scripts	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How does being willing to take action help in making new friends?
14	CONFIDENCE	*Rules* (pages 59–97) Written by Cynthia Lord	Practice confidence; reflect on personal levels of confidence and take action to build academic and social tenacity	Analyze cause-and-effect relationships of a series of events	Discuss ideas about text by responding to a prompt	Write a brief opinion piece about one of Catherine's actions, explaining whether it is a wise choice	accommodate, sarcastic, radiates, envy	Point out that *envy* can be a noun or a verb	Respond to before, during, after reading prompts	Playact how characters in the story might act if Catherine had more confidence	Brainstorm a list of synonyms for *confidence*	Choose a book and read independently; leader check-in and conferring	Review vocabulary. Why is it important to feel confident about who you are when getting to know a new friend?
15	COURAGE	*Rules* (pages 98–128) Written by Cynthia Lord	Recognize what it means to be brave by taking action	Compare character interactions	Orally describe a "freeze frame" performance from the story	Write a personal narrative about courage	personality, tolerant, stern	Explain the use of the Latin suffix *-ity*	Respond to before, during, after reading prompts	Playact scenes from the book in small groups, creating "freeze frames" that other campers guess at	Extend the "freeze frame" activity by guessing what character is being played by analyzing gestures and facial expressions	Choose a book and read independently; leader check-in and conferring	Review vocabulary. Why is it important to truly listen to a sibling, a parent, a child, or a friend?
16	COURAGE	*Rules* (pages 129–166) Written by Cynthia Lord	Recognize what it means to be brave by taking action	Identify how figurative language affects mood	Participate in discussions with logical opinions; build on others' remarks	Write about Strengths shown by a character, analyzing how they show that strength	hesitates, smirk, acoustic	Point out the homophones *plane* and *plain* and talk about how the word *plain* is used in the book	Respond to before, during, after reading prompts	Choose a scene that Catherine describes and draw it, including as many details as possible	Discuss questions about the book using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How should friends handle misunderstandings?
17	HOPE	*Rules* (pages 167–200) Written by Cynthia Lord	Look toward the future with hope; set positive personal and academic goals for the future	Analyze how characters change over time	Express ideas from the text, as well as personal ideas, clearly	Write a new ending to the text in an epilogue	gestures, strict, detour	Point out the word *apologize*, the suffix *-ize*, and the words in the family of *apology*	Respond to before, during, after reading prompts	Analyze where the characters in the book might be in five years, sharing out ideas	Discuss Catherine's rules for life, as well as rules for life campers might have using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How can thinking optimistically and having hope help you set and work on goals?
18	HOPE	*Growing Up Pedro* Written by Matt Tavares	Look toward the future with hope; set positive personal and academic goals for the future	Make inferences about hopeful choices using text evidence	Orally explain how text details clarify the unit's theme	Write questions and answers using details from the text	scouts, post-game, interpreter, elimination	Discuss the meaning of the prefix *post-*	Respond to before, during, after reading prompts	Create a sign that might be held up to support Pedro at a stadium	Discuss the qualities of good sportsmanship using Camp Chat rules	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What will you reminisce about when you discuss your time at camp?
19	CELEBRATION	*Whoosh!* Written by Chris Barton • Illustrated by Don Tate	Celebrate camp accomplishments and growth; celebrate the 7 Strengths	Analyze characters actions as they relate to the 7 Strengths	Orally present inferences and support them with details	Write about admirable characters and subjects, connecting those characters to the 7 Strengths	discouraged, insightful, essential	Discuss the meaning of the affixes *dis-*, *-ed*, *in-*, *-ful*	Respond to before, during, after reading prompts	Pantomime a scene from the book without words, present the scenes, and then guess what they are	Discuss favorite memories from each of the 7 Strengths	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What is one memory from LitCamp that you will treasure for a long time?
20	CELEBRATION	"Relentless" from *Rebel in a Dress: Adventurers* Written by Sylvia Branzei • Illustrated by Melissa Sweet	Celebrate camp accomplishments and growth; celebrate the 7 Strengths	Analyze characters actions as they relate to the 7 Strengths	Orally present inferences and support them with details	Write about admirable characters and subjects, connecting those characters to the 7 Strengths	relentless, paralysis, document, correspondents	Discuss the word ending *-ent* and give examples of its use	Respond to before, during, after reading prompts	Brainstorm ideas about future careers and how they relate to LitCamp Strengths	Discuss the 7 Strengths and how they relate to community building using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How will you apply what you have learned to your life when you leave here?

Bunk Builders

WORD READING SKILLS ACTIVITIES	SENTENCE BUILDER LESSONS (1 per grade)
Title: Snowman Melt! **Objective:** Read words with open and closed syllables	**Title:** The Right Voice: Task, Purpose, and Audience **Objective:** Understand and consider task, purpose, and audience to write sentences appropriate for casual, somewhat formal, and very formal occasions
Title: Vowel Team Concentration **Objective:** Identify and read words with vowel-team syllables	
Title: *r*-Controlled Bingo **Objective:** Identify and read words with *r*-controlled syllables	
Title: Match It Concentration **Objective:** Make and read words with *-le* syllables	
Title: List It with Prefixes **Objective:** Build words with base words and prefixes	
Title: Suffix Scavenger Hunt **Objective:** Identify and read words with suffixes	
Title: Syllable Scramble **Objective:** Divide multisyllabic words into syllables, put them back together, and blend them to read words	

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LitCamp Grade 8

SCHOLASTIC LitCamp

Scope and Sequence

LESSON	STRENGTH	READ-ALOUD TITLE	GOAL	OBJECTIVES / SKILLS: Reading	OBJECTIVES / SKILLS: Listening & Speaking	OBJECTIVES / SKILLS: Writing	WORDS OF THE DAY (Vocabulary)	ML SUPPORT	READ ALOUD	BRING THE TEXT TO LIFE	COMMUNITY LIT	BUNK TIME / Independent Reading	CLOSING CAMPFIRE
1	COMMUNITY BUILDING	*When the Beat Was Born* Written by Caban Carrick Hill • Illustrated by Theodore Taylor III	Understand camp structures and routines	Analyze events in a biography to make inferences	Engage in discussions; elaborate on others' remarks	Create a list of community guidelines	DJ, instrumental, turntables	Explain any unfamiliar music terms	Respond to before, during, after reading prompts	Interview fellow campers and create toasts for them modeled on DJ Kool Herc's work	Play a circle game: copying each other's movements	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What is something you learned about another camp member today?
2	COMMUNITY BUILDING	*Rising Water: Story of the Thai Cave Rescue* (pages 1–2, 3–15) Written by Marc Aronson	Get to know one another, practice camp routines, unify as a community	Analyze central idea and supporting details in a nonfiction text	Engage in discussions; elaborate on others' remarks, express ideas	Write a letter to yourself to use in times of uncertainty	suspend, specialized, citizen	Discuss that a prefix can be added to a root word to change its meaning. Review the prefix *-inter*	Respond to before, during, after reading prompts	Debate whether the boys should, should not have told others about their plan	Discuss Camp Chat rules and discuss questions about the text	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How can a community work together to solve a problem?
3	BELONGING	*Esperanza Rising* (pages 1–38) Written by Pam Muñoz Ryan	Understand and develop a sense of belonging to a group	Compare characters using text details	Discuss and identify events in a "freeze frame" performance	Describe in writing a setting that feels safe and comfortable	courted, quivery, batiste, pretentious	Discuss the suffix *-y* and how it changes a word's meaning	Respond to before, during, after reading prompts	Create sketches showing scenes from the book, then do a gallery walk	Create a story using the topic "Belonging," and create a freeze frame scene from the story	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What can you do to help others feel a sense of belonging?
4	BELONGING	*Esperanza Rising* (pages 39–80) Written by Pam Muñoz Ryan	Bond with a reading community by growing supportive relationships	Describe a character using text evidence	Engage in discussions; express ideas about campers' own lives	Create a heart map about characters' sense of belonging	communicate, waif, mesmerized, undulating	Discuss the Latin root *common* and related words	Respond to before, during, after reading prompts	Draw a portrait of a text character, adding descriptions quoted from the text at the bottom	Discuss how to make people who are different from you feel like they also belong using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. If you were Esperanza's mother, would you make the same decisions she did?
5	FRIENDSHIP	*Esperanza Rising* (pages 81–120) Written by Pam Muñoz Ryan	Explore the value of friendship by being and having a friend	Analyze the meaning of figurative language	Present to others using visuals to show main ideas and themes; act out a skit	Write a personal narrative about friendship	panorama, untethered, strike, bestowed	Discuss the prefix *pan-* and its meaning	Respond to before, during, after reading prompts	Write and perform a scene from the book	Discuss friendship and draw a picture illustrating what it means	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What qualities make a good friend?
6	FRIENDSHIP	*Esperanza Rising* (pages 121–157) Written by Pam Muñoz Ryan	Learn the value of friendship	Analyze how characters change due to plot events	Engage in discussions; elaborate on others' remarks	Write about five personal symbols, explaining their meanings	grotto, accustomed, shabby, propelled	Discuss the prefix *pro-* and its meaning	Respond to before, during, after reading prompts	Pick an event, and imagine what the character might be thinking, going around a small group to share	Discuss books read in Independent Reading using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How are friends different from and similar to family?
7	KINDNESS	*Esperanza Rising* (pages 158–198) Written by Pam Muñoz Ryan	Enhance relationships by performing acts of thoughtfulness and care...and by understanding the impact of received kindnesses	Analyze author's craft and language choices	Discuss key ideas and draw conclusions	Create a storyboard of personal experiences related to kindness	repatriation, sympathy, ritual, expectancy	Discuss the prefix *re-* and the Latin root *patria* and their meanings	Respond to before, during, after reading prompts	Create illustrations of Esperanza's first day working at the shed, then discuss the illustrations	Write down key ideas, and then discuss how each one "unlocks" the text	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What is the difference between a person who is kind and a person who is unkind?
8	KINDNESS	*Esperanza Rising* (pages 199–233) Written by Pam Muñoz Ryan	Enhance relationships by performing acts of thoughtfulness and care, and by understanding the impact of received kindnesses	Identify irony in the text, and analyze author's craft	Engage in discussions; elaborate on others' remarks	Write interview questions to support a news article about the story	deportation, dedication, unrelenting, antiseptic	Explain the prefix *anti-* and the root word *septic* to explain the meaning of *antiseptic*	Respond to before, during, after reading prompts	Perform a pantomime of scenes from the story, then discuss the performances	Discuss questions about Esperanza's feelings and actions using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. Is there someone in your life who is kind to everyone?
9	CELEBRATION	*Esperanza Rising* (pages 234–254) Written by Pam Muñoz Ryan	Celebrate camp accomplishments and growth	Determine theme using text evidence	Create a new cover for the text	Write a story about belonging, friendship, or kindness	anticipation, cacophony, infinite, recollections	Explain the prefix *cac-* and the root word *phon* and how they help define *cacophony*	Respond to before, during, after reading prompts	Act out a summary of the entire story with essential actions	Create an attractive book cover to go with *Esperanza Rising*	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What has been your favorite story that we have read so far, and why is it your favorite?
10	CELEBRATION	"Eric" from *Tales from Outer Suburbia* Written and illustrated by Shaun Tan	Celebrate new strengths with the camp community	Analyze the speaker's point of view to reveal perspective	Engage in discussions; elaborate on others' remarks	Rewrite the story through the perspective of a different character	pantry, intensity, exasperating, departure	Explain the prefix *de-* and how it affects the meaning of *departure*	Respond to before, during, after reading prompts	Draw an everyday object that fills you with wonder, and describe what makes it wonderous in a paragraph	Discuss favorite sections about the book and remaining questions using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. What has your favorite camp book taught you about Belonging, Friendship, or Kindness?
11	CURIOSITY	*I Dreamed of Flying Like a Bird* Written and photographed by Robert B. Haas	Explore the world (through books, shared experiences, etc.) in ways that challenge existing perspectives	Analyze how photos add to understanding of a nonfiction text	Talk with fellow campers to construct a drawing of what makes them curious	Visualize a future career, and write a personal statement of what a person would be wearing and doing for this career	aerial, critical, stampeded, mudflats	Use context clues and the glossary to determine the meaning of domain-specific words	Respond to before, during, after reading prompts	Write down a dream about a future adventure, then pick another camper's dream and draw it	Revealing only the first letter, play a guessing game to determine an object a camper is thinking of	Choose a book and read independently; leader check-in and conferring	Review vocabulary. If you could fly like a bird and take photographs from above, what would you take pictures of?
12	CURIOSITY	*Bearwalker* (pages 9–42) Written by Joseph Bruchac • Illustrated by Sally Wern Comport	Explore the world (through books, shared experiences, etc.) in ways that challenge existing perspectives	Analyze how the main character's perspective differs from the reader's perspective	Engage in discussions; elaborate on others' remarks; express ideas	Write about an experience of being curious about something	stereotyped, motivation, fascination, mysterious	Discuss the suffix *-ion* and how it contributes to the spelling and meaning of *motivation* and *fascination*	Respond to before, during, after reading prompts	Discuss first impressions of characters in the story	Discuss books read in Independent Reading using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How can sharing what we are curious about help us explore different points of view?
13	CONFIDENCE	*Bearwalker* (pages 43–74) Written by Joseph Bruchac • Illustrated by Sally Wern Comport	Practice confidence; reflect on personal levels of confidence and take action to build academic and social tenacity	Analyze author's craft and the use of suspense	Engage in discussions; elaborate on others' remarks	Prepare for a debate, taking notes on text evidence to support a position	circumstances, optimistic, deceive, corrupted	Point out the Spanish cognates *optimista/optimista* and *circunstancias/circumstances*	Respond to before, during, after reading prompts	Draw a map of Camp Chickamuck using key symbols at points of interest	Create a list of suspenseful words, then tell a story in a circle, adding suspenseful details	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How can knowing how others have had confidence to face a challenging situation help us be more confident when we face challenges?
14	CONFIDENCE	*Bearwalker* (pages 75–112) Written by Joseph Bruchac • Illustrated by Sally Wern Comport	Practice confidence; reflect on personal levels of confidence and take action to build academic and social tenacity	Analyze how story elements of plot, setting, and characters build meaning	Use text evidence to support opinions shared in discussions	Create a list of tips for increasing confidence using text examples	skeptical, eavesdrop, paranoid, invalid	Point out the multiple pronunciations and meanings of *invalid*	Respond to before, during, after reading prompts	Act out scenes from the story as "freeze frames" and then identify the scenes	Discuss how a character in the text shows confidence, citing evidence from the text in the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. When we are confident about a situation, how can we express our confidence to others?
15	COURAGE	*Bearwalker* (pages 113–147) Written by Joseph Bruchac • Illustrated by Sally Wern Comport	Recognize what it means to be brave by taking action	Analyze cause-and-effect relationships in fiction	Follow agreed-upon rules for discussion and carry out assigned roles	Write a diary entry from the point of view of a character from the story	sabotaged, incompetence, unobtrusive, deluded	Explain the prefixes *in-* and *un-* and how they help define *incompetence* and *unobtrusive*	Respond to before, during, after reading prompts	Review several sayings from the book, and then act them out, guessing which skit refers to which saying	Play a game finding as many words with different starting letters as possible that relate to courage	Choose a book and read independently; leader check-in and conferring	Review vocabulary. Is it possible for a courageous person to feel scared and not brave?
16	COURAGE	*Bearwalker* (pages 148–185) Written by Joseph Bruchac • Illustrated by Sally Wern Comport	Recognize what it means to be brave by taking action	Analyze how scenes build a story's plot structure	Engage in discussions using text evidence and ideas from the text	Write an opinion about an event or decision from the book, explaining their reasoning	benevolent, maul, salvation, hightailed	Explain how *hightailed* is a compound word, and the shade of meaning for that word	Respond to before, during, after reading prompts	Act out a scene from the text, pantomiming the action	Read the Lewis Carroll poem "Jabberwocky," as reimagined by Christopher Myers, and discuss how it relates to courage	Choose a book and read independently; leader check-in and conferring	Review vocabulary. Why is it important in a difficult situation to stay calm and remember what you know?
17	HOPE	*Bearwalker* (pages 186–209) Written by Joseph Bruchac • Illustrated by Sally Wern Comport	Look toward the future with hope; set positive personal and academic goals for the future	Compare and contrast characters using text details	Perform a summary of the read-aloud, and conduct an oral presentation	Write about the strengths shown by a character, explaining their takeaways from this character	instinctual, blunder, incapacitated, consciousness	Point out that some words like *consciousness* and *conscientiousness* sound very similar but have very different meanings	Respond to before, during, after reading prompts	Role-play a scene that might come after the end of the novel	Review and summarize the action at camp and on the mountain, in two groups, and perform the summaries as skits	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How does having hope help you get through difficult situations?
18	HOPE	*Heroes of the Environment* Written By Harriet Rohmer • Illustrated By Julie McLaughlin	Look toward the future with hope; set positive personal and academic goals for the future	Analyze main ideas and details	Report on a text presenting an opinion, sequencing details, and describing main ideas or themes	Write a mission statement about a vision for change in the next five years	refurbish, testified, social justice	Explain the prefix *in-* and discuss how it changes the meaning of the word *justice*	Respond to before, during, after reading prompts	Work in two groups to determine the main characters' efforts to help the environment	Discuss how hope can be the motivation for action and how characters from the text exemplify that. Use the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. Who are some real life heroes who give you hope for the future?
19	CELEBRATION	*Playing to Win* Written by Karen Deans • Illustrated by Elbrite Brown	Celebrate camp accomplishments and growth; celebrate the 7 Strengths	Analyze story elements: characters, events, and theme	Discuss and analyze information presented in diverse media	Write about strengths shown by characters from the read-alouds	destined, discriminated, contender, ambassador	Note the French cognate of *ambassador* is *ambassadeur* and the Spanish translation *embajador*	Respond to before, during, after reading prompts	Pick a favorite book read at camp and present an adaptation (play, movie, TV) treatment	Share memories of experiences at camp that relate to the 7 Strengths	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How have you grown as a reader during LitCamp?
20	CELEBRATION	"Hello, Voices in My Head" from *Just Write: Here's How!* Written by Walter Dean Myers	Celebrate camp accomplishments and growth; celebrate the 7 Strengths	Reflect on favorite camp books and analyze how they reflect the 7 Strengths	Present findings orally, with descriptions, facts, details, and examples	Use words and graphics to create personalized infographics	contexts, mundane, vital	Point out the root word *vit* in *vital*, the related root word *viv*, and the many English words that use these root words	Respond to before, during, after reading prompts	Recall meaningful camp experiences, and create fictional scenarios based on them	Discuss what lessons have been learned at camp using the Camp Chat format	Choose a book and read independently; leader check-in and conferring	Review vocabulary. How will you apply what you have learned at camp to your life when you leave here?

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Bunk Builders

WORD READING SKILLS ACTIVITIES	SENTENCE BUILDER LESSONS (1 per grade)
Title: Match It Concentration **Objective:** Identify and read words with final stable syllables	**Title:** The Art of Persuasion: Writing a Persuasive Paragraph **Objective:** Understand the elements of a persuasive paragraph; deconstruct a sample persuasive paragraph to the sentence level, then write persuasive sentences
Title: Mystery Word **Objective:** Identify and read words with *r*-controlled vowel syllables	
Title: Divide It **Objective:** Divide multisyllabic words into syllables	
Title: Minute to Win It **Objective:** Make and read words with a target root	
Title: Can You Top That? **Objective:** Make and read related words	
Title: List It **Objective:** Identify and read words with *-le* syllables	

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   MOU with REACH University for Bachelor's in Liberal Studies Program

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

3. **Submitted By:**
   Sarah Ballard, Director of Human Resources

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

5. **Purpose:**
   To establish a partnership with Reach University to support the development of a local educator pipeline. By providing paraprofessionals with access to a job-embedded Bachelor of Arts in Liberal Studies degree program, we can create a pathway for current employees to advance their education and pursue future teaching opportunities while continuing to serve students.

6. **Financial Impact:**
   There is no direct financial obligation required under this agreement. However, the District intends to support up to five (5) employees through a voluntary scholarship contribution of approximately $75 per month per participant, for up to four years, contingent upon continued eligibility and District approval. The maximum cost for the scholarships depending on units already established by the candidate would be $18,000.

7. **Funding Source:**
   General Fund

8. **Impact on Students:**
   This partnership strengthens our instructional staff by supporting paraprofessionals in earning their degrees while working in classrooms. This "grow-your-own" approach builds a pipeline of future teachers, enhances classroom support, and promotes continuity for students.

Submit Completed Request to Maxine Balling

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Reach University
Employer Partnership Memorandum Of Understanding

Local Education Agency: Kingsburg Elementary Charter School District

Date: 3/25/2026 | 4:08 PM PDT

Reach University is accredited by the WASC Senior College and University Commission. Alternatives in Action is accredited by the California Commission on Teacher Credentialing. Alternatives in Action provides the Teacher Credentialing programs for Reach candidates in California.

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1. Parties, Recitals & Purpose

This Memorandum of Understanding ("Agreement") is entered into on the date listed above between the entity named above ("Local Education Agency") and Reach University ("Reach University") (together, the "Parties") for the purpose of jointly exercising their respective powers.

The purpose of this Agreement is to address the Local Education Agency's workforce needs and provide opportunities for Reach University candidates to complete the job-embedded undergraduate degree program, Bachelor of Arts in Liberal Studies. This Agreement includes any attached addenda, which shall be incorporated by reference and considered part of this Agreement.

In consideration of the mutual promises contained in this Agreement, the Parties agree as follows:

2. Definitions

- Primary Employer Partnership Contact: The primary person responsible for communicating between the Local Education Agency and Reach University.
- Candidate: a candidate enrolled in an undergraduate degree program and/or teacher preparation program offered by Reach University.
- Partnership Advisory Committee: a system-level leadership and advisory group committee composed of a representative set of Superintendents or designees from partner Local Education Agencies.
- Program: The undergraduate program offered by Reach University for paraprofessionals and other school employees, whose goal is to complete a bachelor's degree.

3. Program

At Reach University, we believe that your job should lead to a degree—not the other way around. We serve both working adults striving to reach their full potential and employers aiming to cultivate diverse local talent pipelines through apprenticeship degrees. Reach University is dedicated to best practices in higher education and is designed to both acknowledge and leverage the learning that working adults already engage in daily to inform and improve upon their craft.

Additional programs are outlined in the addendum attached to this Agreement.

3.1. Bachelor of Arts in Liberal Studies (BA-LS) Degree Program

The program description herein reflects Reach University's program as of the effective date of this Agreement. For the most up-to-date version, please see reach.edu and info.reach.edu.

The Bachelor of Arts in Liberal Studies is a rigorous, job-embedded undergraduate degree program for front-line employees. The program includes interactive class sessions held after work hours, one-on-one advisors, on-site mentors, and comprehensive college services, including financial aid, libraries, and technology support, all to ensure candidate success.

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Candidates in our programs are required to engage in job-embedded learning for at least 15 hours per week in an academic environment. This job-embedded learning can arise from holding roles including but not limited to: paraeducators, teacher or classroom instructional aides, on-site tutors, teacher leaders, administrators (principals, vice principals, etc.), and school support functions.

Degree Earned: Bachelor of Arts in Liberal Studies

Credential Earned: None

Program Duration: 2-4 years (depending on transfer credits)

Accepts Transfer Credit: Yes. 100% credit transfer from select programs.

For full program details, please visit reach.edu/programs.

4. Partnership Responsibilities

This section outlines the shared expectations and commitments between Reach University and the Local Education Agency to ensure the successful implementation of the Bachelor of Arts in Liberal Studies program.

4.1. Initial Engagement & Onboarding

Local Education Agency Responsibilities

- Designate and notify key contacts, including but not limited to billing, site-level leads, and a program liaison ("Primary Employer Partnership Contact").
- Attend initial onboarding sessions to understand program operations, expectations, and shared responsibilities.

Reach University Responsibilities

- Assign a dedicated Employer Success Lead to serve as the primary point of contact, support onboarding, and act as a liaison for ongoing partnership management.
- Introduce Local Education Agency staff to Reach University systems, workflows, and operational tools.
- Develop and finalize tuition agreements and billing processes with the Local Education Agency.

4.2. Candidate Eligibility, Recruitment, & Admissions

Local Education Agency Responsibilities

- Verify that all candidates referred to Reach University:
    - Are employed by the Local Education Agency in roles supporting job-embedded learning.
    - Hold a high school diploma or equivalent.

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  - Are U.S. citizens, legal permanent residents, or have valid work authorization.
  - Have successfully passed required background checks.
- Coordinate and participate in recruitment efforts with Reach University in order to refer prospective candidates to Reach University Programs. This includes, but is not limited to, the following collaborative recruitment strategies:
  - Providing a list of eligible prospective candidates and their contact information to Reach University at least once per recruitment cycle, including contact information.
  - Promoting Reach University Programs by posting/distributing flyers, sharing Program information via email, and informing employees about virtual information sessions presented by Reach University.
  - Hosting informational sessions for prospective candidates.
- Provide an Employment Verification Contact that will verify candidate employment during the admissions process and at the start of each academic year.
- Assign a Candidate Supervisor for candidates.

Reach University Responsibilities

- Provide the Local Education Agency with recruitment materials, program information, and information session invitations.
- Align outreach activities with the Local Education Agencies' workforce needs.
- Assist and guide candidates through the application process, and coordinate employment verification at the time of admission.
- Provide tools and support for employment verification and job alignment.

Shared Responsibilities

- Both Parties will collaborate in planning and executing recruitment activities to ensure alignment with workforce needs and mutual accountability for candidate outcomes.

4.3. Job-Embedded Learning & Candidate Support

Local Education Agency Responsibilities

- Ensure that each candidate engages in job-embedded learning for a minimum of 15 hours per week in an academic environment. This may include roles such as paraeducator, instructional aide, tutor, teacher leader, administrator, or other school-based support staff.
- Notify your employer success contact at Reach University if a candidate's role materially changes and may no longer meet the job-embedded learning requirements.
- Provide site-level support to candidates.
- Participate in periodic Reach University-hosted webinars and virtual updates to share feedback, receive program information, and support continuous improvement efforts.

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Reach University Responsibilities

- Guide Local Education Agency staff on program expectations.

Shared Responsibilities

- Establish and maintain ongoing communication to address issues, resolve challenges, and support candidate success.
- Reach University and the Local Education Agency will collaborate in good faith to determine next steps, which may include transitioning the candidate to a qualifying role or pausing enrollment until eligibility is re-established.

4.4. Data Sharing & Program Feedback

Local Education Agency Responsibilities

- Participate in annual workforce outcome reporting, including sharing aggregate data on candidate roles, transitions, and retention.
- Complete an annual Employer Partner Survey and similar instruments to support program evaluation.
- If the Local Education Agency requires detailed information about candidate progress, academic standing, or related metrics, Reach University strongly encourages the Local Education Agency to establish clear agreements directly with its employees regarding such requirements. These agreements should ensure transparency for employees and align with applicable privacy and employment laws.

Reach University Responsibilities

- Share candidate information, as necessary for program administration and in compliance with our FERPA policy, state privacy laws, and institutional policies, to support collaborative recruitment efforts and promote candidate retention and success. Data may be shared proactively or upon request. See our FERPA policy here: info.reach.edu/support/family-educational-rights-and-privacy-act-ferpa-acknowledgement.
- Analyze and apply data gathered through surveys and reporting to inform program enhancements and continuous improvement.
- Issue invoices for agreed-upon tuition support once per term, typically in September and February.
- Provide assistance to the Local Education Agency regarding billing questions and adjustments as required.

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5. Terms

5.1. Insurance

During the term of this Agreement, Reach University agrees to maintain insurance policies, including a standard comprehensive general liability insurance policy with the following coverage: $1 million general liability, $1 million personal injury, and $2 million general aggregate; and educator's legal liability of $1 million per occurrence and $2 million aggregate.

5.2. Term

This Agreement shall have an initial term of five (5) years from the effective date. Upon expiration of the initial term, the Agreement shall automatically renew for successive five (5) year terms unless and until terminated by either party in accordance with the termination provisions set forth in Section 5.3.

The Parties agree to review the terms of this Agreement at least once every five (5) years to assess continued alignment and effectiveness.

5.3. Termination

Except as otherwise provided, each party agrees to give six (6) months' written notice prior to terminating this Agreement and the program partnership. The Parties agree to make their best efforts to ensure enough time for candidates enrolled to graduate before the effective termination date.

5.4. Confidentiality

Candidate information will only be shared to provide the services outlined in this Agreement. Confidential candidate information, as defined by state and federal regulations, will only be disclosed to the Local Education Agency when necessary to carry out the tasks described here, in compliance with the law, and subject to a Non-Disclosure Agreement. The Parties also each agree to safeguard each other's confidential information learned in performing this Agreement.

5.5. Indemnification

To the extent allowed by law, the Local Education Agency agrees to indemnify, defend, and hold harmless Reach University from and against any claims by a candidate or other third party that arise from a candidate's employment or activity at the Local Education Agency site.

5.6. Non-Discrimination

Both Parties agree that participation in this program will not be limited on the basis of race, color, national origin, sex, disability, age, or any other protected category under federal or state law.

5.7. Force Majeure

Neither party shall be held liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any

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term of this Agreement (except for payment obligations) when such failure or delay is caused by acts of God, natural disasters, pandemics, governmental orders or laws, labor disputes, power or internet failures, or any other cause beyond the reasonable control of the affected party. The affected party shall promptly notify the other party in writing of such force majeure event and make reasonable efforts to resume performance as soon as practicable.

5.8. Dispute Resolution

In the event of any dispute, controversy, or claim arising out of or relating to this Agreement, the Parties agree to first attempt to resolve the matter through good faith negotiations. If the dispute cannot be resolved through negotiation within thirty (30) days, the Parties agree to submit the matter to non-binding mediation conducted by a mutually agreed-upon mediator. If mediation does not resolve the dispute, the Parties may then pursue any remedies available at law or in equity.

5.9. Name & Likeness

No child's image or likeness will be used without explicit prior consent in accordance with the Local Education Agency's policies. Reach University will coordinate with the Local Education Agency to ensure full compliance with all applicable privacy regulations and parental consent requirements.

Reach University may take photographs and make audio or video recordings of Reach University candidates at Local Education Agency school sites for educational, licensure assessment, and training purposes. These recordings may include images of Reach University candidates, faculty, and staff, as well as general school site identification.

5.10. Severability

If any provision of this Agreement is determined to be invalid, illegal, or unenforceable, the remaining provisions shall remain in full force and effect.

5.11. Entire Agreement

This Agreement, including all incorporated addenda, constitutes the entire understanding between the Parties and supersedes all prior negotiations, representations, or agreements, whether written or oral, relating to the subject matter herein.

5.12. Amendments

This Agreement may only be amended, modified, or supplemented by a written document signed by authorized representatives of both Parties.

5.13. Assignment

Neither party may assign or transfer its rights or obligations under this Agreement without prior written consent of the other party.

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6. Signatures

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document and engage in the activities outlined herein.

Local Education Agency

The signature below must be completed by the representative who is authorized to sign on behalf of the Local Education Agency.

Local Education Agency	Kingsburg Elementary Charter School District
State	CA
Authorized Approver	Sarah Ballard
Title	Director of Human Resources
Email Address	sballard@kesd.org
Signature	Signed by: Sarah Ballard E764DC67EBF64B8...
Date	3/25/2026 | 4:08 PM PDT

Reach University

Authorized Representative	Gene Lee
Title	
Email Address	glee@reach.edu
Signature	
Date	

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Reach University Employer Partnership Memorandum Of Understanding

Addendum: Graduate Programs (General)

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding ("Base Agreement") between Reach University and the Local Education Agency, and also incorporates the role of Alternatives in Action, the current California Commission on Teacher Credentialing–accredited recommending agency. This Addendum sets forth additional terms and responsibilities among Reach University, Alternatives in Action, and the Local Education Agency and shall be effective as of the date of the last signature on this Addendum.

This Addendum outlines additional terms, responsibilities, and partnership commitments related to Reach University's graduate degree programs. All provisions of the Base Agreement remain in full force and effect unless expressly modified by this Addendum.

Reach University is accredited by the WASC Senior College and University Commission and provides Master level academic courses and candidate support services to enrolled candidates. Alternatives in Action is accredited by the California Commission on Teacher Credentialing ("CCTC") to offer state-authorized educator preparation (certification) programs in California. Alternatives in Action partners with Reach University to deliver credential pathway programming. Alternatives in Action provides program oversight for Reach University's credential programming and recommends eligible candidates for the appropriate credentials. If Reach University receives CTC authorization as an independent recommending agency, Reach University may assume the responsibilities described herein as currently fulfilled by Alternatives in Action. **The programs referenced in this Addendum are available exclusively in California.**

A.1. Definitions

- Program(s): All degree programs and the CCTC-authorized educator preparation programs, including California Preliminary Single-Subject and Multiple-Subject Teaching Credential programs (including the Early Completion Option or ECO) and/or Induction (the Clear Teaching Credential program), and the Master of Arts in Teaching program.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), and provides a roadmap for the candidate's work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the individual. The ILP is designed and implemented solely for the professional growth and development of the individual and not for evaluation for employment purposes.
- Primary School Site Contact: Acts as a liaison to the Reach Teachers College Division of Graduate Studies. This representative is required to meet and/or communicate regularly with Reach University to address candidate needs.

A.2. Roles & Responsibilities

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This section outlines the commitments of the Local Education Agency, Reach University, and all Parties jointly to ensure the successful implementation of Reach University's graduate programs and associated credentialing pathways.

A.2.1. Program Access & Support

Local Education Agency Responsibilities

- Identify a Local Education Agency Designee (Employment Verification Contact) who will verify the employment of candidates enrolled in Reach University programs each term and ensure placements align with credential requirements and provide opportunities to work with the full range of students identified in program standards, including English learners, students with disabilities, and students from diverse cultural, linguistic, and socioeconomic backgrounds.
- Assign a representative to meet and/or communicate regularly with Reach University to address candidate needs and necessary updates, e.g., Intern Preservice (pre-semester preparation course, which starts two months before the starting semester), Intern Subject Matter Competence Requirement, Intern Early Completion Option (ECO), and/or Induction Mentor hours.
- Select placement sites that demonstrate commitment to collaborative, evidence-based practices and continuous improvement; maintain partnerships with educational, social, and community entities that support teaching and learning; place students with disabilities in the Least Restrictive Environment (LRE); and provide robust programs and support for English learners.
- Permit video capture for candidate field supervision, coursework, reflection, and state performance tasks such as the California Teacher Performance Assessment (TPA) and the Literacy Performance Assessment (LPA), including but not limited to having a recording policy in place to accommodate TPA video assessments.

Reach University Responsibilities

- Comply and submit reports or other information on matters related to accreditation or program requirements and activities to the California Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE), and the Western Association of Schools and Colleges (WASC), as required.
- Establish effective and ongoing communication between the Local Education Agency's Primary School Site Contact and Reach University to promote this agreement and address candidate needs.
- Provide orientation, professional development, and ongoing support for field supervisors, coaches, and mentors.
- Communicate with candidates, Primary School Site Contact, mentors, and program staff in a timely manner regarding program requirements and updates.
- Oversee and recommend candidates for credentials in credentialing pathways.
- Maintain compliance with all CCTC requirements for intern and induction programs.

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A.2.2. Candidate Support & Collaboration

Local Education Agency Responsibilities

- Support candidate success by supervising and evaluating candidates using established Local Education Agency processes and performance assessment tools.

Reach University Responsibilities

- Solicit feedback from stakeholders to guide the development and continuous improvement of processes and systems.
- Facilitate program-specific advisory councils to support candidate success and align with Local Education Agency and Reach University expectations.

A.2.3. Program & Data Collaboration

Shared Responsibilities

- Convene the committee regularly to gather feedback and insights for enhancing processes and systems within each program, and to contribute to the development and oversight of new programs.
- Collaborate to maintain effective communication with all stakeholders to support candidate success and program quality.

A.3. Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

Local Education Agency	Kingsburg Elementary Charter School District
Authorized Approver	Sarah Ballard
Signature	Signed by: Sarah Ballard E764DC67EBF64B8...
Date	3/25/2026 | 4:08 PM PDT

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Alternatives in Action

Authorized Representative	Daniel Zarazua
Title	Executive Director
Signature	
Date	

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	

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Reach University Local Education Agency Memorandum Of Understanding

Addendum: Intern Teacher Credential and Master of Arts in Teaching Program

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding and the Graduate Programs Addendum ("Base Agreement") between Reach University and the Local Education Agency.

This Addendum outlines additional terms, responsibilities (among Reach University and the Local Education Agency), and program details specific to the Teacher Intern credentialing pathway. All credential recommendations are made by Reach University, a CCTC-accredited recommending agency. Reach University also provides the Master of Arts in Teaching degree pathway. All provisions of the Base Agreement remain in full force and effect unless expressly modified by this Addendum.

A.1. Program Overview & Definitions

The program description herein reflects Reach University's program as of the effective date of this Addendum. For the most up-to-date version, please see reach.edu and info.reach.edu.

The Teacher Intern Program allows candidates to earn their Master of Arts in Teaching degree while participating in a credentialing pathway. Reach University supports candidates' academic progress and oversees all credentialing processes and recommendations. An Early Completion Option (ECO) is offered to qualified Intern candidates; however, ECO candidates are not eligible for the Master of Arts in Teaching program, as they do not complete coursework for credit.

A.1.1. Definitions

- Intern Program: An alternative certification program. Intern teachers are employed as the teacher of record in a classroom while concurrently enrolled in the credential program.
- Intern Credential: A temporary teaching license that allows eligible candidates to work as teachers of record in California public schools while completing the requirements for a Preliminary credential through an approved university program. It authorizes the holder to perform the full duties of the preliminary credential they are pursuing, with required support and supervision from both the university and the employing district. This credential is valid for a two-year term.
- Preservice: Candidates must complete Preservice in order to be eligible for an Intern Credential. At Reach University, Preservice is a three-unit (135-hour) graduate-level course. Once granted, Intern Credentials may be backdated by ninety (90) calendar days (current CTC policy). Preservice for Single-Subject and Multiple-Subject candidates must include: General pedagogy including classroom management and planning, reading/language arts, subject-specific pedagogy, human development, and specific content regarding the teaching of English Learners, pursuant to California Code of Regulations §80033.
- Fieldwork: Employment as a teacher of record, where fieldwork, practice, support, supervision, and application of coursework to teaching take place. The Local Education

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Agency ensures candidates are placed in teaching assignments that match the credentials and subject areas for which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate's teaching position and intern programming go hand-in-hand. *Any changes to their employment status may affect their program status, and vice versa.*

- ECO: The Early Completion Option (ECO) is intended to provide candidates who have requisite skills and knowledge an opportunity to challenge the coursework portion of a Single-Subject or Multiple-Subject Intern Credentialing Program. The Early Completion Option does not waive the entire program but allows for an expedited pathway by waiving preparation program coursework for those candidates who meet the criteria.
- M.A.T.: Master of Arts in Teaching, a graduate degree that emphasizes both practical teaching skills and in-depth subject matter knowledge.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), and provides a roadmap for the candidate's work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the candidate. **The ILP is designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.**
- Professional Development Plan: The Professional Development Plan (PDP) is an individualized plan created when a candidate begins serving on an Intern Credential. The PDP outlines any credential requirements the intern still needs to complete and provides a clear timeline for meeting them. Developed collaboratively by the program, the employing district, and the intern, the PDP identifies remaining coursework, assessments, and authorization requirements, as well as the support and supervision the intern will receive while serving as teacher of record. The PDP is used throughout the intern program to guide the intern's progress toward earning the Preliminary Credential. Additional information is provided in the document available at: docs.google.com/document/d/1RqLu9R85vWoMavPBaZP0-bILMbmBDTfGPhMRg9TCf8o/copy.

A.1.2. Intern Teacher Credential & Master Of Arts In Teaching Program

Candidates work as intern teachers while pursuing a Preliminary California Teaching Credential and a Master of Arts in Teaching degree.

Intern candidates are novice teachers. They are employed as teachers of record while pursuing preliminary credentials. Each week, Intern candidates attend synchronous classes and engage in approximately ten (10) hours of independent studies, including academic coursework and job-embedded practice. Intern candidates engage in at least five (5) hours of supervision with an District Employed Supervisor each week, and engage in twelve (12) one-on-one coaching cycles with a Reach University-provided field supervisor per academic year. They also complete two cycles of the CalTPA, the state teaching performance assessment.

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Participation in the Intern and Master of Arts in Teaching Program is a significant workload beyond the responsibilities of a typical credentialed teacher. Local Education Agencies are responsible for ensuring that candidates are supported to be successful both in the classroom and in their graduate credentialing coursework.

Degree Earned: Master of Arts in Teaching

Credential Earned: California Intern Teaching Credential and California Preliminary Single-Subject or Multiple-Subject Teaching Credential (upon successful completion of the Intern Teacher Credential Program and credentialing requirements).

Program Duration: Two years. Accepts up to 9 transfer credits.

Program Eligibility: The Intern Teacher Credential Program leads to a California Preliminary Single-Subject or Multiple-Subject Teaching Credential. WSCUC accredits the concurrent Master of Arts in Teaching Program. Admission requirements can be found at reach.edu.

To be recommended for an Intern Credential, and prior to enrolling in the Intern Teacher Credential Program, candidates must:

- Hold a baccalaureate degree or higher from a regionally accredited institution of higher education. Pursuant to Education Code Sections 44325, 44326, 44453.
- Demonstrate subject matter competence prior to being recommended for the Intern Credential.
- Provide all required enrollment documents established by the CCTC and by the Intern Teacher Credential Program.
- Complete the requisite hours of pre-service preparation established by the CCTC (the Reach Preservice Course taken in the term *before* the starting semester does meet this requirement).
- Have a qualified District Employed Supervisor identified who meets the CCTC criteria for mentor eligibility.

Reach University reserves the right to determine admissions and continued enrollment. Once admitted, all two-year pathway candidates are eligible for Reach University's concurrent Master of Arts in Teaching Program.

Program Components:

- As candidates enroll in Reach University's teacher intern program, they will begin by completing preservice. Candidates must complete Preservice in order to be eligible for an Intern Credential. Preservice is a three-unit (135-hour) graduate-level course that must cover general pedagogy—such as classroom management and planning, reading/language arts, subject-specific pedagogy, human development—as well as specific content on teaching English Learners, in accordance with California Code of Regulations §80033.
- Fieldwork is a required component of the Intern program. The Local Education Agency must ensure that candidates are placed in teaching assignments that match the credentials and subject areas for which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate's teaching position and intern programming go

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hand-in-hand. *Any changes to their employment status may affect their program status, and vice versa.*

- Field Supervisor: a Reach contract employee that is responsible for coaching candidates by conducting six observation cycles per semester, for a total of twelve observations per year. Field Supervisors support candidates to integrate coursework to their teaching praxis, to pass the CalTPA, and to apply an inquiry lens to their practice as they pursue equitable outcomes for all students. Field Supervisors engage in professional development in a Field Supervisor Community of Practice.

- District Employed Supervisor: Intern candidates must be assigned a District Employed Supervisor. A District Employed Supervisor must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The District Employed Supervisor must have demonstrated exemplary teaching practices as determined by the employer and the Program. Matching a candidate and a District Employed Supervisor must be a collaborative process between the Local Education Agency and the Program. The Program provides District Employed Supervisors with a minimum of two hours of initial orientation to the program. Additionally, District Employed Supervisors are required to complete or have completed at least eight hours of formal training in coaching adult learners, which includes mentoring/coaching, co-teaching, subject-specific pedagogy, and inclusive practices. The Program ensures that District Employed Supervisors remain current in the knowledge and skills for candidate supervision and program expectations. District Employed Supervisors must also provide opportunities for candidates to be observed and receive feedback, co-observe and debrief, co-plan lessons, and review student data around structured literacy, diagnostic and intervention techniques, oral and written language, and provide support for students with dyslexia per the California Dyslexia Guidelines. At a minimum, the District Employed Supervisor provides their Intern an average of five hours of support and guidance per week. Finally, District Employed Supervisors are evaluated annually through candidate surveys and supervisor self-assessments, which are reviewed by the Associate Dean of the Intern Program to inform continued professional growth.

- Support and supervision are shared responsibilities between the Local Education Agency and the Program. Pursuant to California Code of Regulations §80033, participating institutions in partnership with employing Local Education Agencies shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners. These hours are completed through a combination of support and supervision with the District Employed Supervisor and the field supervisor.

- California Teaching Performance Assessment (CalTPA) support is provided by Reach University and is supplemented by employer support. Passing the CalTPA is required in order for a candidate to be recommended for a Preliminary Teaching Credential.

- Coursework: Key elements are aligned with California TPEs and Reach University's PLOs. The Program's coursework provides multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the Program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments. Reach University

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will provide all CCTC-required coursework aligned with the California Teaching Performance Expectations (TPEs) for the Intern Program, ensure Intern candidates are prepared to teach and assess literacy skills (foundational, written, and oral), and work with students needing intervention when available.

- Master of Arts in Teaching candidates in the two-year Intern Program pathway take two additional elective courses to obtain a master's degree.

Intern Authorization & Service Alignment

By recommending an Intern candidate for the Intern Credential, Reach University authorizes candidates in an internship program to perform the functions permitted under a regular standard credential, pursuant to Education Code §44454. Reach University affirms that interns' services will meet the instructional or service needs of the participating district(s), in accordance with Education Code §44458.

Non-Displacement of Certificated Staff

Reach University and the Local Education Agency certify that interns candidate serving under the Intern Credential Program do not displace any certificated employees within participating Local Education Agency, pursuant to Education Code §44225.7.

A.2. Roles & Responsibilities

This section defines the commitments of the Local Education Agency and Reach University to support successful implementation of the Teacher Intern Program.

A.2.1. Program Access & Support

Local Education Agency Responsibilities

- Identify an Employment Verification Contact responsible for verifying candidate employment each term and liaising with Reach University.
- Assign a Primary School Site Contact to meet regularly with Reach University staff to address candidate needs and stay current on program processes and materials.
- Assign a School Site Leader who has mentors and/or candidates on staff, and who should be informed about program processes and materials, and stay current with changing program requirements, including program alignment to the Literacy Standards and Teaching Performance Expectations (TPEs) in the Intern Program.
- Assign a qualified District Employed Supervisor (i.e., peer coach, mentor, or other designated individual) to the candidate within thirty (30) days of the intern's enrollment in the Program, and prior to the intern teacher assuming daily teaching responsibilities.
- **Inform candidates of the requirements to earn an Intern Credential:**
    - **All admissions requirements completed,** including Certificate of Clearance, Basic Skills Requirement, Subject Matter Competency Requirement, demonstration of knowledge of US Constitution, official transcripts verifying completion of a Bachelor's degree from a regionally accredited IHE, Resume, Offer of Employment

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for a qualifying teaching position, Resume, Prior Field Experience Form completed, and a current MOU on file with the employing agency.

- **Preservice completion**: A preparation course (135 hours) in the term *before* the starting semester. Preservice must be passed to be eligible for an Intern Credential as well as to continue in the Intern Program (e.g., for a Fall enrollee, the Preservice course is offered in the summer term). Preservice covers general pedagogy, including classroom management and planning, subject-specific pedagogy, and specific content regarding the teaching of English Learners pursuant to the California Code of Regulations.
- **District Employed Supervisor assigned** by the CTC-mandated deadline.

- Ensure and verify that all Intern candidates are placed in classrooms designed to provide the most comprehensive clinical practice experiences possible, particularly in literacy instruction for all students. Placements must provide:
  - Opportunities to work with other education professionals and veteran practitioners serving students at risk for or with dyslexia or literacy-related disabilities.
  - Sites where candidates can practice screening and diagnostic techniques, implement early intervention strategies, and develop oral and written literacy skills aligned with state Literacy Standards.
  - Ample opportunities to practice a strong literature, language, and comprehension component with a balance of oral and written literacy skills and the additional cross-cutting themes in literacy, especially in the literacy areas of making meaning, language development, and effective expression.
- Ensure any Intern candidate assigned to a Transitional Kindergarten (TK) classroom meets at least one of the following criteria:
  - Possesses 24 units in early childhood education/child development.
  - Holds professional experience equivalent to 24 units.
  - Holds a child development teacher permit issued by the CTC.
- Permit video capture for field supervision, coursework, and state performance tasks (e.g., CalTPA) and maintain a recording policy to accommodate credentialing requirements.
- Professional Development Plan (PDP): The Local Education Agency acknowledges that each Intern candidate shall have an individualized Professional Development Plan (PDP), developed collaboratively by the program sponsor, the Local Education Agency, and the intern at the start of the assignment. The PDP shall document remaining credential requirements, timelines for completion, and the support and supervision to be provided while the intern serves as teacher of record. The Local Education Agency will regularly review and update the PDP in collaboration with the candidate.

Reach University Responsibilities

- Provide academic programming and support aligned with the Master of Arts in Teaching degree.

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- Assign a Reach-contracted Field Supervisor to the Intern candidate. For each candidate they coach, Field Supervisors conduct six observation cycles per semester, for a total of twelve (12) observations per year.
- Establish effective communication with the Primary Employer Partnership Contact to promote this Agreement.
- Provide orientation, professional development, and ongoing support for field supervisors, coaches, and mentors.
- Verify that Intern candidates have completed all program and credential requirements.

A.2.2. Candidate Supervision & Evaluation

Shared Responsibilities

- Collaboratively supervise candidates through a team consisting of the Field Supervisor, District Employed Supervisor, School Site Leader, and Reach University faculty.
- Ensure all program supervision meets the CCTC-required 144 hours annually, including 45 hours specific to teaching English learners, provided through a combination of District Employed Supervisor and Reach University Field Supervisor.
- Conduct formal observations that include feedback, formative/summative assessment analysis, and candidate performance data review.

A.2.3. Program & Data Collaboration

Shared Responsibilities

- Establish a Partnership Advisory Committee with superintendents/designees from partnering Local Education Agencies and Reach University.
- Convene the committee regularly to provide leadership, gather feedback, and support continuous program improvement.

A.3. Execution of Addendum

This Addendum supplements the Base Agreement and Graduate Programs Addendum, and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

Local Education Agency	Kingsburg Elementary Charter School District
Authorized Approver	Sarah Ballard

Docusign Envelope ID: E15821A6-798A-441E-85B9-3F89E1626FAF

Signature	Signed by: Sarah Ballard E764DC67EBF64B8...
Date	3/25/2026 | 4:08 PM PDT

Alternatives in Action

Authorized Representative	Daniel Zarazua
Title	Executive Director
Signature	
Date	

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	

Docusign Envelope ID: E15821A6-798A-441E-85B9-3F89E1626FAF

Reach University Employer Partnership Memorandum Of Understanding

Addendum: Tuition & Billing

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding ("Base Agreement") between Reach University and the Local Education Agency, and shall be effective as of the date of the last signature on this Addendum. This Addendum outlines additional terms and responsibilities regarding tuition contributions and billing for Reach University candidates. All provisions of the Base Agreement remain in full force and effect unless expressly modified herein.

A.1. Local Education Agency Responsibilities

- Notify Reach University at least thirty (30) days prior to the start of each academic term if the Local Education Agency intends to cover full or partial tuition for any candidates.
- Confirm the list of candidates for whom the Local Education Agency will be invoiced, including verification of employment and employer recommendation to ensure billing accuracy.
- Provide accurate billing contact information to Reach University and promptly communicate any updates.
- Process invoices in a timely manner according to the agreed-upon tuition support arrangement.
- All candidates enrolled in Reach University programs are responsible for tuition and associated fees. Payment of tuition is the candidate's primary responsibility unless the Local Education Agency chooses to provide support.

A.2. Billing Terms

- All candidates enrolled in Reach University programs are responsible for tuition and associated fees. Payment of tuition is the candidate's primary responsibility unless the Local Education Agency chooses to provide support.
- If the Local Education Agency agrees to pay Reach University for tuition and fees associated with candidates enrolled in Reach University programs, Reach University will invoice the Local Education Agency once per academic term, typically in September and February.
- Payment Terms: The Local Education Agency shall remit full payment within thirty (30) calendar days of the invoice date, unless otherwise agreed to in writing. Payments shall be made via electronic funds transfer or another approved method as specified on the invoice.
- Nonpayment Clause: Reach University reserves the right to suspend candidate participation in Reach University programs for Local Education Agencies' failure to meet their financial obligations.

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A.3. Tuition Support Confirmation

The Local Education Agency shall confirm the following details regarding tuition contribution:

Accounts Payable Contact Name	Mac Vaquera
Accounts Payable Contact Title	Administrative Assistant, Business Services
Accounts Payable Email Address	accountspayable@kesd.org
Is the Local Education Agency contributing to tuition for any candidates?	☒ **Yes**, the Local Education Agency will contribute toward tuition. ☐ **No**, the Local Education Agency will not contribute toward tuition at this time.
If you selected "yes," please complete the following section.	
Program (check all that apply)	☒ Bachelor of Arts in Liberal Studies Degree Program ☐ Bachelor of Arts in Global Education (Educator Preparation Program Pathway for Arkansas and Louisiana) *Graduate Programs only offered in California:* ☐ Intern Teacher Credential / Master of Arts in Teaching (M.A.T.) Program ☐ Teacher Induction Program
Tuition Support Level	☐ 100% of candidate contribution ☒ Other: 5 100% Scholarships TBD

A.4. Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

Docusign Envelope ID: E15821A6-798A-441E-85B9-3F89E1626FAF

Local Education Agency	Kingsburg Elementary Charter School District
Authorized Approver	Sarah Ballard
Signature	Signed by: Sarah Ballard E764DC67EBF64B8...
Date	3/25/2026 | 4:08 PM PDT

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	

Docusign Envelope ID: E15821A6-798A-441E-85B9-3F89E1626FAF

Reach University Employer Partnership Memorandum Of Understanding

Addendum: Partnership Onboarding & Implementation

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding ("Base Agreement") between Reach University and the Local Education Agency. It shall be effective as of the date of the last signature on this Addendum. All provisions of the Base Agreement remain in full force and effect unless expressly modified herein.

This Addendum outlines partnership goals, recruitment coordination, and key contact information necessary to successfully launch and support Reach University candidates.

A.1. Partnership Goals

To ensure alignment and shared success, the Local Education Agency agrees to identify the primary goal(s) of this partnership (check all that apply):

- [x] Grow and retain teachers from within
- [x] Provide an affordable bachelor's degree pathway for staff
- [x] Support paraprofessionals/classified staff in becoming certified teachers
- [ ] Fill high-need subject or grade-level vacancies
- [ ] Support intern teacher placement and credentialing (CA only)
- [ ] Other: _____

Additional notes regarding partnership goals (optional):

A.2. Partnership Contacts & Roles

To support effective communication and successful implementation of this partnership, the Local Education Agency agrees to designate the following points of contact:

Primary Partnership Contact	Name	Sarah Ballard
	Title	Director of HUman Resources
	Email	sballard@kesd.org

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Employment Verification Contact	Name	Sarah Ballard
	Title	Director of Human Resources
	Email	sballard@kesd.org

Accounts Payable Contact	Name	Mac Vaquera
	Title	Administrative Assistant, Business Services
	Email	accountspayable@kesd.org

BAGE Primary Clinical Year Contact (Arkansas & Louisiana only)	Name	
	Title	
	Email	

A.3. Recruitment Resources

To support candidate recruitment and enrollment, Reach University will collaborate with the Local Education Agency on outreach and information sharing.

Preferred Resources (check all that apply):

- [x] Local Education Agency-hosted virtual information session
- [ ] In-person information session
- [x] Staff meeting presentation
- [ ] Student or community job fair event
- [x] Email communication to eligible staff
- [ ] Customized recruitment materials
- [ ] Other:

A.4. Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base

Docusign Envelope ID: E15821A6-798A-441E-85B9-3F89E1626FAF

Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

Local Education Agency	Kingsburg Elementary Charter School District
Authorized Approver	Sarah Ballard
Signature	Signed by: Sarah Ballard E764DC67EBF64B8...
Date	3/25/2026 | 4:08 PM PDT

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Approval of 2026-2027 Declaration of Need for Fully Qualified Educators

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

3. **Submitted By:**
   Sarah Ballard, Director of Human Resources

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

5. **Purpose:**
   To approve the annual Declaration of Need for Fully Qualified Educators for the 2026–2027 school year, as required by the California Commission on Teacher Credentialing, certifying that the district has conducted a diligent search for fully credentialed teachers and anticipates the need to utilize emergency and limited assignment permits.

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

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

8. **Impact on Students:**
   The Declaration of Need ensures that the district can continue to staff classrooms and specialized programs when fully credentialed teachers are not available. This allows us to maintain continuity of instruction, provide consistent support for all students, and meet diverse learning needs while continuing to actively recruit and develop fully qualified educators.

Submit Completed Request to Maxine Balling

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 600 A
Sacramento, CA 95811

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Kingsburg Elementary Charter School Dist | District CDS Code: 62240

Name of County: Fresno | County CDS Code: 10

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 4/13/26 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Dr. Wesley Sever		Superintendent
Name	*Signature*	*Title*
559-897-4784	559-897-2331	04/14/26
Fax Number	*Telephone Number*	*Date*

1310 Stroud Avenue, Kingsburg, CA 93631
Mailing Address

wsever@kesd.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	5
Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization:	
Resource Specialist	3
Teacher Librarian Services	1
Emergency Transitional Kindergarten (ETK)	4

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	5
Single Subject	17
Special Education	3
TOTAL	24

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	2
Art	2	Music	2
Business		Physical Education	2
Dance		Science: Biological Sciences	2
English	2	Science: Chemistry	
Foundational-Level Math	2	Science: Geoscience	
Foundational-Level Science	2	Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education	1	World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? (●) Yes ( ) No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? (●) Yes ( ) No

If yes, how many interns do you expect to have this year? 13

If yes, list each college or university with which you participate in an internship program.

Fresno State, CalState TEACH, TCOE Impact, Fresno Pacific, National University, Alliant International University, Kings County GROW, University of Phoenix

If no, explain why you do not participate in an internship program.

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   2026-2027 Staffing List

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

3. **Submitted By:**
   Sarah Ballard

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

5. **Purpose:**
   To approve all certificated and classified staffing assignments for the 2026-2027 fiscal year. As the Board is aware, changes are expected between now and the start of the school year. This list is accurate as of April 7, 2026.

6. **Financial Impact:**
   In addition to the 3% salary increase, step/column increases will be applied to all eligible employees.

7. **Funding Source:**
   General Fund, Cafeteria, Preschool, Special Ed, Categorical

8. **Impact on Students:**
   Approval of the staffing list ensures that all classrooms and programs are appropriately staffed, providing students with consistent instruction, support services, and a stable learning environment from the first day of school.

Submit Completed Request to Maxine Balling

Position Control Summary Report
Active and Vacant Positions by Payroll Site

FY 2026-2027

KECSD

Central Valley Home School

Certificated

Teacher K-8	Hr/Day	FTE	WorkSite
VACANT		0.750	CVHS
VACANT		0.750	CVHS
Emmersen, Charlienne R		1.000	CVHS
Hansen, Erin M		1.000	CVHS
Miguel, Emily R		1.000	Island
Phelan, Brooke		1.000	CVHS
Zentner, Hannah E		1.000	CVHS
TOTAL	0.00	6.500	

Classified

Paraprofessional-Categorical	Hr/Day	FTE	WorkSite
Krahn, Jana M	2.00	0.250	CVHS
TOTAL	10.00	0.250	

Paraprofessional-General	Hr/Day	FTE	WorkSite
Manzanales, Nancy B	5.00	0.625	Island
TOTAL	25.00	0.625	

Paraprofessional-Intervention	Hr/Day	FTE	WorkSite
Aguilar, Beatriz A	5.75	0.719	CVHS
TOTAL	28.75	0.719	

School Secretary	Hr/Day	FTE	WorkSite
Chrisman, Gina	8.00	1.000	CVHS
TOTAL	40.00	1.000	

Secretary Assistant	Hr/Day	FTE	WorkSite
Krahn, Jana M	6.00	0.750	CVHS

Position Control Summary Report
Active and Vacant Positions by Payroll Site

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KECSD

TOTAL	30.00	0.750	

District Office

Certificated

AB 1522 (use for Cert. payout)	**Hr/Day**	**FTE**	**WorkSite**
VACANT		0.000	DO
TOTAL	0.00	0.000	

State PS Site Supervisor	**Hr/Day**	**FTE**	**WorkSite**
Barkowsky, Tiffany A	8.00	1.000	PS
TOTAL	40.00	1.000	

Certificated Management

Asst Supt-C&I/Special Projects	**Hr/Day**	**FTE**	**WorkSite**
Stovall, Matthew		1.000	DO
TOTAL	0.00	1.000	

Dir Exp Lrn/EL Prog	**Hr/Day**	**FTE**	**WorkSite**
North, Laura M		1.000	DO
TOTAL	0.00	1.000	

Dir of Special Ed & Student Svcs	**Hr/Day**	**FTE**	**WorkSite**
Pasillas, Erin L		1.000	SE
TOTAL	0.00	1.000	

Principal	**Hr/Day**	**FTE**	**WorkSite**
Galli, Lauren K		1.000	Linc
Lee, Melody M		1.000	RJJH
Marshall, Shawn W		1.000	Roos
Pickrell, Kerry A		1.000	Reag
Regier, Lisa		1.000	CVHS
Winchell, Amy M		1.000	Wash

Position Control Summary Report
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KECSD

	TOTAL	0.00	6.000	
Superintendent		**Hr/Day**	**FTE**	**WorkSite**
Sever, Wesley R			1.000	DO
	TOTAL	0.00	1.000	
Classified				
AB 1522 (use for Class. payout)		**Hr/Day**	**FTE**	**WorkSite**
VACANT			0.000	DO
	TOTAL	0.00	0.000	
Secretary Assistant ELOP/EL		**Hr/Day**	**FTE**	**WorkSite**
Hernandez-Ramirez, Angie		5.75	0.719	DO
	TOTAL	28.75	0.719	
Classified Management				
Assistant Superintendent - Business Services		**Hr/Day**	**FTE**	**WorkSite**
Rodriguez, Robert		8.00	1.000	DO
	TOTAL	40.00	1.000	
Child Nutrition Director		**Hr/Day**	**FTE**	**WorkSite**
McNulty, Bricki J		8.00	1.000	FS
	TOTAL	40.00	1.000	
Director of Technology		**Hr/Day**	**FTE**	**WorkSite**
Wood, Jason		8.00	1.000	Tech
	TOTAL	40.00	1.000	
Director-Human Resources		**Hr/Day**	**FTE**	**WorkSite**
Ballard, Sarah R		8.00	1.000	DO
	TOTAL	40.00	1.000	
M.O.T. Director		**Hr/Day**	**FTE**	**WorkSite**
McIntyre Jr, Daniel L		8.00	1.000	M & O

Position Control Summary Report
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KECSD

	TOTAL	40.00	1.000

Confidential

Admin Asst C&I	**Hr/Day**	**FTE**	**WorkSite**
Protzmann, Jillian B	8.00	1.000	DO
TOTAL	40.00	1.000	

Admin Asst-C/I	**Hr/Day**	**FTE**	**WorkSite**
MacAdam, Valerie A	8.00	1.000	DO
TOTAL	40.00	1.000	

Admin Asst-Financial Svcs	**Hr/Day**	**FTE**	**WorkSite**
Vaquera, Guadalupe M	8.00	1.000	DO
TOTAL	40.00	1.000	

Admin Asst-HR	**Hr/Day**	**FTE**	**WorkSite**
Gomez, Leticia	8.00	1.000	DO
Sanchez, Francisca T	8.00	1.000	DO
TOTAL	80.00	2.000	

Executive Asst to Superintendent	**Hr/Day**	**FTE**	**WorkSite**
Balling, Carin M	8.00	1.000	DO
TOTAL	40.00	1.000	

Financial Secretary	**Hr/Day**	**FTE**	**WorkSite**
Zavala Rosales, Viviana M	5.75	0.719	FS
TOTAL	28.75	0.719	

Food Services

Classified

Cafe Worker/Warehouse Driver/Custodian	**Hr/Day**	**FTE**	**WorkSite**
Barkley, Robert E	8.00	1.000	FS

Position Control Summary Report
Active and Vacant Positions by Payroll Site

FY 2026-2027

KECSD

	TOTAL	40.00	1.000	
Cafeteria Helper		**Hr/Day**	**FTE**	**WorkSite**
VACANT		2.50	0.313	FS
Brady, Diane		2.50	0.313	Linc
Cabuto , Cinthia		2.50	0.313	Wash
Garza , Yvette M		2.50	0.313	RJJH
Gleason , Wyatt R		2.50	0.313	Reag
Lawrence-Caglia, Jacqueline M		2.50	0.313	RJJH
Lua, Erika M		5.00	0.625	Reag
Still, Kassandra A		2.50	0.313	Roos
Weathers, Stephanie L		2.50	0.313	Reag
	TOTAL	125.00	3.129	
Cook I		**Hr/Day**	**FTE**	**WorkSite**
Medina de Garces, Maribel		5.00	0.625	Linc
Salazar, Gabrielle D		4.25	0.531	RJJH
Salazar, Michelle		5.00	0.625	Wash
Torres, Tina M		4.25	0.531	Roos
Vazquez, Norma E		5.75	0.719	Reag
	TOTAL	121.25	3.031	
Cook II		**Hr/Day**	**FTE**	**WorkSite**
Noble, Candy J		6.50	0.813	Linc
Quintero De Torres, Maria G		5.75	0.719	RJJH
	TOTAL	61.25	1.532	
Cook III		**Hr/Day**	**FTE**	**WorkSite**
Garcia, Monica		6.50	0.813	Linc
	TOTAL	32.50	0.813	
Confidential				
Food Services Secretary		**Hr/Day**	**FTE**	**WorkSite**

Position Control Summary Report
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KECSD

Food Services

Confidential

Simmons, Sarah E		5.75	0.719	FS
	TOTAL	28.75	0.719	

Lincoln Elementary School

Certificated

Elem Music Teacher		**Hr/Day**	**FTE**	**WorkSite**
Anderson, Sarah A			1.000	Linc
	TOTAL	0.00	1.000	
School Counselor TK - 8		**Hr/Day**	**FTE**	**WorkSite**
Summers, Ginger A			1.000	SE
	TOTAL	0.00	1.000	
Speech Pathologist		**Hr/Day**	**FTE**	**WorkSite**
Collins, Courtney M			1.000	SE
	TOTAL	0.00	1.000	
Teacher 2nd		**Hr/Day**	**FTE**	**WorkSite**
VACANT			1.000	Linc
VACANT			1.000	Linc
Aluisi, Alyssa M			0.500	Linc
Beer, Stephanie M			1.000	Linc
Coddington, Morgan E			1.000	Linc
Iturralde, Kelsi P			0.500	Linc
Johnson, Ashlie M			1.000	Linc
Olson, Carlee D			0.500	Linc
Sabbatini, Danielle L			1.000	Linc
Sorenson, Brittany N			0.500	Linc

Position Control Summary Report
Active and Vacant Positions by Payroll Site

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KECSD

Lincoln Elementary School

Certificated				
Vargas, Hannah R			1.000	Linc
	TOTAL	0.00	9.000	
Teacher 3rd		**Hr/Day**	**FTE**	**WorkSite**
VACANT			1.000	Linc
Campbell, Danae M			1.000	Linc
East, James P			1.000	Linc
Matic, Sherrie L			1.000	Linc
Perez, Brienne M			1.000	Linc
Rosales, Kelly			1.000	Linc
Stone, Gianna L			1.000	Linc
Witters, Megan M			1.000	Linc
	TOTAL	0.00	8.000	
Teacher RSP		**Hr/Day**	**FTE**	**WorkSite**
Fridlund, Ariana R			1.000	Linc
Guerrero, Kathryn E			1.000	Linc
Lyon, Taylor E			1.000	Linc
	TOTAL	0.00	3.000	
Certificated Management				
Academic/Learning Director		**Hr/Day**	**FTE**	**WorkSite**
Valdez, Ashley J			1.000	Linc
	TOTAL	0.00	1.000	
Classified				
Health Aide		**Hr/Day**	**FTE**	**WorkSite**
Proctor, Sandra R		5.00	0.625	Linc
	TOTAL	25.00	0.625	

Position Control Summary Report
Active and Vacant Positions by Payroll Site

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KECSD

Lincoln Elementary School

Classified

Library/Media Tech I	Hr/Day	FTE	WorkSite
Snyder, Juliann C	6.50	0.813	Linc
TOTAL	32.50	0.813	

Paraprofessional-Categorical	Hr/Day	FTE	WorkSite
Banales, Rosa I	4.00	0.500	Linc
Cook, Sierra J	5.75	0.719	Linc
Cortez, Kayauna J	4.00	0.500	Linc
Futrell-Bell, Samantha K	4.00	0.500	Linc
Martinez, Felisha F	4.00	0.500	Linc
Mora, Matthew P	4.00	0.500	Linc
Wiest, Evelyn	4.00	0.500	Linc
Woods, Erin M	4.00	0.500	Linc
TOTAL	168.75	4.219	

Paraprofessional-EL	Hr/Day	FTE	WorkSite
Cortez-Lopez, Junior A	5.75	0.719	Linc
Olguin Vega, Claudia B	5.75	0.719	Linc
TOTAL	57.50	1.438	

Paraprofessional-Intervention	Hr/Day	FTE	WorkSite
Holman, Amy K	5.50	0.688	Linc
TOTAL	27.50	0.688	

Paraprofessional-RSP	Hr/Day	FTE	WorkSite
Bahne, Heather L	4.25	0.531	SE
Escoto, Maria G	5.75	0.719	SE
Gonzalez, Llaritza	5.75	0.719	SE
Rangel Salmeron, Sandra Y	5.25	0.656	SE

Position Control Summary Report
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KECSD

Lincoln Elementary School

Classified				
Regier, Jillian G		5.75	0.719	Linc
	TOTAL	133.75	3.344	

School Secretary		Hr/Day	FTE	WorkSite
Webber, Stephanie R		8.00	1.000	Linc
	TOTAL	40.00	1.000	

Secretary Assistant		Hr/Day	FTE	WorkSite
Brewster, Michelle E		5.75	0.719	Linc
Owens, Leslie A		5.75	0.719	Linc
	TOTAL	57.50	1.438	

Supervisory				
Behavioral Support Assistant		**Hr/Day**	**FTE**	**WorkSite**
Englebright, Beth N		5.75	0.719	SE
	TOTAL	28.75	0.719	

Maintenance & Operations

Classified				
Custodian		**Hr/Day**	**FTE**	**WorkSite**
Boyer, Kirby R		8.00	1.000	Roos
Flores De Rivera, Maria D		8.00	1.000	Wash
Garcia, Frances		8.00	1.000	Reag
Lopez III, Jack J		8.00	1.000	Linc
Lorenzano, Leonard		8.00	1.000	RJJH
Nicasio, Janie		8.00	1.000	RJJH
Regier, Todd D		8.00	1.000	Reag
Uribe III, Thomas S		8.00	1.000	Linc

Position Control Summary Report
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KECSD

	TOTAL	320.00	8.000	
Groundskeeper		**Hr/Day**	**FTE**	**WorkSite**
Givens, Robert J		8.00	1.000	M & O
Inouye, Cameron		8.00	1.000	M & O
Lopez Jr, Jack J		8.00	1.000	M & O
	TOTAL	120.00	3.000	
Lead Custodian		**Hr/Day**	**FTE**	**WorkSite**
Contreras, Sam		8.00	1.000	Wash
Enns, Daniel T		8.00	1.000	Reag
Esparza III, Lee Carlos		8.00	1.000	Linc
Lopez, Pasqual D		8.00	1.000	Roos
Vega-Montoya, Roberto		8.00	1.000	RJJH
	TOTAL	200.00	5.000	
Maintenance		**Hr/Day**	**FTE**	**WorkSite**
Hawkins, John A		8.00	1.000	M & O
Ramirez, Alfred E		8.00	1.000	M & O
	TOTAL	80.00	2.000	
Maintenance w/HVAC Cert.		**Hr/Day**	**FTE**	**WorkSite**
Mc Nulty, Nathan J		8.00	1.000	M & O
	TOTAL	40.00	1.000	
Pt Time Custodian		**Hr/Day**	**FTE**	**WorkSite**
Pulido, Jonathan		5.75	0.719	M & O
	TOTAL	28.75	0.719	
Pt Time Grounds		**Hr/Day**	**FTE**	**WorkSite**
Garcia Jr, Gilbert M		5.75	0.719	M & O
Sakaguchi, Rodney T		5.75	0.719	M & O

	TOTAL	57.50	1.438	
Classified Management				
Asst Supv of Oper		**Hr/Day**	**FTE**	**WorkSite**
Ocanas, David		8.00	1.000	M & O
Rivera, Jimmy		8.00	1.000	M & O
	TOTAL	80.00	2.000	
Confidential				
Admin Asst-Operations		**Hr/Day**	**FTE**	**WorkSite**
Oehlschlaeger, Lisa A		8.00	1.000	M & O
	TOTAL	40.00	1.000	
Rafer Johnson Jr. High School				
Certificated				
Academic Coach		**Hr/Day**	**FTE**	**WorkSite**
Dedini, Denise C			1.000	RJJH
	TOTAL	0.00	1.000	
School Counselor TK - 8		**Hr/Day**	**FTE**	**WorkSite**
Velasquez, Jonathan M			1.000	SE
	TOTAL	0.00	1.000	
Teacher 7th		**Hr/Day**	**FTE**	**WorkSite**
Fryatt, Adam C			1.000	RJJH
Nikkel, Loren W			1.000	RJJH
Parker, John Robert A			1.000	RJJH
Rossiter, Emily B			1.000	RJJH
Wheelis, Amanda L			1.000	RJJH
Yarbrough, Jeremy			1.000	RJJH
	TOTAL	0.00	6.000	
Teacher 7th/8th		**Hr/Day**	**FTE**	**WorkSite**

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KECSD

Rafer Johnson Jr. High School

Certificated				
Carlson-Montemayor, Amanda E			1.000	RJJH
Fridlund, Joshua			1.000	RJJH
Henry, Alicia R			1.000	RJJH
	TOTAL	0.00	3.000	
Teacher 8th		**Hr/Day**	**FTE**	**WorkSite**
Cann, Crystal			1.000	RJJH
Encinas Camacho, Esteban			1.000	RJJH
Ferrales, Sundy S			1.000	RJJH
Johnson, Shawna L			1.000	RJJH
Manuszak, Benjamin E			1.000	RJJH
Smothers, Garrett			0.880	RJJH
	TOTAL	0.00	5.880	
Teacher Band		**Hr/Day**	**FTE**	**WorkSite**
Sigle, Kimberlina M			1.000	RJJH
	TOTAL	0.00	1.000	
Teacher PE		**Hr/Day**	**FTE**	**WorkSite**
Alo, Niko C			1.000	RJJH
Castro-Canchola, Griselda			1.000	RJJH
	TOTAL	0.00	2.000	
Teacher RSP		**Hr/Day**	**FTE**	**WorkSite**
Noble, Kaileigh E			1.000	RJJH
Ramos, Crystal E			1.000	RJJH
	TOTAL	0.00	2.000	
Teacher-Intervention (ELA)		**Hr/Day**	**FTE**	**WorkSite**
Carender, Cindy B			1.000	RJJH

Position Control Summary Report
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KECSD

Rafer Johnson Jr. High School

Certificated

TOTAL	0.00	1.000	

Certificated Management

Learning Director	**Hr/Day**	**FTE**	**WorkSite**
Clifton, Ivette		1.000	RJJH
Ruiz, Michael A		1.000	RJJH
TOTAL	0.00	2.000	

Classified

Accompanist	**Hr/Day**	**FTE**	**WorkSite**
Phillips, Farrell L	6.50	0.813	RJJH
TOTAL	32.50	0.813	

Health Aide	**Hr/Day**	**FTE**	**WorkSite**
Cunningham, Jennifer M	5.00	0.625	RJJH
TOTAL	25.00	0.625	

Library/Media Tech II	**Hr/Day**	**FTE**	**WorkSite**
Kontich-Ballard, Melinda P	6.25	0.781	RJJH
TOTAL	31.25	0.781	

Office Clerk	**Hr/Day**	**FTE**	**WorkSite**
Galvez, Melissa A	5.75	0.719	RJJH
Martinez Elias, Josefina	5.75	0.719	RJJH
TOTAL	57.50	1.438	

Paraprofessional-EL	**Hr/Day**	**FTE**	**WorkSite**
Luna, Shayla L	5.75	0.719	RJJH
TOTAL	28.75	0.719	

Paraprofessional-Intervention	**Hr/Day**	**FTE**	**WorkSite**

Rafer Johnson Jr. High School

Classified				
Musleh, Amira A		5.75	0.719	RJJH
	TOTAL	28.75	0.719	
Paraprofessional-RSP		**Hr/Day**	**FTE**	**WorkSite**
Grant, Mariah L		5.50	0.688	SE
Keoniyom, Amphone		4.25	0.531	SE
Miguel, Wendy M		5.75	0.719	SE
Munoz, Jocelyn		5.75	0.719	SE
	TOTAL	106.25	2.657	
School Secretary		**Hr/Day**	**FTE**	**WorkSite**
Young, Staci L		8.00	1.000	RJJH
	TOTAL	40.00	1.000	
Secretary Assistant		**Hr/Day**	**FTE**	**WorkSite**
Johnson, Stacy A		5.75	0.719	RJJH
	TOTAL	28.75	0.719	
Confidential				
District Liaison		**Hr/Day**	**FTE**	**WorkSite**
Duffy, Matthew A		5.75	0.719	Pupil Svcs
	TOTAL	28.75	0.719	
Supervisory				
Behavioral Support Assistant		**Hr/Day**	**FTE**	**WorkSite**
Garibo, Bladimir E		5.75	0.719	SE
	TOTAL	28.75	0.719	

Reagan Elementary School

Certificated

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KECSD

Reagan Elementary School

Certificated

Academic Coach		**Hr/Day**	**FTE**	**WorkSite**
Stone, Michelle			1.000	Reag
	TOTAL	0.00	1.000	
School Counselor TK - 8		**Hr/Day**	**FTE**	**WorkSite**
Gonzalez, Kristen N			1.000	Pupil Svcs
	TOTAL	0.00	1.000	
Speech Pathologist		**Hr/Day**	**FTE**	**WorkSite**
Alves, Madison P			1.000	SE
	TOTAL	0.00	1.000	
Teacher - Intervention		**Hr/Day**	**FTE**	**WorkSite**
Gray, Nicole M			1.000	Reag
	TOTAL	0.00	1.000	
Teacher 4th		**Hr/Day**	**FTE**	**WorkSite**
Bennett, Claire E			1.000	Reag
Champlin, Leigh A			1.000	Reag
Cornett, Jeanine A			1.000	Reag
Dias, Jodi A			1.000	Reag
East, Chase I			1.000	Reag
Miller, Paige C			1.000	Reag
Santos, Jennifer R			1.000	Reag
	TOTAL	0.00	7.000	
Teacher 5th		**Hr/Day**	**FTE**	**WorkSite**
VACANT			1.000	Reag
VACANT			1.000	Reag
Ames, Danielle R			1.000	Reag

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KECSD

Reagan Elementary School

Certificated			
Avila, Mattielyn E		1.000	Reag
Gong, Theresa A		1.000	Reag
Schmal, Sarah E		1.000	Reag
Williams, Tyler C		1.000	Reag
TOTAL	0.00	7.000	

Teacher 6th	**Hr/Day**	**FTE**	**WorkSite**
VACANT		1.000	Reag
All, Sarah F		1.000	Reag
Bergthold, Aaron J		1.000	Reag
Link, Jeff		1.000	Reag
Owens, Jill		1.000	Reag
Ramirez, Jeffrey R		1.000	Reag
Scott, Jedidiah J		1.000	Reag
TOTAL	0.00	7.000	

Teacher Choral	**Hr/Day**	**FTE**	**WorkSite**
Pasalakis, Jacob R		1.000	Reag
TOTAL	0.00	1.000	

Teacher PE/Intervention (4-5-6)	**Hr/Day**	**FTE**	**WorkSite**
Smith, Alyssa B		1.000	Reag
TOTAL	0.00	1.000	

Teacher RSP	**Hr/Day**	**FTE**	**WorkSite**
LeForge, Lori A		1.000	Reag
Pendergrass, Anna		1.000	Reag
Simmons, Colby K		1.000	Reag

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KECSD

	TOTAL	0.00	3.000	
Certificated Management				
Learning Director		**Hr/Day**	**FTE**	**WorkSite**
Rogers, Amie R			1.000	Reag
	TOTAL	0.00	1.000	
Classified				
Health Aide		**Hr/Day**	**FTE**	**WorkSite**
Aguirre, Danika R		5.00	0.625	Reag
	TOTAL	25.00	0.625	
Library/Media Tech I		**Hr/Day**	**FTE**	**WorkSite**
Underwood, Caylee E		6.20	0.775	Reag
	TOTAL	31.00	0.775	
Office Clerk		**Hr/Day**	**FTE**	**WorkSite**
VACANT		5.75	0.719	Reag
Gutierrez, Maria E		8.00	1.000	Reag
	TOTAL	68.75	1.719	
Paraprofessional-Categorical		**Hr/Day**	**FTE**	**WorkSite**
VACANT		4.80	0.600	Reag
Bergstrom, Emily L		3.50	0.438	Reag
Campos, Elisa B		5.75	0.719	Reag
Gomez Gutierrez, Catherine		3.50	0.438	Reag
Hooper, Emily E		5.75	0.719	Reag
Johnston, Luke P		5.75	0.719	Reag
Morales, Kristina A		3.10	0.388	Reag
Purewal, Mandeep K		3.50	0.438	Reag
Quattrin, Mirjana T		3.50	0.438	Reag
Vardapetian, Marybeth		5.75	0.719	Reag
Zelaya, Jairo J		5.75	0.719	Reag

Position Control Summary Report
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KECSD

Reagan Elementary School

Classified

	TOTAL	253.25	6.335
Paraprofessional-EL		**Hr/Day**	**FTE**	**WorkSite**
Haro, Savanaha		5.75	0.719	Reag
Hernandez, Jasmine M		5.75	0.719	Reag
Lopez, Mayra J		5.75	0.719	Reag
	TOTAL	86.25	2.157	
Paraprofessional-Intervention		**Hr/Day**	**FTE**	**WorkSite**
Durr, Jordan M		5.75	0.719	Reag
Quiroz Saucedo, Alma D		4.50	0.563	Reag
	TOTAL	51.25	1.282	
Paraprofessional-RSP		**Hr/Day**	**FTE**	**WorkSite**
VACANT		2.00	0.250	SE
Cerroblanco, Amy E		4.25	0.531	SE
Fridlund, Ginger		2.00	0.250	SE
Fridlund, Ginger		3.50	0.438	SE
Jobe, Abigail M		5.75	0.719	Reag
Jorgensen, Amanda K		5.75	0.719	SE
Zuniga, Destiny M		3.75	0.469	SE
	TOTAL	135.00	3.376	
School Secretary		**Hr/Day**	**FTE**	**WorkSite**
Navarro, Victoria A		8.00	1.000	Reag
	TOTAL	40.00	1.000	
Secretary Assistant		**Hr/Day**	**FTE**	**WorkSite**
Olson, Carmen L		5.75	0.719	Reag

Position Control Summary Report
Active and Vacant Positions by Payroll Site

FY 2026-2027

KECSD

Reagan Elementary School

Classified				
Salazar, DeAnne M		5.75	0.719	Reag
	TOTAL	57.50	1.438	

Confidential				
District Liaison		**Hr/Day**	**FTE**	**WorkSite**
Melendez, Angelica S		5.75	0.719	Pupil Svcs
	TOTAL	28.75	0.719	

Supervisory				
Behavioral Support Assistant		**Hr/Day**	**FTE**	**WorkSite**
Garcia Rodriguez, Lizbeth G		5.75	0.719	SE
	TOTAL	28.75	0.719	

Roosevelt Elementary School

Certificated				
Academic Coach		**Hr/Day**	**FTE**	**WorkSite**
Pauls, Michelle E			1.000	Roos
	TOTAL	0.00	1.000	
School Counselor TK - 8		**Hr/Day**	**FTE**	**WorkSite**
Estrada, Destiny D			1.000	Pupil Svcs
	TOTAL	0.00	1.000	
Teacher 1st		**Hr/Day**	**FTE**	**WorkSite**
VACANT			1.000	Roos
Acosta , Ferlina O			1.000	Roos
Costa, Lori			1.000	Roos
Escoto, Amanda L			0.500	Roos
Mathis, Tara M			1.000	Roos

Position Control Summary Report
Active and Vacant Positions by Payroll Site

FY 2026-2027

KECSD

Roosevelt Elementary School

Certificated				
Moreno, Elissa V			1.000	Roos
Robinson, Susan			1.000	Roos
Shamp, Jennifer E			1.000	Roos
Taylor, Mollie E			0.500	Roos
Wilson, Allison Q			1.000	Roos
	TOTAL	0.00	9.000	
Teacher RSP		**Hr/Day**	**FTE**	**WorkSite**
Peterson, Elizabeth			1.000	Roos
Stone, Christine M			1.000	Roos
	TOTAL	0.00	2.000	
Classified				
Health Aide		**Hr/Day**	**FTE**	**WorkSite**
Lopez, Erica		5.00	0.625	Roos
	TOTAL	25.00	0.625	
Library/Media Tech I		**Hr/Day**	**FTE**	**WorkSite**
Haggmark, Hannah K		4.00	0.500	Roos
	TOTAL	20.00	0.500	
Paraprofessional-Categorical		**Hr/Day**	**FTE**	**WorkSite**
Hubble, Krystine N		3.50	0.438	Roos
Kiehn, Frankee E		5.75	0.719	Roos
Lund, Bryce		5.75	0.719	Roos
Pollock, Ashtin M		4.50	0.563	Roos
	TOTAL	97.50	2.439	
Paraprofessional-EL		**Hr/Day**	**FTE**	**WorkSite**
Ventura Chavez, Mariaelena		5.75	0.719	Roos

Position Control Summary Report
Active and Vacant Positions by Payroll Site

FY 2026-2027

KECSD

Roosevelt Elementary School

Classified

	TOTAL	28.75	0.719
Paraprofessional-Intervention		**Hr/Day**	**FTE**	**WorkSite**
Cardona, Amanda E		3.50	0.438	Roos
Vardapetian, Suzanna		5.75	0.719	Roos
	TOTAL	46.25	1.157	
Paraprofessional-RSP		**Hr/Day**	**FTE**	**WorkSite**
Gutierrez, Shawna K		5.75	0.719	SE
Lopez, Alexia G		4.00	0.500	SE
Rothgarn, Hailey J		5.00	0.625	SE
	TOTAL	73.75	1.844	
School Secretary		**Hr/Day**	**FTE**	**WorkSite**
Mendez, Rosa M		8.00	1.000	Roos
	TOTAL	40.00	1.000	
Secretary Assistant		**Hr/Day**	**FTE**	**WorkSite**
Ortiz, Breanna M		5.75	0.719	Roos
	TOTAL	28.75	0.719	

Supervisory

Behavioral Support Assistant	**Hr/Day**	**FTE**	**WorkSite**
Martinez, Brianna A	5.75	0.719	SE
TOTAL	28.75	0.719	

Special Education

Certificated

Acad Coach/SpEd, Student Svc	**Hr/Day**	**FTE**	**WorkSite**
Schofield, Heather N		1.000	SE

Position Control Summary Report
Active and Vacant Positions by Payroll Site

FY 2026-2027

KECSD

	TOTAL	0.00	1.000
Nurse		**Hr/Day**	**FTE**	**WorkSite**
Leal, Nicole R			1.000	SE
	TOTAL	0.00	1.000
School Psych Intern		**Hr/Day**	**FTE**	**WorkSite**
VACANT			1.000	SE
VACANT			1.000	SE
	TOTAL	0.00	2.000
Certificated Management				
Comm Schools Coord.		**Hr/Day**	**FTE**	**WorkSite**
Simmons, Linda J			1.000	Pupil Svcs
	TOTAL	0.00	1.000
School Psychologist		**Hr/Day**	**FTE**	**WorkSite**
Luna, Sarah L			1.000	SE
	TOTAL	0.00	1.000
Confidential				
Admin Asst-Special Ed		**Hr/Day**	**FTE**	**WorkSite**
Jaime, Katricia A		8.00	1.000	SE
	TOTAL	40.00	1.000
District Liaison		**Hr/Day**	**FTE**	**WorkSite**
Garcia, Myra S		5.75	0.719	Pupil Svcs
Penner, Tricia		8.00	1.000	Pupil Svcs
	TOTAL	68.75	1.719
Supervisory				
BCBA		**Hr/Day**	**FTE**	**WorkSite**
Albiani, Dylan G		8.00	1.000	Pupil Svcs

Position Control Summary Report
Active and Vacant Positions by Payroll Site

FY 2026-2027

KECSD

	TOTAL	40.00	1.000

State Preschool

Certificated

State PS Teacher	Hr/Day	FTE	WorkSite
VACANT	5.00	0.625	PS
Babayan, Samantha C	5.00	0.625	PS
Dominguez, Annette K	5.00	0.625	PS
Razo Estrella, Jocelin A	5.00	0.625	PS
TOTAL	100.00	2.500	

Classified

State Preschool Para	Hr/Day	FTE	WorkSite
Alaniz, Lisa A	3.75	0.469	PS
Cleary, Yolanda E	3.75	0.469	PS
Halbe, Ashley K	4.00	0.500	PS
Hernandez, Natalie S	3.75	0.469	PS
Hutton, Leila R	3.75	0.469	PS
Infante, Diana L	3.75	0.469	PS
Orozco Garcia, Maria D	4.00	0.500	PS
Ortiz, Daisy	3.75	0.469	PS
TOTAL	152.50	3.814	

Technology Department

Classified

Computer Tech II	Hr/Day	FTE	WorkSite
Chesebro, Ryan C	8.00	1.000	DO
TOTAL	40.00	1.000	

Sys Dev/Integration Spec	Hr/Day	FTE	WorkSite
VACANT	8.00	1.000	Tech

TOTAL	40.00	1.000	
Systems and SIS Coordinator	**Hr/Day**	**FTE**	**WorkSite**
Lutz, Scott	8.00	1.000	Tech
TOTAL	40.00	1.000	
Confidential			
Admin Asst-IS	**Hr/Day**	**FTE**	**WorkSite**
Underwood, Leah A	8.00	1.000	DO
TOTAL	40.00	1.000	
Washington Elementary School			
Certificated			
Acad Coach/Intervention Teacher	**Hr/Day**	**FTE**	**WorkSite**
Brandon, Brenda		1.000	Wash
TOTAL	0.00	1.000	
Elem Music Teacher	**Hr/Day**	**FTE**	**WorkSite**
Engstrom, Katie N		1.000	Wash
TOTAL	0.00	1.000	
School Counselor TK - 8	**Hr/Day**	**FTE**	**WorkSite**
Garza-Leal, Mary		1.000	Pupil Svcs
TOTAL	0.00	1.000	
SpEd PS Teacher	**Hr/Day**	**FTE**	**WorkSite**
Rivera, Galilea	5.50	0.688	SE
TOTAL	27.50	0.688	
Speech Pathologist	**Hr/Day**	**FTE**	**WorkSite**
Albiani, Karissa A		1.000	Wash
Sidoti, Gianna		1.000	Wash
TOTAL	0.00	2.000	

Position Control Summary Report
Active and Vacant Positions by Payroll Site

FY 2026-2027

KECSD

Washington Elementary School

Certificated

Teacher K		Hr/Day	FTE	WorkSite
Donabedian, Cynthia			1.000	Wash
Goodbar, Marni			1.000	Wash
Munarolo, Jordan M			1.000	Wash
North, Halle A			1.000	Wash
Ribeiro, Tami			1.000	Wash
Rosales, Kelda L			1.000	Wash
Smith, Melissa E			1.000	Wash
Walkingstick, Haylee K			1.000	Wash
	TOTAL	0.00	8.000	

Teacher RSP		Hr/Day	FTE	WorkSite
VACANT			1.000	Wash
Martinez, Gabriela			1.000	Wash
	TOTAL	0.00	2.000	

Teacher TK		Hr/Day	FTE	WorkSite
Armstrong, Madeline R			1.000	Wash
Gomez Zavala, Yaritza			1.000	Wash
Knott, Susan L			1.000	Wash
Petree, Leslie D			1.000	Wash
Reimer, Bernadette			1.000	Wash
Riddle, Melissa L			1.000	Wash
	TOTAL	0.00	6.000	

Classified

Health Aide	Hr/Day	FTE	WorkSite
Willems, Kasi D	5.00	0.625	Wash

Position Control Summary Report
Active and Vacant Positions by Payroll Site

FY 2026-2027

KECSD

	TOTAL	25.00	0.625
Library/Media Tech I		**Hr/Day**	**FTE**	**WorkSite**
East, Abigail K		4.00	0.500	Wash
	TOTAL	20.00	0.500
Office Clerk		**Hr/Day**	**FTE**	**WorkSite**
Urista, Kaylee S		4.00	0.500	Wash
	TOTAL	20.00	0.500
Paraprofessional-Categorical		**Hr/Day**	**FTE**	**WorkSite**
VACANT		5.50	0.688	Wash
Acosta , Inez		5.50	0.688	Wash
Campbell, Caitlin C		5.50	0.688	Wash
Vardapetian, Nataly A		5.50	0.688	Wash
	TOTAL	110.00	2.752
Paraprofessional-EL		**Hr/Day**	**FTE**	**WorkSite**
Martinez, Patricia M		5.75	0.719	Wash
	TOTAL	28.75	0.719
Paraprofessional-General		**Hr/Day**	**FTE**	**WorkSite**
VACANT		5.50	0.688	Wash
VACANT		1.00	0.125	Wash
Amador, Monica		5.50	0.688	Wash
Cox, Kathy C		5.50	0.688	Wash
Farias, Michelle F		5.50	0.688	Wash
Herman, Faith M		5.50	0.688	Wash
Jackson, Sarah D		5.50	0.688	Wash
Kaur, Khushvinder		5.50	0.688	Wash
Maravilla, Vanessa		5.50	0.688	Wash
Rogers, Jenna E		5.50	0.688	Wash

Position Control Summary Report
Active and Vacant Positions by Payroll Site

FY 2026-2027

KECSD

	TOTAL	252.50	6.317
Paraprofessional-Intervention		**Hr/Day**	**FTE**	**WorkSite**
East, Nicole		5.75	0.719	Wash
Schaeffer, Kyrie L		5.75	0.719	Wash
	TOTAL	57.50	1.438	
Paraprofessional-RSP		**Hr/Day**	**FTE**	**WorkSite**
VACANT		4.00	0.500	SE
Barnett, Melissa A		5.75	0.719	SE
Cendejas Barrientos, Gabriela		5.50	0.688	SE
Hernandez, Dulce E		5.75	0.719	SE
Ingrao, Preston R		4.25	0.531	SE
Pollock, Stasia N		5.50	0.688	SE
	TOTAL	153.75	3.845	
School Secretary		**Hr/Day**	**FTE**	**WorkSite**
Johnston, Kristal L		8.00	1.000	Wash
	TOTAL	40.00	1.000	
Secretary Assistant		**Hr/Day**	**FTE**	**WorkSite**
Pellegrine, Kathryn M		5.75	0.719	Wash
	TOTAL	28.75	0.719	
Confidential				
District Liaison		**Hr/Day**	**FTE**	**WorkSite**
Silva, Mary		5.00	0.625	Pupil Svcs
	TOTAL	25.00	0.625	
Supervisory				
Behavioral Support Assistant		**Hr/Day**	**FTE**	**WorkSite**
Wood, Kristin J		5.75	0.719	SE
	TOTAL	28.75	0.719	

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Approval and Adoption of 2026-2027 Salary Schedules

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

3. **Submitted By:**
   Sarah Ballard, Director of Human Resources

4. **Attachments:**
   - Not Applicable
   - ✓ To Be Enclosed with Board Packets

   *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To approve the Classified, Classified Management/Supervisory/Confidential, Pupil Personnel Services, Certificated, and Certificated Management salary schedules for the 2026-2027 school year.

6. **Financial Impact:**
   The salary schedules include a 3% increase to all steps effective July 1, 2026. The financial impact is approximately $604,745.

7. **Funding Source:**
   General Fund, Cafeteria, Preschool, Special Ed, Categorical

8. **Impact on Students:**
   By maintaining competitive salary schedules, the District is better able to recruit and retain qualified staff. This stability reduces turnover, strengthens relationships with students, and supports continuity in instruction and services.

Submit Completed Request to Maxine Balling

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

2026-27

CERTIFICATED MANAGEMENT SALARY SCHEDULE

ASSISTANT SUPERINTENDENT - CURR & INSTR/SPECIAL PROJECTS*

219 day minimum

1	2	3	4	5	6	7	8	9	10
177,567	180,872	184,176	187,484	190,788	194,093	197,398	200,705	204,009	207,319

K-6 PRINCIPAL*

198 day minimum

Washington/Roosevelt/CVHS

1	2	3	4	5	6	7	8	9	10
142,689	144,213	145,742	147,260	148,781	150,307	151,825	153,349	154,871	156,393

Lincoln/Reagan

1	2	3	4	5	6	7	8	9	10
145,511	147,039	148,560	150,081	151,605	153,127	154,649	156,170	157,693	159,213

MIDDLE SCHOOL PRINCIPAL/COMMUNITY SCHOOLS COORDINATOR*

203 day minimum

1	2	3	4	5	6	7	8	9	10
150,551	152,115	153,673	155,235	156,794	158,356	159,915	161,476	163,038	164,596

DIRECTOR OF SPECIAL EDUCATION & STUDENT SERVICES*

220 day minimum

1	2	3	4	5	6	7	8	9	10
164,766	166,479	168,169	169,860	171,552	173,243	174,935	176,624	178,314	180,008

DIRECTOR OF EXPANDED LEARNING & ENGLISH LEARNER PROGRAMS*

220 day minimum

1	2	3	4	5	6	7	8	9	10
164,766	166,479	168,169	169,860	171,552	173,243	174,935	176,624	178,314	180,008

ACADEMIC LEARNING DIRECTOR (2-3)/LEARNING DIRECTOR (4-5-6, 7-8)*

198 day minimum

1	2	3	4	5	6	7	8	9	10
120,522	122,984	125,447	127,908	130,372	132,834	135,296	137,758	140,221	142,689

All positions and rates listed above are based on 8 hour days
*$1,751 for doctorate degree paid annually in equal monthly installments over time.
*$75.00 per hour for Coordinator Special Projects
* 2% Longevity every three years after Step 10

Salary Schedule increased 3% over 2025-26 Salary Schedule

Revised as of 04/13/2026 *Proposed to the Board 04/13/2026* *Effective 07/01/2026*

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

2026-27

Certificated Salary Schedule

STEP	BA-0 PIP/STSP/Intern	BA-15 Intern	BA-30	BA-45	BA-45 +M	BA-60	BA-60 +M	BA-75	BA-75 +M	BA-90	BA-90 +M
1	63,086	65,392	67,769	70,242	72,506	72,670	74,936	75,783	78,048	78,895	81,163
2	64,139	66,447	68,823	71,287	73,554	74,436	76,701	77,580	79,848	80,726	82,993
3	65,217	67,507	69,884	72,337	74,605	75,481	77,747	78,628	80,897	81,775	84,037
4	67,016	68,913	71,288	73,747	76,011	76,905	79,172	80,067	82,334	83,227	85,493
5	68,120	70,402	72,781	75,221	77,489	78,379	80,647	81,544	83,812	84,702	86,970
6	70,164	72,422	74,754	77,159	79,427	80,308	82,575	83,452	85,719	86,597	88,862
7	72,533	74,774	77,083	79,469	81,736	82,612	84,880	85,756	88,023	88,901	91,167
8	74,902	77,126	79,417	81,775	84,037	84,920	87,187	88,065	90,332	91,204	93,471
9	77,261	79,473	81,744	84,082	86,349	87,227	89,493	90,371	92,638	93,513	95,780
10	79,634	81,824	84,074	86,385	88,650	89,531	91,799	92,677	94,943	95,818	98,085
11	81,981	84,162	86,399	88,696	90,962	91,836	94,103	94,986	97,251	98,125	100,392
12	84,356	86,515	88,730	90,998	93,269	94,143	96,410	97,289	99,557	100,431	102,699
13	86,744	88,878	91,062	93,305	95,573	96,449	98,716	99,596	101,864	102,739	105,004
14	89,098	91,217	93,388	95,612	97,877	98,755	101,023	103,579	105,847	105,044	107,311
15	90,243	92,363	94,533	96,753	99,020	99,900	102,167	105,293	107,559	107,045	109,311
16	91,829	93,959	96,138	98,368	100,634	101,526	103,793	107,521	109,787	109,569	111,837
17	92,956	95,095	97,281	99,511	101,776	102,675	104,943	109,240	111,507	111,577	113,845
18	95,780	97,934	100,138	102,391	104,658	105,589	107,857	113,109	115,375	115,914	118,180
19	98,586	100,766	102,992	105,273	107,537	108,503	110,769	116,977	119,243	120,250	122,516

• $1,751 for doctorate degree paid annually in equal monthly installments over time.

2% added every 3 years after Step 19

1. Annual Salary based on a 7 hour day, 184 duty days. Library/Media Specialist and Academic Coaches are 191 duty days.
2. "Acceptable units" are defined as those applicable toward a credential or as units determined as being those which in all probability will benefit the students, teacher, and/or the district.
    a. Courses for credit must be of graduate level or higher, and taken at an accredited college or university.
    b. Courses must be appropriate and relevant to the grade level and instructional program in which the teacher is involved.
    c. Courses must be approved before enrollment for courses 76-90 units.
3. Step placement on the salary schedule will be determined by verification of out-of-district full-time experience up to 8 years or a higher step placement may be added for hard to fill positions as determined by the Superintendent.
4. $1,500.00 Special Education Stipend for Counselors, RSP Teachers, Academic Coach/Special Ed & Student Services per FTE per year, paid in equal installments over time.
5. $2,500.00 Choral Director Stipend; $2,500 Band Director Stipend, per FTE per year, paid in equal installments over time.
6. Arrangements must be made on or before March 1 for a change in classification.
7. Additional salary may be granted for special assignments involving added duties or responsibilities.
8. "Day-to-day" substitute teachers will receive a daily salary of $175 for a full day and $90 for a half day. "Long-term" substitute teachers (20 consecutive days or more in the same classroom) will receive $185 per day.
9. Hourly rates: Classroom Teacher - $40/hr; ELOP Intervention Teacher - $60/hr; Counselor - $40/hr; Teacher Daily Rate: $175/day

Salary Schedule increased 3% over 2025-26 Salary Schedule

Revised as of 04/13/2026 *Proposed to the Board 04/13/2026* *Effective 07/01/2026*

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

2026-27

CERTIFICATED SALARY SCHEDULE (PRE-SCHOOL)

SITE SUPERVISOR*

190 day minimum

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
35.43	36.93	38.33	39.76	41.21	42.02	42.88	43.67	44.50	45.36	46.21	47.04	47.92	48.76	49.60

PRE-SCHOOL TEACHER (with Bachelor's Degree)*

182 day minimum

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
29.28	30.07	30.82	32.33	33.10	34.34	35.27	36.15	37.07	38.00	39.28	39.84	40.75	41.67	42.64

PRE-SCHOOL TEACHER (with AA/AS Degree)*

182 day minimum

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
26.50	27.26	27.97	29.42	30.15	31.34	32.20	33.04	33.94	34.81	36.04	36.57	37.44	38.31	39.26

1) Must hold appropriate Child Development Permit from CTC for these positions
2) Step placement on the salary schedule will be determined by verification of out-of-district experience up to 8 years
3) Day to day substitutes will be paid Step 1 of the appropriate position
4) $1,500.00 Special Education Stipend for Pre-School Teachers working in a Special Education classroom, per FTE per year, paid in equal installments over time.
5) Extra Work Agreements will be paid at the employee's regular hourly rate.

* 2% Longevity applied every three years after Step 15

Salary Schedule increased 3% over 2025-26 Salary Schedule

Revised as of 04/13/2026 *Proposed to the Board 04/13/2026* *Effective 07/01/2026*

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

2025-26

PUPIL PERSONNEL SERVICES SALARY SCHEDULE

*SCHOOL PSYCHOLOGIST**

193 day minimum, 8 hours

1	2	3	4	5	6	7	8	9	10
92,035	96,091	100,148	104,202	108,260	112,317	116,371	120,431	124,484	128,542

*CREDENTIALED SCHOOL NURSE - with Master's Degree**

184 day minimum, 8 hours

1	2	3	4	5	6	7	8	9	10
91,003	94,784	98,564	102,345	106,125	109,906	113,686	117,467	121,247	125,029

*CREDENTIALED SCHOOL NURSE**

184 day minimum, 8 hours

1	2	3	4	5	6	7	8	9	10
88,703	92,483	96,264	100,044	103,824	107,605	111,385	115,165	118,946	122,727

*CREDENTIALED SPEECH/LANGUAGE PATHOLOGIST**

184 day minimum, 7 hours

Additional Stipend of $1,500 per 1.0 FTE

1	2	3	4	5	6	7	8	9	10
93,929	97,104	100,282	103,457	106,633	109,809	112,986	116,161	119,338	122,513

*SPEECH/LANGUAGE PATHOLOGIST (Variable Term Waiver)**

184 day minimum, 7 hours

Additional Stipend of $1,500 per 1.0 FTE

1	2	3	4	5	6	7	8	9	10
89,064	92,239	95,415	98,593	101,767	104,944	108,120	111,296	114,473	117,648

1) Step placement on the salary schedule will be based on full time years of experience. (1,472 hours = 1 year)
2) Hourly rates - School Psychologist - $47.00/hr; Credentialed Nurse - $46.00/hr; Substitute Registered Nurse hourly rate - $35.00/hr; SLP - Based on years of service as SLP
3) $1,751 for doctorate degree paid annualy in equal monthly installments over time

* 2% Longevity applied every three years after Step 10

Salary Schedule increased 3% over 2025-26 Salary Schedule

Revised as of 04/13/2026 *Proposed to the Board 04/13/2026* *Effective 07/01/2026*

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

2026-27

Classified Management/Supervisory/Confidential Salary Schedule

SENIOR MANAGEMENT

	Step	1	2	3	4	5	6	7	8	9	10
Assistant Supt-Business Svcs	Monthly	14798	15073	15347	15624	15899	16175	16449	16726	17001	17277
Director-Human Resources	Monthly	13003	13300	13599	13898	14195	14494	14793	15092	15390	15689

CLASSIFIED MANAGEMENT

	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Director of Technology	Monthly	10773	10928	11083	11238	11393	11548	11703	11858	12013	12168	12323	12478	12633	12788	12943
M.O.T. Director	Monthly	8486	8608	8731	8855	8976	9099	9221	9342	9463	9586	9707	9828	9951	10072	10195
Child Nutrition Director	Monthly	6217	6452	6684	6917	7148	7318	7483	7652	7818	7985	8152	8320	8488	8655	8819

SUPERVISORY

	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
BCBA (208 days)	Monthly	7725	8080	8435	8789	9142	9461	9777	10090	10400	10709	11016	11321	11621	11921	12218
Asst Supv of Oper	Monthly	5712	5934	6156	6374	6595	6714	6832	6946	7064	7180	7302	7417	7535	7653	7769

CONFIDENTIAL

	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Exec Asst to Superintendent	Monthly	5810	6057	6306	6555	6804	7056	7304	7556	7718	7880	8042	8203	8365	8527	8688
Administrative Assistant	Monthly	4569	4865	5160	5456	5754	6048	6346	6641	6756	6874	6991	7107	7223	7342	7456
Administrative Assistant - Special Ed (222 Days)	Hourly	26.25	27.95	29.65	31.35	33.06	34.76	36.47	38.17	38.83	39.51	40.18	40.85	41.51	42.20	42.85
Food Serv Secretary	Hourly	22.57	23.67	24.81	25.90	27.02	27.68	28.36	29.04	29.73	30.41	31.06	31.74	32.40	33.09	33.77
Finance Secretary	Hourly	22.57	23.67	24.81	25.90	27.02	27.68	28.36	29.04	29.73	30.41	31.06	31.74	32.40	33.09	33.77
Homeless/District Liaison (206 or 196 Days)	Hourly	29.88	31.21	32.45	33.72	35.00	35.60	36.18	36.75	37.34	37.96	38.54	39.11	39.71	40.27	40.86

- Longevity applied according to Board Policy 4251
- 261 day calendar unless otherwise noted
- Stipend applied annually for approved college units up to 120 units and/or BA/BS degree based on 8 hour work day, applied commensurate with contracted daily hours.
- Salary schedule increased 3% over 2025-26 Salary Schedule.

Revised as of 04/13/2026 *Proposed the Board on 04/13/2026* *Effective 07/01/2026*

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

2026-27

Classified Employee's Salary Schedule (Page 1)

CLERICAL

	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
School Secretary	Hourly	23.87	25.13	26.42	27.62	28.91	29.89	30.90	31.91	32.95	33.94	34.97	35.94	36.97	37.98	38.98
Assistant Secretary	Hourly	20.69	21.21	22.19	23.19	24.19	25.02	25.87	26.73	27.55	28.39	29.22	30.10	30.90	31.77	32.60
Library/Media Tech II	Hourly	22.00	22.65	23.25	24.21	25.16	25.68	26.18	26.69	27.21	27.68	28.20	28.71	29.20	29.74	30.22
Library/Media Tech I	Hourly	20.30	20.80	21.27	22.32	23.37	23.82	24.29	24.78	25.18	25.68	26.13	26.58	27.06	27.53	28.02
Office Clerk	Hourly	20.30	20.70	21.12	21.54	21.97	22.39	22.81	23.25	23.68	24.14	24.61	25.07	25.53	26.03	26.52
Substitute Secretary/Clerical	Hourly	18.17														

AIDES

	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Health Aide	Hourly	20.30	20.72	21.17	21.61	22.00	22.50	22.94	23.41	23.87	24.33	24.80	25.26	25.72	26.18	26.63
Paraprofessional	Hourly	20.30	20.82	21.33	21.86	22.40	22.96	23.30	23.65	24.01	24.37	24.73	25.11	25.48	25.87	26.25
Paraprofessional - RSP	Hourly	21.37	21.79	22.23	22.66	23.08	23.51	23.94	24.37	24.80	25.22	25.66	26.08	26.51	26.94	27.37
Substitute Instructional Aid	Hourly	18.17														

TECHNICAL

	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Systems and SIS Coordinator	Monthly	5660	5900	6140	6379	6619	6859	7098	7338	7578	7817	8057	8297	8536	8776	9016
Sys Dev/Integration Specialist	Monthly	4687	4884	5089	5290	5491	5687	5885	6081	6280	6477	6675	6871	7071	7265	7463
Computer Tech II	Monthly	3893	4106	4316	4523	4734	4937	5143	5349	5553	5759	5962	6169	6373	6576	6783
Computer Tech I	Hourly	20.56	20.66	21.18	21.67	22.17	22.68	23.18	23.66	24.17	24.69	25.17	25.69	26.20	26.72	27.22

OTHER

	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Behavioral Support Asst	Hourly	25.17	26.31	27.36	28.44	29.56	30.57	31.55	32.56	33.57	34.60	35.61	36.63	37.60	38.61	39.64
Speech-Lang. Path. Assistant	Hourly	29.88	31.21	32.45	33.72	35.00	35.60	36.18	36.75	37.34	37.96	38.54	39.11	39.71	40.27	40.86
Accompanist	Hourly	33.03	34.15	35.30	36.43	37.58										

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- 261 day calendar unless otherwise noted
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- Salary schedule increased 3% over 2025-26 Salary Schedule.

Revised as of 04/13/2026 *Proposed the Board on 04/13/2026* *Effective 07/01/2026*

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

2026-27

Classified Employee's Salary Schedule (Page 2)

OPERATIONS

	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
HVAC Person	Monthly	4850	5081	5319	5552	5770	5950	6059	6162	6267	6374	6481	6587	6695	6799	6904
	Hourly	27.87	29.20	30.57	31.91	33.16	34.20	34.82	35.41	36.02	36.63	37.25	37.86	38.48	39.07	39.68
Maintenance w/HVAC Cert	Monthly	4481	4667	4857	5045	5224	5375	5439	5515	5583	5654	5726	5796	5864	5934	6005
	Hourly	25.75	26.82	27.91	28.99	30.02	30.89	31.26	31.70	32.09	32.49	32.91	33.31	33.70	34.10	34.51
Maintenance	Monthly	4222	4408	4598	4787	4964	5113	5183	5254	5325	5391	5466	5536	5604	5675	5745
	Hourly	24.26	25.33	26.43	27.51	28.53	29.39	29.79	30.20	30.60	30.98	31.41	31.82	32.21	32.61	33.02
Maintenance Assistant	Monthly	4060	4260	4462	4663	4850	5004	5071	5140	5213	5281	5350	5419	5490	5561	5626
	Hourly	23.33	24.48	25.64	26.80	27.87	28.76	29.14	29.54	29.96	30.35	30.75	31.14	31.55	31.96	32.33
General Maintenance	Monthly	4060	4260	4462	4663	4850	5004	5071	5140	5213	5281	5350	5419	5490	5561	5626
	Hourly	23.33	24.48	25.64	26.80	27.87	28.76	29.14	29.54	29.96	30.35	30.75	31.14	31.55	31.96	32.33
Lead Grounds	Monthly	4060	4260	4462	4663	4850	5004	5071	5140	5213	5281	5350	5419	5490	5561	5626
	Hourly	23.33	24.48	25.64	26.80	27.87	28.76	29.14	29.54	29.96	30.35	30.75	31.14	31.55	31.96	32.33
Lead Custodian	Monthly	4060	4260	4462	4663	4850	5004	5071	5140	5213	5281	5350	5419	5490	5561	5626
	Hourly	23.33	24.48	25.64	26.80	27.87	28.76	29.14	29.54	29.96	30.35	30.75	31.14	31.55	31.96	32.33
Painter	Monthly	3914	4112	4306	4500	4692	4841	4913	4980	5052	5122	5189	5261	5331	5403	5472
	Hourly	22.49	23.63	24.75	25.86	26.97	27.82	28.24	28.62	29.03	29.44	29.82	30.24	30.64	31.05	31.45
Groundsperson	Monthly	3914	4112	4306	4500	4692	4841	4913	4980	5052	5122	5189	5261	5331	5403	5472
	Hourly	22.49	23.63	24.75	25.86	26.97	27.82	28.24	28.62	29.03	29.44	29.82	30.24	30.64	31.05	31.45
Custodian	Monthly	3914	4112	4306	4500	4692	4841	4913	4980	5052	5122	5189	5261	5331	5403	5472
	Hourly	22.49	23.63	24.75	25.86	26.97	27.82	28.24	28.62	29.03	29.44	29.82	30.24	30.64	31.05	31.45
**Bus Driver (50% Stipend)	Monthly	166.00	174.50	183.00	188.50	193.50	193.50	193.50	193.50	193.50	193.50	193.50	193.50	193.50	193.50	193.50

PART-TIME

	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Part-Time Grounds	Hourly	22.49	23.63	24.75	25.86	26.97	27.82	28.24	28.62	29.03	29.44	29.82	30.24	30.64	31.05	31.45
Part-Time Custodian	Hourly	22.49	23.63	24.75	25.86	26.97	27.82	28.24	28.62	29.03	29.44	29.82	30.24	30.64	31.05	31.45
Part-Time Painter	Hourly	22.49	23.63	24.75	25.86	26.97	27.82	28.24	28.62	29.03	29.44	29.82	30.24	30.64	31.05	31.45
Part-Time General Mtc	Hourly	23.33	24.48	25.64	26.80	27.87	28.76	29.14	29.54	29.96	30.35	30.75	31.14	31.55	31.96	32.33
Short Term Maintenance	Hourly	18.17														
Sub Custodian	Hourly	18.17														

CAFETERIA

	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Cook III (196 Days)	Hourly	23.39	23.90	24.41	24.95	25.49	26.06	26.41	26.76	27.11	27.48	27.84	28.20	28.58	28.96	29.36
Cook II (196 Days)	Hourly	21.73	22.24	22.76	23.29	23.84	24.40	24.74	25.10	25.45	25.81	26.18	26.54	26.92	27.31	27.69
Cook I (196 Days)	Hourly	21.19	21.69	22.21	22.74	23.29	23.85	24.19	24.56	24.91	25.27	25.64	26.00	26.37	26.76	27.14
Café Warehouse Driver/Custodian (206 Days)	Hourly	22.49	23.63	24.75	25.86	26.97	27.82	28.24	28.62	29.03	29.44	29.82	30.24	30.64	31.05	31.45
Cafeteria Helper (196 Days)	Hourly	20.30	20.82	21.33	21.86	22.41	22.97	23.31	23.66	24.02	24.38	24.74	25.11	25.48	25.87	26.25
Short Term Cafeteria Helper	Hourly	18.17														
Sub Cafeteria Helper	Hourly	18.17														

- Longevity applied according to Board Policy 4251
- 261 day calendar unless otherwise noted
- Stipend applied annually for approved college units up to 120 units and/or BA/BS degree based on 8 hour work day, applied commensurate with contracted daily hours.
- Employees assigned to a regular work schedule that includes hours between 5:00 p.m. and 11:00 p.m. shall receive a shift differential equal to four percent (4%) of their hourly rate for those assigned hours worked within that time period.
- Salary schedule increased 3% over 2025-26 Salary Schedule.

**Stipend applies only to those hired and drove bus prior to 2005-06 school year.

Revised as of 04/13/2026 *Adopted and Approved by the Board on 04/13/2026* *Effective 07/01/2026*

KINGSBURG
ELEMENTARY CHARTER SCHOOL DISTRICT

Classified Professional Growth Stipend 2026-27

Minimum Units	Maximum Units	Annual Stipend Amount
12	23	$300
24	35	$600
36	47	$900
48	59	$1,200
60	71	$1,500
72	83	$1,800
84	95	$2,100
96	107	$2,400
108	119	$2,700
120	120+	$3,000

- The Classified Professional Growth Stipend will be applied in accordance with Board Policy 4251.
- The unit stipend is based on an 8-hour workday.
- The payable stipend amount is calculated based on contracted work hours.
- If employment begins after the start of the year or ends early, the stipend will be prorated based on time worked.

Proposed to the Board 04/13/2026
Effective 07/01/2026

Kingsburg Elementary Charter School District
Board Agenda Item

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

1. **Agenda Item:**
   Williams Quarterly Report - April 2026

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

3. **Submitted By:**
   Maxine Balling, Executive Assistant to the Superintendent

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

5. **Purpose:**
   The quarterly report is required by our County Office. We have received no complaints. A complaint under the Uniform Complaint Procedure (UCP) is a written and signed statement by an individual, public agency, or organization alleging a violation of federal or state laws governing certain education programs.

6. **Financial Impact:**
   None.

7. **Funding Source:**
   None.

8. **Impact on Students:**
   Provide a safe, positive and healthy learning environment.

Submit Completed Request to Maxine Balling

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]

District Name: Kingsburg Elementary Charter School District

Person completing this form: Maxine Balling Title: Executive Assistant to the Superintendent

Quarterly Report Submission Date: (*check one*)

- ☐ October 2025 (July-Sept 2025)
- ☐ January 2026 (October – December 2025)
- ☑ April 2026 (January – March 2026)
- ☐ July 2026 (April – June 2026)

Date for information to be reported publicly at governing board meeting: April 13, 2026

Please check the box that applies:

☑ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Dr. Wesley Sever
Print Name of District Superintendent

Signature of District Superintendent

April 13, 2026
Date

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

Original Adopted Date: 02/21/2012 | **Last Revised Date:** 03/13/2023

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

Additionally, the school site council may invite community leaders, local emergency medical services personnel, the district's public entity risk pool joint powers authority or insurance provider, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence to participate in the planning process. (Education Code 32280)

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

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

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

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

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

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

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the CSSP to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee to make appropriate modifications to the CSSP during the evaluation of the CSSP. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan
Each CSSP shall include an assessment of the current status of any crime committed on campus and at shool-related functions. (Education Code 32282)

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

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

1. Child abuse or neglect reporting procedures consistent with Penal Code 11164-11174.3, including procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses

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

    a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973

    b. An earthquake emergency procedure system as specified

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

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

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

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

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

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

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

8. A safe and orderly school environment conducive to learning

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

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

11. If procedures to prepare for active shooters or other armed assailants by conducting a drill are included in the CSSP, the CSSP shall specify that:

a. The school will not conduct a high-intensity drill, as defined in Education Code 32282

b. Real weapons, gunfire blanks, or explosions will not be used in the conducting of the drill

c. A trauma-informed approach as specified in Education Code 32282 will be used in the design and execution of any drill

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

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

14. Procedures specifically designed to notify parents/guardians and district staff when the school confirms that an officer or employee of an agency conducting immigration enforcement is on school grounds as specified in Education Code 32282

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

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

17. Explicit procedures to prohibit the use of smartphones in the case of an emergency or in response to a perceived threat of danger if such use is prohibited in Board Policy 5131.8 - Mobile Communication Devices (Education Code 48901.7)

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

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

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

3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment

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

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

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

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

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

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

10. District policy prohibiting the possession of firearms and ammunition on school grounds

11. Measures to prevent or minimize the influence of gangs on campus

12. Procedures for receiving verification from law enforcement when a violent crime or sex offense has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

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

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

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

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

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

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

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

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

17. Strategies for suicide prevention and intervention

18. District policy and/or plan related to pandemics

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

20. Crisis prevention and intervention strategies, which may include the following:

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

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

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

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

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

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

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

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

21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques

    Such training shall include preparation to implement the elements of the CSSP

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

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

Regulation 4114: Transfers

Status: DRAFT

Original Adopted Date: 09/08/1994 | **Last Revised Date:** 03/12/2018 | **Last Reviewed Date:** 03/12/2018

Voluntary Transfers
A transfer shall be defined as a change in work site from one school to another. A voluntary transfer is one that is conducted at the request of the certificated employee.
Any request for transfer shall be submitted in writing on the district provided form to the district office by February 10th of each year. Requests must include all possible desired assignments whether or not a known vacancy exists. Requests made after February 10th will not be subject to conditions contained herein and will be considered at the discretion of the Superintendent or designee.
The teacher requesting the transfer must have the appropriate credential(s), supplemental(s) and/or qualifications for the position requested. They may also be required to demonstrate competency required by specific grade levels (knowledge of grade level standards; success in teaching beginning readers, second language learners, etc.) and/or special skills beneficial to the students in the location of the new assignment.
Before the last work day of each school year, teachers currently employed by the district shall receive consideration for the position prior to the employment of anyone outside the district. For purposes of making a selection to fill a vacancy between a current tenured certificated staff member and an outside applicant, a current tenured certificated staff member who meets the February 10th deadline and credentialing requirements shall be granted an interview before the vacancy is filled. Exceptions to this provision are authorized when such exceptions are necessary in order to meet the requirements of the District's Affirmative Action Policy, when the qualifications of an outside applicant are clearly superior, or at the discretion of the Superintendent to consider mitigating circumstances.
When making a decision between two or more tenured certificated staff members the following criteria shall apply: First, during the interview process the qualifications, training, major and minor fields of study, credentials, experience, competencies, preferred criteria as listed in the job flyer and good standing have been assessed. Second, after interview, seniority of the certificated staff member shall be the tie-breaking criteria between the candidates if the qualifications during the interview are ranked equally. Seniority is defined as the employee with the longest unbroken span of employment in the district.
Unselected applicants shall be entitled to meet with the Principal and, upon request, to a written statement as to why their transfer request has been denied.
The Superintendent or designee shall maintain a list of all known vacancies. The most current list shall be posted in or near the school staff-break area. The school principal shall post the most current list when it is available.

Voluntary and Involuntary Transfers within a School Site
Changes of assignment within the same school may be made at the discretion of the school principal and in consultation with the Superintendent or designee. Teachers being involuntarily reassigned to a different grade level at any time shall receive a $400 budget to spend on materials to be used to meet the educational needs of their students or in the case of the junior high, a percentage of $400 based on the change in their schedule to another grade. The district will make every effort to inform teachers of involuntary transfers by May 15th of each school year.

Involuntary Transfers to Different School Sites
Involuntary transfers may become necessary when programs are reduced or cancelled, when schools are closed, or when otherwise required in order to accommodate the school's staffing needs.
Before making an involuntary transfer, an attempt will be made to find qualified volunteers.
An involuntary transfer can only take place once every five (5) years for a teacher that is either involuntarily transferred or volunteers to leave a site and/or grade level due to staffing needs.
Seniority. When it is necessary for the District to fill a vacancy through involuntary transfer and more than one (1) current employee is qualified, the district shall transfer the employee with the least seniority. Employees shall have their seniority defined in the following order (most senior to least senior employee based on the accumulation of FTE's taught):

1. Seniority of the employee with the longest span of employment in the grade-level at the school site.
2. Seniority of the employee with the longest span of employment at the school.
3. Seniority of the employee with the longest unbroken span of employment in the district.
4. Seniority of the employee with the longest combined span of employment in the district (i.e., combined time minus a leave of absence or other break in service).

If a teacher objects to a transfer, he/she may request a meeting with the Superintendent or designee and the principal. If dissatisfied with the results of this meeting, the teacher may appeal to the Governing Board. The Board's

decision shall be final.
Any teacher who is involuntarily reassigned shall retain the right to return to the grade level from which the teacher was transferred for the school year immediately following the teacher's first complete year of service in the reassigned grade level. The teacher must affirmatively indicate this election on the annual Consideration for Reassignment Form within the timelines established by the District.

Exhibit 4119.21-E(1): Professional Standards **Status:** DRAFT

Original Adopted Date: Pending

CODE OF ETHICS FOR EDUCATORS

Preamble
The National Education Association (NEA) believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents/guardians, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics for Educators indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

The following exhibit reproduces the Code of Ethics for Educators adopted by the National Education Association in 1975. The Code was revised in 2020 to use the broader term "educator."

The educator strives to help each student realize the student's potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
    a. Exclude any student from participation in any program
    b. Deny benefits to any student
    c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage
8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

Principle II. Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications

2. Shall not misrepresent the educator's professional qualifications

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position

5. Shall not assist a noneducator in the unauthorized practice of teaching

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

7. Shall not knowingly make false or malicious statements about a colleague

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action

Source: National Education Association, 2020

Exhibit 4219.21-E(1): Professional Standards **Status:** DRAFT

Original Adopted Date: Pending

CODE OF ETHICS
CLASSIFIED EMPLOYEES

School employees who are in daily contact with many phases of educational work should be persons whose conduct is beyond reproach and who sincerely believe in the advancement of education and the betterment of working conditions.

AS A SCHOOL EMPLOYEE I WILL:

1. Be proud of my vocation in order that I may use my best endeavors to elevate the standards of my position so that I may merit a reputation for high quality of service -- to the end that others may emulate my example
2. Be a person of integrity, clean speech, desirable personal habits, and physical fitness
3. Be just in my criticism and be generous in my praise; to improve and not destroy
4. At all times be courteous in my relations with students, parents/guardians, teachers and others
5. Be a resourceful person who readily adapts to different kinds of work and changed conditions and finds better ways to do things
6. Conduct myself in a spirit of friendly helpfulness to my fellow employees to the end that I will consider no personal success legitimate or ethical which is secured by taking unfair advantage of another
7. Associate myself with employees of other districts for the purpose of discussing school problems and cooperating in the improvement of public school conditions
8. Always uphold my obligations as a citizen to my nation, my state, my school district and my community, and give them unswerving loyalty

Regulation 5145.2: Freedom Of Speech/Expression

Status: DRAFT

Original Adopted Date: 09/13/2007 | **Last Revised Date:** 02/21/2012

Time, Place, and Manner Restrictions for Student Expression

Each principal or designee may annually identify physical or electronic locations, such as school courtyards, bulletin boards, or social media accounts, on which students and student organizations may hold a public rally, express and debate issues, or post information of general interest. Additionally, students may distribute handbills, leaflets, and other printed or electronic material, whether produced within or outside of the school. In addition, students may collect signatures on petitions concerning school or nonschool issues. All such expression in a given year shall be limited to the locations identified by the principal or designee for that year.

Materials or petitions may be distributed only:

1. Before or after school or during lunch time

2. For printed materials or petitions, in locations that do not obstruct the normal flow of traffic within the school or at entrances

No student shall use coercion to induce any other student or person to accept materials or to sign a petition. No funds shall be collected for any material distributed.

At the principal or designee's discretion, any materials or petitions may be required to include a disclaimer indicating that views, ideas, and opinions expressed in the materials or petitions are not sponsored by and do not necessarily reflect those of the school or district.

Buttons, badges, armbands, and clothing bearing slogans or sayings may be worn at all times, unless their message falls into the categories prohibited by law and Board policy. No employee shall interfere with such expression solely on the grounds that the message may be controversial or unpopular with students or faculty. (Education Code 234.1, 48907)

Official School Publications

Students shall have the right to exercise freedom of speech and of the press in official school publications, except for expression that is obscene, libelous, slanderous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school. (Education Code 48907)

Official school publications are materials produced by students in journalism or yearbook courses or programs, student newspapers, yearbook, or other student publications, or writing classes, and distributed to the public or to the student body either for a fee or free. (Education Code 48907)

Each principal may develop a school publications code outlining the responsibility of the students who produce or support the production of content for official student publications and the staff who serve as advisors of official student publications.

All official student publications shall be held to professional standards of language and journalism. (Education Code 48907)

If the principal determines that material intended for inclusion in an official student publication violates the accompanying Board policy or this regulation or Ed Code 48907, the principal shall first consider any feasible alternative options to limiting the material. If no other option is feasible, the principal shall notify the official student publication, via the student advisor, and the student authors of the material without undue delay and shall provide specific reasons for why the submitted material may not be published. Absent extraordinary circumstances, such notice shall be given in sufficient time to allow the official student publication or the student authors to either modify the material or request review by the Superintendent or designee.

Student Participation in Civic or Political Events

Upon providing advanced notice and in accordance with Board Policy/Administrative Regulation 5113 - Absences and Excuses, a student in middle school (grades 7-8) shall be permitted one excused absence per school year in order to participate in a civic or political event such as voting, poll working, strikes, public commenting, or attending candidate speeches, political or civic forums, or town halls. (Education Code 48205)