

**1AGENDA
 KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
 BOARD OF TRUSTEES
 Board Room 1900 18th Avenue 4:00 p.m.
 Kingsburg, CA 93631
 June 26, 2023**

1. **CALL TO ORDER** _____

2. **SALUTE TO THE FLAG**

3. **ROLL CALL AND ESTABLISHMENT OF A QUORUM**

Member's Present _____ _____
 _____ _____
 _____ _____

Members Absent _____ _____

4. **OTHERS PRESENT** _____ _____

5. **APPROVAL OF AGENDA**

Motion _____ Second _____ Vote _____

6. **PUBLIC COMMENT**

Public Comment
 For regular meetings, the public is provided an opportunity to address not only any item on the agenda but any item within the subject matter jurisdiction of the Kingsburg Joint Union High School District. **Disclaimer:** The opinions expressed in public comments are the authors own and do not necessarily reflect the official policies or position of the Kingsburg Joint Union High School District

Members of the public who wish to provide public comment during observed COVID-19 social distancing guidance may email the district at PublicComment@Kingsburghigh.com by 4:00 p.m. the Friday before the meeting date, which generally lands on Monday. Please note you are not compelled to provide a name and can comment anonymously. The comments will be read outloud during the public comment portion of the meeting in the order in which they were received. If in attendance, social distancing will be required. Public comments are limited to three minutes or 450 written words per speaker. Twenty (20) minutes per issue will be allowed.

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 comments made at this time. Concerns will be referred to the Superintendent's office for review and response.

Board Room Accessibility: The Kingsburg Joint Union High School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the Administrative Assistant to the Superintendent at 897-7721 at least 48 hours before the scheduled Board of Trustees meeting so that we may make every reasonable effort to accommodate you [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132.)]

7. APPROVAL OF MINUTES

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- 7.2 Special Meeting – May 11, 2023
- 7.3 Regular Meeting – May 15, 2023

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- 8.1 Superintendent Report
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Government Code Section 54957: Superintendent Evaluation – June 2022 – June 2023

From _____ to _____

13. ACTION REPORTED OUT OF CLOSED SESSION, IF ANY

14. ITEMS FOR NEXT AGENDA

None

15. ADJOURNMENT _____

(Time)

FOR BOARD ACTION:

Motion _____

Second _____

Vote _____

Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

ISSUE: Presentation of Accounts Payable for the month of May 2023.

ACTION: Presentation of Accounts Payable for the month of May 2023.

RECOMMENDATION: Recommend approval.

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
Minutes of the Special Meeting of the Board of Trustees**

PLACE AND DATE

Board Room, Kingsburg High School, 1900 18th Avenue, Kingsburg, California,
May 1, 2023.

CALL TO ORDER

The meeting was called to order at 2:00 p.m. by Mr. Mike Serpa, President.

MEMBERS PRESENT

Mr. Johnie Thomsen
Mr. Brent Lunde
Mr. Rick Jackson
Mr. Steve Nagle
Mr. Mike Serpa

MEMBERS ABSENT

None

OTHERS PRESENT

Mr. Don Shoemaker, Superintendent
Ms. Michelle Warkentin, Assistant Principal Kingsburg High School
Ms. Heather Wilson, Assistant Principal Kingsburg High School
Other staff members, students, and citizens - list on file in the district office.

APPROVAL OF AGENDA (M215-2223)

Mr. Thomsen moved to approve the agenda as presented.
Mr. Jackson seconded the motion.

The motion carried unanimously; 5 ayes, 0 noes

CLOSED SESSION**CONSIDERATION OF DISCIPLINE KHS-10-2223**

7.1

CLOSED SESSION

From 2:04 p.m. to 2:45 p.m.

CONSIDERATION OF DISCIPLINE KHS-09-2223

7.2

CLOSED SESSION

From 3:00 p.m. to 4:17 p.m.

ITEMS REPORTED OUT OF CLOSED SESSION**CONSIDERATION OF DISCIPLINE KHS-10-2223 (M216-2223)**

Mr. Jackson moved to fully expel from the Kingsburg Joint Union High School District student KHS-10-2223 for the remainder of the second semester of the 2022-2023 school year and first semester of the 2023-2024 school year.

Mr. Nagle seconded the motion.

The motion carried by roll call vote, 5 ayes; 0 noes.

CONSIDERATION OF DISCIPLINE KHS-09-2223 (M217-2223)

Mr. Thomsen moved to expel in abeyance to Kingsburg Alternative Education Center student KHS-09-2223 for the remainder of the second semester of the 2022-2023 school year and first semester of the 2023- 2024 school year.

Mr. Nagle seconded the motion.

The motion carried by roll call vote, 5 ayes; 0 noes.

ADJOURNMENT (M218-2223)

Mr. Nagle moved to adjourn the meeting at 4:19 p.m.

Mr. Serpa seconded the motion.

Mr. Thomsen: Aye

Mr. Lunde: Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

Minutes of the special meeting of May 1, 2023 are approved except for the following omissions, deletions or changes:

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

Minutes of the special meeting of May 1, 2023 are approved by action of the board.

Mike Serpa
President of the Board

Steve Nagle
Clerk of the Board

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
Minutes of the Special Meeting of the Board of Trustees**

PLACE AND DATE

Board Room, Kingsburg High School, 1900 18th Avenue, Kingsburg, California,
May 11, 2023.

CALL TO ORDER

The meeting was called to order at 2:00 p.m. by Mr. Steve Nagle, Clerk.

MEMBERS PRESENT

Mr. Johnie Thomsen
Mr. Brent Lunde
Mr. Rick Jackson
Mr. Steve Nagle

MEMBERS ABSENT

Mr. Mike Serpa - President

OTHERS PRESENT

Mr. Don Shoemaker, Superintendent
Ms. Cindy Schreiner, Executive Director of Student Services
Ms. Michelle Warkentin, Kingsburg High School Assistant Principal
Other staff members, students, and citizens - list on file in the district office.

APPROVAL OF AGENDA (M219-2223)

Mr. Thomsen moved to approve the agenda as presented.
Mr. Nagle seconded the motion.
The motion carried unanimously; 5 ayes, 0 noes

CLOSED SESSION**CONSIDERATION OF DISCIPLINE KHS-11-2223**

7.1

From 2:13 p.m. to 3:20 p.m.

ITEMS REPORTED OUT OF CLOSED SESSION**CONSIDERATION OF DISCIPLINE KHS-11-2223 (M220-2223)**

Mr. Thomsen moved to expel in abeyance student KHS-11-2223 for the remainder of the second semester of the 2022-2023 school year and first semester of the 2023-2024 school year.
Mr. Lunde seconded the motion.
The motion carried by roll call vote, 4 ayes; 0 noes.

CLOSED SESSION**CONSIDERATION OF DISCIPLINE KHS-12-2223**

7.2

From 3:27 p.m. to 4:20 p.m.

ITEMS REPORTED OUT OF CLOSED SESSION

CONSIDERATION OF DISCIPLINE KHS-12-2223 (M221-2223)

Mr. Thomsen moved to fully expel student KHS-12-2223 for the remainder of the and second semester of the 2022- 2023 school year and first semester of the 2023-2024 school year.

Mr. Lunde seconded the motion.

The motion carried by roll call vote, 4 ayes; 0 noes

ADJOURNMENT (M222-2223)

Mr. Nagle moved to adjourn the meeting at 4:21 p.m.

Mr. Lunde seconded the motion.

Mr. Thomsen: Aye

Mr. Lunde: Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

Minutes of the special meeting of May 11, 2023 are approved except for the following omissions, deletions or changes:

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

Minutes of the special meeting of May 11, 2023 are approved by action of the board.

Mike Serpa
President of the Board

Steve Nagle
Clerk of the Board

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
Minutes of the Regular Meeting of the Board of Trustees

PLACE AND DATE

Board Room, Kingsburg High School, 1900 18th Avenue, Kingsburg, California, May 15, 2023.

CALL TO ORDER

The meeting was called to order at 4:00 p.m. by Mr. Mike Serpa, President.

MEMBERS PRESENT

- Mr. Mike Serpa, President
- Mr. Steve Nagle, Clerk
- Mr. Brent Lunde, Member
- Mr. Johnie Thomsen, Member
- Mr. Rick Jackson, Member

MEMBERS ABSENT

None

OTHERS PRESENT

- Mr. Don Shoemaker, Superintendent
- Mr. Rufino Ucelo Jr., Chief Business Official
- Ms. Heather Wilson, Assistant Principal Kingsburg High School
- Mr. Ryan Waltermann, Director Kingsburg Alternative Education Center
- Ms. Cindy Schreiner, Executive Director Student Services
- Ms. Shari Jensen, Superintendent Administrative Assistant

Other staff members, students, and citizens – list on file in the district office.

APPROVAL OF AGENDA (M223-2223)

Mr. Thomsen moved to approve the agenda as presented.

Mr. Lunde seconded the motion.

The motion carried: 5 ayes; 0 noes;

- Mr. Thomsen Aye
- Mr. Lunde Aye
- Mr. Jackson: Aye
- Mr. Nagle: Aye
- Mr. Serpa: Aye

PUBLIC COMMENTS

None

HEARING SESSION

CONTRACT PROPOSAL BY KJUHSTA FOR 2023-2024 BETWEEN KJUHSTA & KJUHS

The Board noted the Contract Proposal by KJUHSTA for 2023-2024 Between KJUHSTA & KJUHS as presented in 7.1 of the supporting documents for public disclosure.

KJUHS PROPOSAL FOR CONTRACT NEGOTIATIONS WITH KJUHSTA JULY 2023 – JUNE 2024

The Board noted the KJUHS Proposal for Contract Negotiations with KJUHSTA July 2023 – June 2024 as presented in 7.2 of the supporting documents for public disclosure.

APPROVAL OF MINUTES

REGULAR MEETING – APRIL 17, 2023 (M224-2223)

Mr. Jackson moved to approve the minutes of the Regular meeting of April 17, 2023 as presented in 8.1 of the supporting documents.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

SPECIAL MEETING – APRIL 24, 2023 (M225-2223)

Mr. Thomsen moved to approve the minutes of the special meeting of April 24, 2023 as presented in 8.2 of the supporting documents.

Mr. Jackson Seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

STUDENT REPRESENTATIVE REPORT

- Powder Puff Football game was held on May 6th and a great turnout.
- Senior Sunset and Farewell Rally coming soon. End of the year!
- Prom is on Saturday May 5th
- Grad Night to Disneyland is on May 31st

SCIENCE DEPARTMENT REPORT

- Department Head – Satinder Klair; Science Teacher - Leigh-Ann Olsen Present
- Ms. Klair presented a handout and discussion on *Science Course Flow Chart for College Preparation*
- Ms. Olsen: The science department continues to provide the Monterey Bay Research Institute Program to KHS students. It is a great opportunity for our students to share their hard work on Globe projects. Student's experience presenting to peer academic scientists in the field, creating connections and future networking opportunities as they move on to future academic careers.
- Three outstanding students from Kingsburg High School attending college at Cal Poly San Luis Obispo, Fresno City College and Stanford University.
- Department received new textbooks for Earth Science and Chemistry last year. A huge improvement and update.

SUPERINTENDENT REPORT

- Graduation season is here. Kingsburg Alternative Education Center will be on May 30th at 7:00 p.m. in the new gym on the Kingsburg High School campus.
- Kingsburg High School Graduation will be on June 1st at 8:00 p.m. at the football stadium.
- The new classroom project at Kingsburg Alternative Education Center is ready to go. Once the built out is complete, the new classroom will be utilized for an art course in graphic design. VROP and KJUHSD will work on the implementation of the course and credentialed teacher.
- Fire alarm project for Kingsburg Alternative Education Center will start in June.

- Teter Architect will be providing us with new design options for the bathrooms, moving the project forward.

PRINCIPAL REPORT

- Senior Walk – A tradition for seniors to visit past campuses they have attended dressed in cap and gown, greeting students in younger grades. Sets a great example for future academic goals and accomplishments for the younger students.
- Farewell Rally is May 26th
- Summer School planning is complete. It will be in person this year. Approximately 500 students participating. Strick attendance is required due to the compact nature of the curriculum.
- Athletic Teams ending their seasons: Baseball is #1 Seed in Division 3; Softball #6 Seed Division; Boys Swim Dive 1st in League, 3rd in Section; Girls Swim Dive – 1st in League, 2nd in Section; Tennis – 3rd in League; Boys Track - 2nd in League; Girls Track – 5th in League 1; Golf finished 3rd Place in Tri-County Conference and 7th in Division 2 Valley Championships. Brady Barrington and Hunter Nelson qualified for the Individual Section Championships and Brady Barrington qualified for So-Cal Regional Championship.

DIRECTOR OF KINGSBURG ALTERNATIVE EDUCATION CENTER

- Graduation for Kingsburg Alternative Education Center (KAEC) will be on May 30th at 7:00 p.m. in the new gym on the Kingsburg High School campus. There are 41 graduates this year.
- Student volleyball team took 3rd place in tournament.
- New addition of classroom structure and potential Art/Graphic Design course will be well received and needed at OASIS. The course will service both KAEC and KHS.
- Enrollment will continue to increase this next school year.

BOARD ACTION

BILLS PAID APRIL 2023 (M226-2223)

Mr. Nagle moved to approve the bills paid for April 2023 as presented in 10.1 of the supporting documents.

Mr. Jackson seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

INTERDISTRICT TRANSFERS

10.2 Moved to Closed Session

2022-2023 SUMMER SCHOOL MASTER SCHEDULE (M227-2223)

Mr. Thomsen moved to approve the 2022-2023 Summer School Master Schedule as presented in 10.3 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

SUMMER SCHOOL TEACHER LOCAL ASSIGNMENT OPTION ED CODE 44263 RESOLUTIONS**(M228-2223)**

Mr. Nagle moved to approve the resolutions for teachers who will be teaching courses during summer school for 2022-2023 under Local Assignment Option Education Code 44263 as presented in 10.4 of the supporting documents.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

FOOD SERVICE AGREEMENT 2023-2024 KJUHS & SELMA UNIFIED SCHOOL DISTRICT**(M229-2223)**

Mr. Thomsen moved to approve the Food Service Agreement 2023-2024 between Kingsburg Joint Union High School District and Selma Unified School District as presented in 10.5 of the supporting documents.

Mr. Lunde seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

SECOND READING MANDATED BOARD POLICY PACKET MARCH 2023 (M230-2223)

Mr. Thomsen moved to approve the second reading of mandated board policy packet March 2023 as presented in 10.6 of the supporting documents.

Mr. Nagle seconded the motion.

The motion carried: 4 ayes; 1 noes;

Mr. Thomsen Aye

Mr. Lunde No

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

2023-2024 DESIGNATION CIF REPRESENTATIVES TO THE LEAGUE (M231-2223)

Mr. Thomsen moved to approve the 2023-2024 Designation of CIF Representatives to the League as presented in 10.7 of the supporting document.

Mr. Lunde seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

2023-2024 OASIS & KINGSBURG INDEPENDENT STUDY HANDBOOKS (M232-2223)

Mr. Nagle moved to approve the 2023-2024 Handbooks for OASIS and Kingsburg Independent Study as presented in 10.8 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

RETIREMENT KHS REGISTRAR – MRS. VICTORIA HALE (M233-2223)

Mr. Nagle moved to approve the retirement of Kingsburg High School Registrar, Victoria Hale, as of May 31, 2023 as presented in 10.9 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

PROPOSAL ARCHITECT SERVICES TETER ARCHITECTS ENGINEERS (M234-2223)

Mr. Nagle moved to approve the Proposal for Architect Services from Teter Architects Engineers Connected as presented in 10.10 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

TETER, INC. PROPOSAL KHS RESTROOM RENOVATION FEASIBILITY STUDY (M235-2223)

Mr. Thomsen moved to approve the Teter, Inc., Proposal for Kingsburg High School Restroom Renovation Feasibility Study in the amount of \$5,000.00 as presented in 10.11 of the supporting documents.

Mr. Lunde seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

RESOLUTION #R28-2223 FUND TRANSFER CAFETERIA TO GENERAL FUND (M236-2223)

Mr. Jackson moved to approve Resolution #R28-2223 In the Matter of Authorizing Inter-Fund Transfer from the Cafeteria Fund (1300) to the General Fund (0100) in the amount of \$105,597.00 as presented in 10.12 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

RESOLUTION #R29-2223 INTER-FUND TRANSFER GENERAL TO DEFERRED MAINTENANCE (M237-2223)

Mr. Jackson moved to approve Resolution #R29-2223 in the Matter of Authorizing Inter-fund Transfer from the General Fund to the Deferred Maintenance Fund in the amount of \$54,000.00 as presented in 10.13 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

2023-2024 KINGSBURG ALTERNATIVE EDUCATION CENTER MASTER SCHEDULE (M238-2223)

Mr. Nagle moved to approve the Kingsburg Alternative Education Center Master Schedule for the 2023-2024 school year as presented in 10.14 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

RESIGNATION RSP TEACHER ASSISTANT – AMANDA ALEMAN (M239-2223)

Mr. Thomsen moved to approve the resignation of Amanda Aleman a RSP Teacher Assistant at Kingsburg High School as of June 2, 2023 as presented in 10.15 of the supporting document.

Mr. Jackson seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

2023-2024 STAFF HANDBOOK (M240-2223)

Mr. Thomsen moved to approve the 2023-2024 Staff Handbook as presented in 10.16 of the supporting document.

Mr. Jackson seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

STUDY LEAVE CONTRACT KJUHS D & TEACHER LEIGH-ANN OLSEN (M241-2223)

Mr. Nagle moved to approve the Study Leave Contract between Kingsburg Joint Union High School District and Biology/AP Biology Teacher Leigh-Ann Olsen for the 2023-2024 school year as presented in 10.17 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen	Aye
Mr. Lunde	Aye
Mr. Jackson:	Aye
Mr. Nagle:	Aye
Mr. Serpa:	Aye

OVERNIGHT TRIP REQUEST – KINGSBURG FFA CHAPTER OFFICER RETREAT (M242-2223)

Mr. Jackson moved to approve the Overnight Trip Request for the Kingsburg FFA Chapter Officer Retreat to Shaver Lake, California, August 11 – 13, 2023 as presented in 10.18 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 4 ayes; 1 noes;

Mr. Thomsen	Aye
Mr. Lunde	No
Mr. Jackson:	Aye
Mr. Nagle:	Aye
Mr. Serpa:	Aye

OVERNIGHT TRIP REQUEST – VARSITY GIRLS WATER POLO TEAM WESTERN STATES TOURNAMENT MODESTO, CA (M243-2223)

Mr. Thomsen moved to approve the Overnight Trip Request for the Varsity Girls Water Polo Team to the Western States Tournament at Johansen High School in Modesto, CA on October 13, 2023 – October 14, 2023 as presented in 10.19 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 4 ayes; 1 noes;

Mr. Thomsen	Aye
Mr. Lunde	No
Mr. Jackson:	Aye
Mr. Nagle:	Aye
Mr. Serpa:	Aye

OVERNIGHT TRIP REQUEST – GIRLS SOCCER TEAM NEWPORT, CA (M244-2223)

Mr. Nagle moved to approve the Overnight Trip Request for the Girls Soccer Team for the Newport Soccer Showcase in Newport, CA on November 30, 2023 – December 8, 2023 as presented in 10.20 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 4 ayes; 1 noes;

Mr. Thomsen	Aye
Mr. Lunde	No
Mr. Jackson:	Aye
Mr. Nagle:	Aye
Mr. Serpa:	Aye

OVERNIGHT TRIP REQUEST VARSITY GIRLS BASKETBALL TEAM MORRO BAY, CA (M245-2223)

Mr. Thomsen moved to approve the Overnight Trip Request for the Varsity Girls Basketball Team to Morro Bay, CA on December 14, 2023 – December 15, 2023 as presented in 10.21 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 4 ayes; 1 noes;

Mr. Thomsen	Aye
Mr. Lunde	No
Mr. Jackson:	Aye
Mr. Nagle:	Aye
Mr. Serpa:	Aye

2023-2024 CARL PERKINS CTE APPLICATION (M246-2223)

Mr. Thomsen moved to approve the 2023-2024 Carl Perkins Career & Technical Education Application a required document by the State of California to receive funding. Kingsburg Joint Union High School District is scheduled to receive \$38,963.00 as presented in 10.22 of the supporting document.

Mr. Jackson seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen	Aye
Mr. Lunde	Aye
Mr. Jackson:	Aye
Mr. Nagle:	Aye
Mr. Serpa:	Aye

2023-2024 DECLARATION OF NEED FULLY QUALIFIED EDUCATORS - UPDATED (M247-2223)

Mr. Thomsen moved to approve the 2023-2024 Declaration of Need for Fully Qualified Educators – Updating the version sent to Commission on Teacher Credentialing as the document was noted to be incomplete on initial filing as presented in 10.23 of the supporting document.

Mr. Jackson seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen	Aye
Mr. Lunde	Aye
Mr. Jackson:	Aye
Mr. Nagle:	Aye
Mr. Serpa:	Aye

ADOPTION KJUHSD & KJUHSOTA INITIAL PROPOSALS FOR NEGOTIATIONS (M248-2223)

Mr. Thomsen moved to approve the adoption of the Kingsburg Joint Union High School District and Kingsburg Joint Union High School Teacher Association initial proposals for opening negotiations for time period July 2023 – June 2024 as presented in 10.24 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen	Aye
Mr. Lunde	Aye
Mr. Jackson:	Aye
Mr. Nagle:	Aye
Mr. Serpa:	Aye

AGREEMENT BETWEEN CITY KINGSBURG & KJUHS D - SCHOOL RESOURCE OFFICER**(M249-2223)**

Mr. Nagle moved to approve the Agreement Between the City of Kingsburg and the Kingsburg Joint Union High School District for School Resource Officer Services from the effective date through June 30th, 2026. Duty schedule will be 7:00 a.m. – 5:00 p.m., four days per week. Compensation to be \$37,097.75 per quarter for the SRO based on a 40-hour week. District shall also pay 5% administrative overhead based on SRO's base salary.as presented in 10.25 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

RESIGNATION RSP TEACHER ASSISTANT – JOSIAH ROBERTSON (M250-2223)

Mr. Thomsen moved to approve the resignation of Josiah Robertson a RSP Teacher Assistant at Kingsburg High School as of June 2, 2023.as presented in 10.26 of the supporting document.

Mr. Jackson seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

DISCUSSION**10.1 LCAP**

Cindy Schreiner, Executive Director of Student Services

- LCAP 2023-2024 Handout on file at district office
- Reviewed Four Goals, (1 – Academic Achievement; 2 – Maintain a Positive and Safe Environment; 3 – College and Career Exploration; 4 – Provide Professional Development and Collaboration Time for Student Achievement), highlighting the updates and/or new action items for each of the four goals.
- LCAP Expenditures Draft
- Presented metric of each of the four goals showing baseline data comparison to two year outcomes.

WRITTEN INFORMATION**STUDENT BODY FUNDS REPORT**

The Board noted the ASB Fund Reports for April 2023 as presented in 12.1 of the supporting documents.

SUSPENSION REPORT – APRIL 2023

The Board noted the suspension report for Kingsburg High School and Oasis High School for April 2023 as presented in 12.2 of the supporting document.

2022-2023 SECOND INTERIM REPORT CERTIFICATION

The Board noted the 2022-2023 Second Interim Report Certification by Fresno County Superintendent of Schools positive certification noting the district will meet its financial obligations for the current fiscal year and subsequent two fiscal years as presented in 12.3 of the supporting documents.

CLOSED SESSION**INTERDISTRICT TRANSFERS (M251-2223)**

10.2

IT SUMMER CLERK – ARIANA CHAGOYA (M252-2223)

13.1

KHS MARCHING BAND 2023-2024 COACHES (M253-2223)

13.2

FALL & WINTER ATHLETIC COACHES FOR 2023-2024 (M254-2223)

13.3

The Board met in closed session from 5:38 p.m. to 6:09 p.m.

ITEMS REPORTED OUT OF CLOSED SESSION**INTERDISTRICT TRANSFERS (M251-2223)**

Mr. Thomsen moved to approve or deny the Interdistrict Transfers as designated by the Superintendent as presented in 10.2 of the supporting document.

Mr. Jackson seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

IT SUMMER TIME CLERK – ARIANA CHAGOYA (M252-2223)

Mr. Nagle moved to approve Ariana Chagoya as an IT 2022-2023 Summer Time Clerk as presented in 13.1 of the supporting document.

Mr. Jackson seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

KHS MARCHING BAND COACHES 2023-2024 (M253-2223)

Mr. Thomsen moved to approve the 2023-2024 Kingsburg High School Marching Band Coaches as presented in 13.2 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

FALL & WINTER ATHLETIC COACHES 2023-2024 (M254-2223)

Mr. Nagle moved to approve the Fall and Winter Athletic Coaches for the 2023-2024 school year, tabling Boys Soccer Coaches and one JV Football Coach to a later date as presented in 13.3 of the supporting documents.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

ADJOURNMENT (M255-2223)

Mr. Nagle moved to adjourn the meeting at 6:10 p.m.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen Aye

Mr. Lunde Aye

Mr. Jackson: Aye

Mr. Nagle: Aye

Mr. Serpa: Aye

Minutes of the regular meeting of May 15, 2023 are approved except for the following omissions, deletions or changes:

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

Minutes of the regular meeting of May 15, 2023 are approved by action of the board.

Mr. Mike Serpa
President of the Board

Mr. Steve Nagle
Clerk of the Board

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Kingsburg Joint Union High School District 2023-24	Cindy Schreiner Executive Director of Student Services	cschreiner@kingsburghigh.com 5598977721

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

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

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

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

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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



OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		

Academic Standards	1	2	3	4	5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

In comparing data to previous years, the district saw an overall decrease in overall scores for ELA, ELD, Math and History-Social Science. ELA and Math saw a level decrease in the question 1, LEA progress in providing professional learning for teaching to the recently adopted academic standards. In rating question 3, LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction, ELA, ELD and Math saw a level drop.

In regards to question 5, LEA's success at engaging in the following professional learning activities with teachers and school administrators, the district saw an increase in score and level on all three areas of supporting staff. From additional survey results, teachers and staff want trainings specific to their departments, technology, SEL, campus safety, and reading apprenticeship. The district is making those adjustments for the 2022-24.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

Rating Scale (lowest to highest) -

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

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

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

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

Overall, parents reported a slight decrease in all questions. Creating welcoming environments and supporting staff dropped a level. The district continues to engage parents in having welcoming events for parents. Parent participation at schoolwide events has increased, though this does not reflect in the survey results. The district will continue to work hard on developing relationships with parents to move towards full implementation in all four areas.

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

Educational partner feedback from survey results show that in the above questions, parents rated the school lower, but in two other questions from the survey showed parents felt the district was doing better. There was a 2.2% increase in stating communication was good or better and a 3.7% increase in stating the school treats parents/caregivers in a way that makes them feel respected. The district will continue to build on building relationships with supporting staff on understanding the different cultures of the district and improve teacher communication with parents.

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

Based on analysis, the focus on improved engagement through an action item on the LCAP by providing additional parent support meetings, translation services, food for meetings and child care was effective. More parents participated in all school functions but the number of survey results decreased. This action will continue to next year and will remain a focus of the district to move all questions to the full implementation stage.

Section 2: Building Partnerships for Student Outcomes

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

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			3		
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.		2			

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

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

Overall the district saw a decrease in all questions. Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students dropped a level to "beginning development". Through the parent/community survey, parents did report a 8.3% increase in rating the district's response to supporting students. Parent engagement meetings also had positive input on the increase in mental health support and the community hubs. The district continued to use federal funds to help support learning outside of school by supporting 2 community hubs that students could access after school, in addition to tutoring options available four days a week. The district also provide 24 hour online tutoring in addition to one-on-one online tutoring support to students.

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

Survey results show that a continued focus on supporting families and including them in their students education is needed. The district continues to provide parent/family nights on specific topics, but attendance is low. The district brought in a national speaker on drug use, advertised through multiple ways, offered Spanish translation and and the event had less than 30 parents. At educational partner meetings they stated that the continued focus on supporting students and families is essential. The new actions that were established during the 2021-22 school year should continue into the next LCAP. The district still has room to improve to move all questions to the full implementation stage.

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

Based on analysis, the focus on improved engagement through an action item on the LCAP by providing additional tutoring, community hubs (Federal grant), and introduction of an outside resource to connect families with mental health treatment was effective through parent feedback at meetings and surveys, but not specifically in the above areas on the survey. These actions will continue to next year and will remain a focus of the district to move all questions to the full implementation stage.

Section 3: Seeking Input for Decision-Making

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

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

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

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

Overall the district saw a small decrease in all questions, but remained at the initial implementation level. The district and school sites continued to hold meetings to gather parent input, but these meetings still have low attendance. As a small town, input from parents often come during extra curricular activities and not through formal meetings. As a district we take all of this input to help impact our LCAP.

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

Educational partner feedback stated that the continued focus on supporting students and families is essential. The new actions that were established during the 2021-22 school year should continue. The district still has room to improve to move all questions to the full implementation stage.

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

Based on analysis, the focus on improved engagement through an action item on the LCAP by providing additional tutoring, community hubs (Federal grant), and introduction of an outside resource to connect families with mental health treatment was effective through parent feedback at meetings and surveys, but not specifically in the above areas on the survey. These actions will continue to next year and will remain a focus of the district to move all questions to the full implementation stage.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

KJUHSU conducted a survey in the spring to all students in the district which garnered a total of 911 responses. Students were asked a variety of questions to gather information about views on school climate, including safety, academic rigor, opportunities for extracurricular participation, teaching strategies, student connectedness and technology. In the area of school safety, 83.8% of the students feel safe on campus, a decrease of 3.6% from the previous year. In comparing grade levels, ninth and tenth graders feel the least safe with a 81.1% and 83.4% rating, with eleventh and twelfth graders feeling the safest at 85.8% and 85.7%. A total of 84.0% of the students feel the school works hard to provide a safe environment for all students, which is a decrease of 2.7% from the previous year. In comparing grade level, the eleventh graders rated the district the lowest with a score of 83.4%, with ninth, tenth and twelfth ranged from 84.0%-84.7%. A total of 51.4% of students feel the classrooms, bathrooms, and office spaces are clean and orderly compared to 82.0% of students who feel the grounds, parking lots, and athletic fields are clean and orderly. This is a decrease from past results. Students still state the restrooms are the biggest concern. Student connectedness showed that 63.8% of students feel connected to their school, a 1% decrease from last year. In comparing grade levels, twelfth graders scored the highest at 70.4%, with eleventh grades scoring the lowest at 58.3%. Ninth and tenth grades were at 65.1% and 61.8%. Overall, 85.5% of students feel the school cares about them and works hard to provide a quality education, which is a 2.6% decrease. In comparing grade levels, ninth and eleventh scored the highest at 86.5% and 87.2%. Tenth and twelfth graders are at 82.6% and 86.2%. Data on Link Crew, a mentor program for ninth graders showed 80.3% felt that the program should continue, which was a 1.9% decrease from the previous year.

Overall student results showed a slight decrease in all areas surveyed by students. Safety was again a concern of the students, but there was an increase in students feeling the district is providing more resources to support students with personal issues. The district is committed to continue to support safety and school connectedness by including more school tutoring opportunities including lunch tutorials; after school transportation for tutoring and sports; 24/7 online tutoring; increase funding to support student engagement and the hiring of a school resource officer. To support student emotional needs, the district will contract for 3 full time mental health professionals, in addition to a program that helps connects families to counseling outside of school.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1) A broad course of study includes the adopted courses specified in the California Education Code for grades 9 to 12, namely in the following areas: English; social sciences; foreign language or languages; physical education; science; mathematics; visual and performing arts; applied arts; Career Technical Education. KJUHSD offers courses in all areas required by the California Education Code. To ensure KJUHSD is meeting the needs of the students, courses are reviewed yearly, collects input from educational partners through meetings and surveys on need for classes and talk with students about what type of classes students are interested in. To ensure the fewest number of student conflicts and student access to a broad course of study, master scheduling is student-focused and not teacher-focused.

2) During the 2022-23 school year, Kingsburg High School students had access to 11 AP classes (with 17 sections), 4 honor classes (with 5 sections), 18 fine/performing arts classes (with 27 sections), and 33 ROP classes (with 60 sections). All students are given access to classes, though some classes may have prerequisites. All AP classes are open to all students and ROP classes may be limited due to grade level requirements. During the 2022-23 school year, Oasis High School students had access to all state- required courses, except ROP. During the 2022-23 school year, Kingsburg Independent Study High School students had access to all state-required courses, including A-G courses. Students in good standing are able to take courses (both electives and core classes) on the KHS campus.

3) KJUHSD strives to provide access to a broad course of study for all students. The district continues to look for new classes to offer students to help prepare them for college and career. The largest barrier to KJUHSD is the size of the student population and the ability of the district to offer more AP and CTE classes without taking away from other elective classes.

4) The district continues to explore new course options for students. During the 2022-23 school year students at Kingsburg High School had two new course options, Advanced Floral Design and Ag Communication and Leadership. The district is exploring ways to incorporate more dual enrolled classes moving forward.

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

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

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

ISSUE: Presentation of Accounts Payable for the month of May 2023.

ACTION: Presentation of Accounts Payable for the month of May 2023.

RECOMMENDATION: Recommend approval.

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
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- Resources--(Re)
- 09000: Supplemental & Concentration
- 11000: Lottery
- 14000: EPA
- 30100: Title I
- 31820: Comprehensive Support and Improvement
- 3213: ESSER III
- 3214: ESSER III (20%)
- 3216: ELO (STATE)
- 33100: Special Education
- 35500: Carl Perkins Grant
- 40350: Title II
- 41270: ESSA: Title IV
- 63000: Lottery
- 63870: Career Technical Education (VROP)
- 63880: Strong Workforce Program
- 65000: Special Education
- 65120: Mental Health
- 65360: Special Education
- 65370: Special Education
- 65460: Special Education (Mental Health)
- 70100: Ag Incentive Grant
- 81500: Ongoing Major Maintenance

Vendor	Warrant #	Reference	Description	Fu---Re---Y-Gl---Fn---Ob-----Si--Dp	Amount
0100-General Fund					
2775-ABDO PUBLISHING	512547569	PO-231161	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	479.65
				Warrant Total:	479.65
				Vendor Total:	479.65
1253-AMAZON.COM LLC	512540051	PO-231177	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	98.04
		PO-231144	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	256.29
		PO-231160	SUPPLIES-ART	0100-63000-0-1110-1000-430000-001-1133	51.49
		PO-231170	SENIOR GIFT BAGS	0100-00000-0-1110-1000-430000-001-0000	8.70
		PO-231170	SENIOR GIFT BAGS	0100-30100-0-1110-1000-430000-001-3095	680.76
		PO-231175	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	71.85
		PO-231141	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	21.64
		PO-231141	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	65.50
		PO-231144	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	20.69
		PO-231144	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	24.18
		PO-231158	SUPPLIES-MANUFACTURING	0100-63870-0-3800-1000-430000-001-3019	228.92
		PO-231156	SCANNERS	0100-32130-0-1110-1000-440000-001-0000	2,066.01
				Warrant Total:	3,594.07

1253-AMAZON.COM LLC -----> cont...

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Vendor	Warrant #	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Dp	Amount	
1253-AMAZON.COM LLC	512541333	PO-231198	SUPPLIES-SAFETY	0100-41270-0-1110-1000-430000-001-0000	89.34	
		PO-231180	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	129.29	
		PO-231180	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	537.04	
	Warrant Total:					755.67
	512542201	PO-231185	SUPPLIES-ADR GRANT	0100-65360-0-5760-1120-430000-001-0000	362.90	
		PO-231217	SUPPLIES-OHS/PE	0100-63000-0-3200-1000-430000-002-0000	433.92	
		PO-231225	SUPPLIES-STAGECRAFT	0100-63870-0-3800-1000-430000-001-3017	100.00	
	Warrant Total:					896.82
	Vendor Total:					5,246.56
	2257-AMERICAN SCHOOL COUNSELOR	512542202	PO-231246	MEMBERSHIP	0100-00000-0-1110-3110-530000-001-0000	129.00
Warrant Total:					129.00	
Vendor Total:					129.00	
583-AT&T	512541334	PO-230097	PHONES-OHS/FLEX	0100-00000-0-3200-8100-590004-002-0000	46.00	
		PO-230097	PHONES-OHS/FLEX	0100-00000-0-3300-8100-590004-002-0000	25.00	
		PO-230097	PHONES-OHS/INT	0100-00000-0-3300-8100-590004-002-0000	25.00	
		PO-230097	PHONES-OHS/INT	0100-00000-0-3200-8100-590004-002-0000	45.00	
		PO-230097	PHONES-KHS/FLEX	0100-00000-0-1110-1000-590008-001-0000	124.06	
		PO-230097	PHONES-KHS/INT	0100-00000-0-1110-1000-590008-001-0000	507.82	
		PO-230097	PHONES-KHS/FA	0100-00000-0-1110-1000-590008-001-0000	25.40	
		Warrant Total:				
Vendor Total:					798.28	
2793-BULLOCK, OLIVER	512542203	PO-231227	FUEL-COLOR GUARD	0100-00000-0-1110-3600-430009-001-0000	30.00	
		Warrant Total:				
Vendor Total:					30.00	
121-CAROLINA BIOLOGICAL SUPPLY CO.	512542204	PO-231233	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	104.50	
		PO-231233	SUPPLIES-AG	0100-70100-0-3800-1000-430000-001-0000	104.50	
	Warrant Total:					209.00
	512547570	PO-231207	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	39.91	
Warrant Total:					39.91	
Vendor Total:					248.91	
126-CATA	512541335	PO-231167	CATA CONFERENCE-FERGUSON	0100-35500-0-3800-1000-520000-001-0000	230.00	
		PO-231167	CATA CONFERENCE-FERGUSON	0100-70100-0-3800-1000-520000-001-0000	230.00	
Warrant Total:					460.00	
Vendor Total:					460.00	

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130-CDW GOVERNMENT INC.	512540052	PO-231081	SUPPLIES-INK	0100-00000-0-1110-2420-430000-001-1133	461.34		
		PO-231178	TONER SUPPLY	0100-00000-0-1110-2420-430000-001-0000	927.27		
	Warrant Total:					1,388.61	
	512542205	PO-230857	TECH SUPPLY-TONER	0100-00000-0-1110-2420-430000-001-1110	1,241.90		
		CM-230075	PRICE ADJUSTMENT-REFUND	0100-00000-0-1110-2420-430000-001-1110	(22.08)		
		CM-230076	PRICE ADJUSTMENT-REFUND	0100-00000-0-1110-2420-430000-001-1110	(29.53)		
		CM-230077	PRICE ADJUSTMENT-REFUND	0100-00000-0-1110-2420-430000-001-1110	(29.53)		
		CM-230078	PRICE ADJUSTMENT-REFUND	0100-00000-0-1110-2420-430000-001-1110	(29.53)		
		Warrant Total:					1,131.23
	Vendor Total:					2,519.84	
2438-CINTAS CORPORATION	512540053	PO-231096	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	294.77		
		PO-231096	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	115.95		
		PO-231096	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	115.95		
		PO-231096	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	115.95		
		PO-231096	JANITORIAL SERVICE	0100-00000-0-0000-8200-550004-000-0000	459.86		
		PO-231096	JANITORIAL SERVICE	0100-00000-0-0000-8200-550004-000-0000	459.86		
		PO-231096	JANITORIAL SERVICE	0100-00000-0-0000-8200-550004-000-0000	459.86		
		PO-231096	JANITORIAL SERVICE	0100-00000-0-0000-8200-550004-000-0000	459.86		
		Warrant Total:					2,482.06
		Vendor Total:					2,482.06
150-CITY OF KINGSBURG	512541336	PO-230995	UTILITIES-OHS	0100-00000-0-3200-8100-550009-002-0000	334.00		
		PO-230995	UTILITIES-I.S.	0100-00000-0-3300-8100-550009-002-0000	334.00		
		PO-230995	UTILITIES-KHS	0100-81500-0-0000-8100-550009-000-0000	2,980.69		
		Warrant Total:					3,648.69
149-CITY OF KINGSBURG	512542206	PO-230100	POLICE SERVICES-DEC	0100-00000-0-1135-4200-580029-000-0202	454.08		
		PO-230100	POLICE SERVICES-JAN	0100-00000-0-1135-4200-580029-000-0202	339.33		
		PO-230100	POLICE SERVICES-FEB	0100-00000-0-1135-4200-580029-000-0202	655.83		
		Warrant Total:					1,449.24
Vendor Total:					5,097.93		
2785-CODECOMBAT INC.	512540054	PO-230799	ANNUAL LICENSE	0100-63000-0-1110-1000-580000-001-3015	3,500.00		
		Warrant Total:					3,500.00
Vendor Total:					3,500.00		
166-COMPREHENSIVE YOUTH SERVICES	512542207	PO-231243	2022-23 STUDENT SERVICES	0100-32170-0-1110-1000-580000-000-3103	27,023.85		
		Warrant Total:					27,023.85
Vendor Total:					27,023.85		
1231-CUMMINS INC.	512542208	PO-231238	REPAIRS-BUS 5	0100-81500-0-0000-8100-560019-000-0000	3,983.84		
		Warrant Total:					3,983.84
Vendor Total:					3,983.84		

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2693-DAVIS, JENNY	512540055	PO-231191	GUARDIAN MILEAGE	0100-65000-0-5760-9200-714201-000-0000	238.42
				Warrant Total:	238.42
				Vendor Total:	238.42
2781-DBA: BONE ROOM INC.	512540056	PO-230966	SKELETON	0100-00000-0-1110-1000-430000-001-0000	5,221.83
				Warrant Total:	5,221.83
				Vendor Total:	5,221.83
1415-DBA: CINTAS FIRST AID & SAFETY	512540057	PO-231193	FIRST AID RESTOCK	0100-00000-0-1110-1000-430012-001-0000	97.19
		PO-231193	FIRST AID RESTOCK	0100-00000-0-3200-1000-430012-002-0000	54.36
				Warrant Total:	151.55
				Vendor Total:	151.55
2094-DBA: ISOM ADVISORS	512540058	PO-231190	BOND REPORTING	0100-00000-0-0000-7300-580000-000-0000	3,225.00
				Warrant Total:	3,225.00
				Vendor Total:	3,225.00
1305-DBA: NAPA AUTO PARTS	512541337	PO-231203	MAINT	0100-81500-0-0000-8100-430018-000-0000	149.03
		PO-231203	TRANSPORTATION	0100-00000-0-1110-3600-430024-001-0000	145.04
				Warrant Total:	294.07
				Vendor Total:	294.07
2792-DBA: PELICAN'S SNOBALLS	512544077	PO-231257	CAC FAIR	0100-65360-0-5760-1120-580000-001-0000	455.00
				Warrant Total:	455.00
				Vendor Total:	455.00
2096-DBA: PROACTIVE K-9's	512541338	PO-230109	CANINIE DETECTION	0100-41270-0-1110-1000-580000-001-3107	300.00
				Warrant Total:	300.00
				Vendor Total:	300.00
2551-DBA: SCHOOL DATEBOOKS	512542209	PO-230460	SUPPLIES-AVID	0100-30100-0-1110-1000-430000-001-1700	269.50
				Warrant Total:	269.50
				Vendor Total:	269.50
2057-DBA: TEAMTALK NETWORK	512542210	PO-230113	DISPATCH RADIOS	0100-00000-0-1110-3600-590003-001-0000	199.92
				Warrant Total:	199.92
				Vendor Total:	199.92
1715-DBA: U.S. BANK EQUIPMENT	512540059	PO-230115	COPIER LEASE	0100-00000-0-1110-1000-560008-001-0000	2,117.03
		PO-230115	COPIER LEASE	0100-00000-0-3200-8100-560008-002-0000	284.67
				Warrant Total:	2,401.70
	512542212	PO-231245	COPIER LEASE	0100-00000-0-1110-1000-560008-001-0000	184.01
				Warrant Total:	184.01
				Vendor Total:	2,585.71

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2759-DBA: VILLAGE GLEN SCHOOL	512540060	PO-231183	EDUCATION	0100-65120-0-5760-3120-580000-001-0000	2,465.21
				Warrant Total:	2,465.21
				Vendor Total:	2,465.21
1077-E. G. BABCOCK CO.	512547571	PO-231270	SUPPLIES-GROUNDS	0100-00000-0-0000-8200-430010-000-0000	272.94
				Warrant Total:	272.94
				Vendor Total:	272.94
2041-ENFINITY CENTRALVAL7 KJUHS	512542213	PO-230103	SOLAR-MARCH (RE-DO)	0100-11000-0-0000-8200-550001-000-0005	16,727.83
		PO-230103	SOLAR-APRIL	0100-11000-0-0000-8200-550001-000-0005	22,953.71
				Warrant Total:	39,681.54
				Vendor Total:	39,681.54
1261-ENNS, MIKE	512540061	PO-230104	COMPUTER SERVICE	0100-09000-0-1110-2420-580000-000-0302	2,925.00
				Warrant Total:	2,925.00
				Vendor Total:	2,925.00
263-ENTERPRISE RENT A CAR	512547572	PO-231247	CAR RENTALS	0100-00000-0-0000-8200-560000-000-0000	325.57
		PO-231247	CAR RENTALS	0100-00000-0-0000-8200-560000-000-0000	456.24
				Warrant Total:	781.81
				Vendor Total:	781.81
1635-FCSS-LEGAL SERVICES DEPARTMENT	512540062	PO-231171	LEGAL SERVICES	0100-00000-0-0000-7300-580018-000-0000	240.00
				Warrant Total:	240.00
				Vendor Total:	240.00
1155-FLINN SCIENTIFIC INC.	512542214	PO-231204	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	450.96
				Warrant Total:	450.96
				Vendor Total:	450.96
2501-FLORAL SUPPLY SYNDICATE	512541339	PO-231206	SUPPLIES-CTEIG	0100-63870-0-3800-1000-430000-001-3020	53.85
		CM-230074	REFUND OVERCHARGE ON S&H	0100-63870-0-3800-1000-430000-001-3020	(15.39)
				Warrant Total:	38.46
				Vendor Total:	38.46
476-LOZANO SMITH LLP	512547574	PO-231293	LEGAL SERVICES	0100-00000-0-0000-7300-580018-000-0000	171.00
				Warrant Total:	171.00
				Vendor Total:	171.00
2745-McCLELLAND, CAMERON	512540063	PO-231194	SOLAR PANEL CLEANING	0100-81500-0-0000-8100-560019-000-0000	1,223.00
				Warrant Total:	1,223.00
				Vendor Total:	1,223.00

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1311-ME-N-EDS PIZZERIA INC.	512542215	PO-231228	SUPPLIES-PBIS	0100-09000-0-1110-1000-430000-002-0201	164.01
				Warrant Total:	164.01
				Vendor Total:	164.01
539-NASCO-MODESTO	512540064	PO-231140	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	118.14
				Warrant Total:	118.14
				Vendor Total:	118.14
2298-NAVARRO, ROBERT	512540065	PO-231173	D.O.T. PHYSICAL	0100-00000-0-1110-3600-580025-001-0000	75.00
				Warrant Total:	75.00
				Vendor Total:	75.00
547-NELSON'S ACE HARDWARE	512540066	PO-231176	SUPPLIES-MAINT	0100-81500-0-0000-8100-430018-000-0000	186.07
				Warrant Total:	186.07
				Vendor Total:	186.07
551-NEW ENGLAND SHEET METAL AND	512542216	PO-230854	REPAIRS-HVAC ROOM 82	0100-81500-0-0000-8100-560019-000-0000	358.00
		PO-230855	REPAIRS-HVAC ROOM 40	0100-81500-0-0000-8100-560019-000-0000	714.25
		PO-230855	REPAIRS-HVAC ROOM 40	0100-81500-0-0000-8100-560019-000-0000	1,058.22
		PO-230855	REPAIRS-HVAC ROOM 40	0100-81500-0-0000-8100-560019-000-0000	6,673.80
		PO-230856	REPAIRS-HVAC ROOM 45	0100-81500-0-0000-8100-560019-000-0000	352.00
		PO-230856	REPAIRS-HVAC ROOM 45	0100-81500-0-0000-8100-560019-000-0000	6,296.93
		PO-230811	REPAIRS-HVAC ROOM 45	0100-81500-0-0000-8100-560019-000-0000	828.21
		PO-230811	REPAIRS-HVAC ROOM 45	0100-81500-0-0000-8100-560019-000-0000	1,058.22
				Warrant Total:	17,339.63
				Vendor Total:	17,339.63
568-OFFICE DEPOT INC.	512540067	PO-231114	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	356.01
		CM-230071	RETURN	0100-00000-0-3200-2700-430000-002-0000	(28.92)
		PO-231110	TECH SUPPLY-INK	0100-00000-0-1110-2420-430000-001-1155	71.80
		PO-231109	TECH SUPPLY-TONER	0100-00000-0-1110-2420-430000-001-0000	551.68
		PO-231105	SUPPLIES-SENIOR AWARDS	0100-00000-0-1110-3110-430000-001-0000	128.94
		PO-231113	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	19.48
		PO-231113	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	115.52
		PO-231114	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	18.18
				Warrant Total:	1,232.69
	512541340	PO-231139	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	319.37
		PO-231136	SUPPLIES-MATH	0100-00000-0-1110-2420-430000-001-1152	74.55
		PO-231136	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	311.00
		PO-231143	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	165.52
		PO-231131	80X TONER	0100-00000-0-1110-2420-430000-001-1167	322.57
		PO-231143	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	169.61
568-OFFICE DEPOT INC. -----> cont...		PO-231146	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	2.54

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
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Vendor	Warrant #	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Dp	Amount
568-OFFICE DEPOT INC.		PO-231146	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	37.26
		PO-231146	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	330.86
		PO-231129	SUPPLIES-SPANISH	0100-63000-0-1110-1000-430000-001-1145	132.73
		PO-231133	TECH SUPPLY-INK	0100-00000-0-1110-2420-430000-001-1167	199.88
Warrant Total:					2,065.89
512547575		PO-231179	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	50.08
		PO-231179	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	159.15
		PO-231211	HP 30X TONER	0100-00000-0-1110-2420-430000-001-1145	94.61
		PO-231222	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	232.13
		PO-231235	TONER-AG	0100-63000-0-1110-1000-430000-001-1132	17.32
		PO-231235	TONER-AG	0100-63000-0-1110-1000-430000-001-1132	682.78
		PO-231219	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	112.55
		PO-231279	SUPPLIES-AVID	0100-30100-0-1110-1000-430000-001-1700	91.45
		PO-231280	SUPPLIES-AVID	0100-30100-0-1110-1000-430000-001-1700	91.54
		PO-231223	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	176.35
		PO-231224	SUPPLIES-ENGLIS	0100-63000-0-1110-1000-430000-001-1143	55.33
		PO-231281	SUPPLIES-AVID	0100-30100-0-1110-1000-430000-001-1700	6.53
		PO-231281	SUPPLIES-AVID	0100-30100-0-1110-1000-430000-001-1700	86.49
		PO-231279	SUPPLIES-AVID	0100-30100-0-1110-1000-430000-001-1700	26.15
		PO-231220	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	28.88
		PO-231220	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	42.42
		PO-231220	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	400.36
		PO-231221	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	68.84
		PO-231221	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	261.78
		PO-231223	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	8.16
		PO-231260	SUPPLY-REGISTRAR	0100-00000-0-1110-1000-430000-001-0000	21.78
		PO-231264	SUPPLIES-CCC	0100-09000-0-1139-1000-430000-001-0305	242.81
		PO-231174	TONER	0100-00000-0-1110-2420-430000-001-1143	149.56
	PO-231215	BROTHER PRINTER	0100-00000-0-3200-2700-430000-002-0000	762.81	
	PO-231181	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	114.86	
	PO-231219	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	24.82	
	PO-231241	962 XL INK	0100-81500-0-0000-8100-430018-000-0000	99.94	
Warrant Total:					4,109.48
Vendor Total:					7,408.06
584-PACIFIC GAS & ELECTRIC CO.	512547576	PO-230882	UTILITIES-OHS	0100-00000-0-3200-8100-550001-002-0000	12.32
		PO-230882	UTILITIES-I.S.	0100-00000-0-3300-8100-550001-002-0000	12.32
		PO-230882	UTILITIES-KHS	0100-00000-0-0000-8200-550001-000-0000	16,231.98
Warrant Total:					16,256.62
Vendor Total:					16,256.62

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Vendor	Warrant #	Reference	Description	Fu---Re----Y-GI---Fn---Ob-----Si--Dp	Amount
585-PACIFIC WEST CONTROLS INC.	512542217	PO-230108	HVAC MAINT/SERVICE	0100-81500-0-0000-8100-560010-000-0000	150.00
				Warrant Total:	150.00
				Vendor Total:	150.00
2124-PETERSON, KERRY	512540068	PO-231184	SUPPLIES-CCC	0100-00000-0-1110-1000-430000-001-0000	19.59
		PO-231184	SUPPLIES-CCC	0100-09000-0-1139-1000-430000-001-0305	17.43
		PO-231184	SUPPLIES-CCC	0100-09000-0-1139-1000-430000-001-0305	51.19
		PO-231184	SUPPLIES-CCC	0100-09000-0-1139-1000-430000-001-0305	182.00
				Warrant Total:	270.21
				Vendor Total:	270.21
657-ROBERT V. JENSEN INC	512542218	PO-231213	FUEL-APRIL 16-30	0100-00000-0-1110-3600-430009-001-0000	1,395.69
				Warrant Total:	1,395.69
	512547577	PO-231292	FUEL-APRIL 1-15 9 (RE-DO)	0100-00000-0-1110-3600-430009-001-0000	919.60
		PO-231292	FUEL-MAY 1-15	0100-00000-0-1110-3600-430009-001-0000	2,297.64
				Warrant Total:	3,217.24
				Vendor Total:	4,612.93
1476-SCHOOL SAVERS CORPORATION	512542219	PO-231209	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	152.84
				Warrant Total:	152.84
				Vendor Total:	152.84
2620-SCHOOLS EXCESS LIABILITY FUND	512542220	PO-231232	AB-218 FUNDING PLAN	0100-00000-0-0000-7300-540000-000-0000	19,409.66
				Warrant Total:	19,409.66
				Vendor Total:	19,409.66
898-SCHREINER, CINDY	512540069	PO-231197	SUPPLIES-TESTING	0100-00000-0-1110-1000-430000-001-9943	17.21
				Warrant Total:	17.21
				Vendor Total:	17.21
2694-SIGLE, JAMES	512540071	PO-231192	GUARDIAN MILEAGE	0100-65000-0-5760-9200-714201-000-0000	212.80
				Warrant Total:	212.80
				Vendor Total:	212.80
724-SISC III	512540072	PV-230012	BOARD	0100-00000-0-0000-7110-340200-000-0000	7,540.50
		PV-230012	BC-RETIREE*	0100-00000-0-0000-7110-340200-000-0000	1,924.30
		PV-230012	BS-RETIREE*	0100-00000-0-0000-8200-370200-000-0000	2,219.80
		PV-230012	RS-RETIREE*	0100-00000-0-0000-8200-370200-000-0000	2,247.80
		PV-230012	JH-RETIREE	0100-00000-0-0000-8200-370200-000-0000	1,888.80
		PV-230012	LC-RETIREE	0100-00000-0-0000-3130-370200-000-0000	1,744.80
		PV-230012	STAFF	0100-00010-0-0000-0000-951400-000-0000	161,686.10
				Warrant Total:	179,252.10
				Vendor Total:	179,252.10

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Vendor	Warrant #	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Dp	Amount
1230-SWENNING, JOELLE	512541342	PO-231199	NSPA CONF-MEALS	0100-32160-0-1110-1000-520000-001-0000	191.81
		PO-231199	NSPA CONF-RESORT FEES	0100-32160-0-1110-1000-520000-001-0000	96.82
		PO-231199	NSPA CONF-PARKING	0100-32160-0-1110-1000-520000-001-0000	65.00
		PO-231199	NSPA CONF-MILEAGE	0100-32160-0-1110-1000-520000-001-0000	268.94
				Vendor Total:	622.57
755-SYSCO CENTRAL CALIFORNIA INC.	512540073	PO-231187	SUPPLIES-SPEC ED	0100-65370-0-5760-1120-430000-001-0000	57.56
				Vendor Total:	57.56
758-TCM INVESTMENTS	512540075	PO-230713	COPIER RENTAL-I.S.	0100-00000-0-3300-8100-560008-002-0000	72.76
		PO-230713	COPIER RENTAL-AG	0100-70100-0-3800-1000-560008-001-0000	46.32
		PO-230713	COPIER RENTAL-AG	0100-35500-0-3800-1000-560008-001-0000	46.31
				Vendor Total:	165.39
1572-TEACHER'S CURRICULUM INSTITUTE	512542221	PO-230845	SUPPLIES-SOC SCI	0100-32130-0-1110-1000-430000-001-0000	7,590.74
				Vendor Total:	7,590.74
1374-THE LIBRARY STORE INC.	512547578	PO-231205	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	256.72
				Vendor Total:	256.72
828-VALLEY IRON INC	512542222	PO-230437	SUPPLIES-SWP/WELDING	0100-63880-0-3800-1000-430000-001-6395	2,514.51
				Vendor Total:	2,514.51
994-VALLEY R.O.P.	512541343	PO-231201	CNA EXAMS	0100-63870-0-3800-1000-580000-001-3013	2,520.00
		PO-231214	DRIVER-FEB	0100-63870-0-3800-1000-580000-001-6350	351.14
		PO-231214	DRIVER-MAR	0100-63870-0-3800-1000-580000-001-6350	468.17
		PO-230334	MANUFACTURING/CONST.-JAN	0100-63870-0-3800-1000-580000-001-6350	10,045.62
		PO-230332	DRIVER-JAN	0100-63870-0-3800-1000-580000-001-6350	624.23
		PO-230334	MANUFACTURING/CONST.-FEB	0100-63870-0-3800-1000-580000-001-6350	10,045.62
		PO-230333	HEALTH SCI/MEDICAL TECH-JAN	0100-00000-0-1135-4200-580000-000-0204	3,479.21
		PO-230333	HEALTH SCI/MEDICAL TECH-FEB	0100-00000-0-1135-4200-580000-000-0204	3,479.21
		PO-230333	HEALTH SCI/MEDICAL TECH-MAR	0100-00000-0-1135-4200-580000-000-0204	3,479.21
		PO-230334	MANUFACTURING/CONST.-MAR	0100-63870-0-3800-1000-580000-001-6350	10,045.62
				Vendor Total:	44,538.03

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
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Vendor	Warrant #	Reference	Description	Fu---Re---Y-Gl---Fn---Ob-----Si--Dp	Amount
2151-VERIZON WIRELESS	512547579	PO-230884	CELL PHONE-ADMIN	0100-00000-0-0000-7300-590006-000-0000	485.06
		PO-230884	HOT SPOTS-KHS	0100-09000-0-1110-1000-590008-001-0302	5,193.63
		PO-230884	HOT SPOTS-OHS	0100-09000-0-1110-1000-590008-002-0302	1,459.60
Warrant Total:					7,138.29
Vendor Total:					7,138.29
833-VERNIER SOFTWARE & TECHNOLOGY	512547580	PO-231274	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	1,188.09
		Warrant Total:			
Vendor Total:					1,188.09
2414-WALTERMAN, RYAN	512540076	PO-231182	SUPPLIES-PBIS	0100-09000-0-1110-1000-430000-002-0201	125.62
		Warrant Total:			
Vendor Total:					125.62
2051-WESTED	512547581	PO-231242	READING APPRENTICESHIP	0100-32160-0-1110-1000-580000-001-0000	5,000.00
		PO-231242	READING APPRENTICESHIP	0100-09000-0-1110-1000-580000-001-0403	10,000.00
Warrant Total:					15,000.00
Vendor Total:					15,000.00

Fund Total: 438,013.64

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
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Vendor	Warrant #	Reference	Description	Fu---Re---Y-Gl---Fr---Ob-----Si--Dp	Amount
1300-Cafeteria Fund					
443-KINGSBURG ELEMENTARY FOOD	512547573	PO-231291	BREAKFAST-APRIL	1300-53100-0-0000-3700-470002-000-0000	2,385.60
		PO-231291	BREAKFAST-MARCH	1300-53100-0-0000-3700-470002-000-0000	3,919.20
		PO-231291	BREAKFAST-MAY & JUNE	1300-53100-0-0000-3700-470002-000-0000	3,919.20
Warrant Total:					10,224.00
Vendor Total:					10,224.00
2418-SELMA UNIFIED SCHOOL DISTRICT	512540070	PO-231168	LUNCHES-MARCH	1300-53100-0-0000-3700-470002-000-0000	16,586.41
		Warrant Total:			
	512541341	PO-231210	LUNCHES-APRIL	1300-53100-0-0000-3700-470002-000-0000	10,211.54
Warrant Total:					10,211.54
Vendor Total:					26,797.95
755-SYSCO CENTRAL CALIFORNIA INC.	512540074	CM-230073	REFUND	1300-53100-0-0000-3700-470002-000-0000	(31.74)
		CM-230072	REFUND	1300-53100-0-0000-3700-470002-000-0000	(20.25)
		PO-231189	FOOD SERVICE	1300-53100-0-0000-3700-470002-000-0000	321.53
		PO-231189	FOOD SERVICE	1300-53100-0-0000-3700-470002-000-0000	331.65
		PO-231189	FOOD SERVICE	1300-53100-0-0000-3700-470002-000-0000	546.88
Warrant Total:					1,148.07
Vendor Total:					1,148.07
Fund Total:					38,170.02

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
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Vendor	Warrant #	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Dp	Amount
2500-Capital Facilities Fund					
2454-DBA: THE TAYLOR GROUP ARCH.	512542211	PO-231226	OASIS	2500-90510-0-0000-8500-620002-002-3101	1,620.00
		PO-231226	OASIS	2500-90510-0-0000-8500-620002-002-2935	135.00
				Warrant Total:	1,755.00
				Vendor Total:	1,755.00
				Fund Total:	1,755.00

ISSUE:

Presentation of Interdistrict Attendance Permits for the 2023-2024 school year.

<u>FROM</u>	<u>GRADE</u>
<u>Caruthers</u>	
Caglia, Jacob	12
<u>Dinuba</u>	
Breckenridge, Dalyn	11
Breckenridge, Daryk	9
Covarrubias, Kareem	9
Loreto, Jesus	12
Mora, Hailey	9
<u>Fowler</u>	
Castillo, Jesus	10
<u>Hanford</u>	
Guzman, Brynn	9
<u>Kings Canyon</u>	
Martinez, Sage	10
Rodriguez, Alliah	9
<u>Parlier</u>	
Saldana Anguiano, Diego	9
<u>Selma</u>	
Alvarado, Alexis	10
Lopez, Jerry	12
<u>Visalia</u>	
Kuczler, Dylan	9
<u>OUT</u>	<u>GRADE</u>
<u>Dinuba</u>	
Schofield, Myles	9
<u>Kings Canyon</u>	
Juarez, Dolce	12
Juarez, Jennifer	10
Scroggins, Sophia	12

Parlier

Magadan, Evelyn 10

Selma

Cuevas, Esmeralda 10

DuPont, Olivia 11

Martinez Lizarraga, Adamaris 12

Nunez, Johnny 10

Sesate, Cassius 9

Vazquez Gallegos, Damian 9

ACTION:

Accept or reject Interdistrict Permits as presented.

RECOMMENDATION:

Accept or reject Interdistrict Permits as recommended by the Superintendent.

FOR BOARD ACTION:

Motion _____

Second _____

Vote _____

Thomsen: _____

Lunde: _____

Jackson: _____

Nagle: _____

Serpa: _____

ISSUE:

Presented to the Board is the Comprehensive Youth Services Proposal for the 2023-2024 school year for four counseling and supportive services contracted at the amount of \$432,288.00.

ACTION:

Approve or deny the Comprehensive Youth Services Proposal for the 2023-2024 school year.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

06-26-23



Comprehensive Youth Services

Counseling & Supportive Services • Since 1973

May 12, 2023

Kingsburg Joint Union High School District

Student Assistance Program - Proposed Budget

SAP Counselor(s)

Start Date	August 16, 2023
End Date	June 30, 2024

Current Contract

FTE	3.0	4.0
Hours Per Week	40	40
Total Budget	\$ 324,818.00	\$ 432,288.00
Hourly Rate	\$ 59.36	\$ 59.25
Contracted Hours	5,472	7,296



ISSUE:

Presented to the Board is the resignation of RSP Teacher Assistant, Colby Simmons, as of June 2, 2023 from the Kingsburg Joint Union High School District.

ACTION:

Approve or deny the resignation of RSP Teacher Assistant Colby Simmons.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

As discussed with Mrs. Schreiner, I am submitting my formal resignation from Kingsburg High School. My last day will be June 2nd, 2023.

Please let me know if there are any documents to fill out or any processes that I need to follow before my last day. I really enjoyed my time here and I wish nothing but the best for my co-workers and Kingsburg High School.

I will send a separate thank you letter on my last day.

COPY

Thank You!

-Colby Simmons

ISSUE:

Presented to the Board is the Kingsburg Joint Union High School District Local Wellness Plan 2023-2024. This document guides the district's efforts to establish a school environment that promotes students' health, well-being and ability to learn. It is required by districts participating in the National School Lunch Program.

ACTION:

Approve or deny the Kingsburg Joint Union High School District Local Wellness Plan 2023-2024.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____



Kingsburg Joint Union High School District Local Wellness Plan 2023-2024

Rational:

Will the students of today be the first generation to have a shorter life expectancy than their parents? Children today are eating diets high in calories with little nutritional value and exercise levels are low. Lack of physical activity and poor nutrition can lead to high blood pressure, type 2 diabetes, and obesity. (1) Over the last 30 years, childhood obesity in adolescents has tripled and more than one third of adolescents were obese in 2010. (2-3) Will academic success become more and more difficult for students to attain as lifestyle choices diminish a child's ability to learn?

A healthy school environment goes beyond school meals. A healthy lifestyle and maintaining a healthy weight requires a combination of healthy food choices, an appropriate amount of physical activity, and having good self worth. Foods made available on school campuses should offer children a variety of nutritious choices, physical activity should be incorporated into school life and provide skills to improve self worth. A healthy, physically active student, who has high self worth is more likely to be academically successful.

With the passage of The Healthy, Hunger-Free Kids Act of 2010, the scope of the local school wellness policies has expanded. Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) added Section 9A to the Richard B. Russell National School Lunch Act (42 USC 1758b), *Local School Wellness Policy Implementation*. The provision set forth in Section 204 expands upon the previous local wellness policy requirement from the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265).

The Healthy, Hunger-Free Kids Act of 2010 brings in additional stakeholders in its development, implementation and review; and requires public updates on the content and implementation of the wellness policies. The intent is to strengthen local school wellness policies so they become useful tools in evaluating, establishing, and maintaining healthy school environments, and to make clear to the public (including parents, students, and others in the community) about the content and implementation of local school wellness policies.

The federal government recognizes that a coordinated effort by the entire community including child nutrition professionals, school board members, parents, students, school administrators, and teachers is warranted. School districts have an important role in educating students about nutritional choices, offering healthy food choices and encouraging physical activity.

Component #1: Nutrition Education

- Students receive nutrition education that is interactive and teaches students the skills to help them develop healthy eating habits.
- The staff members responsible for nutrition education are adequately prepared and participate in professional development activities to effectively deliver an accurate nutrition education program as planned. (4)
- Teachers educate students regarding the “balancing equation” of food intake and physical activity.
- Nutrition education involves sharing information with families and the broader community to positively impact students and the health of the community. (7)
- Students are encouraged to start each day with a healthy breakfast.

Component #2: Physical Activity

- Physical fitness testing for all ninth graders and retakes the following year if students do not pass.
- Physical activity is integrated throughout the school day through physical education, co and extracurricular activities, and other curricular areas, as applicable.
- Physical education courses are an environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge. (7)
- Trained and knowledgeable instructors facilitate physical education classes.
- Time allotted for physical activity is a priority, is adequate and age appropriate to encourage optimum health habits.
- Health and physical education instructors teach and reinforce the “balancing equation” of food intake and physical activity.
- Physical education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity. (9)
- Physical activity facilities on school district grounds are safe and equipment is available for student participation.
- The school district provides physical and social environments that encourage safe and enjoyable activity for all students including those who are not athletically gifted. (4)

- The school district provides community access to encourage students and community members to use school physical activity facilities outside of the normal school day. (9)

Component #3: Other School District Based Activities

- Implementation of a character education program that helps teach students self worth.
- After-school programs encourage physical activity and healthy habit formation. (9)
- The school district works in concert with local families, teachers, administrators to plan, implement and improve nutrition and physical activity in the school environment.
- The school district encourages youth groups of all ages to use the district facilities and to develop strong programs in team sports as a healthy outlet for physical development and social growth.
- Implementation of Positive Behavior Intervention Support on campus.
- Use of Sprigeo to allow students to report issues relating to student well-being
- The school district has SAP counselors available for students to help work on self-worth and mental health needs.
- The school district contracts with Fresno County Superintendent of Schools for a behavior health person on campus.

Component #4: Nutrition Standards

- School reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 CFR Part 210 and 220.
- Nutrition standards for all foods served and/or sold during the school day meet the standards set forth under the 7 CFR Part 210 and 220 and the School Nutrition Department.
- Food service providers take every measure to ensure that student access to foods and beverages meet federal, California legislation and guidelines. The food service providers offer a variety of age appropriate healthy food and beverage selections for schools.
- All foods made provided on campuses will comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food illness in schools. (4)
- For the safety and security of the district food and facility access to the food service operations are limited to food service staff and authorized personnel. (5)
- Morning nutrition break offers healthy choice options at the snack bar. (6)

- Foods and beverages sold at fundraisers include healthy choices and provide age-appropriate selections.
- USDA Smart Snack Standards:
<https://healthymeals.fns.usda.gov/sites/default/files/uploads/USDA SmartSnacks.pdf>
- Water bottle filling stations are available on campus.

Component #5: Evaluation

- The Local Wellness Plan will be reviewed every year. Every three years an assessment will be completed
- The school district superintendent will oversee the evaluation of the LWP.
- The district superintendent will report the evaluations findings to the individual schools in the district.
- The report will be presented to the school board.
- Food is not used as a reward or punishment in classrooms or on school campuses, unless it is detailed in a student's Individualized Education Plan (IEP).
- Supporting documentation
 - A copy of the current Local School Wellness Policy
 - Documentation demonstrating the Local School Wellness Policy has been made available to the public
 - Documentation of the district's efforts to review and update the Local School Wellness Policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate
 - A copy of the district's most recent assessment on the implementation of the Local School Wellness Policy
 - Documentation demonstrating the district's most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public

Component #6: Policy Development Committee

- The child nutrition program aims to be financially self-supporting. Budget neutrality or profit generation will not take precedence over the provided nutritional needs of students.
- The child nutrition program ensures that all students have affordable access to varied and nutritious foods they need to stay healthy and learn well. (8)
- The school district participates in federal Child Nutrition programs.

- Review district policy for food and beverage marketing.
- The Kingsburg Joint Union High School District employs a food service provider who is trained, knowledgeable, and properly qualified in current professional standards to administer school food service programs.

Goals for the 2022-23 School Year- Analysis of Goals

- Staff and student wellness- Due to the rise in mental health needs of both staff and students, the district will continue to provide different mental health resources such as mental health counselors on campus, options to access outside therapy options, professional development for staff to support students, and lesson plans for teachers to use.
 - Hired 3 full time off campus mental health professionals.
 - Contracted with FCSS to bring 1 full time and two part time counselors
 - Held 5 SEL trainings for staff during the school year that provided immediate strategies to use in the classroom
- Wellness Fair- Complete a regular wellness day that meets the health and safety guidelines for safety.
 - In place of the wellness fair, the district brought in a national speaker regarding drug abuse and mental health.
 - Held parent/community night with the same speaker students saw.
- Physical fitness- Increase student participation in PE or Athletic Conditioning classes. 2021-22 school year had 543 students in PE or Athletic Conditioning
 - 2022-23 school year had 319 students in PE or Athletic Conditioning in April of 2023
- To see a decrease in the amount of vape incidents on campus by sending proper resources to students that educate them on the dangers of vaping. 14 suspensions due to vaping THC; 34 times searched students for vape detectors going off as of March 2022.
 - 19 suspensions due to vaping THC; 39 times searched students for vape detectors going off as of March 2023.

Goals for the 2023-24 School Year-

- Staff and student wellness- Due to the rise in mental health needs of both staff and students, the district will increase the number of mental health counselors on campus to 4, options to access outside therapy options, professional development for staff to support students, and lesson plans for teachers to use.
- Wellness Fair- Hold a wellness fair with different resources to students.
- Install an additional water bottle filling station by the 50 wing bathrooms.

- **To see a decrease in the amount of vape incidents on campus by sending proper resources to students that educate them on the dangers of vaping. 19 suspensions due to vaping THC; 39 times searched students for vape detectors going off as of March 2023.**

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Preamble to Kingsburg Joint Union High School District Local Wellness Plan and Policy

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and in 2010, more than one third of children and adolescents were overweight or obese.

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, in 2011, 29% of high school students surveyed had participated in at least 60 minutes per day of physical activity on all 7 days before the survey, and only 31% attended physical education class daily

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

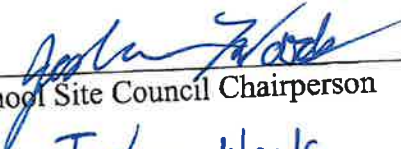
Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the Kingsburg Joint Union High School District is committed to providing an environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Kingsburg Joint Union High School District that:

- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S Dietary Guidelines for Americans*.
- Nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, Kingsburg Joint Union High School District participates in available federal school meal programs.
- Kingsburg Joint Union High School District provides nutrition education, physical education, and self worth education to foster lifelong habits of healthy eating, physical activity, and self worth.

The Kingsburg School School Site Council supports the efforts of the Kingsburg Joint Union High School District defined in this preamble and the Local Wellness Plan.

5/15/23
Date


School Site Council Chairperson
Joshua Woods

The Kingsburg School School Site Council supports the efforts of the Kingsburg Joint Union High School District defined in this preamble and the Local Wellness Plan.

5/22/23
Date

Fernand A. [Signature]
School Site Council Chairperson



Distrito Escolar Secundaria Kingsburg Joint Union

Plan local de bienestar

2022-23

Racional:

¿Los estudiantes de hoy serán la primera generación en tener una esperanza de vida más corta que sus padres? Los niños de hoy están comiendo dietas altas en calorías con poco valor nutricional y los niveles de ejercicio son bajos. La falta de actividad física y la mala nutrición pueden provocar hipertensión arterial, diabetes tipo 2 y obesidad. (1) En los últimos 30 años, la obesidad infantil en adolescentes se ha triplicado y más de un tercio de los adolescentes eran obesos en 2010. (2-3) ¿Será el éxito académico cada vez más difícil para los estudiantes a medida que las opciones de estilo de vida disminuyen el ¿habilidad de aprender?

Un ambiente escolar saludable va más allá de las comidas escolares. Un estilo de vida saludable y mantener un peso saludable requiere una combinación de opciones de alimentos saludables, una cantidad apropiada de actividad física y una buena autoestima. Los alimentos disponibles en los campus escolares deben ofrecer a los niños una variedad de opciones nutritivas, la actividad física debe ser incorporada a la vida escolar y proporcionar habilidades para mejorar su autoestima. Un estudiante saludable, físicamente activo, que tiene una gran autoestima es más probable que sea académicamente exitoso.

Con la aprobación de la Ley de niños sanos y sin hambre de 2010, se amplió el alcance de las políticas locales de bienestar escolar. La Sección 204 de la Ley de Niños Sanos y Sin Hambre de 2010 (Ley Pública 111-296) agregó la Sección 9A a la Ley Nacional de Almuerzo Escolar de Richard B. Russell (42 USC 1758b), Implementación de la Política de Bienestar Escolar Local. La disposición establecida en la Sección 204 amplía el requisito anterior de la política local de bienestar del Programa de Nutrición Infantil y Nutrición Suplementaria Especial para Mujeres, Bebés y Niños (WIC) de 2004 (Ley Pública 108-265).

La Ley de Niños Sanos y Sin Hambre de 2010 atrae a partes interesadas adicionales en su desarrollo, implementación y revisión; y requiere actualizaciones públicas sobre el contenido y la implementación de las políticas de bienestar. La intención es fortalecer las políticas locales de bienestar escolar para que se conviertan en herramientas útiles para evaluar, establecer y mantener un entorno escolar saludable y para dejar en claro al público (incluidos los padres, los estudiantes y otras personas de la comunidad) sobre el contenido y la implementación de políticas locales de bienestar escolar.

El gobierno federal reconoce que se requiere un esfuerzo coordinado de toda la comunidad, incluidos los profesionales de la nutrición infantil, los miembros de la junta escolar, los padres, los estudiantes, los administradores escolares y los maestros. Los distritos escolares tienen un papel importante en educar a los estudiantes sobre opciones nutricionales, ofrecer opciones de alimentos saludables y fomentar la actividad física.

Componente # 1: Educación nutricional

- Los estudiantes reciben educación sobre nutrición que es interactiva y les enseña las habilidades para ayudarlos a desarrollar hábitos alimenticios saludables.
- Los miembros del personal responsables de la educación nutricional están adecuadamente preparados y participan en actividades de desarrollo profesional para ofrecer de manera eficaz un programa de educación nutricional preciso según lo planeado. (4)
- Los maestros educan a los estudiantes sobre la "ecuación de equilibrio" de la ingesta de alimentos y la actividad física.
- La educación nutricional implica compartir información con las familias y la comunidad en general para impactar positivamente a los estudiantes y la salud de la comunidad. (7)
- Se anima a los estudiantes a comenzar cada día con un desayuno saludable.

Componente # 2: Actividad física

- Prueba de aptitud física para todos los estudiantes de noveno grado y se vuelve a tomar el año siguiente si los estudiantes no pasan.
- La actividad física se integra a lo largo de la jornada escolar a través de la educación física, actividades complementarias y extracurriculares y otras áreas curriculares, según corresponda.
- Los cursos de educación física son un ambiente donde los estudiantes aprenden, practican y son evaluados en habilidades motoras, habilidades sociales y conocimientos apropiados para el desarrollo. (7)
- Instructores capacitados y con conocimientos facilitan las clases de educación física.
- El tiempo destinado a la actividad física es prioritario, adecuado y apropiado para la edad para fomentar hábitos de salud óptimos.
- Los instructores de salud y educación física enseñan y refuerzan la "ecuación de equilibrio" de la ingesta de alimentos y la actividad física.
- La educación física incluye la instrucción de actividades individuales así como deportes de equipo competitivos y no competitivos para fomentar la actividad física de por vida. (9)
- Las instalaciones de actividad física en los terrenos del distrito escolar son seguras y hay equipo disponible para la participación de los estudiantes.
- El distrito escolar proporciona entornos físicos y sociales que fomentan la actividad segura y agradable para todos los estudiantes, incluidos aquellos que no son talentosos en lo atlético. (4)

- El distrito escolar proporciona acceso a la comunidad para alentar a los estudiantes y miembros de la comunidad a utilizar las instalaciones de actividad física de la escuela fuera del día escolar normal. (9)

Componente # 3: Otras actividades basadas en el distrito escolar

- Implementación de un programa de educación del carácter que ayude a enseñar a los estudiantes la autoestima.
- Los programas extracurriculares fomentan la actividad física y la formación de hábitos saludables. (9)
- El distrito escolar trabaja en conjunto con las familias, maestros y administradores locales para planificar, implementar y mejorar la nutrición y la actividad física en el entorno escolar.
- El distrito escolar alienta a los grupos de jóvenes de todas las edades a utilizar las instalaciones del distrito y desarrollar programas sólidos en deportes de equipo como una salida saludable para el desarrollo físico y el crecimiento social.
- Implementación del apoyo de intervención de comportamiento positivo en el campus.
- Uso de Sprigeo para permitir que los estudiantes informen problemas relacionados con el bienestar de los estudiantes.
- El distrito escolar tiene consejeros de SAP disponibles para que los estudiantes ayuden a trabajar en sus necesidades de autoestima y salud mental.
- El distrito escolar contrata con el Superintendente de Escuelas del Condado de Fresno para una persona de salud conductual en el campus.

Componente # 4: Estándares de nutrición

- Las comidas escolares reembolsables por la escuela cumplen con los requisitos del programa y los estándares de nutrición establecidos en el 7 CFR Parte 210 y 220.
- Los estándares de nutrición para todos los alimentos que se sirven y / o venden durante el día escolar cumplen con los estándares establecidos en el 7 CFR Parte 210 y 220 y el Departamento de Nutrición Escolar.
- Los proveedores de servicios de alimentos toman todas las medidas para garantizar que el acceso de los estudiantes a los alimentos y bebidas cumpla con la legislación y las pautas federales de California. Los proveedores de servicios de alimentos ofrecen una variedad de selecciones de alimentos y bebidas saludables apropiadas para la edad para las escuelas.
- Todos los alimentos que se preparan en los campus cumplirán con las regulaciones estatales y locales de higiene y seguridad alimentaria. Se implementan planes y pautas de análisis de

peligros y puntos críticos de control (HACCP) para prevenir enfermedades alimentarias en las escuelas. (4)

- Para la seguridad del distrito, los alimentos y las instalaciones, el acceso a las operaciones del servicio de alimentos están limitados al personal de servicio de alimentos y al personal autorizado. (5)

- La pausa de nutrición matutina ofrece opciones saludables en el snack bar. (6)

- Los alimentos y bebidas que se venden en eventos de recaudación de fondos incluyen opciones saludables y brindan selecciones apropiadas para la edad.

- Estándares de refrigerios inteligentes del USDA:

<https://healthymeals.fns.usda.gov/sites/default/files/uploads/USDASmartSnacks.pdf>

- Hay estaciones de llenado de botellas de agua disponibles en el campus.

Componente # 5: Evaluación

- El Plan de bienestar local se revisará todos los años. Cada tres años se completará una evaluación

- El superintendente del distrito escolar supervisará la evaluación del LWP.

- El superintendente del distrito informará los resultados de las evaluaciones a las escuelas individuales del distrito.

- El informe se presentará a la junta escolar.

- La comida no se usa como recompensa o castigo en las aulas o en los campus escolares, a menos que esté detallado en el Plan de Educación Individualizado (IEP) del estudiante.

- Documentación de respaldo

- Una copia de la Política de bienestar escolar local actual

- La documentación que demuestra que la Política de bienestar escolar local se ha puesto a disposición del público.

- Documentación de los esfuerzos del distrito para revisar y actualizar la Política de Bienestar Escolar Local, incluida una indicación de quién está involucrado en la actualización y los métodos que usa el distrito para informar a las partes interesadas sobre su capacidad para participar.

- Una copia de la evaluación más reciente del distrito sobre la implementación de la Política de Bienestar Escolar Local

- Se ha puesto a disposición del público la documentación que demuestra la evaluación más reciente del distrito sobre la implementación de la Política de bienestar escolar local.

Componente # 6: Comité de Desarrollo de Políticas

- El programa de nutrición infantil tiene como objetivo ser económicamente autosuficiente. La neutralidad presupuestaria o la generación de ganancias no prevalecerán sobre las necesidades nutricionales proporcionadas a los estudiantes.
- El programa de nutrición infantil asegura que todos los estudiantes tengan acceso asequible a alimentos variados y nutritivos que necesitan para mantenerse saludables y aprender bien. (8)
- El distrito escolar participa en programas federales de nutrición infantil.
- Revisar la política del distrito para la comercialización de alimentos y bebidas.
- El Distrito de Escuelas Secundarias de Kingsburg Joint Union emplea un proveedor de servicios de alimentos que está capacitado, conocedor y debidamente calificado en los estándares profesionales actuales para administrar los programas escolares de servicios de alimentos.

Metas para el Año Escolar 2022-23- Análisis de Metas

- Bienestar del personal y de los estudiantes: debido al aumento de las necesidades de salud mental tanto del personal como de los estudiantes, el distrito continuará brindando diferentes recursos de salud mental, como consejeros de salud mental en el campus, opciones para acceder a opciones de terapia externas, desarrollo profesional para el apoyo del personal, estudiantes y planes de lecciones para que los maestros los usen.
 - Contrató a 3 profesionales de salud mental de tiempo completo fuera del campus.
 - Contrato con FCSS para traer 1 consejero de tiempo completo y dos de medio tiempo
 - Realizó 5 capacitaciones de SEL para el personal durante el año escolar que proporcionaron estrategias inmediatas para usar en el salón de clases
- Feria de bienestar: complete un día de bienestar regular que cumpla con las pautas de salud y seguridad para la seguridad.
 - En lugar de la feria de bienestar, el distrito invitó a un orador nacional sobre el abuso de drogas y la salud mental.
 - Se llevó a cabo una noche de padres/comunidad con el mismo orador que vieron los estudiantes.
- Aptitud física: aumentar la participación de los estudiantes en clases de educación física o acondicionamiento atlético. El año escolar 2021-22 tuvo 543 estudiantes en educación física o acondicionamiento atlético
 - El año escolar 2022-23 tuvo 319 estudiantes en educación física o acondicionamiento atlético en abril de 2023
- Ver una disminución en la cantidad de incidentes de vapeo en el campus mediante el envío de recursos adecuados a los estudiantes que los eduquen sobre los peligros del vapeo. 14 suspensiones por vapeo de THC; 34 veces buscaron detectores de vapeo en los estudiantes a partir de marzo de 2022.
 - 19 suspensiones por vapeo de THC; 39 veces buscó detectores de vapeo en los estudiantes a partir de marzo de 2023.

Metas para el año escolar 2023-24-

- Bienestar del personal y de los estudiantes: debido al aumento de las necesidades de salud mental tanto del personal como de los estudiantes, el distrito aumentará la cantidad de consejeros de salud mental en el campus a 4, opciones para acceder a opciones de terapia externas, desarrollo profesional para que el personal apoye a los estudiantes y planes de lecciones para que los maestros los usen.
- Feria de bienestar: realice una feria de bienestar con diferentes recursos para los estudiantes.
- Instalar una estación de llenado de botellas de agua adicional en los baños del ala 50.
- Ver una disminución en la cantidad de incidentes de vapeo en el campus mediante el envío de recursos adecuados a los estudiantes que los eduquen sobre los peligros del vapeo. 19 suspensiones por vapeo de THC; 39 veces buscó detectores de vapeo en los estudiantes a partir de marzo de 2023.

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Preámbulo del Plan de Bienestar Local del Distrito Escolar de Kingsburg Joint Union High School

Considerando que, los niños necesitan acceso a alimentos saludables y oportunidades para mantenerse físicamente activos para crecer, aprender y prosperar;

Considerando que la buena salud fomenta la asistencia y educación de los estudiantes;

Mientras que las tasas de obesidad se han duplicado en los niños y se han triplicado en los adolescentes en las últimas dos décadas, y en 2010, más de un tercio de los niños y adolescentes tenían sobrepeso o eran obesos.

Considerando que las enfermedades cardíacas, el cáncer, los derrames cerebrales y la diabetes son responsables de dos tercios de las muertes en los Estados Unidos, y los principales factores de riesgo para esas enfermedades, incluidos los hábitos alimenticios no saludables, la inactividad física y la obesidad, a menudo se establecen en la infancia;

Mientras que, en 2011, el 29% de los estudiantes de secundaria encuestados habían participado en al menos 60 minutos por día de actividad física en los 7 días previos a la encuesta y solo el 31% asistía a clase de educación física diariamente.

Considerando que los distritos escolares de todo el país enfrentan importantes limitaciones fiscales y de programación; y

Considerando que, la participación de la comunidad es esencial para el desarrollo y la implementación de políticas de bienestar escolar exitosas;

Por lo tanto, el Distrito Escolar Secundario Conjunto de Kingsburg se compromete a proporcionar un entorno que promueva y proteja la salud, el bienestar y la capacidad de aprendizaje de los niños al apoyar la alimentación saludable y la actividad física. Por lo tanto, es la política del Distrito Escolar Secundario Unido Kingsburg que:

- Todos los estudiantes en los grados K-12 tendrán oportunidades, apoyo y aliento para estar físicamente activos regularmente.
- Los alimentos y bebidas vendidos o servidos en la escuela cumplirán con las recomendaciones nutricionales de las Pautas alimentarias de EE. UU. Para los estadounidenses.
- Los profesionales de nutrición proporcionarán a los estudiantes acceso a una variedad de alimentos asequibles, nutritivos y atractivos que satisfagan las necesidades de salud y nutrición de los estudiantes; acomodará la diversidad religiosa, étnica y cultural del cuerpo estudiantil en la planificación de comidas; y proporcionará lugares limpios, seguros y agradables, y un tiempo adecuado para que los estudiantes coman.
- En la medida de lo posible, el Distrito Escolar Secundario Unido Kingsburg participa en los programas de comidas escolares federales disponibles.

ISSUE: Presented to the Board is the new Classified Short-Term Position – ELD Intervention Specialist.

ACTION: Approve or deny the new Classified Short-Term Position – ELD Intervention Specialist.

RECOMMENDATION: Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT POSITION DESCRIPTION

Position: ELD Intervention Specialist
Classified Short Term

Salary Schedule: Attached

Department/Site: Kingsburg High School

Reports to/ Evaluated by: Site Principal

Length of Job: Length of job is 195 working days, including holidays, sick leave, vacation, and other leaves of absence, irrespective of number of hours worked per day. The end of service is determined by the Superintendent or designee but no later than June 6, 2024.

SUMMARY

Under minimal supervision, coordinate school-wide activities, disseminate and receive information related to English Language Development; plan and implement activities and/or special events; address operational issues related to English Language Learners; provide recommendations of expenditures for activities, equipment, and supplies that enhance the school programs; and serve as a resource to respective school staff, providing support and guidance based on their subject area knowledge and experience.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Collaborate with Leadership, departments and teachers to build capacity around ELD standards.
- Collaborate with teachers, site-administrators, school curriculum teams and central office staff in service of the EL guidelines and the full range of curriculum, assessment, and instructional activities
- Determine site needs for achieving compliance for EL programs based on state requirements and work with principal to assure that all areas of compliance are met.
- Act as a resource to classroom teachers by assisting them in ELD methodology and curriculum materials selection; provide them with appropriate materials for EL students; coordinate the monitoring of the classroom instruction related to EL. Confer with principal on the needs of EL students and progress being made to meet these needs
- Work with school-site administrators, and other school staff for implementation of site specific EL services
- Develop a site plan on preparing students to meet the requirements of reclassification.
- Meet with English Learners to ensure academic progress in meeting graduation requirements.
- Perform other duties as assigned

QUALIFICATIONS

• Knowledge and Skills

- Understanding of ELD standards and working with English learners
- Culture, life-style, educational and social needs of ethnic minority students and children of poverty.
- Experience planning and conducting professional development/training.
- Individual and classroom management techniques.
- Interpersonal skills using tact, patience and courtesy.
- Computer technology and software skills.
- Demonstrate skills in listening, communicating and collaborating.
- Strong knowledge in culturally responsive teaching.
- Desire to work hard and passionately seek success for all students.

• Abilities

- Present information to staff regarding ways to support EL students.
- Develop others with effective coaching strategies.
- Strong interpersonal skills with individuals, teams and groups (student, parent, educator, specialist, administrator and support staff).
- Develop goals and objectives; establish and meet schedules and timelines; work with discretion and confidentiality.
- Read, interpret and apply legal mandates, policies, rules, regulations and operational procedures pertaining to school and departmental operations.
- Define projects and specifications; deal with a variety of projects simultaneously; prepare clear and concise management reports.
- Understand and carry out oral and written directions.
- Communicate effectively both orally and in writing in a clear and concise manner.
- Apply policies and procedures related to the assigned duties and responsibilities of the position with good judgement in a variety of situations.

• Physical Abilities

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The employee must be able to:

- Lift, carry, push and/or pull items with a strength factor of medium work.
- Hear and speak to exchange information in person or on the telephone.

- See to read a variety of materials.
- Possess dexterity of hands and fingers to operate a computer keyboard.
- Stand or walk.
- Bend at the waist, kneel or crouch to file materials.
- Sit or stand for extended periods of time.
- Reach above shoulders to file materials.
- Climb a stool/ladder.

EDUCATION AND EXPERIENCE

A minimum of five years teaching experience, behavior specialist or school psychologist required. Knowledge of behavior support systems. A strong background in effective implementation of professional development and data assessment. Experience in training school staff in positive behavior intervention systems highly recommended.

LICENSES AND CERTIFICATES

Possession of a valid California driver's license and current proof of insurance are required. Requires a Bachelor's Degree with a minimum of three years workings with English Learner students. Bilingual skills preferred.

WORKING CONDITIONS

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. This position will be an indoor office work environment and include visitations to the sites.

This job/class description describes the general nature of the work performed, representative duties as well as the typical qualifications needed for acceptable performance. It is not intended to be a complete list of all responsibilities, duties, work steps and skills required of the job.

ISSUE:

Presented to the Board is the new Classified Short-Term Position – Positive Behavior Intervention Specialist.

ACTION:

Approve or deny the new Classified Short-Term Position – Positive Behavior Intervention Specialist.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT POSITION DESCRIPTION

Position: Positive Behavior Intervention Specialist
Classified Short Term

Salary Schedule: Attached

Department/Site: OASIS

Reports to/ Evaluated by: Director Kingsburg Education Center

Length of Job: Length of job is 195 working days, including holidays, sick leave, vacation, and other leaves of absence, irrespective of number of hours worked per day. The end of service is determined by the Superintendent or designee but no later than June 6, 2024.

SUMMARY

The Positive Behavioral Intervention Specialist is responsible for supporting positive behavior supports for students and training for staff. PBIS training and implementation. The Positive Behavior Intervention Specialist will also provide facilitation, training and coaching to school sites as well as maintain appropriate related documentation records and reports. This position also provides ongoing assessments of school-wide positive behavior support implementation.

DISTINGUISHING CAREER FEATURES

Works with minimal supervision to carry out a wide range of freshmen-level duties in support of student academic, career and social needs. Position is essential to the evaluation and monitoring of the student's progress. Incumbent has a wide degree of latitude in carrying out complex and highly difficult decisions. Problems are broadly defined and of a highly technical nature and require sound judgement and analytical skills to resolve. Interactions cover a wide range of internal and external contacts and may include administrators, parents, community members, and outside consultants.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Support sustainability and expansion of positive behavior supports.
- Provide training and technical assistance to school teams to maintain and develop systems of school-wide positive behavioral supports.
- Provide professional development and training to school-based teams and staff.
- Provide coaching and recommendations to school teams.
- Coordinate and monitor necessary data collection.
- Assist school teams in developing, implementing and evaluating action plans using a variety of data sources.
- Serve as a resource and support to school teams in planning supports for students with behavior challenges.
- Develop and implement effective communication strategies and behavior support

techniques in a multi-tiered system of support.

- Network with local community, state and federal agencies to identify additional resources and support for school staff, students and families.
- Accept and carry out responsibility for direction, control and planning.
- Clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the community, District staff, students and external relations.
- Perform other duties as assigned.

QUALIFICATIONS

• Knowledge and Skills

- Basic positive behavior support and tiered intervention data.
- Behavior intervention methodology/techniques including positive behavioral interventions and supports.
- Culture, life-style, educational and social needs of ethnic minority students and children of poverty.
- Experience planning and conducting professional development/training.
- Individual and classroom management techniques.
- Interpersonal skills using tact, patience and courtesy.
- Computer technology and software skills.
- Demonstrate skills in listening, communicating and collaborating.
- Strong knowledge in culturally responsive teaching.
- Desire to work hard and passionately seek success for all students

• Abilities

- Present complex information on education and behavior.
- Implementation of behavior plans.
- Develop others with effective coaching strategies.
- Strong interpersonal skills with individuals, teams and groups (student, parent, educator, specialist, administrator and support staff).
- Develop goals and objectives; establish and meet schedules and timelines; work with discretion and confidentiality.
- Read, interpret and apply legal mandates, policies, rules, regulations and operational procedures pertaining to school and departmental operations.
- Define projects and specifications; deal with a variety of projects simultaneously; prepare clear and concise management reports.

- Understand and carry out oral and written directions.
- Communicate effectively both orally and in writing in a clear and concise manner.
- Apply policies and procedures related to the assigned duties and responsibilities of the position with good judgement in a variety of situations.
- **Physical Abilities**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The employee must be able to:

- Lift, carry, push and/or pull items with a strength factor of medium work.
- Hear and speak to exchange information in person or on the telephone.
- See to read a variety of materials.
- Possess dexterity of hands and fingers to operate a computer keyboard.
- Stand or walk.
- Bend at the waist, kneel or crouch to file materials.
- Sit or stand for extended periods of time.
- Reach above shoulders to file materials.
- Climb a stool/ladder.

EDUCATION AND EXPERIENCE

A minimum of five years teaching experience, behavior specialist or school psychologist required. Knowledge of behavior support systems. A strong background in effective implementation of professional development and data assessment. Experience in training school staff in positive behavior intervention systems highly recommended.

LICENSES AND CERTIFICATES

Possession of a valid California driver's license and current proof of insurance are required. Requires a Bachelor's Degree preferably in Psychology, Social Work, or related major.

WORKING CONDITIONS

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. This position will be an indoor office work environment and include visitations to the sites.

This job/class description describes the general nature of the work performed, representative duties as well as the typical qualifications needed for acceptable performance. It is not intended to be a complete list of all responsibilities, duties, work steps and skills required of the job.

ISSUE:

Presented to the Board is Resolution #R30-2223 Excused Absences for Religious Exercises and Instruction.

ACTION:

Approve or deny Resolution #R30-2223 Excused Absences for Religious Exercises and Instruction.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____



Kingsburg Joint Union High School District

1900 18th Ave Kingsburg, CA 93631 (559) 897-7721 FAX (559) 419-6404

Don Shoemaker – Superintendent

Board of Trustees: Rick Jackson ♦ Brent Lunde ♦ Steve Nagle ♦ Mike Serpa ♦ Johnie Thomsen

RESOLUTION #R30-2223 AUTHORIZING ABSENCES FOR PARTICIPATION IN RELIGIOUS EXERCISES OR INSTRUCTION

WHERE AS, Education Code 46014 authorizes the Board of Education to adopt policy allowing students absences for participation in religious exercises or instruction; and

WHERE AS, it is hereby declared to be the intent of the Legislature that this section shall be permissive only.

NOW, THEREFORE, BE IT RESOLVED, the district may excuse a student from school in order to participate in religious exercises or instruction to receive moral and religious instruction at the student's place of worship or other suitable place away from school property as designated by the religious group, church or denomination, which shall be in addition and supplementary to the instruction in manners and morals required elsewhere in this code.

BE IT FURTHER RESOLVED, that such absence shall not be deemed absence in computing average daily attendance, if all of the following conditions are complied with:

- a) Students will have written consent of their parents or guardians prior to attending such exercises or instruction.
- b) Each student must also attend school for at least the minimum school day, which is generally 240 minutes for grades 9-12.
- c) No student shall be excused from school for such purpose on more than four days per school month

PASSED AND ADOTPED by the Kingsburg Joint Union High School District Board of Trustees on June 26, 2023, by the following vote:

Ayes: _____
 Noes: _____
 Absent: _____
 Abstention: _____

President of the Board/ Mr. Mike Serpa

I, Mr. Steve Nagle, Clerk of the Kingsburg Joint Union High School District Board of Trustees, of Fresno, Kings and Tulare Counties, do hereby certify that the foregoing resolution was truly adopted by said Board at a meeting held at its regular meeting place on June 26, 2023, which action is contained in the minutes of the meeting of said Board of Trustees:

ATTEST:

Clerk/Secretary Board of Trustees

Rufino Ucelo Jr., Chief Business Official ♦ Ryan Phelan, Principal ♦ Ryan Waltermann, Director of Alternative Education

ISSUE:

Presented to the Board is the 2023-2024 Kingsburg High School - School Plan for Student Achievement (SPSA). The Every Student Succeeds Act requires schools receiving Title I funds to develop this plan analyzing the comprehensive needs and long term goals in improving student outcomes.

To Access & Read:

[2023-2024 KHS School Plan for Student Achievement](#)

ACTION:

Approve or deny the Kingsburg High School – School Plan for Student Achievement (SPSA)

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

ISSUE:

Presented to the Board is the 2023-2024 Kingsburg Independent Study and OASIS - School Plan for Student Achievement (SPSA). The Every Student Succeeds Act requires schools receiving Title I funds to develop this plan analyzing the comprehensive needs and long term goals in improving student outcomes.

To Access & Read:

[2023-2024 KIS OASIS School Plan for Student Achievement](#)

ACTION:

Approve or deny the 2023-2024 Kingsburg Independent Study and OASIS – School Plan for Student Achievement (SPSA).

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

ISSUE:

Presented to the Board is the resignation of RSP Classroom Teacher Assistant, Evelyn Salazar as of June 2, 2023.

ACTION:

Approve or deny the resignation of RSP Classroom Teacher Assistant Evelyn Salazar.

RECOMMENDATION:

Recommend approval with best wishes

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Jackson: _____ Thomsen: _____ Lunde: _____ Nagle: _____ Serpa: _____

06-26-23

May 26, 2023

Dear Mrs. Schreiner,

I am writing to inform you of my resignation from Kingsburg High School as a Title 1 Aide- effectively ending on June 2,2023.

I appreciate the opportunity you have given me during my time at Kingsburg High School.I've enjoyed working with both staff and students. It has been a rewarding experience to watch students learn and develop so quickly. The teacher's here at Kingsburg High School are phenomenally remarkable and I enjoyed going into their classrooms everyday.

Thank you for everything!

Sincerely,

Evelyn Salazar

ISSUE:

Presented to the Board is the Agreement for Special Services Fiscal Budget Services for the upcoming fiscal year in the amount of \$4,500.00 annually, plus expenses.

ACTION:

Approve or deny the Agreement for Special Services Fiscal Budget Services.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

AGREEMENT FOR SPECIAL SERVICES
Fiscal Budget Services

This is an Agreement between the **KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT**, hereinafter referred to as "Client," and **SCHOOL SERVICES OF CALIFORNIA INC.**, hereinafter referred to as "Consultant," entered into as of July 1, 2023.

RECITALS

WHEREAS, the Client needs assistance regarding issues of school finance, legislation, school budgeting, and general fiscal issues; and

WHEREAS, the Consultant is professionally and specially trained and competent to provide these services; and

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1. The Consultant agrees to perform such duties relating to issues of school finance, including:
 - a. Electronic delivery of the *Fiscal Report* containing information on issues of school finance, budgets, or practices and policy issues that impact local educational agency fiscal policies, and an electronic copy of the *Analysis of the Governor's Proposals for the State Budget and K-12 Education*.
 - b. An analysis of all major school finance/fiscal legislation and reports on its legislative/executive branch progress
 - c. Ten hours of service annually as the Client directs on fiscal issues, including: analysis of specific revenue or expenditure issues, analysis of specific legislative or regulatory issues, and a "quick query" service to provide telephone response to specific fiscal questions of the Client.

 Services for which the base service hours may not be used, include: mandate questions, Client-specific economy, efficiency, or management consulting services, including, but not limited to, efficiency or management studies, demographic or school facility studies; special education studies; fiscal health analysis, and/or an in-depth budget review, direct collective bargaining or factfinding assistance; legislative representation or advocacy; fiscal analysis for purposes of collective bargaining, appearance as an expert witness, provision of depositions or declarations for local educational agency legal issues; major customized research projects or studies; or, on-site speeches or presentations.
 - d. Participation at the Consultant's school finance conferences and workshops at the Consultant's client rate.
2. The Client agrees to pay to the Consultant for services rendered under this Agreement:
 - a. \$4,500 annually, plus expenses, or payable at \$375 per month, plus expenses, for the services listed in Item 1 above, upon billings from the Consultant.

- b. For all requested services in excess of ten direct service hours as indicated in Item 1c above in a 12-month period, the applicable hourly rate for the person(s) performing the services shall apply.
 - c. "Hours" are defined as hours of direct service to the Client, as well as reasonable travel time to and from the Client's site.
 - d. "Expenses" are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials.
3. The term of this contract shall be for the period of one year, beginning July 1, 2023, and terminating June 30, 2024. Agreement may be terminated prior to June 30, 2024, by either party on 30 days' written notice. In the event that the Client elects to terminate services at the end of the Agreement, the Client shall give a 30-day written notice of nonrenewal. The Consultant will provide continuing services for 90 days after the expiration date of the Agreement or until the Client provides written notice. The Client is responsible for these accrued charges and the Consultant may bill these additional days. In case of cancellation, the Client shall be liable for any costs accrued to the date of cancellation under Item 2 above.
4. It is expressly understood and agreed to by both parties that the Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below:

By: _____

Date: _____

Print Name

Job Title
Kingsburg Joint Union High School District

By:  _____
John D. Gray
President/CEO
School Services of California Inc.

Date: May 18, 2023

ISSUE:

Presented to the Board is the Kingsburg Joint Union High School District Resolution Agreement Case No. 09-22-1318 stating the district agrees to comply with Section 402 and 403 of the ADA standards between the main entrance of the Theater at Kingsburg High School and the entrance on either the east or west side of the theater.

ACTION:

Approve or deny the Kingsburg Joint Union High School District Resolution Agreement Case No. 09-22-1318.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____	Second _____	Vote _____
Thomsen: _____	Lunde: _____	Jackson: _____ Nagle: _____ Serpa: _____

**Kingsburg Joint Union High School District
Resolution Agreement
Case No. 09-22-1318**

The Kingsburg Joint Union High School District (District), without admitting to any violation of law, agrees to implement this Resolution Agreement (Agreement) to resolve the violations and compliance concerns identified by the U.S. Department of Education, Office for Civil Rights (OCR), under Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794, and Title II of the Americans with Disabilities Act of 1990 (Title II), 42 U.S.C. §§ 12131-12134, and their implementing regulations in the above-referenced OCR case number.

I. Accessible Entrance

- A. By _____, the District will ensure that there is an accessible route complying with Sections 402 and 403 of the 2010 ADA Standards (2010 Standards) between the main entrance of the Little Theater (the Theater) at Kingsburg High School (the School) and the entrance on either the east or west side of the Theater.
- B. By _____, the District will add signage that notifies individuals with disabilities of the location of the accessible route and of the accessible entrance to the Theater (on either the east or west side of the building as described above) that leads to the accessible seating area at the front of the Theater.

Reporting Requirement:

- C. By _____, the District will provide OCR with documentation showing that the requirements of Section I.A and I.B have been met, including pictures of the completed work.

II. Accessible Seating

- A. By _____, the District will create at least two wheelchair seating areas in the Theater so that wheelchair seating locations are dispersed as required by Section 4.33.3 of the 1991 ADA Standards.
- B. By _____, the District will ensure that all wheelchair seating locations at the Theater include fixed or movable companion seating next to each wheelchair space, as required by Section 4.33.3 of the 1991 ADA Standards.
- C. By _____, the District will ensure that all four aisle seats at the Theater are marked with signage indicating that the seat is accessible, as required by Section 4.1.3(19) of the 1991 Standards.

Reporting Requirement:

- D. By _____, the District will provide OCR with documentation showing that the requirements of Section II.A through II.C have been met, including pictures of the completed work.

III. Accessible Restrooms

- A. By _____, the District will create an accessible route complying with Sections 402 and 403 of the 2010 Standards that runs between the Theater and the accessible restrooms at the School's Gym.
- B. By _____, the District will add signage at the Theater notifying individuals with disabilities that accessible restrooms are located in the School's Gym, and providing notice as to where the Gym is located.
- C. By _____, the District will provide for OCR review and approval a specific plan regarding how the District will ensure that the restrooms at the School's Gym will be unlocked for all events at the Theater, including information about which individuals (or job titles) will be responsible for implementing each aspect of the plan.

Reporting Requirement:

- D. By _____, the District will provide OCR with documentation showing that the requirements of Section III.A and III.B have been met, including pictures of the completed work.
- E. By _____, the District will provide the District's plan under Section III.C for OCR review and approval. After OCR approval of the plan, the District will ensure that a copy of the plan is provided to all individuals who are involved in implementing the plan and that appropriate training is provided to each such individual. Within 30 days of disseminating the plan and providing training, the District will provide OCR with documentation that the plan was disseminated and staff were trained as required by this section.

Conclusion

By signing this agreement, the District agrees to provide data and other information in a timely manner in accordance with the reporting requirements of the resolution agreement. During the monitoring of the resolution agreement, OCR may visit the District, interview staff and students, and request such additional reports or data as are necessary for OCR to determine whether the District has fulfilled the terms of the resolution agreement.

The District understands that OCR will not close the monitoring of the agreement until such time as OCR determines that the District is in compliance with the terms of the agreement and the statute(s) and regulation(s) at issue in the case.

The District understands that OCR may initiate administrative enforcement proceedings or refer the case to the Department of Justice (DOJ) for judicial proceedings to enforce the specific terms

of the resolution agreement and the applicable statute(s) and regulation(s). Before initiating such proceedings, OCR will give the District written notice of the alleged breach and 60 calendar days to cure the alleged breach.

Don Shoemaker, Superintendent
Kingsburg Joint Union High School District

Date

ISSUE:

Presented to the Board is the Kingsburg Joint Union High School District Home and Hospital Instruction Manual to provide information as to the purpose, process and procedures of Home and Hospital Instruction.

ACTION:

Approve or deny the Kingsburg Joint Union High School District Home and Hospital Instruction Manual.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

Kingsburg Joint Union High School District

Home and Hospital Instruction Manual

This manual is presented in an effort to provide information as to the purpose of Home and Hospital Instruction, outline process and procedures within the Home and Hospital Instruction Program, and assist with providing students a smooth transition from the student's regular high school setting to the Home and Hospital Instruction Program and back to the regular high school program.

Kingsburg Joint Union High School District
1900 18th Ave
Kingsburg, CA 93631
559-897-7721

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California Education Codes, 2023

Section 48206.3 – Pupils with Temporary Disabilities

- (a) A pupil with a temporary disability that makes attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable shall receive either individual instruction at home provided by the school district in which the pupil is deemed to reside, or individual instruction in a hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or other residential health facility is located.
- (b) For purposes of this section and Sections 48207, 48207.3, 48207.5, and 48208, the following terms have the following meanings:
- 1) "Individual instruction" means instruction provided to an individual pupil in the pupil's home, in a hospital or other residential health facility, excluding state hospitals, or under other circumstances prescribed by regulations adopted for that purpose by the state board.
 - 2) "Temporary disability" means a physical, mental, or emotional disability incurred while a pupil is enrolled in regular day classes or an alternative education program, and after which the pupil can reasonably be expected to return to regular day classes or the alternative education program. A temporary disability shall not include a disability for which a pupil is identified as an individual with exceptional needs pursuant to Section 56026.
- (c)
- 1) For purposes of computing average daily attendance pursuant to Section 42238.05, each clock hour of teaching time devoted to individual instruction shall count as one day of attendance.
 - 2) No pupil shall be credited with more than five days of attendance per calendar week, or more than the total number of calendar days that regular classes are maintained by the school district in any fiscal year.
- (d) Notice of the availability of individual instruction shall be given pursuant to Section 48980, and shall include information regarding a pupil's eligibility for, and the duration of, individual instruction.
- (e) Nothing in this section shall be construed to limit any rights accruing to a pupil with a temporary disability who is also identified as an individual with exceptional needs, as defined in Section 56026.

Section 48207 – Pupils with Temporary Disabilities in Hospitals Outside of School District; Compliance with Residency Requirements; Continuing Enrollment; Attendance Computation

- (a) Notwithstanding Section 48200, a pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, located outside of the school district in which the pupil's parent or guardian resides, shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.
- (b) Notwithstanding any other law, a school district or charter school may continue to enroll a pupil with a temporary disability who is receiving individual instruction in a hospital or other residential health facility in order to facilitate the timely reentry of the pupil in his or

her prior school after the hospitalization has ended, or in order to provide a partial week of instruction to a pupil who is receiving individual instruction in a hospital or other residential health facility, for fewer than five days of instruction per week, or the equivalent, as described in subdivision (c) of Section [48206.3](#).

(c) [Enrollment]

- 1) A pupil with a temporary disability who remains enrolled in a school district of residence or a charter school pursuant to subdivision (b) while also receiving individual instruction in a hospital or other residential health facility may only be counted by the school district of residence or charter school for purposes of computing average daily attendance pursuant to Section [42238.05](#) for days on which the pupil is in attendance in that school district or charter school.
- 2) A pupil with a temporary disability who remains enrolled in a school district of residence or a charter school pursuant to subdivision (b) while also receiving individual instruction in a hospital or other residential health facility may only be counted by the school district in which the hospital or other residential health facility is located for purposes of computing average daily attendance pursuant to Section [42238.05](#) for days on which the pupil is receiving individual instruction in a hospital or other residential health facility.

- (d) The total attendance counted for purpose of computing average daily attendance pursuant to Section [42238.05](#) for a pupil with a temporary disability, including days of attendance in a hospital or other residential health facility, shall not exceed five days per week, or the equivalent, as described in subdivision (c) of Section [48206.3](#).

Section [48207.3](#) – Return to School of Pupil Receiving Individual Instruction

- (a) A pupil receiving individual instruction who is well enough to return to a school shall be allowed to return to school, including a charter school, that he or she attended immediately before receiving individual instruction, if the pupil returns during the school year in which the individual instruction was initiated.
- (b) A pupil who attends a school operated by a school district or a charter school, who is subsequently enrolled in individual instruction in a hospital or other residential health facility for a partial week, shall be entitled to attend school in his or her school district of residence, or receive individual instruction provided by the school district of residence in the pupil's home, on days in which he or she is not receiving individual instruction in a hospital or other residential health facility, if he or she is well enough to do so.

Section [48207.5](#) – Starting Date for In-Home Individual Instruction

Individual instruction in a pupil's home pursuant to Section [48206.3](#) shall commence no later than five working days after a school district has determined that the pupil shall receive this instruction.

Section 48208 – Presence of Pupils with Temporary Disabilities in Qualifying Hospitals; Notice by Parents or Guardians; Commencement of Individual Instruction

- (a) It shall be the primary responsibility of the parent or guardian of a pupil with a temporary disability to notify the school district in which the pupil is deemed to reside pursuant to Section [48207](#) of the pupil's presence in a qualifying hospital.
- (b) Upon receipt of notification pursuant to subdivision (a), a school district shall do all of the following:
 - 1) Within five working days of receipt of the notification, determine whether the pupil will be able to receive individual instruction, and, if the determination is positive, when the individual instruction may commence. Individual instruction shall commence no later than five working days after a positive determination has been rendered.
 - 2) Provide the pupil with individual instruction pursuant to Section [48206.3](#). The school district may enter into an agreement with the school district in which the pupil previously attended regular day classes or an alternative education program to have the school district the pupil previously attended provide the pupil with individual instruction pursuant to Section [48206.3](#).
 - 3) Within five working days of the commencement of individual instruction, provide the school district in which the pupil previously attended regular day classes or an alternative education program with written notice that the pupil shall not be counted by that school district for purposes of computing average daily attendance pursuant to Section [42238.05](#), effective the date on which individual instruction commenced, except as provided in Section [48207](#).

KJUHSD Governing Board Policy

Governing Board Administrative Regulation 6183 – Home and Hospital Instruction

A student with a temporary disability which makes school attendance impossible or inadvisable shall be entitled to receive individual instruction at home or in a hospital or other residential health facility, excluding state hospitals. (Education Code 48206.3)

Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program, and after which the student can reasonably be expected to return to regular day classes or the alternative education program in which the student is enrolled. Temporary disability does not include a disability that would qualify a student for special education pursuant to Education Code 56026. (Education Code 48206.3)

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians of district students regarding: (Education Code 48206.3, 48208, 48980)
The availability of individual instruction for any student with a temporary disability, including information regarding student eligibility for, and the duration of, individual instruction

The rights and responsibilities of parents/guardians of any student with a temporary disability pursuant to Education Code 48207 and 48208

Parents/guardians shall notify the principal or designee when their child is temporarily disabled and needs individual instruction at home or in a hospital or other residential health facility.

Determination of Student Eligibility

Not later than five working days after receiving notification from a parent/guardian that a student has a temporary disability, the Superintendent or designee shall determine whether the student will be able to receive individual instruction at home or in a hospital or residential health facility. (Education Code 48208)

The Superintendent or designee may require verification through any reasonable means that the student is temporarily disabled and needs individual instruction.

Provision of Individual Instruction

Individual instruction at a student's home or in a hospital or other residential health facility shall begin no later than five working days after the Superintendent or designee makes the determination that the student is eligible to receive individual instruction. (Education Code 48207.5, 48208)

The district shall be responsible for providing individual instruction to any temporarily disabled student who is in a hospital or other residential health facility located within district boundaries, whether or not the student is enrolled in the district. If the student is enrolled in another district, the Superintendent or designee may enter into an agreement to have the student's district of residence provide the individual instruction. The Superintendent or designee may

also enter into an agreement to provide individual instruction to a district student who is in a hospital or other residential health facility located within the boundaries of another district. (Education Code 48208)

Whenever the district provides individual instruction to a non-district student who is in a hospital or other residential health facility located within district boundaries, the Superintendent or designee shall, within five working days of the beginning of the individual instruction, provide written notification to the student's district of residence that, effective on the date on which individual instruction began, the district of residence may not count the student for purposes of computing that district's average daily attendance. (Education Code 48208)

A student receiving individual instruction in a hospital or residential health facility for a partial week shall be entitled to attend school or receive individual instruction at home on days in which the student is not receiving individual instruction in the hospital or other residential health facility, if the student is well enough to do so. (Education Code 48207.3)

Home or hospital instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. (Education Code 44865)

The district's attendance supervisor shall ensure that the absences of any temporarily disabled student receiving individual instruction at home or in a hospital or other residential health facility are excused until the student is able to return to the regular school program. (Education Code 48240)

Return to School

A student receiving individual instruction who is well enough to return to school shall be allowed to return to the school that the student attended immediately before receiving individual instruction, if the return occurs during the school year in which the individual instruction was initiated. (Education Code 48207.3)

What is Home and Hospital Instruction?

Pursuant to Kingsburg Joint Union High School District Administrative Regulation (AR) 6183, "A student with a temporary disability, which makes school attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable shall receive individual instruction in the student's home or in a hospital or other residential health facility, excluding state hospitals" (Education Code [48206.3](#)).

- ◆ Home and Hospital Instruction is one of the most restrictive individualized educational placements available and by law must be viewed as the placement of last resort, to be utilized for the **shortest period** of time.

Note: Home and Hospital Instruction is **not** an alternative education option.

- ◆ Home and Hospital Instruction enables schools to provide limited instruction to students who are severely restricted and unable to attend school for health reasons.
- ◆ The student shall receive at least one hour of instruction for every day of instruction offered by the District in the regular education program. No student shall be credited with more than five days of attendance per calendar week or credited with more than the total number of calendar days that regular classes are offered by the District.
- ◆ *Home and Hospital Instruction is not the same as every day classroom instruction because the Home and Hospital Instruction Tutor time is limited and the teacher may not have the academic background to teach all subjects. Therefore, students may be behind the class with assignments and knowledge when he/she returns to class.*

Home and Hospital Instruction Flow Chart

- A. **Parent Responsibilities** (page 10):
- Parent obtains *Request for Home and Hospital Instruction* packet from Counselor and/or Assistant Principal and completes forms: **HH 1**, **HH 2**, and **HH 3**.
 - The student's physician completes form **HH 4**, *Physician's Statement Requesting Home and Hospital Instruction* (minimum of 3 weeks required for participation with a maximum of 9 weeks unless reauthorized with an *Extension of Services Home and Hospital Instruction Form*).
 - Parent returns completed forms (**HH 1**, **HH 2**, **HH 3**, and **HH 4**) to the Counselor and/or Assistant Principal.
- B. **Site Responsibilities** (pages 11 – 12):
- Counselor and/or Assistant Principal collect forms **HH 1**, **HH 2**, **HH 3**, and **HH 4** and verify forms are completed and will then complete **School Site Use Only** portion of form **HH 2**, *Request for Home and Hospital Instruction* form and obtain signatures from:
 - Attendance Office;
 - School Nurse;
 - Assistant Principal;
 - Counselor;
 - If applicable, Special Education Case Manager or Section 504 Coordinator.
 - If applicable, attach IEP or 504 Plan to request form.
 - Counselor or Assistant Principal sends completed forms to the KJUHSD District Office.
 - Receives form **HH 5**, *Physician's Release from Home and Hospital Instruction*, from parent and/or Physician at conclusion of services and sends copy to KJUHSD District Office.
- C. **District Office Responsibilities:**
- Director completes **Home and Hospital Instruction Office Use Only** portion of form **HH 2** of *Request for Home and Hospital Instruction* form and assigns Home and Hospital Instruction teacher and provides Home and Hospital Instruction Tutor with the student's class schedule, parent contact information, and IEP or 504 Plan, if applicable.
 - Send student's school of residence Attendance Office a copy of form **HH 2 Request for Home and Hospital Instruction** with the name of the Home and Hospital Instruction Tutor and the start and end dates of instruction.
- D. **Home and Hospital Instruction Tutor Responsibilities** (page 13):
- Calls parents to arrange appointments.
 - Contacts and consults with general education teachers and Special Education Case Manager, if needed, about the individual student.
 - Contacts the student's school and obtains the homework or test(s), instruct the student in their credential authorization, and return the completed homework or test(s) to the school (**NOTE:** The Home and Hospital Instruction Tutor is not the teacher of record and is not responsible for assessing student work or issuing grades).
 - Visits home and provides assignments; assists students in credential subject.
 - Contacts site administrators if general education teachers are not providing homework and not cooperating with the Home and Hospital Tutor.
 - Submits attendance hours to the student's school of residence Attendance Office, weekly.
 - Verifies parent/guardian has completed form **HH 5**, *Physician's Release from Home and Hospital Instruction* when the student is ready to return to school.
- E. **Concluding Home and Hospital Instruction** (page 14):
- Physician completes form **HH 5**, *Physician's Release from Home and Hospital Instruction* and parent and/or physician submits to the student's school of residence Attendance Office. When released by the physician or at the conclusion of the medical note, the student returns to school.

Parent Responsibilities

The Home and Hospital Instruction Tutors are very aware that this time in a student's life is very stressful. In an attempt to assist a student in the following ways, staff requests the following:

- ◆ Parent obtains *Request for Home and Hospital Instruction* packet from Counselor and/or Assistant Principal and completes forms: **HH 1**, **HH 2**, and **HH 3**.
- ◆ The student's physician completes form **HH 4**, *Physician's Statement Requesting Home and Hospital Instruction* providing: diagnosis; approximate length of absence and specific date student to return to school (minimum of 3 weeks required for participation with a maximum of 9 weeks unless reauthorized with an *Extension of Services Home and Hospital Instruction Form*); any limitations, restrictions, or precautions; and prints doctor's name, signs name, and provides contact information.
- ◆ Parent returns completed forms (**HH 1**, **HH 2**, **HH 3**, and **HH 4**) to the Counselor and/or Assistant Principal.
- ◆ At least one parent needs to be home during Home and Hospital Instruction or arrangements made to conduct Instruction at a public location or through Zoom.
- ◆ Please support the Home and Hospital Instruction Tutor by honoring their time and keeping appointments.
- ◆ Parents are requested to work with their student to make sure that they have completed the assigned work prior to the appointment.
- ◆ During the time that the Home and Hospital Instruction Tutor is working with a student, parents are requested to give some space and allow the Home and Hospital Tutor and student to work. Sometimes parents want to sit with the Home and Hospital Tutor while he/she is working with their student. This tends to add to the stress level of the student when he/she is being watched by their parent/guardian.
- ◆ Specific parent questions regarding homework, assessment and grades to the Home and Hospital Instruction Tutor will be directed to the site.
- ◆ Parent questions regarding Home and Hospital Instruction Tutor assignments and scheduling are handled by the KJUHSD District Office.

School Site Responsibilities (Counselor, Assistant Principal, Attendance Clerk)

- ◆ Counselor and/or Assistant Principal provide Home and Hospital Instruction information and forms to the student's family.
- ◆ Upon receiving the completed forms **HH 1**, **HH 2**, **HH 3**, and **HH 4** from parent, Counselor and/or Assistant Principal will verify forms are fully completed by parent or guardian and physician, respectively.
- ◆ Counselor and/or Assistant Principal will complete **School Site Use Only** portion of form **HH 2, Request for Home and Hospital Instruction** by obtaining signatures from: Attendance Office, School Nurse, Assistant Principal, and Counselor.
 - ◆ When applicable, obtain signatures from Special Education Case Manager and Date of IEP or Section 504 Coordinator and Date of 504 Meeting.*
- ◆ Attendance Clerk sends completed forms and accompanying documentation to the KJUHSD District Office.

***For Special Education and 504 Students:**

- ◆ Attach a copy of the IEP to the request packet. An IEP must be held prior to determine if Home and Hospital Instruction is the appropriate placement for Special Education students.
 - ◆ Attach a copy of the most recent Section 504 Plan to the request packet.
 - ◆ Upon the student's return from Home and Hospital Instruction, an IEP must be held.
- ◆ Home and Hospital Instruction services conclude on the last day of the school year.
 - ◆ Receives form **HH 5, Physician's Release from Home and Hospital Instruction**, from Physician at conclusion of services and sends copy to KJUHSD District Office.

School Site Teacher Responsibilities

The primary outcome of Home and Hospital Instruction is to maintain a student at the student's level of performance while recovering from the temporary disability so as not to jeopardize the student's future performance upon returning to a regular day class.

- ◆ Site teachers will receive notification from the KJUHSD District Office when their student is assigned to Home and Hospital Instruction.
- ◆ Provide instructional materials (i.e. textbooks, worksheets, tests, quizzes, course objectives, etc.) that provide for a program, as consistent as possible, with the program available in the school setting.
- ◆ Maintain an effective and ongoing working relationship with the student's Home and Hospital Instruction Tutor.
- ◆ Receive completed work from Home and Hospital Instruction Tutor and grade the work accordingly and assign grades.
- ◆ Respond to specific parent questions regarding homework, assessment, and grades.
- ◆ We ask for your understanding and flexibility during Home and Hospital Instruction. Accommodations for these temporary setbacks would be greatly appreciated.

Home and Hospital Instruction Tutor Responsibilities

- ◆ Develop and coordinate with the parent(s) a program that will incorporate up to five full hours of instruction per week (one hour of instruction for every school day of instruction offered by the District in the regular education program).
- ◆ Maintain flexibility when scheduling appointments so as to meet the needs of the student's availability, within reason.
- ◆ Maintain an effective and ongoing working relationship with the student's classroom teachers in order to obtain instructional materials (i.e. textbooks, worksheets, tests, quizzes, course objectives, etc.) that provide for a program as consistent as possible with the program available in the school setting.
- ◆ Consult with the Special Education case manager for Special Education students in the program to follow the IEP and request assistance from the case manager on how to teach a modified curriculum.
- ◆ Maintain weekly Home and Hospital Attendance Forms of meeting dates and total hours per week. Home and Hospital Attendance Forms must be turned in, weekly, to the student's school of residence Attendance Office.
- ◆ Submit required forms in a complete and timely manner as requested by Home and Hospital Instruction staff:
 1. **Attendance Forms** are due to the school's Attendance Office by the last day of each week;
 2. **Timesheets** are due to the KJUHSD District Office by 12:00 p.m. on the last work day of each month; and,
 3. **Mileage Reimbursements** are due to the KJUHSD District Office by 12:00 p.m. on the last work day of each month.
- ◆ Verify parent/guardian has completed form **HH 5, Physician's Release from Home and Hospital Instruction** and remind parent(s)/guardian(s) to have physician complete prior to the student's return to their school of residence.

Concluding Home and Hospital Instruction

- ◆ Each student must have a specified date of conclusion on the initial *Physician's Statement Requesting Home and Hospital Instruction*, form **HH 4**.
- ◆ The student's physician must complete form **HH 5, Physician's Release from Home and Hospital Instruction** and parent(s)/guardian(s) must submit the completed form to the student's school of residence Attendance Office at the time of re-enrollment from Home and Hospital Instruction.
- ◆ All Home and Hospital Instruction placements automatically terminate at the end of the student's instructional school year. Should the need for Home and Hospital Instruction still exist for the following school year, *the parent must reapply for Home and Hospital Instruction*.
- ◆ For Special Education and Section 504 Students, prior to the student's return from Home and Hospital Instruction, an IEP/Section 504 Meeting must be held.

Extension of Services

- ◆ Home and Hospital Instruction may be extended when the parent, physician, and school of residence complete the *Extension of Services Request for Home and Hospital Instruction* form.
- ◆ For Special Education and Section 504 students:
 1. Attach a copy of the IEP to the request packet. An IEP must be held prior to determine if the extension of Home and Hospital Instruction is the appropriate placement for Special Education students.
 2. Attach a copy of the most recent Section 504 Plan to the request packet.

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Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave ♦ Kingsburg, California 93631
Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

Dear Parent/Guardian:

2023– 2024 School Year

In order to obtain Home and Hospital Instruction for your student, the following forms (attached) must be completed and returned to the school site:

- HOME AND HOSPITAL INSTRUCTION PARENT/GUARDIAN AGREEMENT FORM (Form HH 1);
- REQUEST FOR HOME AND HOSPITAL INSTRUCTION (Form HH 2);
- AUTHORIZATION FOR RELEASE/EXCHANGE OF INFORMATION (Form HH 3);
- PHYSICIAN'S STATEMENT REQUESTING HOME AND HOSPITAL INSTRUCTION (Form HH 4);
AND
- IF YOUR CHILD HAS AN IEP, A CHANGE OF PLACEMENT MEETING MUST BE HELD AND HOME AND HOSPITAL INSTRUCTION APPROVED FOR THE NEW INSTRUCTIONAL SETTING – A COPY OF THE NEW IEP AND MEETING NOTES MUST ACCOMPANY YOUR APPLICATION.

Please be advised that the Home and Hospital Instruction Program provides for on-going academic instruction for students unable to attend the regular school day due to TEMPORARY illness, surgery, or chronic medical disorders. *The program may not be able to support students who are taking certain electives, such as world language, lab sciences, physical education, auto shop, or any other subjects requiring hands-on instruction.*

A credentialed teacher will be assigned as a Home and Hospital Instruction Tutor. The Home and Hospital Instruction Tutor will contact you to arrange for the first visit as soon as the Home and Hospital Instruction Office receives these completed forms from your student's school site. Please arrange your time accordingly so that you will be able to make contact with the Home and Hospital Instruction Tutor and be present when they work with your student. A clear and quiet workplace for the Home and Hospital Instruction Tutor and your student is requested.

Please understand the Home and Hospital Instruction Tutor functions as a liaison between the school site teachers and student, gathers the assignments, reviews and completes the coursework with the student. Your student is entitled to *one hour of Home and Hospital Instruction per day of regular attendance, up to five hours per week.* The expectation is that students will work independently in addition to the five hours, based upon their tolerance level. *Home and Hospital Instruction is not the same as every day classroom instruction because the Home and Hospital Instruction Tutor time is limited and the teacher may not have the academic background to teach all subjects. Therefore, students may be behind the class with assignments and knowledge when he/she returns to class.*

Please note that before your student may be readmitted to his/her school, the enclosed form **PHYSICIAN'S RELEASE FROM HOME AND HOSPITAL INSTRUCTION** (also attached - Form HH 5) must be signed by your physician and returned to the school site.

Your application, once approved, is only valid for the current school year, for the length requested by the physician (minimum of three [3] weeks and maximum of nine [9] weeks).

Please contact me if I may be of further assistance during this difficult time.

Sincerely,

Cindy Schreiner

Cindy Schreiner, Executive Director of Student Services

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave ♦ Kingsburg, California 93631
Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

Home and Hospital Instruction Parent/Guardian Agreement Form (Form HH 1)

Dear Parent/Guardian:

In order for Home and Hospital Instruction to begin and continue as planned, the parent/guardian of the referred student must review and agree to the following requirements:

1. The student must be ready for instruction at the specified time, with materials, books, and his/her physical needs met;
2. The parent/guardian must be present and visible in the home during the instructional period;
3. A quiet place must be provided, with a suitable working space, where the Home and Hospital Instruction Tutor and student can work without interruption;
4. It is important that your student completes the daily assignments that are required. If you have questions or concerns about your child's instruction or homework assignment, please discuss them with the Home and Hospital Instruction Tutor;
5. Notify the Home and Hospital Instruction Tutor at least 24 hours in advance if your student is unable to receive Home and Hospital Instruction on the scheduled day;
6. Home and Hospital Instruction is for a minimum of three (3) weeks and a maximum of nine (9) weeks;
7. If the student has an IEP, a change of placement meeting must be held and the team will decide whether Home and Hospital Instruction is the best instructional setting for the student. A copy of the IEP and meeting notes must accompany the application.
 - a. When the student returns from Home and Hospital Instruction, an IEP must take place;
8. Students will receive five (5) hours of instruction per week (unless otherwise specified by the IEP team), Monday through Friday, by a certificated Home and Hospital Instruction Tutor.
9. *Home and Hospital Instruction is not the same as every day classroom instruction because the Home and Hospital Instruction Tutor time is limited and the teacher may not have the academic background to teach all subjects. Therefore, students may be behind the class with assignments and knowledge when he/she returns to class.*

I have read the above statement and understand that these requirements must be met in order for Home and Hospital Instruction to begin and continue. Failure to adhere to the above requirements may result in the termination of Home and Hospital Instruction.

Parent/Guardian Signature

Date

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave • Kingsburg, California 93631
Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

REQUEST FOR HOME AND HOSPITAL INSTRUCTION (Form HH 2)

Date of Request: _____ Birthdate: _____ Phone: _____

Student's Full Name: _____

First Middle Last

Residence Address: _____

Street City/State/Zip

Parent's Email Address: _____

School: KHS OHS KIS Grade: 9 10 11 12 Counselor: _____

Does your student receive special services? Section 504 Special Education (IEP)
(504 OR IEP MUST BE ATTACHED TO APPLICATION)

Reasons for Request/Information to be shared with teachers: _____

Brief History of Disability: _____

Last date of school attendance: _____

Signature of Parent/Guardian: _____

SCHOOL SITE USE ONLY

To be completed with signatures by School Site Personnel then sent to Home and Hospital Office

Attendance Office: _____ School Nurse: _____

Associate Principal: _____ Counselor: _____

Scheduled Date of Re-Entry Meeting: _____

If Special Education: Sp. Ed. Case Manager: _____ Date of IEP: _____

If Section 504: Section 504 Site Coordinator: _____ Date of 504 Meeting: _____

HOME AND HOSPITAL INSTRUCTION OFFICE USE ONLY Traditional Hybrid/Re-Entry

Home and Hospital Tutor assigned: _____ Telephone: _____

Instruction started: _____ Instruction ended: _____

Program Administrator: _____ Date: _____

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave • Kingsburg, California 93631
Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

AUTHORIZATION FOR RELEASE/EXCHANGE OF INFORMATION (Form HH 3)

To: _____ (Physician Name)
 _____ (Office/Specialty)
 _____ (Address)
 _____ (City, State, Zip Code)

Office Phone _____ Office Fax _____

I hereby request and authorize you to release any relevant medical, social, psychological, and/or test information you may have, or may receive pertaining to:

 (Student's Name) (Birthdate) (School)

The disclosure of this information is required for the following purpose(s):
Home and Hospital Instruction Program Approval/Validation/Updates.

I understand that this consent is valid for one (1) year from the date of signing and that I may revoke this consent, at any time, by notification in writing to the named agency and this revocation shall apply to the agency.

Please direct information to: Attention of Cindy Schreiner
Executive Director of Student Services
Kingsburg JUHSD
1900 18th Ave
Kingsburg, CA 93631
(559) 897-7721, Fax (559) 419-6404

I understand that I may request a copy of this authorization for personal records.

(Parent/Guardian Signature)

(Relationship to Student)

(Date)

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave • Kingsburg, California 93631
Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services **Don Shoemaker, Superintendent**

PHYSICIAN'S STATEMENT REQUESTING HOME AND HOSPITAL INSTRUCTION, 2023 – 2024 (Form HH 4)

To: Physician

We are allowed by law to provide educational services to homebound or hospitalized students only on authorization of a licensed physician. Please note that the State of California only allows 5 HOURS of service each week - thus this program should only be used as a temporary and last resort. This service will be continued as long as the pupil is under continued medical care and is considered to be unable to return to school. The District depends upon you to notify us when the pupil's condition has improved sufficiently for him/her to return to school. NOTE: Regardless of end date, all Home and Hospital Instruction Services conclude on the final day of each school year.

For your convenience, we have prepared the form below, which will provide us the information we need. This form must be resubmitted each school year ONLY if illness requires Home and Hospital Instruction. Please note a minimum of three (3) weeks absence is required for participation with a maximum of nine (9) weeks unless reauthorized with a new and updated Physician's Statement Requesting Home and Hospital Instruction.

Thank you.

Date: _____

Name of Student: _____ Date of Birth: _____

The above-named student is unable to attend regular school classes, but is ready and able to have Home and Hospital Instruction. My medical findings and recommendations are as follows:

Diagnosis: _____

I estimate this student will be homebound until (min. 3- to max. 9-week term): _____
(Please provide specific date (mm/dd/yy))

In order to protect the Home and Hospital Instruction Tutor, who is instructing in the patient's home, please mark one of the below statements, and sign below:

- Patient IS a hazard/danger to the Home and Hospital Tutor.
- Patient is NOT a hazard/danger to the Home and Hospital Tutor.

Limitations, restrictions, or precautions the Home and Hospital Instruction Tutor should take in tutoring this student: _____

Remarks: _____

Physician: _____ Signature: _____
(Print Name)

Address: _____ Telephone: _____

_____ Fax Number: _____

CA License Number: _____

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave • Kingsburg, California 93631
Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

PHYSICIAN'S RELEASE FROM HOME AND HOSPITAL INSTRUCTION 2023 – 2024 (Form HH 5)

This form must be completed and signed by the physician and presented to the Attendance Office at the student's school site and confirmed before the student will be readmitted to class.

Please readmit _____ to his/her regular school program
(Student's Name)

setting effective: _____
(Date)

My recommendations for this student are:

- Regular School Program
- Restricted activities (please specify): _____

- Other: _____

The above recommendations will be followed until further communication from the physician is received.

Comments:

Physician Signature: _____ Date: _____

Physician Name (please print): _____

Address: _____

Phone: () _____ Fax: () _____

SCHOOL SITE USE ONLY

Attendance Office Staff: Stamp/Indicate date form received _____

Signature of Staff Member Receiving Form: _____

Send copy of completed form to KJUHS District Office.

Kingsburg Joint Union High School District
Home and Hospital Instruction Program FAQ Sheet

Background

- ❖ The Home and Hospital Instruction Program provides on-going academic instruction to students who are unable to attend the regular school day for a period of three-weeks to nine-weeks due to TEMPORARY illness, surgery, or chronic medical disorders.
- ❖ Home and Hospital Instruction serves all students enrolled within the Kingsburg Joint Union High School District.
- ❖ The process takes at least five working days to initiate, depending upon the amount of time it takes to complete the necessary paperwork.
- ❖ Home and Hospital Instruction is, by definition, a temporary program and is not provided for extended periods of time or in lieu of school attendance. The program does not operate over the summer. Illnesses which last from one school year into the next will require a new application at the beginning of the new school year (i.e. fall semester).
- ❖ The program may not be able to support students who are taking certain electives, such as world language, lab sciences, physical education, auto shop, or any other subjects requiring hands-on instruction.
- ❖ ***Home and Hospital Instruction is not the same as every day classroom instruction because the Home and Hospital Instruction Tutor time is limited and the teacher may not have the academic background to teach all subjects. Therefore, students may be behind the class with assignments and knowledge when he/she returns to class.***

Instruction

- ❖ Home and Hospital Instruction is initiated at the student's school site.
- ❖ A credentialed teacher is assigned as the Home and Hospital Instruction Tutor to the student and work is provided and graded by the regular classroom teachers.
- ❖ The Home and Hospital Instruction Tutor arranges an appointment at the home with the parent and/or guardian present.
- ❖ Classwork is reviewed and discussed. The Home and Hospital Instruction Tutor is there to assist the student with understanding the assignments provided by the teachers.
- ❖ The State of California limits the hours of Home and Hospital Instruction to one-hour of instruction per day each day regular school is in session for a maximum of five-hours of Home and Hospital Instruction per week [California Education Code § 48206.3 (1)(c)(1) and (2)].
- ❖ No Home and Hospital Instruction Tutoring is allowed on days that school is not in session; the five hours per week is reduced by the number of non-student days.
- ❖ If the student has an IEP, a change of placement meeting must be held and the team will decide whether Home and Hospital Instruction is the best instructional setting for the student. A copy of the IEP and meeting notes must accompany the application.
- ❖ A new application is required each school year if services will extend into the following school year. **Please remember, this is for students with temporary illnesses or injuries.**

PLEASE NOTE THIS STATE MANDATE: If a student with a temporary disability who is in a hospital or other residential health facility, which is located outside of the school district in which the student's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located (California Education Code § 48207).

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave ♦ Kingsburg, CA 93631 Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

TO: Teachers of _____
FROM: Cindy Schreiner
SUBJECT: Assisting with Home and Hospital Instruction services to your student
DATE: _____

I am writing this memo on behalf of _____, who is the Home and Hospital Instruction Tutor assigned to your student. It is very important that our students receive support during their time away from their regular classes due to medical or emotional challenges.

The state allows us to provide Home and Hospital Instruction assistance to these students for up to five hours each week. The Home and Hospital Instruction Tutor will act as a liaison between you and the student during the time they are out of school. The Home and Hospital Instruction Tutor will pick up assignments from you each week to bring to the student, as well as return work the student has completed. The responsibility for assigning the work, correcting the work, and assigning the grade belongs to the comprehensive high school teachers. The role of the Home and Hospital Instruction Tutors will be to assist you and the students during the time they are out of class.

At times, the students will be unable to work at the same level as when they were healthy. This is often the case when they are recovering from serious surgery, mononucleosis, or from radiation or chemotherapy treatments. We ask for your understanding and flexibility during these periods. Accommodations for these temporary setbacks would be greatly appreciated.

Thank you in advance for your cooperation in getting work to the Home and Hospital Instruction student as soon as possible.

Home and Hospital Instruction Tutor Name: _____

Phone Number: _____

Email Address: _____

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave ♦ Kingsburg, CA 93631 Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services Don Shoemaker, Superintendent

Dear Parent/Guardian:

Home and Hospital Instruction is designed to provide instruction while a student is absent from school for medical reasons. The Home and Hospital Instruction Tutor works in conjunction with the regular high school teachers in assisting your student with homework assignments. The Home and Hospital Instruction Tutor is responsible for collecting homework from the regular teachers, meeting with your student, and returning the completed assignments to the regular teachers for grading. The Home and Hospital Instruction Tutor does not issue a grade for homework. The regular teachers are responsible for determining a grade for homework and a final grade in a specific class.

The Home and Hospital Instruction Tutors are very aware that this time in your student's life is very stressful. In an attempt to assist your student in the following ways, staff requests the following:

- ✓ *Home and Hospital Instruction is not the same as every day classroom instruction because the Home and Hospital Instruction Tutor time is limited and the teacher may not have the academic background to teach all subjects. Therefore, students may be behind the class with assignments and knowledge when he/she returns to class.*
- ✓ At least one parent needs to be home during Home and Hospital Instruction or arrangements made to conduct Instruction at a public location.
- ✓ Please support the Home and Hospital Instruction Tutor by honoring their time and keeping your appointments.
- ✓ Please work with your student to make sure that they have completed the assigned work prior to the appointment.
- ✓ Please let the Home and Hospital Tutor know if you have any concerns.
- ✓ During the time that the Home and Hospital Instruction Tutor is working with your student, please give them some space and allow them to work. Sometimes parents want to sit with the Home and Hospital Instruction Tutor while he/she is working with your student. This tends to add to the stress level of the student when he/she is being watched by their parent/guardian.
- ✓ If your student has an IEP, an IEP team meeting must take place upon the student's return to the regular school program.

We wish that your student has a quick recovery and return to school.

Thank you for your partnership supporting your student's success and participation in the Home and Hospital Instruction program.

Sincerely,

Cindy Schreiner

Cindy Schreiner, Executive Director of Student Services

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave ♦ Kingsburg, California 93631

Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

HOME AND HOSPITAL INSTRUCTION ATTENDANCE FORM

Please return this form to the school attendance office.

Student's Name: _____ ID number: _____ Grade: _____

School: _____

Students Class Schedule

Period	Class	Teacher	Room	Comments

WEEKLY ATTENDANCE FOR THE WEEK OF (Month) _____ (Date Range) _____ (Year) _____

For the week noted above, the Home and Hospital Instruction Teacher went to the student's home or held Zoom sessions on these days (please check all that apply)

		Time In	Time Out	Parent/Guardian Verification (initials)
<input type="checkbox"/> Monday	actual times of instruction	_____	_____	_____
<input type="checkbox"/> Tuesday	actual times of instruction	_____	_____	_____
<input type="checkbox"/> Wednesday	actual times of instruction	_____	_____	_____
<input type="checkbox"/> Thursday	actual times of instruction	_____	_____	_____
<input type="checkbox"/> Friday	actual times of instruction	_____	_____	_____

TOTAL HOURS FOR THE WEEK: 1 Hour 2 Hours 3 Hours 4 Hours 5 Hours _____ Hours

(Maximum of 5 hours allowed for ADA purposes)

By signing this document, I hereby certify the accuracy and completeness of the attendance.

Signature of Home-Hospital Tutor

Printed Name

Date

Kingsburg Joint Union High School District

Home and Hospital Instruction

1900 18th Ave ♦ Kingsburg, California 93631
Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

Dear Parent/Guardian:

2023– 2024 School Year

In order to obtain Home and Hospital Instruction for your student, the following forms (attached) must be completed and returned to the school site:

- **HOME AND HOSPITAL INSTRUCTION PARENT/GUARDIAN AGREEMENT FORM (Form HH 1);**
- **REQUEST FOR HOME AND HOSPITAL INSTRUCTION (Form HH 2);**
- **AUTHORIZATION FOR RELEASE/EXCHANGE OF INFORMATION (Form HH 3);**
- **PHYSICIAN'S STATEMENT REQUESTING HOME AND HOSPITAL INSTRUCTION (Form HH 4);**
- AND**
- **IF YOUR CHILD HAS AN IEP, A CHANGE OF PLACEMENT MEETING MUST BE HELD AND HOME AND HOSPITAL INSTRUCTION APPROVED FOR THE NEW INSTRUCTIONAL SETTING – A COPY OF THE NEW IEP AND MEETING NOTES MUST ACCOMPANY YOUR APPLICATION.**

Please be advised that the Home and Hospital Instruction Program provides for on-going academic instruction for students unable to attend the regular school day due to **TEMPORARY** illness, surgery, or chronic medical disorders. *The program may not be able to support students who are taking certain electives, such as world language, lab sciences, physical education, auto shop, or any other subjects requiring hands-on instruction.*

A credentialed teacher will be assigned as a Home and Hospital Instruction Tutor. The Home and Hospital Instruction Tutor will contact you to arrange for the first visit as soon as the Home and Hospital Instruction Office receives these completed forms from your student's school site. Please arrange your time accordingly so that you will be able to make contact with the Home and Hospital Instruction Tutor and be present when they work with your student. A clear and quiet workplace for the Home and Hospital Instruction Tutor and your student is requested.

Please understand the Home and Hospital Instruction Tutor functions as a liaison between the school site teachers and student, gathers the assignments, reviews and completes the coursework with the student. Your student is entitled to **one hour of Home and Hospital Instruction per day of regular attendance, up to five hours per week**. The expectation is that students will work independently in addition to the five hours, based upon their tolerance level. **Home and Hospital Instruction is not the same as every day classroom instruction because the Home and Hospital Instruction Tutor time is limited and the teacher may not have the academic background to teach all subjects. Therefore, students may be behind the class with assignments and knowledge when he/she returns to class.**

Please note that before your student may be readmitted to his/her school, the enclosed form **PHYSICIAN'S RELEASE FROM HOME AND HOSPITAL INSTRUCTION** (also attached – Form HH 5) must be signed by your physician and returned to the school site.

Your application, once approved, is only valid for the current school year, for the length requested by the physician (minimum of three [3] weeks and maximum of nine [9] weeks).

Please contact me if I may be of further assistance during this difficult time.

Sincerely,

Cindy Schreiner

Cindy Schreiner, Executive Director of Student Services

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave ♦ Kingsburg, California 93631
Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

Home and Hospital Instruction Parent/Guardian Agreement Form (Form HH 1)

Dear Parent/Guardian:

In order for Home and Hospital Instruction to begin and continue as planned, the parent/guardian of the referred student must review and agree to the following requirements:

1. The student must be ready for instruction at the specified time, with materials, books, and his/her physical needs met;
2. The parent/guardian **must be present and visible** in the home during the instructional period;
3. A quiet place must be provided, with a suitable working space, where the Home and Hospital Instruction Tutor and student can work without interruption;
4. It is important that your student completes the daily assignments that are required. If you have questions or concerns about your child's instruction or homework assignment, please discuss them with the Home and Hospital Instruction Tutor;
5. Notify the Home and Hospital Instruction Tutor at least 24 hours **in advance** if your student is unable to receive Home and Hospital Instruction on the scheduled day;
6. Home and Hospital Instruction is for a minimum of three (3) weeks and a maximum of nine (9) weeks;
7. If the student has an IEP, a change of placement meeting must be held and the team will decide whether Home and Hospital Instruction is the best instructional setting for the student. A copy of the IEP and meeting notes must accompany the application.
 - a. When the student returns from Home and Hospital Instruction, an IEP must take place;
8. Students will receive five (5) hours of instruction per week (unless otherwise specified by the IEP team), Monday through Friday, by a certificated Home and Hospital Instruction Tutor.
9. ***Home and Hospital Instruction is not the same as every day classroom instruction because the Home and Hospital Instruction Tutor time is limited and the teacher may not have the academic background to teach all subjects. Therefore, students may be behind the class with assignments and knowledge when he/she returns to class.***

I have read the above statement and understand that these requirements must be met in order for Home and Hospital Instruction to begin and continue. Failure to adhere to the above requirements may result in the termination of Home and Hospital Instruction.

Parent/Guardian Signature

Date

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave ♦ Kingsburg, California 93631
Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

REQUEST FOR HOME AND HOSPITAL INSTRUCTION (Form HH 2)

Date of Request: _____ Birthdate: _____ Phone: _____

Student's Full Name: _____

First

Middle

Last

Residence Address: _____

Street

City/State/Zip

Parent's Email Address: _____

School: KHS OHS KIS Grade: 9 10 11 12 Counselor: _____

Does your student receive special services? Section 504 Special Education (IEP)
(504 OR IEP MUST BE ATTACHED TO APPLICATION)

Reasons for Request/Information to be shared with teachers: _____

Brief History of Disability: _____

Last date of school attendance: _____

Signature of Parent/Guardian: _____

SCHOOL SITE USE ONLY

To be completed with signatures by School Site Personnel then sent to Home and Hospital Office

Attendance Office: _____ School Nurse: _____

Associate Principal: _____ Counselor: _____

Scheduled Date of Re-Entry Meeting: _____

If Special Education: Sp. Ed. Case Manager: _____ Date of IEP: _____

If Section 504: Section 504 Site Coordinator: _____ Date of 504 Meeting: _____

HOME AND HOSPITAL INSTRUCTION OFFICE USE ONLY Traditional Hybrid/Re-Entry

Home and Hospital Tutor assigned: _____ Telephone: _____

Instruction started: _____ Instruction ended: _____

Program Administrator: _____ Date: _____

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave ♦ Kingsburg, California 93631
Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

AUTHORIZATION FOR RELEASE/EXCHANGE OF INFORMATION (Form HH 3)

To: _____ (Physician Name)
 _____ (Office/Specialty)
 _____ (Address)
 _____ (City, State, Zip Code)

Office Phone _____ Office Fax _____

I hereby request and authorize you to release any relevant medical, social, psychological, and/or test information you may have, or may receive pertaining to:

_____ (Student's Name) _____ (Birthdate) _____ (School)

The disclosure of this information is required for the following purpose(s):
Home and Hospital Instruction Program Approval/Validation/Updates.

I understand that this consent is valid for one (1) year from the date of signing and that I may revoke this consent, at any time, by notification in writing to the named agency and this revocation shall apply to the agency.

Please direct information to: Attention of Cindy Schreiner
Executive Director of Student Services
Kingsburg JUHSD
1900 18th Ave
Kingsburg, CA 93631
(559) 897-7721, Fax (559)419-6404

I understand that I may request a copy of this authorization for personal records.

(Parent/Guardian Signature)

(Relationship to Student)

(Date)

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave ♦ Kingsburg, California 93631
Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

PHYSICIAN'S STATEMENT REQUESTING HOME AND HOSPITAL INSTRUCTION, 2023 – 2024 (Form HH 4)

To: Physician

We are allowed by law to provide educational services to homebound or hospitalized students only on authorization of a licensed physician. Please note that the State of California only allows **5 HOURS of service each week - thus this program should only be used as a temporary and last resort.** This service will be continued as long as the pupil is under continued medical care and is considered to be unable to return to school. **The District depends upon you to notify us when the pupil's condition has improved sufficiently for him/her to return to school.** NOTE: Regardless of end date, all Home and Hospital Instruction Services conclude on the final day of each school year.

For your convenience, we have prepared the form below, which will provide us the information we need. This form must be resubmitted each school year ONLY if illness requires Home and Hospital Instruction. **Please note a minimum of three (3) weeks absence is required for participation with a maximum of nine (9) weeks unless reauthorized with a new and updated Physician's Statement Requesting Home and Hospital Instruction.** Thank you.

Date: _____

Name of Student: _____ Date of Birth: _____

The above-named student is unable to attend regular school classes, but is ready and able to have Home and Hospital Instruction. My medical findings and recommendations are as follows:

Diagnosis: _____

I estimate this student will be homebound until (min. 3- to max. 9-week term): _____
(Please provide specific date [mm/dd/yy])

In order to protect the Home and Hospital Instruction Tutor, who is instructing in the patient's home, please mark one of the below statements, and sign below:

- Patient **IS** a hazard/danger to the Home and Hospital Tutor;
- Patient is **NOT** a hazard/danger to the Home and Hospital Tutor.

Limitations, restrictions, or precautions the Home and Hospital Instruction Tutor should take in tutoring this student: _____

Remarks: _____

Physician: _____ Signature: _____
(Print Name)

Address: _____ Telephone: _____

_____ Fax Number: _____

CA License Number: _____

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave ♦ Kingsburg, California 93631
Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

PHYSICIAN'S RELEASE FROM HOME AND HOSPITAL INSTRUCTION 2023 – 2024 (Form HH 5)

*This form **must be completed and signed by the physician** and presented to the **Attendance Office at the student's school site** and confirmed **before** the student will be readmitted to class.*

Please readmit _____ to his/her regular school program
(Student's Name)

setting effective: _____
(Date)

My recommendations for this student are:

- Regular School Program
- Restricted activities (please specify): _____

- Other: _____

The above recommendations will be followed until further communication from the physician is received.

Comments:

Physician Signature: _____ Date: _____

Physician Name (please print): _____

Address: _____

Phone: (____) _____ Fax: (____) _____

SCHOOL SITE USE ONLY

Attendance Office Staff: Stamp/Indicate date form received _____

Signature of Staff Member Receiving Form: _____

Send copy of completed form to KJUHS District Office.

Kingsburg Joint Union High School District Home and Hospital Instruction Program FAQ Sheet

Background

- ❖ The Home and Hospital Instruction Program provides on-going academic instruction to students who are unable to attend the regular school day for a period of three-weeks to nine-weeks due to TEMPORARY illness, surgery, or chronic medical disorders.
- ❖ Home and Hospital Instruction serves all students enrolled within the Kingsburg Joint Union High School District.
- ❖ The process takes at least five working days to initiate, depending upon the amount of time it takes to complete the necessary paperwork.
- ❖ Home and Hospital Instruction is, by definition, a temporary program and is not provided for extended periods of time or in lieu of school attendance. The program does not operate over the summer. Illnesses which last from one school year into the next will require a new application at the beginning of the new school year (i.e. fall semester).
- ❖ The program may not be able to support students who are taking certain electives, such as world language, lab sciences, physical education, auto shop, or any other subjects requiring hands-on instruction.
- ❖ ***Home and Hospital Instruction is not the same as every day classroom instruction because the Home and Hospital Instruction Tutor time is limited and the teacher may not have the academic background to teach all subjects. Therefore, students may be behind the class with assignments and knowledge when he/she returns to class.***

Instruction

- ❖ Home and Hospital Instruction is initiated at the student's school site.
- ❖ A credentialed teacher is assigned as the Home and Hospital Instruction Tutor to the student and work is provided and graded by the regular classroom teachers.
- ❖ The Home and Hospital Instruction Tutor arranges an appointment at the home with the parent and/or guardian present.
- ❖ Classwork is reviewed and discussed. The Home and Hospital Instruction Tutor is there to assist the student with understanding the assignments provided by the teachers.
- ❖ The State of California limits the hours of Home and Hospital Instruction to one-hour of instruction per day each day regular school is in session for a maximum of five-hours of Home and Hospital Instruction per week [California Education Code § 48206.3 (1)(c)(1) and (2)].
- ❖ No Home and Hospital Instruction Tutoring is allowed on days that school is not in session; the five hours per week is reduced by the number of non-student days.
- ❖ If the student has an IEP, a change of placement meeting must be held and the team will decide whether Home and Hospital Instruction is the best instructional setting for the student. A copy of the IEP and meeting notes must accompany the application.
- ❖ A new application is required each school year if services will extend into the following school year. ***Please remember, this is for students with temporary illnesses or injuries.***

PLEASE NOTE THIS STATE MANDATE: If a student with a temporary disability who is in a hospital or other residential health facility, which is located outside of the school district in which the student's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located (California Education Code § 48207).

Kingsburg Joint Union High School District Home and Hospital Instruction

1900 18th Ave ♦ Kingsburg, California 93631

Phone Number (559) 897-7721

Cindy Schreiner, Executive Director of Student Services

Don Shoemaker, Superintendent

HOME AND HOSPITAL INSTRUCTION ATTENDANCE FORM

Please return this form to the school attendance office.

Student's Name: _____ ID number: _____ Grade: _____

School: _____

Students Class Schedule

Period	Class	Teacher	Room	Comments

WEEKLY ATTENDANCE FOR THE WEEK OF (Month) _____ (Date Range) _____ (Year) _____

For the week noted above, the Home and Hospital Instruction Teacher went to the student's home or held Zoom sessions on these days (please check all that apply)

	actual times of instruction	Time In	Time Out	Parent/Guardian Verification (initials)
<input type="checkbox"/> Monday	_____	_____	_____	_____
<input type="checkbox"/> Tuesday	_____	_____	_____	_____
<input type="checkbox"/> Wednesday	_____	_____	_____	_____
<input type="checkbox"/> Thursday	_____	_____	_____	_____
<input type="checkbox"/> Friday	_____	_____	_____	_____

TOTAL HOURS FOR THE WEEK: 1 Hour 2 Hours 3 Hours 4 Hours 5 Hours _____ Hours

(Maximum of 5 hours allowed for ADA purposes)

By signing this document, I hereby certify the accuracy and completeness of the attendance.

Signature of Home-Hospital Tutor

Printed Name

Date

Job Description

Position: Home and Hospital Instruction Tutor

Reports to: Executive Director of Student Services

General Summary: Works with students who are home bound due to a temporary disability. Consults with teachers, administrators, and parents.

Essential Functions:

- ◆ Develop and coordinate with the parent(s) a program that will incorporate up to five full hours of instruction per week (one hour of instruction for every school day of instruction offered by the District in the regular education program).
- ◆ Maintain flexibility when scheduling appointments so as to meet the needs of the student's availability, within reason. Appointments should occur at student house, with use of Zoom in limited cases.
- ◆ Maintain an effective and ongoing working relationship with the student's classroom teachers in order to obtain instructional materials (i.e. textbooks, worksheets, tests, quizzes, course objectives, etc.) that provide for a program as consistent as possible with the program available in the school setting.
- ◆ Present material in meaningful manner using correcting, reteaching, or other appropriate methods.
- ◆ Proctor examinations using directions provided by the teacher.
- ◆ Consult with the Special Education case manager for Special Education students in the program to follow the IEP and request assistance from the case manager on how to teach a modified curriculum.
- ◆ Maintain weekly Home and Hospital Attendance Forms of meeting dates and total hours per week. Home and Hospital Attendance Forms must be turned in, weekly, to the student's school of residence Attendance Office.
- ◆ Submit required forms in a complete and timely manner as requested by Home and Hospital Instruction staff
- ◆ Verify parent/guardian has completed forms and remind parent(s)/guardian(s) to have physician form completed prior to the student's return to their school of residence.
- ◆ Other duties as assigned by the Executive Director of Student Services.

Assignments And Wages:

1. Phone contact will be used to contact teacher and arrive at agreement to serve a child. A letter of confirmation will follow this from the KJUHSD District Office.
2. Home and Hospital Instruction Tutors will be paid the hourly wage(s) specified in the Collective Bargaining Agreement. Time records are to be turned in by the last day of the of each month.
3. Pay will be based on an hourly record of:
 - Student contact time (Up to 5 hours a week per student unless otherwise approved by Executive Director of Student Services).
 - Staffing times: meetings scheduled by school officials and IEP meeting time.
 - Planning time: One hour for every five hours of actual teaching time.
 - Mileage to and from school to student home.

Qualifications:

1. Education Level: Bachelor's Degree required, Master's Degree preferred.
2. Certification or Licensure: Valid Nebraska Teaching Certificate
3. Experience desired: Successful teaching experience preferred.
4. Other requirements: Possess skills necessary to perform the required responsibilities.

Special Requirements:

	Occasional <u>1 - 32%</u>	Frequent <u>33 - 66%</u>	Constant <u>67% +</u>
1. Standing	X		
2. Walking	X		
3. Sitting			X
4. Lifting <u>25</u> lb max.....	X		
5. Carrying <u>100</u> feet.....	X		
6. Pushing / Pulling	X		
7. Climbing / Balancing	X		
8. Stooping / Kneeling / Crouching / Crawling.....	X		
9. Reaching / Handling	X		
10. Speaking / Hearing.....			X
11. Seeing / depth perception / color.....			X

The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. Responsibilities and duties assigned are at the discretion of the supervisor and building principal (or superintendent).

Employee Signature: _____ Date: _____
 Supervisor Signature: _____ Date: _____

Revised: August 1991, 9/14/1998, 6/14/2000, January 2014

Millard Public Schools

ISSUE:

Presented to the Board is the Memorandum of Understanding between Kingsburg Joint Union High School District and California State University Fresno regarding the development and implementation of the direct-admit program called Bulldog Bound. It is Fresno State's guaranteed admissions program for students who meet the minimum CSU requirements for a guaranteed spot at Fresno State after graduation.

ACTION:

Approve or deny the Memorandum of Understanding between Kingsburg Joint Union High School District and California State University Fresno.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

MEMORANDUM OF UNDERSTANDING

COPY

Preface

This Memorandum of Understanding (“MOU”) between **Kingsburg Joint Union High School District “KJUHSD”** (“School District”) and California State University, Fresno (“Fresno State”), dated for convenience and entered into this 1st day of July 2023, concerns an understanding between Fresno State and the School District regarding the development and implementation of the direct-admit program called Bulldog Bound designed to create and sustain a more robust college-going culture in the San Joaquin Valley.

Recitals

WHEREAS, the Fresno State, Division of Student Affairs and Enrollment Management seeks to “educate and empower students for success” through the development and implementation of innovative programs and services. Partnering with regional K-12 educational institutions allows Fresno State to better realize the overarching goal of GI 2025 which empowers the California State University’s to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps.

WHEREAS, School District, prepares students for post-secondary success; and serves as a strategic partner with college and university partners on mutually beneficial goals that seek to raise the college-going rate, prepare students for the workforce, and improve the social mobility of all students.

NOW THEREFORE, the parties hereto agree as follows:

Understanding of the Parties:

School District will:

1. Provide necessary support for planning, scheduling, and cooperation on logistical elements of the Bulldog Bound direct-admit program.
2. Collaborate with Fresno State to implement programs that support experiences in alignment with School District priorities and Fresno State initiatives.
3. Cooperate in data sharing under the appropriate agreements in accordance with applicable privacy protections.

Fresno State will:

1. Provide staffing for the implementation of activities under the Bulldog Bound direct-admit program.
2. Execute necessary data-sharing, data privacy, and contractual agreements in alignment with School District guidelines and applicable law.
3. Collect data to evaluate the success of the program in cooperation with the School District.
4. Provide operational support and facilities to host on-campus activities.
5. Recruit students and engage in outreach activities to raise awareness of students, family, and community members.

6. Consider recommendations from the School District to better understand specific elements of the program requiring modification.

Terms and Conditions

1. Term: The term of this MOU (hereinafter the "MOU") shall begin as of June 1, 2023, and shall continue until terminated pursuant to paragraph 2 below.
2. Termination: This MOU shall terminate without cause, upon written notice provided by either party to the other, at least thirty (30) days in advance of the intended termination date.
3. Payment: There will be no exchange of funds between either party unless agreed upon in the form of a separate contractual agreement to cover expenses pertaining to staffing, activities, or other necessary costs.
4. No agency: Nothing in this MOU is intended to create a partnership, joint venture, or business collaboration between the parties hereto. Neither party has the authority to represent itself to the public as an agent of the other, and neither party has the authority to enter into contracts on behalf of the other.
5. Dispute Resolution: The parties will make a good faith effort to resolve disputes concerning the interpretation or performance of this agreement.
6. Severability: If any provisions of this MOU is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU such provisions shall be fully severable. This MOU shall remain in full force and effect unaffected by such severance, provided the severed provision(s) are not material to the overall purpose and operation of this MOU.
7. Indemnification: **KJUHSD** shall indemnify, defend, and hold harmless the State of California, Board of Trustees of the California State University, CSU, and their respective officers, agents and employees from any and all claims and losses accruing or resulting to any other person, firm or corporation furnishing or supplying work, service, materials or supplies in connection with the performance of this MOU, and from any and all claims and losses accruing or resulting to any person, firm or corporation related to, arising out of or resulting from **KJUHSD**'s performance of this MOU.
8. Facility Use: In recognition of the diverse range of materials available in its collections, the library assumes no liability for any potential exposure of minors to materials that may be deemed inappropriate. The library also recognizes that individual perceptions of appropriateness may vary and therefore cannot control the personal choices and actions of its patrons. While the library strives to provide a safe and inclusive environment, it cannot guarantee that all individuals who frequent the library will behave in a manner that is universally deemed acceptable. As such, the library emphasizes the importance of parental or guardian guidance in monitoring and selecting materials appropriate for minors and assumes no liability for minors' exposure to materials deemed inappropriate or individuals engaging in objectionable behavior. In the event of library material damages or losses incurred by students participating in the Bulldog Bound program, the respective school district of the student shall bear the financial responsibility for replacement or compensation. The school district agrees to promptly reimburse Fresno State for the full

cost of any lost or damaged library print materials, including books, media, and other related items, as determined by the Fresno State Library. Fresno State will provide the school district with a detailed list of the lost materials, including the titles, authors, and costs of each item, as well as any additional information required by the school district for processing the reimbursement. The school district also agrees to cooperate with Fresno State in its efforts to recover any lost print library materials, including but not limited to assisting with the identification of responsible parties and providing any necessary information or documentation. Furthermore, the school district agrees that if its students make use of technology equipment supplied by the Fresno State Library, it is the school district's responsibility to assume liability for any inadvertent or deliberate damage or destruction inflicted upon said equipment. The district shall promptly compensate Fresno State for any essential repairs or replacements required. This provision remains in effect throughout the duration of the Bulldog Bound program, surviving the termination or expiration of the MOU.

9. Rights in Work Product: All inventions, discoveries, intellectual property, technical communications, and records originated or prepared by Fresno State pursuant to this MOU, including papers, reports, charts, computer programs, and other documentation or improvements thereto, and including Fresno State administrative communications and records relating to this MOU (collectively, the "Work Product"), shall be Fresno State Exclusive property. The provisions of this section may be revised in a Statement of Work. However, all finished product or deliverables required under this contract shall be the exclusive property of Fresno State and may be used at Fresno State's discretion.
10. Governing Law: This agreement shall be construed and enforced in accordance with the laws of the State of California.
11. Notices: All notices herein required to be given, or which may be given by either party to the other, shall be deemed to have been fully given when made in writing and deposited in the United States mail, certified and postage prepaid and addressed as herein provided.

Notice to the School District shall be addressed as follows:

Kingsburg Joint Union High School District
Cindy Schreiner, Executive Director of Student Services
1900 18th Ave.
Kingsburg, California 93631
cschreiner@kingsburghigh.com

Notice to Fresno State shall be addressed to:

California State University, Fresno
Brian Cotham, Procurement Department
5150 N Maple Ave, M/S JA111
Fresno, California 93740-8004
559.278.2111
bcotham@csufresno.edu

12. Headings: The headings of each paragraph of this MOU are for convenience only, and are not intended to be used in the construction of terms and conditions following such headings.
13. Execution: Each of the persons signing this MOU on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party.

The parties to this MOU evidence their assent to the terms and conditions contained herein by signing in the spaces provided below.

California State University, Fresno

By: _____ Date: _____
Dr. Saul Jiménez-Sandoval
President
California State University, Fresno

By: _____ Date: _____
Brian Cotham
Director of Procurement

School District

By: _____ Date: _____
Don Shoemaker
Superintendent
Kingsburg Joint Union High School District

Bulldog Bound



Bulldog Bound - *Guaranteed Admissions Program*

Fresno State is committed to ensuring clear and equitable pathways to higher education, along with preparing students in our region for success. This program is starting Fall of 2023.

About the Program

Bulldog Bound is Fresno State's guaranteed admissions program. It means that high school students from partnering school districts who meet the minimum California State University requirements are guaranteed a spot at Fresno State after they graduate.

Fresno State Bulldog Bound ensures that qualified students have a clear, tangible path to a college degree. Fresno State will support students and their families with admission preparation as early as ninth grade.

Who Can Participate

Any student in grades 9 through 12 in Fresno State's partnering school districts can sign a guaranteed admission agreement with Fresno State, with the consent of their parent(s) or guardian(s).

Fresno State's partnering school districts are located in Fresno, Madera, Kings and Tulare counties. The following school districts are current Bulldog Bound partners:

- Fresno Unified School District
- Visalia Unified School District
- Fowler Unified School District
- Sanger Unified School District
- Parlier Unified School District
- Central Unified School District
- University High School



Benefits of the Program

Students who participate in the Bulldog Bound program are guaranteed admission to Fresno State if they meet the minimum requirements. Fresno State and partnering school districts provide students and their families with the resources, services and tools needed to meet these requirements.

By participating in Bulldog Bound, students receive:

- Guaranteed admissions as early as 9th grade
- Early admission for 11th graders
- On-the-spot admissions for 12th graders
- Fresno State ID Card, email, and library access
- Help with career and academic major exploration
- Dual enrollment opportunities*

- Assistance with application to Fresno State
- Early financial aid estimates
- Scholarship opportunities
- Campus life experience
- Summer student experience opportunities
- Resources for parents/guardians

**Scheduled to start in 2024-2025 using the Uni-track and/or other models offered by Fresno State.*

Program Overview per Grade Level

9th Grade

- Students sign a guaranteed admissions agreement
- Students enroll and succeed in college preparatory courses (A-G requirements)
- Fresno State provides the following:
 - Fresno State ID
 - Fresno State email address
 - Library access for students
- Parents/guardians sign up to join the parent community

10th Grade

- Students enroll and succeed in college preparatory courses (A-G requirements)
- Fresno State provides the following:
 - Campus tour
 - Career and academic major exploration
 - Summer experience
- Parents/guardians are provided with financial literacy information

11th Grade

- Students enroll and succeed in college preparatory courses (A-G requirements)
- Students explore dual enrollment opportunities
- Fresno State provides the following:
 - Pre-admission qualification and pre-admission certificate
 - Summer experience
- Cal State Apply workshops are available to parents/guardians

12th Grade

- Students enroll and succeed in college preparatory courses (A-G requirements)
- Fresno State provides the following:
 - On-the-spot admission
 - Early financial aid estimates
 - Scholarship opportunities
- Parents/guardians and students attend senior admissions reception

You Are Bulldog Bound!

Fresno State Bulldog Bound offers a seamless transition from high school to college for our region's bright minds. Fresno State and partnering school districts are committed to offering resources for each student and their parents/guardians. The respective commitments for participants are as follows:

Student Commitment

- 1. Sign agreement with Fresno State
- 2. Participate in Fresno State programs and activities
- 3. Maintain academic standards for Fresno State

Parent/Guardian Commitment

- 1. Consent to student participation
- 2. Participate in Bulldog Bound programs and activities
- 3. Be part of the Fresno State parent community

School District/School Commitment

- 1. Enter into agreement with Fresno State
- 2. Agree to data sharing
- 3. Provide access to students
- 4. Encourage students to participate
- 5. Provide resources for dual enrollment
- 6. Provide resources to transport students to Fresno State for on-campus programs

To participate in the Bulldog Bound program, contact Fresno State Admissions and Recruitment at [559.278.2261](tel:559.278.2261).

ADMISSIONS AND RECRUITMENT

1000 University Ave., Fresno, CA 93741

Phone: 559.278.2261

Web: www.fresnostate.edu/admissions

ISSUE:

Presented to the Board is the WestEd proposal for professional development program *Reading Apprenticeship* for Kingsburg Joint Union High School District for January 2024 in the amount of \$8,000.00.

ACTION:

Approve or deny the proposal for professional development program *Reading Apprenticeship*.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____



excellence in research, development, and service

READING APPRENTICESHIP SCOPE OF WORK FOR Kingsburg Joint Union High School January 2024

Services Overview with Dates & Prices: (service descriptions follow this summary table)

<u>SERVICE TYPE</u>	<u>PRICING</u>	<u>UNITS</u>	<u>DATES</u>
Reading Apprenticeship Essentials I, continued	\$4000/trip for additional trips (1 session can accommodate up to 40 teachers)	2	January 8, 2024
			TOTAL: \$8K

Unit prices have been provided so that Kingsburg Joint Union High School can adjust quantities of services as needed to match budget & program goals.

DESCRIPTIONS OF SERVICES:

Reading Apprenticeship Essentials I, continued	
In-person Track	<ul style="list-style-type: none"> • Comprised of 1-day live institute, the third day of our Essentials I professional learning progression that teachers started in August 2023 • Full day (6-hour) session of immersive learning • Builds community and models classroom strategy and implementation • Teachers experience extended inquiry, collaboration, and reflection with colleagues • Includes team of 2 Reading Apprenticeship facilitators + all of their travel expenses. • Kingsburg Joint Union High School will host these sessions in their own venue

Rescheduling Policy:

Funder/client will have a one-time option to change the service dates within three months of the service date, subject to WestEd's availability. For rescheduling dates beyond this one-time option, Funder/client will be subject to covering cancellation fees or rescheduling fees once the one-time option has been used.

The following fees will be applied: 50% of the service fee within 90 days, 75% within 60 days, 100% within 30 days. This rescheduling fee is based on the costs incurred by WestEd in preparing for and arranging the event.

Prepared on 6/12/23 by Heather Howlett, WestEd

ISSUE:

Presented to the Board is the proposal from *Varsity Tutors for Schools* for online student tutoring from August 1, 2023 through November 30, 2024 in the amount of \$22,500.00.

ACTION:

Approve or deny the proposal from *Varsity Tutors for Schools* for online student tutoring.

RECOMMENDATION:

Recommend approval.

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____



COPY

Varsity Tutors for Schools LLC
101 S. Hanley Rd, Suite 300
St. Louis, MO 63105

Prepared by: Sue Kung
Effective Date: 8/1/2023

Order Form

CUSTOMER INFORMATION

Customer Name: Kingsburg Joint Union High School
District
Address: 1900 18th Ave
Kingsburg, CA 93631

Customer Contact: Cindy Schreiner
Title: Federal Programs Director
Email: cschreiner@kingsburghigh.com
Phone: (559) 897-7721

BILLING INFORMATION

Billing Contact: Cindy Schreiner
Billing Contact Title: Federal Programs Director
Billing Address: 1900 18th Ave
Kingsburg, CA 93631

Billing Email: cschreiner@kingsburghigh.com
Phone: (559) 897-7721

Offering	Quantity	Total Price
VT On Demand	1,200 Students	\$22,500.00

Total Amount: \$22,500.00

Payment Terms
Payment of \$22,500.00 is due 30 days after signature.



Additional Terms

Initial Term: 8/1/2023 - 11/30/2024

This Order Form is entered into by and between the Customer, identified above, and Varsity Tutors for Schools LLC, a Missouri limited liability company ("Varsity") as of the Effective Date. This Order Form will only be valid and binding upon execution by both parties. The Terms for Education Offerings available at <https://www.varsitytutors.com/school-solutions/terms> (the "Terms") constitute a part of this Order Form and are incorporated herein.

Additional Terms for VT On Demand: VT On Demand will be available to Customer through the Platform (as defined in the Terms) during the Initial Term, 24 hours per day, 7 days per week. VT On Demand is comprised of 24/7 chat-based tutoring, self-directed learning support, and asynchronous essay help. Notwithstanding Section 2 of the Terms, VT On Demand may not be re-allocated by Customer for any other Education Offerings, provided, however, Customer may reallocate its licenses for VT On Demand among its Learners provided that the total number of Learners does not exceed the total amount of Learners specified in this Order Form.

ACCEPTED AND AGREED

Customer

Varsity Tutors for Schools LLC

Signature:

Signature:

Name:

cindy schreiner

Name:

Title:

Executive Director of Student Services

Title:

Date:

Date:

ISSUE:

Presented to the Board is the Service Agreement between PresenceLearning, Inc. and Kingsburg Joint Union High School District for special education speech services in the amount of \$26,718.00 for the term of August 28, 2023 through May 28th, 2024.

ACTION:

Approve or deny the Service Agreement between PresenceLearning, Inc. and Kingsburg Joint Union High School District.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

COPY



Service Order

LEA Name and Contact Information

Name: Kingsburg Joint Union High School District
Address: 1900 18th Ave Kingsburg, CA 93631

LEA Primary Point of Contact

Name: Cindy Schreiner
Email Address: cschreiner@kingsburghigh.com

LEA Secondary Point of Contact

Name:
Email Address:

PresenceLearning Contact Information

Name: Jamie Halaby
Email Address: jamie.halaby@presencelearning.com



Service Order

This Service Order ("Service Order") is hereby attached and made part of the Agreement between PresenceLearning, Inc. ("Presence") and the undersigned Local Educational Agency ("LEA"). Capitalized terms not defined in this Service Order shall have the meaning set forth in the Agreement. To the extent there is any conflict between this Service Order and the Agreement, this Service Order shall govern.

Weekly Dedicated Hours

Weekly Dedicated Hours:SLP Services	13	hours per week
Cost per hour:		
Weekly Dedicated Hours:-	-	hours per week
Cost per hour: -		
Weekly Dedicated Hours: -	-	hours per week
Cost per hour: -		

Order Term: 8/28/23-5/28/24

School Service Weeks: 36

Total Estimated Clinical Service Fees: \$25,740.00

Program Implementation Fee (one-time up-front): \$515.00

Service Coordination Fee:
(Invoiced monthly starting in 2nd month of the Service Order Term) 2.0 % of Monthly Clinical Services Fees

Estimated Annual Service Coordination Fee: \$463.00
(For illustrative purposes only)

[continues on the next page]

1. SLP Assessments

Service	Price per Service
Screening by SLP	\$75.00
Bilingual Screening by SLP	\$125.00
Evaluation Coordination and Reporting by SLP	\$265.00
Evaluation Coordination and Reporting by Bilingual SLP	\$300.00
Review of Records by SLP	\$125.00
Articulation Standard Assessment by SLP	\$110.00
Auditory Processing Select Index by SLP	\$120.00
Classroom Observation by SLP	\$95.00
Early Childhood Language Assessment by SLP	\$165.00
Fluency Standard Assessment by SLP	\$150.00
Language Select Subtests by SLP	\$73.00
Language Standard Assessment by SLP	\$215.00
Pragmatic Language Standard Assessment by SLP	\$125.00
Phonological Process Analysis Select Subtests by SLP	\$63.00
Phonological Processing Assessment by SLP	\$110.00
Supplemental Speech- Language Screener by SLP	\$58.00
Spanish Language Standard Assessment by SLP	\$215.00
Spanish Language Select Subtests by SLP	\$90.00
Spanish Auditory Processing Select Subtests by SLP	\$122.00
Additional Bilingual Assessment Component by SLP	\$90.00
Spanish Articulation Measures (SAM) by SLP	\$85.00
Spanish Articulation Standard Assessment by SLP	\$100.00
Bilingual Evaluation: Special Considerations	\$33.00
AAC Evaluation: Special Considerations	\$33.00
AAC: Device Analysis	\$63.00
AAC: Device Trial	\$33.00
AAC: Feature Matching Trials	\$33.00
Desired Results Development Profile Component-DRDP (CA only)	\$125.00
Rating Scale Assessment by SLP	\$125.00
Speech-Language Sample by SLP	\$125.00
Additional Language Subtest by SLP	\$73.00
Extended Coordination by SLP	\$63.00
Language Difference vs. Disorder Analysis by SLP	\$94.00
Unplanned Student Absence SLP	\$50.00
Parent Interview by SLP	\$63.00
Student Interview by SLP	\$63.00
Teacher Interview by SLP	\$63.00
Results Meeting	\$125.00

2. OT Assessments

Service	Price per Service
Screening by OT	\$73.00
Evaluation Coordination and Reporting by OT	\$265.00
Review of Records by OT	\$124.00
Classroom Observation by OT	\$93.00
Standard School-Related-ADL Assessment by OT	\$97.00
Standard Sensory Processing Assessment by OT	\$30.00

	\$123.00
Standard Motor Skills Assessment by OT	\$97.00
Standard Visual Perception Assessment by OT	\$153.00
Standard Preschool Assessment by OT	\$73.00
Additional Assessment Component by OT	\$63.00
Extended Coordination by OT	\$80.00
Informal Fine Motor Assessment by OT	\$50.00
Unplanned Student Absence OT	\$63.00
Parent Interview by OT	\$63.00
Student Interview by OT	\$63.00
Teacher Interview by OT	\$124.00
Results Meeting	

3. BMH Assessments

Service	Price per Service
Screening by MHP/Ed Diag	\$172.00
Evaluation Coordination and Reporting by MHP/ Ed Diag	\$295.00
Review of Records by MHP/Ed Diag	\$279.00
Rating Scale Assessment by MHP/Ed Diag	\$217.00
Classroom Observation by MHP/ Ed Diag	\$162.00
Additional Assessment by MHP/Ed Diag	\$281.00
Additional Requested Meetings by MHP/Ed Diag	\$78.00
Additional Requested Paperwork by MHP/Ed Diag	\$78.00
Functional Behavior Assessment by MHP/Ed Diag	\$429.00
Intervention Data Analysis by MHP/Ed Diag	\$78.00
Parent Interview by MHP/Ed Diag	\$78.00
Student Interview by MHP/Ed Diag	\$78.00
Teacher Interview by MHP/Ed Diag	\$160.00
Results Meeting	\$83.00
Extended Coordination by MHP/Ed Diag	\$75.00
Unplanned Student Absence MHP/Ed Diag	

4. Psychoeducational Assessments

Service	Price per Service
Evaluation Coordination and Reporting by MHP/ Ed Diag	\$295.00
Review of Records by MHP/Ed Diag	\$279.00
Cognitive Select Subtests	\$187.00
Processing Select Subtests by MHP/Ed Diag	\$201.00
Achievement Select Subtests	\$140.00
Rating Scale Assessment by MHP/Ed Diag	\$200.00
Classroom Observation by MHP/ Ed Diag	\$162.00
Achievement Standard Battery	\$279.00
Long Cognitive Battery	\$345.00
Additional Assessment by MHP/Ed Diag	\$311.00
Processing Standard Battery	\$361.00
Additional Requested Meetings by MHP/Ed Diag	\$78.00
Schoolwide Consultation	\$92.00 per hour

Short Cognitive Battery	\$181.00
Spanish Select Subtests by MHP/Ed Diag	\$320.00
Spanish Battery	\$408.00
Screening by MHP/Ed Diag	\$160.00
Additional Requested Paperwork by MHP/Ed Diag	\$78.00
Functional Behavior Assessment by MHP/ Ed Diag	\$429.00
Intervention Data Analysis by MHP/Ed Diag	\$78.00
Extended Coordination by MHP/Ed Diag	\$83.00
Results Meeting	\$135.00
Parent Interview by MHP/ Ed Diag	\$78.00
Student Interview by MHP/Ed Diag	\$78.00
Teacher Interview by MHP/Ed Diag	\$78.00
Unplanned Student Absence MHP/Ed Diag	\$75.00

Document Camera	\$90.00 (each)
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Assessments Commitment	(2) SLP initial at listed rate(s)
Psychoeducational Assessment Commitment	

Approved and Agreed:

Presence Learning, Inc. LEA Kingsburg Joint Union High School District
 By: By:
 Name: Name:
 Title: Title:
 Date: Date:

RESET

Master Service Agreement

This Master Service Agreement (the "Agreement") is entered into as of the date of the last signature set forth on the signature page attached hereto ("Effective Date"), by and between PresenceLearning, Inc., a Delaware corporation with a place of business located at 3739 Balboa St, Suite 1001 San Francisco, CA 94121 ("Presence"), and the undersigned Local Educational Agency ("LEA"). Each of Presence and LEA may individually be referred to as a "Party" and collectively referred to as the "Parties".

1. PURPOSE OF AGREEMENT. The purpose of this Agreement is for Presence to provide special education related services, including, if applicable, the assessments set forth on <https://presencelearning.com/school-and-district-customer-assessments/> (collectively, "Services") Upon acceptance of a LEA student, LEA shall submit to Presence an Individual Services Agreement ("ISA") as specified in the LEA Procedures. Unless otherwise specified or agreed in writing, these forms shall acknowledge Presence's obligation to provide all services specified in the student's Individualized education plan ("IEP"). Provided that the LEA submits to Presence an ISA, the ISA shall be executed within ninety (90) days of an LEA student's enrollment, and LEA and Presence shall enter into an ISA for each LEA student served by Presence. As available and appropriate, the LEA shall make available access to any electronic IEP system and /or electronic database for ISA developing including invoicing.

2. STRUCTURE OF THE AGREEMENT. This Agreement shall apply each time LEA engages with Presence for the provision of Services. The Services shall be described in service orders (each, a "Service Order") and/or exhibits (each, an "Exhibit"), each of which shall reference this Agreement and, with respect to each Service Order, shall be executed by the Parties. Each Service Order and Exhibit entered into or delivered hereunder (each an "Incorporated Document", and collectively, "Incorporated Documents") may provide additional terms and conditions related to the Services. This Agreement and the Incorporated Documents are collectively referred to herein as the "Agreement". In the event of a conflict between the terms of this Agreement and the terms of any Incorporated Document, the terms of the Agreement shall control; provided, however, that the Parties may in any Incorporated Document specifically (i.e., with reference to the Agreement) agree to: (a) exclude or except an otherwise controlling provision of this Agreement; (b) adopt a clause or provision to apply in lieu of an otherwise controlling provision of this Agreement; or (c) reference a governing external code, document, or standard that will apply in lieu of any otherwise controlling provision of this Agreement (or any Incorporated Document).

3. PRESENCE PLATFORM.

3.1 **Platform and Support.** All Services provided to LEA shall be delivered via Presence's proprietary web-based application (together with any components, software, or related documentation, the "Platform"). The applicable license granted by Presence to LEA with respect to Platform usage will be as set forth in the applicable Service Order. As a web-based application the Platform requires certain equipment for optimal performance, see tech specifications (<https://www.presencelearning.com/tech-requirements/>). Presence will provide technical support on weekdays between the hours of 8:00AM and 8:00PM (Eastern time).

3.2 **Platform Restrictions.** LEA shall not for itself or through a third party (and shall ensure that its authorized users and students do not): (a) translate, reverse engineer, decompile, or disassemble the Platform, or by any other method attempt to derive source code to the Platform; (b) sublicense, rent,

lease, loan, assign, transfer, share, or resell the Platform; (c) make the Platform available to third parties; (d) create derivative works based on the Platform, or use the Platform for any purpose other than as provided for in this Agreement (including, without limitation, altering any notices of intellectual property or other proprietary rights); or (e) make copies of documentation contained within the Platform. If LEA breaches the terms of this Agreement or if LEA or any of its authorized users or students misuse the Platform or violate any laws with respect to the Platform, Presence may terminate or suspend LEA's and its authorized users' and students' access to the Platform and remove any material it deems offensive or in violation of this Section 3.2. Neither LEA or its student users and staff (collectively, "Authorized Users") may:

- (i) Circumvent any access or use restrictions put into place to prevent certain uses of the Platform or areas of the Platform or attempt to disable, impair, or destroy the Platform by, among other things, uploading, transmitting, storing, or making available any materials that contain any viruses, malicious code, malware, or any components;
- (ii) Engage in behavior that violates any copyright, moral rights, trademark, trade dress, patent, trade secret, unfair competition, right of privacy, right of publicity, or any other proprietary rights of any third party;
- (iii) Upload to the Platform and/or share any material that is unlawful, harmful, threatening, obscene, violent, abusive, tortious, defamatory, libelous, vulgar, lewd, profane, hateful, or otherwise objectionable, as determined in the sole discretion of Presence, or share any of materials that sexualizes minors or that is intended to, or could potentially, facilitate inappropriate interactions with minors, or other users;
- (iv) Impersonate any person or entity, or falsely state or otherwise misrepresent their affiliation with a person or entity;
- (v) Disrupt, interfere with, or inhibit any other user from using the Platform (such as stalking, intimidation, harassment, or incitement or promotion of violence or self-harm); or
- (vi) Take photos or screenshots of the Platform and/or post on social media or engage in any other behavior that violates the confidentiality of Platform.

4. CERTIFICATION. Presence is certified by the California Department of Education ("CDE") as a nonpublic, nonsectarian agency ("NPA"). All NPA services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each service provider's license, certification and/or credential. Total student enrollment, if stated on CDE certification, shall be limited to that capacity.

5. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS. During the Term (as defined in Section 6 below), unless otherwise agreed, Presence shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations.

6. TERM OF THE AGREEMENT. The term of this Agreement shall be reflected on the Service Order ("Term") and shall be re-negotiated prior to June 30 of the then current school year in accordance with Title 5 California Code of Regulations section 3062(a).

7. INTEGRATION/CONTINUANCE OF THE AGREEMENT FOLLOWING EXPIRATION OR TERMINATION. This Agreement supersedes any prior or contemporaneous written or oral understanding or agreement

except as set forth in a Service Order. This Agreement may be amended only by written amendment executed by both parties.

8. INDIVIDUAL SERVICES AGREEMENT and IEP. LEA is to provide to Presence an ISA for each LEA student to whom Presence is to provide services. Presence shall provide the Services specified in the student's IEP for which Presence has been engaged to provide. In the event Presence is unable to provide a specific service which it agreed to provide at any time during the Term, Presence shall notify the LEA in writing within a commercially reasonable period. LEA shall provide Presence with a copy of the IEP of each LEA student served by Presence.

9. NOTICES. All notices provided for by this Agreement shall be in writing. Notices shall be mailed, delivered by hand, or emailed and shall be effective as of the date of receipt by addressee. All notices mailed to LEA shall be addressed to the person and address as indicated on the Service Order. All notices to Presence shall be sent to PresenceLearning, Inc., 530 Seventh Ave, Suite M1, New York, NY 10018, Attn: Legal Department or via email at legal@presencelearning.com.

10. MAINTENANCE OF RECORDS & CONFIDENTIALITY.

10.1 Maintenance of Records. Presence shall maintain records as required by applicable state and federal laws and regulations. For purposes of this Agreement, "records" may include student records as defined by California Education Code section 49061(b) including electronically stored information. Presence shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. Presence shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log need not record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or Presence having a legitimate educational interest in requesting or receiving information from the record. Presence shall maintain copies of any written parental concerns granting access to student records. Presence shall, after notifying LEA, grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. Presence agrees, in the event of agency closure, to forward LEA student records within a commercially reasonable period to LEA. LEA and/or SELPA shall be provided access to or copies of any and all records upon request within five business days. For purposes of this Agreement, the term "parent" means any adult with legal authority to make educational decisions for the child.

10.2 Confidentiality. LEA understands that it may receive confidential and proprietary information relating to Presence's business ("Presence Confidential Information"). LEA agrees that the Presence Confidential Information is confidential and is the sole, exclusive and extremely valuable property of Presence. It is understood and agreed that money damages would not be a sufficient remedy for any LEA's breach of confidentiality and that Presence shall be entitled to specific performance, including, without limitation, injunctive relief, as a remedy for any such breach by the LEA in any court of competent jurisdiction. Such remedy shall not be deemed to be the exclusive remedy for breach of confidentiality but shall be in addition to all other remedies available at law or equity. Notwithstanding any other provision in this Agreement, LEA may disclose Presence Confidential Information or the existence of this Agreement to the extent required by any applicable law, regulation or court; provided however that, prior to making any such disclosure, LEA will notify Presence promptly after becoming aware of a request for, or the existence of its obligation to make, such disclosure and will permit

Presence to seek to challenge, or limit, such required disclosure, and to review any materials prior to disclosure. Further, each party may disclose the existence of this Agreement or Confidential Information of the other for the limited purpose of enforcing its rights under this Agreement before a court of competent jurisdiction, provided that such disclosure will be accomplished in such a manner so as to protect the rights of the parties to this Agreement to the maximum extent reasonably possible.

11. SEVERABILITY CLAUSE. If any provision of this Agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

12. SUCCESSORS IN INTEREST. This Agreement binds Presence's successors and assignees. Presence shall notify the LEA of any change of ownership or corporate control.

13. VENUE AND GOVERNING LAW. The laws of the State of California shall govern the terms and conditions of this Agreement with venue in San Francisco County.

14. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES. This Agreement may be modified or amended by the LEA, with mutual agreement of Presence, to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The LEA shall provide the Presence thirty (30) days' notice of any such proposed changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

15. TERMINATION. This Agreement shall continue until the end of the Term. This Agreement or any ISA may be terminated for cause upon either Party providing the other Party with twenty (20) days prior written notice as required by California Education Code section 56366(a)(4). ISAs are void upon termination of this Agreement. Upon the expiration or termination of this Agreement for any reason, all amounts owed Presence under this Agreement or any applicable Service Order, which accrued before such termination or expiration will be immediately due and payable. If LEA terminates this Agreement prior to the expiration of the Term, other than for cause, it shall be considered a breach of this Agreement, and LEA shall pay a cancellation fee of (i), if the Service Order provides for a Weekly Dedicated Hours, a fee equal to the product of (x) eight (8) and (y) the Weekly Dedicated Hours or (ii), if the Service Order provides for Standard Hourly Service Fees, the product of (aa) \$750 and (bb) the number of students who have received Services the 60 days before termination ("Termination Liquidated Damages Amount") by way of liquidated damages. LEA acknowledges that the actual damages likely to result from breach of this Section 15 are difficult to estimate on the effective date hereof and would be difficult for Presence to prove. The parties intend that LEA's payment of the Termination Liquidated Damages Amount would serve to compensate Presence for LEA's breach of its obligations under this Section 15, and they do not intend for it to serve as punishment or penalty for any such breach by LEA.

16. INSURANCE. Presence will provide LEA with a copy Certificate of Insurance that shows Presence's insurance limits in all respects. Presence's COI supersedes any other insurance requirements.

17. INDEPENDENT CONTRACTOR. Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and Presence shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the

LEA and any individual subcontracted or assigned by Presence to perform any services for the LEA. If the LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of Presence, Presence may, at its sole discretion, indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. CONFLICTS OF INTEREST. Presence and any member of its Board of Directors shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest including, but not limited to, employment with LEA and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement with Presence if the attorney or advocate is employed or contracted by the Presence, or will receive a benefit from the Presence or otherwise has a conflict of interest.

19. NON-DISCRIMINATION. Presence shall not unlawfully discriminate on the basis of race, religion, sex, national origin, age, sexual orientation, or disability in employment or operation of its programs.

20. FREE AND APPROPRIATE PUBLIC EDUCATION. LEA shall provide Presence with a copy of the IEP of each LEA student served by Presence. Presence shall make no charge of any kind to parents for the services being provided by Presence (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Agreement).

21. PRIMARY SUPPORT PERSON. LEA agrees to ensure that an adult primary support person (a "PSP") will be present wherever the services are being delivered, provided, that, if the Services are being delivered in a school setting, LEA will ensure that the PSP shall have a signed authorization by the parent or legal guardian to authorize emergency services as requested. The duties and responsibilities of the PSP can be found at <https://presencelearning.com/welcome-primary-support-person/>.

22. CALENDARS. Presence shall be provided with a LEA-developed/approved calendar. Presence herein agrees to observe holidays as specified in the LEA-developed/approved calendar. Presence shall provide Services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's IEP and ISA, Presence shall provide directly related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. Indirect services such as documentation may be provided outside of days or times in which school is in session.

23 DATA REPORTING. Upon LEA's request, Presence shall provide to LEA data related to student information and billing information concerning the Services provided pursuant to this Agreement. LEA may request that Presence utilize the Special Education Information System ("SEIS") or comparable system approved by the LEA and SELPA for all IEP development and progress reporting. Additional progress reporting may be required by the LEA. The LEA shall provide Presence with appropriate software, user training and proper internet permissions to allow adequate access of any systems LEA requests Presence to use.

24. MANDATED ATTENDANCE AT LEA MEETINGS. Presence, through an employee, agent and/or Clinical Staff may attend LEA mandated meetings concerning Services provided pursuant to this Agreement by phone or video conference, at Presence's sole discretion. LEA shall provide Presence with reasonable notice of mandated meetings. Attendance at such meetings constitutes a billable service.

25. IEP TEAM MEETINGS. Presence, through an employee and/or Clinical Staff at its sole discretion, shall participate in all annual IEP team meetings, regarding LEA students for whom ISAs have been or may be executed. Presence, through an employee and/or Clinical Staff at its sole discretion, may attend IEP team meetings by phone or by video conference. Presence shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is a billable service under this Agreement. It is understood that the Presence shall utilize the approved electronic IEP system of the LEA ("Approved System"), such as the SEIS for all IEP planning and progress reporting. LEA or the SELPA shall provide training for Presence to assure access to the Approved System. Presence shall maintain confidentiality of all IEP data on the Approved System and shall protect the password requirements of the system. When a student disenrolls or ceases receiving Services pursuant to this Agreement from Presence, Presence shall discontinue use of the Approved System for that student unless otherwise asked to do so by LEA. Changes in any LEA student's educational program, including instruction, services, or instructional setting, provided under this Agreement may only be made on the basis of revisions to the student's IEP.

26. DUE PROCESS PROCEEDINGS. Presence, through an employee, agent, and/or Clinical Staff at its sole discretion, may participate in special education due process proceedings including mediations and hearings concerning Services provided pursuant to this Agreement, as may be requested by LEA. Presence, through an employee, agent, and/or Clinical Staff at its sole discretion, will make all commercially reasonable attempt to participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency, concerning services provided pursuant to this Agreement.

27. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS. On written request by LEA, Presence shall provide to LEA progress reports, which shall include progress over time towards a LEA student's IEP goals and objectives concerning for which Presence is providing Services pursuant to this Agreement. A copy of any progress reports shall be maintained by Presence and shall be submitted to the LEA within 10 days of request. Presence shall provide access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support plans. The LEA may request such data at any time. Presence shall provide this data supporting progress within a commercially reasonable period. Presence is responsible for updating of goals and objectives, progress reporting and development of present levels of performance with respect to services for which Presence is providing pursuant to this Agreement.

28. LEA STUDENT CHANGE OF RESIDENCE. If Presence has actual knowledge of LEA student's change of residence, Presence will notify LEA. It is understood by the Parties, that Presence provides Services virtually and therefore will unlikely be able to ascertain LEA student's location. Presence depends on LEA knowing the LEA student's residence and any changes thereto.

29. PROFESSIONAL CONDUCT. It is understood that all Presence's employees, agents, and Clinical Staff shall adhere to customary professional standards when providing Services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Except as otherwise expressly set forth herein, Services are provided "as is" without any warranty and Presence expressly disclaims any and all warranties, express, implied, or statutory, including warranties of title, noninfringement, merchantability, and fitness for a particular purpose.

30. PRESENCE PROPRIETARY RIGHTS. Presence owns all right, title, and interest in and to the Platform and retains all rights and title to all proprietary content in the Platform, including therapy playlists and

related documents and content, and retains all right, title and interest to any work product or other intellectual property developed and/or created by, or on behalf of, Presence.

31. MONITORING. Presence shall comply with applicable law concerning the monitoring or auditing of its program and services to LEA students.

32. CLEARANCE REQUIREMENTS. Presence shall comply with applicable requirements of California Education Code section 44237 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for Presence's employees and Clinical Staff, who have contact with LEA Students. Presence hereby certifies that it will only place Presence's service providers with LEA that have not been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's or Clinical Staff's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code Section 44237 (i) or (j). In addition, with regard to employees and Clinical Staff who will have direct contact with LEA students, Presence shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

33. CLINICAL STAFF. In addition to employee service providers, Presence may engage independent contractors to provide the Services ("Clinical Staff"), and Presence will ensure that all Clinical Staff meet all requirements for licenses, clearances, and qualifications required by the CDE and this Agreement. Presence shall remain fully responsible for any and all of its obligations under this Agreement.

34. STAFF QUALIFICATIONS. Presence shall ensure that all of Presence's employees and Clinical Staff who provide Services to LEA pursuant to this Agreement hold the required credentials and state License consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065.

a. The term "credential" means a valid License, as defined below, or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(j).

b. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(r).

Such qualified employees and Clinical Staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and may not assume responsibility or authority for another related services provider or special education teacher's scope of practice. Presence shall comply with all applicable laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision. At LEA's request, Presence shall submit to LEA a list and copies of all current licenses, credentials, permits and/or other

documents which entitle the holder to provide special education related services of employees and Clinical Staff who will be providing services to LEA students pursuant to this Agreement.

35. SERVICE PROVIDER ABSENCE. When Presence's service provider is absent, Presence shall notify LEA and arrange for a "make-up" session. Presence will provide to LEA documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. Should a service provider take a leave of absence, then the Presence will attempt to provide a qualified substitute to take over the services to the student. Presence shall not "bank" or "carry over" make-up service hours under any circumstance, unless otherwise agreed to in writing by Presence and authorized LEA representative. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic agencies. It is understood, a representative of the Special Education Plan Local Area ("SELPA") of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Agreement, unless otherwise specified in this Agreement.

36. HEALTH AND SAFETY. Presence shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. Presence shall comply with the requirements of California Education Code sections 35021 et. seq., 49406, and Health and Safety Code Section 3454(a) regarding the examination of Presence's employees and volunteers for tuberculosis.

37. INCIDENT/ACCIDENT REPORTING. Presence shall submit within 24 hours, electronically, any accident or incident report to the LEA. Presence shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

38. CHILD ABUSE REPORTING. Presence and its staff members will adhere to applicable child abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates.

39. SEXUAL HARASSMENT. Presence shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the Presence's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. Presence further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures.

40. STUDENT ABSENCES. Presence shall notify LEA of the no-show or unplanned absence of an LEA student no later than the fifth consecutive service day of the student's absence or as specified in the LEA Procedures.

41. INSPECTION AND AUDIT. Presence shall maintain, and the LEA shall have the right to request access to examine and audit the books, records, documents, accounting procedures and practices and other evidence that reflects all costs claimed to have been incurred or fees claimed to have been earned under this Agreement. All records shall be provided to LEA by electronic means or, at LEA's request and expense, in hard copy, within a commercially reasonable period of a written request from LEA.

42. INVOICE. In consideration for the Services, LEA agrees to pay Presence, in accordance with the fees identified on the Service Order upon receipt of invoices and any related documents. All undisputed amounts are due within thirty (30) days of the invoice date. Outstanding balances shall accrue interest

at a rate equal to the lesser of one and one-half percent (1.5%) per month or the maximum rate permitted by applicable law, from due date until date paid, plus Presence's reasonable costs of collection.

43. FEES.

43.1 Weekly Dedicated Hours. Beginning on a mutually agreed date through the end of the Term, LEA will be charged for a specified number of hours per week that Presence will make clinicians available to provide Clinical Services.

43.2 Flexible Hours. The Service Order may provide for flexible hours for a particular Clinical Service, the fee for which shall be based on a per hour, per Clinician basis. If LEA cancels a session with less than 24 hours advance notice, a session does not occur due to a student absence, or if a student fails to attend a session (each such instance, an "Unplanned Student Absence"), LEA agrees to pay Presence (i) if the Unplanned Student Absence is from a therapy session, the applicable rate for the duration of such therapy session or (ii) if the Unplanned Student Absence is from an assessment, the applicable fee shall be \$20.00 for an SLP assessment, \$20.00 for an OT assessment, or \$30.00 for a BMH or Psychoeducational Assessment.

43.3 Educational Assessments. If applicable, the Service Order may specify that Presence will provide educational assessments (e.g., Psychoeducational, OT, speech, etc.). The applicable fees for assessments will be set forth in the Service Order.

43.4 Psychoeducational Assessment Commitment. If applicable, the Service Order may specify a minimum fee for Psychoeducational Assessments for which payment is due at the end of the Service Order Term (such payment, the "Psychoeducational Assessment Commitment Fee"). At the end of the Service Order Term, Presence will reconcile the Psychoeducational Assessment Commitment Fee with the actual Psychoeducational Assessment fees billed, and LEA will be invoiced for the difference between the Psychoeducational Assessment Commitment Fee and the actual Psychoeducational Assessment fees billed.

43.5 Program Implementation Fee. Each Service Order will include a Program Implementation Fee for technology onboarding, Clinician onboarding, training onsite support, developing procedures and gathering data to create service handbooks, review and data input of student referrals, assigning students to appropriate Clinicians, and scheduling student services.

43.6 Service Coordination Fee. Beginning in the second calendar month of the Term, each monthly invoice will include a Service Coordination Fee for ongoing scheduling and referral management, support for school personnel, and district-level communication to providers.

44. SEEKING PAYMENT FROM OUTSIDE SOURCES. Presence will not bill Medi-Cal or any other agency for the costs associated with the provision of services to LEA students. Presence shall not seek payment from parents for the services being provided by Presence (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Agreement) or the provision of progress reports, report cards, and/or any assessments, interviews, or meetings.

45. EQUIPMENT. Presence is not responsible in providing the LEA's students with any equipment, including, but not limited to, computers, laptops, video cameras, document cameras, or headsets. It will be the responsibility of LEA that its students have all appropriate equipment necessary to receive

Services, including internet. LEA may purchase equipment from Presence as specified in the Equipment Schedule.

46. SERVICE PROVIDER CONVERSION; CONVERSION FEE.

46.1 Service Provider Conversion. During the Term of this Agreement, LEA may not, directly or indirectly, solicit, induce, hire, or attempt to induce or hire any Presence service providers except in accordance with the terms set forth in this Section 46.

46.2 Conversion Fee. During any Term, and for a period of twelve months thereafter, LEA shall notify Presence of its intent to offer employment to any Presence service provider not less than ten (10) calendar days prior to offering such employment (any service provider that accepts such offer of employment, a "Converted Service Provider"). Upon the date a Converted Service Provider commences employment with LEA (the "Conversion Effective Date"): (i) the Converted Service Provider shall be allowed to continue to utilize the Platform (in the same manner and with the same functionality as the Converted Service Provider utilized the Platform prior to the Conversion Effective Date) through the earlier of the expiration of the Term and (ii) LEA shall pay Presence a fee of \$20,000.

47. INDEMNIFICATION AND HOLD HARMLESS. To the fullest extent allowed by law, Presence shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and Clinical Staff ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Agreement or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of Presence, including, without limitation, its agents, employees, Clinical Staff or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). To the fullest extent allowed by law, LEA shall indemnify and hold Presence and its Board Members, administrators, employees, agents, attorneys, and Clinical Staff ("Presence Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Agreement or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, Clinical Staff or anyone employed directly or indirectly by it (excluding Presence and/or any Presence Indemnities). The foregoing obligations are conditioned upon: (a) prompt written notice by the indemnified party to the indemnifying party of any claim, action or demand for which indemnity is claimed; (b) complete control of the defense and settlement thereof by the indemnifying party, provided that no settlement of an indemnified claim shall be made without the consent of the indemnified party, such consent not to be unreasonably withheld or delayed; and (c) reasonable cooperation by the indemnified party in the defense as the indemnifying party may request. The indemnified party shall have the right to participate in the defense against the indemnified claims with counsel of its choice at its own expense. In no event will Presence be liable for any incidental damages, consequential damages, or any lost profits arising from or relating to this Agreement or to the services provided pursuant to this Agreement, whether in contract or tort or otherwise, even if Presence knew or should have known of the possibility of such damages. Presence's cumulative liability relating to this Agreement will not exceed the actual fees paid by LEA to Presence during the school year for three (3) months immediately preceding the date on which a claim is made; provided that such amount shall under no circumstances exceed \$10,000. LEA acknowledges that this Agreement reflects an adequate and acceptable allocation of risk and that in the absence of the foregoing limitations Presence would not enter into this Agreement. LEA represents that it is self-insured in compliance with the laws of the state of California, that the self-insurance covers district employees acting within the course and scope of their respective duties, and that its self-insurance covers LEA's indemnification obligations under this Agreement.

48. REPRESENTATIONS. LEA hereby represents and warrants to Presence as follows:

- a. LEA has the right, power, and authority to enter into and perform its obligations under this Agreement;
- b. LEA has obtained all necessary consents in accordance with its operations to execute and deliver this Agreement and perform its obligations under this Agreement;
- c. the undersigned has the right, power and authority to enter into this Agreement on behalf of LEA;
- d. this Agreement constitutes the legal, valid and binding obligation of LEA, enforceable against LEA in accordance with its terms, subject only to the effect, if any, of (A) applicable bankruptcy and other similar laws affecting the rights of creditors generally and (B) rules of law governing specific performance, injunctive relief and other equitable remedies;
- e. the execution, delivery, performance of and compliance with this Agreement will not, with or without the passage of time, result in any violation or be in conflict with or constitute a default under any contract to which LEA is a party or any terms or provisions thereof;
- f. LEA will comply with any applicable law concerning Services, including but not limited to obtaining informed parental consent where required, and take no action that prevents or impedes Presence or its employees, agents or Presences from complying with any applicable law;
- g. that LEA has verified the accuracy, completeness and appropriateness of all students' medical, educational, demographic, disciplinary, and therapeutic-related information (hereinafter referred to as "Student Records") prior to LEA's providing Presence with access to such Student Records;
- h. that LEA acknowledges and agrees that the professional duty to educate, supervise and treat the students lies solely with LEA, and that the provision of Services in no way replaces or substitutes for the professional judgment of LEA or a service provider;
- i. that prior to receiving services, LEA will provide Presence with the conditions described in the technical specifications available at <https://www.presencelearning.com/tech-requirements/> , and other conditions as set forth by Presence, and that if LEA does not provide Presence with the specified conditions, as determined by Presence in its sole discretion, within 30 days of the beginning of a Term, Presence does not guarantee sufficient service provider availability to provide Services; and
- j. that LEA acknowledges that Presence is not a healthcare provider, and that it cannot and does not independently review or verify the medical accuracy or completeness of Student Records made available to it pursuant to this Agreement.

[Signature page follows]

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

PresenceLearning, Inc.

LEA

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

EQUIPMENT PURCHASE SCHEDULE

This Equipment Purchase Schedule (the "Equipment Purchase Schedule") is incorporated and made part of the Agreement between PresenceLearning, Inc ("Presence") and LEA and lists the terms and conditions upon which LEA may purchase hardware, Test Kits, OT Kits and materials (collectively "Equipment") from Presence. Unless otherwise defined herein, capitalized terms shall have the definition set forth in the Agreement.

1. Hardware Available for Purchase. LEA may, at LEA's option, purchase the hardware set forth below at the purchase prices set forth opposite each hardware type (note that the listed prices do not include any applicable tax or shipping costs):

Equipment Type	Price per unit
Standard webcam with tripod	\$49.00
ANDREA Over Ear USB headset	\$29.00
ANDREA 455 Stereo headset	\$25.00
ANDREA Y-100B Splitter	\$5.00
ANDREA USB Sound Card Adapter	\$14.00
Document Camera	\$90.00

LEA is not restricted from purchasing hardware from any other vendor or any third-party. A list of the recommended hardware providers and specifications is provided at <https://presencelearning.com/tech-requirements/>.

2. WISC-V and WAIS-IV Kits.

2.1 Purchase of WISC-V Kits and/or WAIS -IV Kits If LEA has access to WISC-V and/or WAIS-IV assessments, LEA may purchase WISC-V and/or WAIS-IV test kits (each, a "Test Kit") from Presence. Test Kits are not included in the price of the assessments. Each Test Kit comes with one (1) set of Block Design Blocks and one (1) Block Design Stimulus Book for use in connection with the WISC-V and/or WAIS-IV assessments. Prices of the Test Kits will be reflected in the Service Order entered into at the time the Test Kits are to be purchased.

WISC-V / WAIS -IV	Price per unit
Block Design only Stimulus Book	\$11.00
Block Design Blocks	\$46.00

2.2 Tracking and Return of Kits. LEA understands and acknowledges that the Test Kits are considered trade secrets by their respective publishers and will make commercially reasonable efforts to retrieve the Test Kit from each student who received one. After a Test Kit has been used by a student, LEA must arrange for the return of the Test Kit directly to LEA. On a quarterly basis, LEA will

acknowledge and confirm to Presence that the Test Kits are in LEA's possession (in a mutually agreed upon manner). At no time will a Test Kit remain in the possession of a LEA's student once it has been used.

3. **OT Kits.** LEA may purchase Occupational Therapy Kits (each, an "OT Kit") for a fee of \$85.00 per OT Kit. Each OT Kit includes materials that may be utilized in occupational therapy sessions.

4. **Delivery and Delivery Address; Title; Risk of Loss.**

4.1 **Delivery and Delivery Address.** Presence will ship Equipment to the addresses provided by LEA. LEA is solely responsible for providing the correct shipping address for each addressee that is to receive the Equipment. If LEA provides an incorrect address, then LEA will purchase replacement Equipment that will be delivered to the correct address. If Equipment is misdelivered due to Presence's error, Presence will promptly ship replacement Equipment to the correct address at no cost to LEA.

4.2 **FOB.** Presence shall ship and deliver the Equipment FOB destination, and the title to and risk of loss of the Equipment will pass to LEA upon delivery.

4.3 **Delivery Dates.** All delivery dates are approximate. Presence shall not be liable for any losses, damage, penalties or expenses for failure to meet any expected delivery date.

4.4 **Received and Accepted.** Equipment is deemed received and accepted upon delivery to the address provided by LEA.

5. **Inspection of Goods.** LEA has the right to examine the Equipment upon receipt and has 3 days in which to notify Presence of any claim for damages based on the condition of the Equipment. Such notice must specify in detail the particulars of the claim. Failure to provide such notice within the requisite time period constitutes irrevocable acceptance of the equipment. Defective Equipment must be returned to Presence in accordance with accepted trade practices.

6. **Fees; Payment.** LEA agrees to pay for the Equipment according to the terms set forth in the applicable Service Order. LEA is responsible for all taxes and shipping, which fees may vary based on shipment destination.

7. **Disclaimer of Warranty.** Presence is not the manufacturer of the Equipment and the Equipment is being sold "as is," and Presence disclaims all warranties of quality, whether express or implied, including the warranties of merchantability and fitness for particular purpose.

8. **Delay or Failure to Perform.** Presence will not be liable to LEA for any delay, non-delivery or default due to labor disputes, transportation shortage, Acts of God, or any other causes outside of Presence's control. Presence shall notify LEA immediately upon realization that it will not be able to deliver the Equipment as promised.

ISSUE:

Presented to the Board is Inspection Service Proposal from M.C.I Inspections for the Kingsburg High School Courtyard Renovations in the amount of \$45,000.00.

ACTION:

Approve or deny Inspection Service Proposal from M.C.I Inspections for the Kingsburg High School Courtyard Renovations.

RECOMMENDATION:

Recommended approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

M.C.I. Inspections

05-11-2023
Kingsburg Joint Union High School District
1900 18th. Ave.
Kingsburg, Ca. 93631

Re: Kingsburg High School Courtyard Renovations

To Rufino Ucelo Jr.
rucelo@kingsburghigh.com
C.B.O.

Mark Condie Inspections is pleased to submit this Inspection Service Proposal for the above-mentioned Projects @ a flat rate of \$45,000.00 this is for part-time inspection services, based on the approval of D.S.A & Architect.
Mark Condie Inspection is looking forward to meeting with you & discussing on how I can be of service to you & the district on this project. If you have any questions regarding any of the information, please feel free to contact me @ (559) 707-8624 or by e-mail mark_condie@yahoo.com

Sincerely,

Mark S. Condie
D.S.A Cert.# 2194 Class 1
D.I.R.# 1000054750
Mark Condie Inspections
2213N. 11th. Ave.
Hanford, Ca. 93230

ISSUE:

Presented for the Board is Inspection Service Proposal from M.C.I Inspections for the OASIS, Kingsburg Alternative Education Center, Portable Classroom and Associated Sitework in the amount of \$15,000.00.

ACTION:

Approve or deny the Inspection Service Proposal from M.C.I Inspections for the OASIS, Kingsburg Alternative Education Center, Portable Classroom and Associated Sitework.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

M.C.I. Inspections

05-11-2023
Kingsburg Joint Union High School District
1900 18th. Ave.
Kingsburg, Ca. 93631

Re: Oasis Continuation High School (1) Portable Classroom & Associated sitework

To Rufino Ucelo Jr.
rucelo@kingsburghigh.com
C.B.O.

Mark Condie Inspections is pleased to submit this Inspection Service Proposal for the above-mentioned Projects @ a flat rate of \$15,000.00 this is for part-time inspection services, based on the approval of D.S.A & Architect.
Mark Condie Inspection is looking forward to meeting with you & discussing on how I can be of service to you & the district on this project. If you have any questions regarding any of the information, please feel free to contact me @ (559) 707-8624 or by e-mail mark_condie@yahoo.com

Sincerely,

Mark S. Condie
D.S.A Cert.# 2194 Class 1
D.I.R.# 1000054750
Mark Condie Inspections
2213N. 11th. Ave.
Hanford, Ca. 93230

ISSUE: Presented for the Board are the 2023- 2024 Salary Schedules.

ACTION: Approve or deny the 2023-2024 Salary Schedules.

RECOMMENDATION: Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
SUPERINTENDENT
2023-24 CERTIFICATED MANAGEMENT POSITION
EFFECTIVE: JULY 1, 2023

STEP	ANNUAL	MONTHLY	DAILY	DUTY DAYS
1	\$191,444.00	\$ 15,954	\$850.86	225
2	\$197,189.00	\$ 16,432	\$876.40	225
3	\$203,103.00	\$ 16,925	\$902.68	225
4	\$209,194.00	\$ 17,433	\$929.75	225
5	\$215,469.00	\$ 17,956	\$957.64	225

- 1 Master degree pays at 2.5% in addition to placement on salary schedule
- 2 Longevity 1/2% added after 5 years of service in this District
- 3 Consumer Price Index (CPI), increase each year dependent on positive annual evaluation from the Board
- 4 Vacation 27 days accrual each school year. May only carry over 17 vacation days not to accrual more than 44 days.
- 5 Professional dues paid by the District

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
EXECUTIVE DIRECTOR OF STUDENT SERVICES
2023-24 CERTIFICATED MANAGEMENT POSITION
EFFECTIVE: JULY 1, 2023**

STEP	ANNUAL	MONTHLY	DAILY	DUTY DAYS
1	\$129,103.00	\$ 10,759	\$600.48	215
2	\$133,345.00	\$ 11,112	\$620.21	215
3	\$137,585.00	\$ 11,465	\$639.93	215
4	\$141,827.00	\$ 11,819	\$659.66	215
5	\$146,066.00	\$ 12,172	\$679.38	215

- 1 Master degree pays at 2.5% in addition to placement on salary schedule
- 2 Longevity 1/2% added after 5 years of service in this District
- 3 Longevity 2% added after 20 consecutive years at this District
- 4 Professional dues paid by the District

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
CHIEF BUSINESS OFFICIAL
2023-24 CLASSIFIED MANAGEMENT POSITION
EFFECTIVE: JULY 1, 2023

STEP	ANNUAL	MONTHLY	DAILY	DUTY DAYS
1	\$138,349.00	\$ 11,529	\$530.07	261
2	\$141,576.00	\$ 11,798	\$542.44	261
3	\$144,806.00	\$ 12,067	\$554.81	261
4	\$148,034.00	\$ 12,336	\$567.18	261
5	\$151,263.00	\$ 12,605	\$579.55	261
6	\$154,490.00	\$ 12,874	\$591.92	261

- 1 Longevity 1/2% added after 6 years of service in this District
- 2 20 days vacation per year, not to accrual more than 20 days
- 3 Professional dues paid by the District

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
 DIRECTOR OF KINGSBURG ALTERNATIVE EDUCATION CENTER
 2023-24 CERTIFICATED MANAGEMENT POSITION
 EFFECTIVE: JULY 1, 2023**

STEP	ANNUAL	MONTHLY	DAILY	DUTY DAYS
1	\$111,131.00	\$ 9,261	\$547.44	203
2	\$114,656.00	\$ 9,555	\$564.81	203
3	\$117,034.00	\$ 9,753	\$576.52	203
4	\$119,500.00	\$ 9,958	\$588.67	203
5	\$122,178.00	\$ 10,182	\$601.86	203
6	\$124,632.00	\$ 10,386	\$613.95	203

- 1 Master degree pays at 2.5% in addition to placement on salary schedule
- 2 Longevity 1/2% added after 6 years of service in this District
- 3 Longevity 2% added after 20 consecutive years at this District
- 4 Professional dues paid by the District

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
PRINCIPAL
2023-24 CERTIFICATED MANAGEMENT POSITION
EFFECTIVE: JULY 1, 2023**

STEP	ANNUAL	MONTHLY	DAILY	DUTY DAYS
1	\$135,108.00	\$ 11,259	\$600.48	225
2	\$139,546.00	\$ 11,629	\$620.20	225
3	\$143,984.00	\$ 11,999	\$639.93	225
4	\$148,423.00	\$ 12,369	\$659.66	225
5	\$152,860.00	\$ 12,738	\$679.38	225

- 1 Master degree pays at 2.5% in addition to placement on salary schedule
- 2 Longevity 1/2% added after 5 years of service in this District
- 3 Longevity 2% added after 20 consecutive years at this District
- 4 Vacation 27 days accrual each school year. May only carry over 17 vacation days not to accrual more than 44 days.
- 5 Professional dues paid by the District

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
ASSISTANT PRINCIPAL
2023-24 CERTIFICATED MANAGEMENT POSITION
EFFECTIVE: JULY 1, 2023

STEP	ANNUAL	MONTHLY	DAILY	DUTY DAYS
1	\$104,669.00	\$ 8,722	\$515.61	203
2	\$107,141.00	\$ 8,928	\$527.79	203
3	\$109,613.00	\$ 9,134	\$539.97	203
4	\$112,088.00	\$ 9,341	\$552.16	203
5	\$114,559.00	\$ 9,547	\$564.33	203
6	\$117,032.00	\$ 9,753	\$576.51	203

- 1 Master degree pays at 2.5% in addition to placement on salary schedule
- 2 Longevity 1/2% added after 6 years of service in this District
- 3 Longevity 2% added after 20 consecutive years at this District
- 4 Professional dues paid by the District

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
HEAD COUNSELOR
2023-24 CERTIFICATED MANAGEMENT POSITION
EFFECTIVE: JULY 1, 2023

STEP	ANNUAL	MONTHLY	DAILY	DUTY DAYS
1	\$ 85,986.00	\$ 7,166	\$423.58	203
2	\$ 91,096.00	\$ 7,591	\$448.75	203
3	\$ 98,939.00	\$ 8,245	\$487.38	203
4	\$106,676.00	\$ 8,890	\$525.50	203
5	\$114,628.00	\$ 9,552	\$564.67	203
6	\$122,467.00	\$ 10,206	\$603.29	203

- 1 Master degree pays at 2.5% in addition to placement on salary schedule
- 2 Longevity 1/2% added after 6 years of service in this District
- 3 Longevity 2% added after 20 consecutive years at this District
- 4 Professional dues paid by the District

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
COUNSELOR
2023-24 CERTIFICATED MANAGEMENT POSITION
EFFECTIVE: JULY 1, 2023**

STEP	ANNUAL	MONTHLY	DAILY	DUTY DAYS
1	\$ 78,169.00	\$ 6,514	\$385.07	203
2	\$ 82,814.00	\$ 6,901	\$407.95	203
3	\$ 89,944.00	\$ 7,495	\$443.07	203
4	\$ 96,978.00	\$ 8,082	\$477.72	203
5	\$104,207.00	\$ 8,684	\$513.33	203
6	\$111,333.00	\$ 9,278	\$548.44	203

- 1 Master degree pays at 2.5% in addition to placement on salary schedule
- 2 Longevity 1/2% added after 6 years of service in this District
- 3 Longevity 2% added after 20 consecutive years at this District
- 4 Professional dues paid by the District

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
 TECHNOLOGY SERVICES COORDINATOR
 2023-24 CLASSIFIED MANAGEMENT POSITION
 EFFECTIVE: JULY 1, 2023**

STEP	ANNUAL	MONTHLY	DAILY	DUTY DAYS
1	\$ 85,795.00	\$ 7,150	\$328.72	261
2	\$ 88,228.00	\$ 7,352	\$338.04	261
3	\$ 92,276.00	\$ 7,690	\$353.55	261
4	\$ 95,627.00	\$ 7,969	\$366.39	261
5	\$ 98,758.00	\$ 8,230	\$378.38	261
6	\$101,997.00	\$ 8,500	\$390.79	261

- 1 Longevity 1/2% added after 6 years of service in this District
- 2 20 days vacation per year
- 3 Professional dues paid by the District

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
 NETWORK ANALYST
 2023-24 CLASSIFIED MANAGEMENT POSITION
 EFFECTIVE: JULY 1, 2023**

STEP	ANNUAL	MONTHLY	DAILY	DUTY DAYS
1	\$ 70,846.00	\$ 5,904	\$271.44	261
2	\$ 73,883.00	\$ 6,157	\$283.08	261
3	\$ 76,921.00	\$ 6,410	\$294.72	261
4	\$ 79,956.00	\$ 6,663	\$306.34	261
5	\$ 82,993.00	\$ 6,916	\$317.98	261
6	\$ 85,480.00	\$ 7,123	\$327.51	261

- 1 Longevity 1/2% added after 6 years of service in this District
- 2 20 days vacation per year
- 3 Professional dues paid by the District

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
SUPERVISOR OF MAINTENANCE, OPERATIONS, TRANSPORTATION (MOT)
2023-24 CLASSIFIED MANAGEMENT POSITION
EFFECTIVE: JULY 1, 2023

STEP	ANNUAL	MONTHLY	DAILY	DUTY DAYS
1	\$ 84,763.00	\$ 7,064	\$324.76	261
2	\$ 86,029.00	\$ 7,169	\$329.61	261
3	\$ 87,294.00	\$ 7,275	\$334.46	261
4	\$ 88,558.00	\$ 7,380	\$339.30	261
5	\$ 89,823.00	\$ 7,485	\$344.15	261
6	\$ 91,089.00	\$ 7,591	\$349.00	261

- 1 Longevity 1/2% added after 6 years of service in this District
- 2 20 days vacation per year
- 3 Professional dues paid by the District

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
2023-24 CERTIFICATED SALARY SCHEDULE
EFFECTIVE: JULY 1, 2023

STEPS	I	II	III	IV	V
	BA & 30	BA & 45	BA & 60	BA & 75	BA & 90
*0	\$58,313	\$58,313	\$58,313	\$58,313	\$58,313
1	\$59,381	\$60,988	\$63,476	\$65,964	\$68,453
2	\$60,988	\$63,476	\$65,964	\$68,453	\$70,665
3	\$63,476	\$65,964	\$68,453	\$70,665	\$73,428
4	\$65,964	\$68,453	\$70,665	\$73,428	\$77,436
5	\$68,453	\$70,665	\$73,428	\$77,436	\$79,970
6	\$70,665	\$73,428	\$77,436	\$79,970	\$82,510
7	\$73,428	\$77,436	\$79,970	\$82,510	\$83,379
8	\$77,436	\$79,970	\$82,510	\$83,379	\$85,871
9	\$79,970	\$82,510	\$83,379	\$85,871	\$88,361
10	\$82,510	\$83,379	\$85,871	\$88,361	\$90,849
11		\$85,871	\$88,361	\$90,849	\$93,338
12		\$88,361	\$90,849	\$93,338	\$95,821
13			\$93,338	\$95,821	\$98,310
14				\$98,310	\$100,800
20				\$100,276	\$102,816

Additional Provisions and Extra Duty Pay Scale

- 1 At initial placement, year-for-year credit given, not to exceed 5 years. A higher initial placement may be granted at the discretion of the administration.
- 2 Master degree pays at 2.5% in addition to placement on salary schedule
- 3 Longevity .5% per year of service over 14 years in this District added to salary
- 4 Step 20 is based on 20 consecutive years teaching with a valid credential. The calculation is based on base pay at Step 14 of Columns IV and V.
- 5 Adult Education, Independent Study, and Summer School pay is **\$36.80** per hour
- 6 Extra duty assignment pay is **\$32.32** per hour
- 7 Extra duty stipends (one stipend per semester awarded to maximum of two teachers per department, agriculture stipends will be awarded to each teacher fulfilling FFA adviser responsibilities)
- 8 Substitute pay is **\$100.00** per day, long term **\$105.00** per day (Effective 08/18/2008)
- 9 Attached in Appendix B is the compensation breakdown for each extra/co-curricular assignment. The amount is based on the assigned percentage of Column I, Step 3, on the certificated salary schedule. Each year after will be a step increase maxing at Step 7. At implementation of Appendix B, all individuals will begin at Column I, Step 3.
- 10 Department chairpersons are paid (**\$57.80 x Number of Sections**)
Sections are 289 divided by 5 periods = \$57.80
- 11 Agriculture teachers will be compensated for 40 days in addition to the regular 183 scheduled duty days. The 40 days may be worked on weekends, non-duty days, and summer months. Compensation will be unit members daily rate according to the current salary schedule.
- 12 Teachers maybe placed on a special assignment. Compensation will be calculated as an additional period rate (6 on 6)
- 13 Library Media teacher will be compensated for 5 days in addition to the regular 183 scheduled duty days. Compensation will be memebtrs daily rate according to the current salary schedule.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
2023-24 CLASSIFIED SALARY SCHEDULE
EFFECTIVE: JULY 1, 2023

STEPS	1	2	3	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	18	19	20
OFFICE										
CAMPUS SECURITY CLERK *LEARNING LOSS INTERVENTION ASSISTANT	2815	2900	2984	3075	3168	3261	3293	3325	3359	3422
	16.18	16.67	17.15	17.67	18.21	18.74	18.93	19.11	19.30	19.67
	3430	3457	3497	3532	3563	3601	3638	3675	3714	3751
	19.71	19.87	20.10	20.30	20.48	20.70	20.91	21.12	21.34	21.56
PAYROLL/FINANCE TECHNICIAN SUPERINTENDENT/SECRETARY	3853	3971	4086	4212	4340	4474	4600	4651	4694	4739
	22.14	22.82	23.48	24.21	24.94	25.71	26.44	26.73	26.98	27.24
	4788	4837	4892	4935	4988	5036	5084	5137	5183	5241
	27.52	27.80	28.11	28.36	28.67	28.94	29.22	29.52	29.79	30.12
CLERK - ACCOUNTS PAYABLE CLERK - ASB CLERK - ATTENDANCE REGISTRAR SECRETARY TECHNOLOGY SUPPORT TECHNICIAN	3179	3272	3379	3478	3573	3684	3797	3835	3879	3916
	18.27	18.80	19.42	19.99	20.53	21.17	21.82	22.04	22.29	22.51
	3954	3988	4032	4072	4111	4153	4195	4234	4276	4324
	22.72	22.92	23.17	23.40	23.63	23.87	24.11	24.33	24.57	24.85
OPERATIONS										
AM SHIFT/UTILITY PERSON/BUS DRIVER	<i>\$3,259 MONTHLY / \$18.73 HOURLY, NON LICENSED BUS DRIVER</i>									
	3740	3881	3984	4086	4193	4309	4416	4463	4498	4545
	21.49	22.30	22.90	23.48	24.10	24.76	25.38	25.65	25.85	26.12
	4584	4625	4668	4708	4747	4796	4837	4879	4922	4964
	26.34	26.58	26.83	27.06	27.28	27.56	27.80	28.04	28.29	28.53
PM SHIFT/UTILITY PERSON/BUS DRIVER	<i>\$3,420 MONTHLY / \$19.66 HOURLY, NON LICENSED BUS DRIVER</i>									
	3924	4070	4179	4287	4398	4521	4631	4682	4718	4767
	22.55	23.39	24.02	24.64	25.28	25.98	26.61	26.91	27.11	27.40
	4809	4854	4896	4940	4978	5030	5073	5119	5164	5206
	27.64	27.90	28.14	28.39	28.61	28.91	29.16	29.42	29.68	29.92
MAINTENANCE/BUS DRIVER PAINTER/BUS DRIVER	<i>\$3,666 MONTHLY / \$21.07 HOURLY, NON LICENSED BUS DRIVER</i>									
	4145	4214	4328	4441	4557	4681	4806	4847	4888	4935
	23.82	24.22	24.87	25.52	26.19	26.90	27.62	27.86	28.09	28.36
	4987	5027	5073	5118	5165	5213	5257	5306	5357	5402
	28.66	28.89	29.16	29.41	29.68	29.96	30.21	30.49	30.79	31.05
BUS/MOTOR/MAINTENANCE	4332	4452	4567	4692	4818	4948	5081	5132	5176	5220
	24.90	25.59	26.25	26.97	27.69	28.44	29.20	29.49	29.75	30.00
	5270	5317	5368	5415	5468	5516	5562	5619	5664	5720
	30.29	30.56	30.85	31.12	31.43	31.70	31.97	32.29	32.55	32.87
CAFETERIA										
SNACK BAR MANAGER	2901	2977	3073	3158	3261	3360	3454	3485	3520	3564
	16.67	17.11	17.66	18.15	18.74	19.31	19.85	20.03	20.23	20.48
	3590	3631	3668	3701	3741	3781	3817	3861	3891	3927
	20.63	20.87	21.08	21.27	21.50	21.73	21.94	22.19	22.36	22.57
CAFETERIA ASSISTANT	2803	2899	2974	3076	3158	3259	3359	3381	3414	3452
	16.11	16.66	17.09	17.68	18.15	18.73	19.30	19.43	19.62	19.84
	3485	3520	3562	3588	3625	3663	3701	3734	3774	3817
	20.03	20.23	20.47	20.62	20.83	21.05	21.27	21.46	21.69	21.94

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
2023-24 ATHLETIC STIPEND
EFFECTIVE: JULY 1, 2023

SPORTS	POSITION	%	STEP 1 I/3	STEP 2 I/4	STEP 3 I/5	STEP 4 I/6	STEP 5 I/7	SEASONS
*ATHLETIC DIRECTOR	DIRECTOR	9.00%	\$17,139	\$17,810	\$18,482	\$19,080	\$19,826	3
BASEBALL	HEAD	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
	JV	6.00%	\$ 3,809	\$ 3,958	\$ 4,107	\$ 4,240	\$ 4,406	1
	ASSISTANT VARSITY	6.00%	\$ 3,809	\$ 3,958	\$ 4,107	\$ 4,240	\$ 4,406	1
	ASSISTANT JV	5.00%	\$ 3,174	\$ 3,298	\$ 3,423	\$ 3,533	\$ 3,671	1
BASKETBALL	HEAD BOYS VARSITY	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
	JV	6.00%	\$ 3,809	\$ 3,958	\$ 4,107	\$ 4,240	\$ 4,406	1
	FROSH	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1
BASKETBALL	HEAD GIRLS VARSITY	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
	JV	6.00%	\$ 3,809	\$ 3,958	\$ 4,107	\$ 4,240	\$ 4,406	1
	FROSH	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1
CROSS COUNTRY	HEAD	6.50%	\$ 4,126	\$ 4,288	\$ 4,449	\$ 4,593	\$ 4,773	1
DIVING	HEAD	6.00%	\$ 3,809	\$ 3,958	\$ 4,107	\$ 4,240	\$ 4,406	1
FLAG COACH	HEAD	6.00%	\$ 3,809	\$ 3,958	\$ 4,107	\$ 4,240	\$ 4,406	1
FOOTBALL	HEAD VARSITY	8.00%	\$ 5,078	\$ 5,277	\$ 5,476	\$ 5,653	\$ 5,874	1
	HEAD JV	6.00%	\$ 3,809	\$ 3,958	\$ 4,107	\$ 4,240	\$ 4,406	1
	HEAD FROSH	6.00%	\$ 3,809	\$ 3,958	\$ 4,107	\$ 4,240	\$ 4,406	1
	ASSISTANT VARSITY(3)	6.00%	\$ 3,809	\$ 3,958	\$ 4,107	\$ 4,240	\$ 4,406	1
	ASSISTANT JV (3)	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1
	ASSISTANT FROSH	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1
GOLF	HEAD BOYS	6.50%	\$ 4,126	\$ 4,288	\$ 4,449	\$ 4,593	\$ 4,773	1
	HEAD GIRLS	6.50%	\$ 4,126	\$ 4,288	\$ 4,449	\$ 4,593	\$ 4,773	1
*PEP SQUAD	HEAD	7.00%	\$13,330	\$13,852	\$14,375	\$14,840	\$15,420	3
	ASSISTANT	5.50%	\$10,474	\$10,884	\$11,295	\$11,660	\$12,116	3
SOCCER	HEAD BOYS	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
	JV BOYS	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1
	HEAD GIRLS	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
	JV GIRLS	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1
	FROSH GIRLS	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1
	HEAD VARSITY	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
SOFTBALL	HEAD JV	6.00%	\$ 3,809	\$ 3,958	\$ 4,107	\$ 4,240	\$ 4,406	1
	ASSISTANT VARSITY	6.00%	\$ 3,809	\$ 3,958	\$ 4,107	\$ 4,240	\$ 4,406	1
	ASSISTANT JV	5.00%	\$ 3,174	\$ 3,298	\$ 3,423	\$ 3,533	\$ 3,671	1
	HEAD BOYS	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
SWIM	HEAD GIRLS	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
	ASSISTANT (2)	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1
	BOYS	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
TENNIS	GIRLS	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
	BOYS	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
TRACK	GIRLS	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
	ASSISTANT (2)	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1
	HEAD VARSITY	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
VOLLEYBALL	HEAD JV	6.00%	\$ 3,809	\$ 3,958	\$ 4,107	\$ 4,240	\$ 4,406	1
	FROSH	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1
	HEAD BOYS	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
WATERPOLO	HEAD JV	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1
	HEAD GIRLS	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
	HEAD JV	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1
	VARSAITY	7.00%	\$ 4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	1
WRESTLING	JV	5.50%	\$ 3,491	\$ 3,628	\$ 3,765	\$ 3,887	\$ 4,039	1

*1/3RD PER SEASON

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
2023-24 ACADEMIC STIPEND
EFFECTIVE: JULY 1, 2023

DESCRIPTION	POSITION	%	STEP 1 I/3	STEP 2 I/4	STEP 3 I/5	STEP 4 I/6	STEP 5 I/7	NOTES
AGRICULTURE	TEACHER (3)	7.00%	\$4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	50% PAID PER SEMESTER
	DIRECTOR	7.00%	\$4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	50% PAID PER SEMESTER
DRAMA	ASSISTANT (2)	4.00%	\$2,539	\$ 2,639	\$ 2,738	\$ 2,827	\$ 2,937	50% PAID PER SEMESTER
	HEAD	4.00%	\$2,539	\$ 2,639	\$ 2,738	\$ 2,827	\$ 2,937	
MATH TEAM	ASSISTANT	3.50%	\$2,222	\$ 2,309	\$ 2,396	\$ 2,473	\$ 2,570	
MESA	HEAD	3.00%	\$1,904	\$ 1,979	\$ 2,054	\$ 2,120	\$ 2,203	
MOCK TRAIL	HEAD	5.00%	\$3,174	\$ 3,298	\$ 3,423	\$ 3,533	\$ 3,671	
	ASSISTANT	3.50%	\$2,222	\$ 2,309	\$ 2,396	\$ 2,473	\$ 2,570	
MUSIC	BAND	7.00%	\$4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	50% PAID PER SEMESTER
	CHOIR	7.00%	\$4,443	\$ 4,617	\$ 4,792	\$ 4,947	\$ 5,140	50% PAID PER SEMESTER
NEWSPAPER	HEAD	3.00%	\$1,904	\$ 1,979	\$ 2,054	\$ 2,120	\$ 2,203	50% PAID PER SEMESTER
ACADEMIC DECATHLON	HEAD	3.00%	\$1,904	\$ 1,979	\$ 2,054	\$ 2,120	\$ 2,203	
	HEAD	3.00%	\$1,904	\$ 1,979	\$ 2,054	\$ 2,120	\$ 2,203	
W.A.S.C.*	CO-HEAD	3.00%	\$1,904	\$ 1,979	\$ 2,054	\$ 2,120	\$ 2,203	
YEARBOOK	HEAD	3.00%	\$1,904	\$ 1,979	\$ 2,054	\$ 2,120	\$ 2,203	50% PAID PER SEMESTER

*ONLY PAID DURING ACCREDITATION YEARS

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
2023-24 ATHLETIC STIPEND
EFFECTIVE: JULY 1, 2023

POSITION	HOURS	RATE
<u>FOOTBALL</u>	5 HRS	
TICKET SELLER		\$ 92.00
TICKET TAKER		\$ 92.00
CONCESSIONS MANAGER		\$111.00
CONCESSIONS WORKER		\$111.00
<u>VOLLEYBALL</u>	4 HRS	
TICKET SELLER		\$ 74.00
CONCESSIONS WORKER		\$ 64.00
<u>BASKETBALL</u>	4.5 HRS	
TICKET TAKER		\$ 83.00
CONCESSIONS WORKER		\$ 74.00
<u>WRESTLING</u>	3.5 HRS	
TICKET SELLER		\$ 64.00
CONCESSIONS WORKER		\$ 55.00
<u>SOCCER</u>	3.5 HRS	
TICKET SELLER		\$ 64.00
<u>TRACK & FIELD</u>	3 HRS	
TICKET SELLER		\$ 55.00
<u>BASEBALL/SOFTBALL</u>	3 HRS	
TICKET SELLER		\$ 55.00
<u>WATER POLO</u>	4 HRS	\$ 74.00

ISSUE:

Presented is for the Board is Resolution #R31-2223 The Education Protection Account. Revenues generated from the Section 36 of Article XIII of the California Constitution are deposited into this state account. These funds are distributed to K-12 and community colleges. Kingsburg Joint Union High School District entitlement for 2023-2024 is \$4,296,581.00. This resolution states how these funds will be used by the district which is to cover salary, benefits and supplies for non-administrative staff.

ACTION:

Approve or deny Resolution #R31-2223 The Education Protection Account.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____



Kingsburg Joint Union High School District

1900 18th Ave Kingsburg, CA 93631 (559) 897-7721 FAX (559) 419-6404

Don Shoemaker – Superintendent

Board of Trustees: Rick Jackson ♦ Brent Lunde ♦ Steve Nagle ♦ Mike Serpa ♦ Johnnie Thomsen

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

RESOLUTION #R31-2223

COPY

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;



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WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Kingsburg Joint Union High School District;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Kingsburg Joint Union High School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 26, 2023

Board Member Mr. Mike Serpa

Board Member Mr. Steve Nagle

Board Member Mr. Rick Jackson

Board Member Mr. Brent Lunde

Board Member Mr. Johnie Thomsen

Rufino Ucelo Jr., Chief Business Official ♦ Ryan Phelan, Principal ♦ Ryan Waltermann, Director of Alternative Education



Kingsburg Joint Union High School District

1900 18th Ave Kingsburg, CA 93631 (559) 897-7721 FAX (559) 419-6404

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2023-2024 Education Protection Account (EPA) Spending Plan

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The revenues generated from Proposition 30 are deposited into a newly created state account called Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEA'S) will receive funds from the EPA based on their proportionate share of the statewide, revenue limit amount. A corresponding reduction is made to an LEA'S revenue EPA entitlement. LEA'S will receive EPA payments quarterly beginning with the 2013-14 fiscal year.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

The spending plan must be approved by the governing board during a public meeting. EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs. Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Kingsburg Joint Union High School District 2023-2024 EPA Entitlement \$4,296,581.00

It is proposed that EPA funds will be used to cover salary, benefits and supplies for non-administrative staff.

ISSUE:

Presented for the Board the 2023-2024 Local Control
Accountability Plan (LCAP)

Link to the 2023-2024 LCAP:

[2023-2024 LCAP](#)

ACTION:

Approve or deny the 2023-2024 LCAP

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Jackson: _____ Thomsen: _____ Lunde: _____ Nagle: _____ Serpa: _____

ISSUE:

Presented to the Board is the 2023-2024 Budget.

Link to the 2023-2024 Budget:

[2023-2024 Budget](#)

ACTION:

Approve or deny the 2023-2024 Budget.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____

Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

ISSUE: Presented to the Board is the Local Control and Accountability Plan (LCAP) Every Student Succeeds Act Federal Addendum

ACTION: Approve or deny the Local Control and Accountability Plan (LCAP) Every Student Succeeds Act Federal Addendum

RECOMMENDATION: Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

BANK RECONCILIATION REPORT

As of Statement Ending Date: 5/31/2023

Bank Code: A - Cash-Checking-WestAmerica Bank GL Account: 100-00-00 Cash-Checking-WestAmerica Bank

Opening Bank Statement Balance:	261,760.90
Cleared Deposits:	88,501.39
Cleared Checks and Charges:	50,615.07
Cleared Adjustments:	300.94
	<hr/>
Calculated Bank Balance:	299,948.16
Less: Outstanding Checks:	16,924.85
Plus: Deposits In Transit:	362.78
Plus: Uncleared Adjustments:	0.00
	<hr/>
Calculated Book Balance:	283,386.09
Actual Book Balance:	283,386.09
	<hr/>
VARIANCE:	0.00
	<hr/>

Ending Bank Statement Balance:	299,948.16
Calculated Bank Balance:	<u>299,948.16</u>
Out of Balance Amount:	<u><u>0.00</u></u>

Prepared by: Karen Osborne

Date: 6.14.2023

Reviewed by: [Signature]

Date: 6/14/2023

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 5/1/2023 through 5/31/2023

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
100-00-00 Cash-Checking-WestAmerica Bank	249,558.27	88,802.33	54,974.51		283,386.09
105-00-00 CD-WestAmerica Bank	10,011.75				10,011.75
110-00-00 CD-WestAmerica Bank	18,302.41				18,302.41
115-00-00 CD-WestAmerica Bank	10,000.00				10,000.00
120-00-00 Petty Cash	100.00				100.00
910-00-00 Web Store Clearing Bank	29.00				29.00
Total Cash Accounts	288,001.43	88,802.33	54,974.51	0.00	321,829.25
Other Accounts					
004-40-00 SKILLS USA	310.36				310.36
005-40-00 INTRO TO TEACHING	5,357.63				5,357.63
006-40-00 BARISTA PROJECT	538.70	80.00			618.70
007-40-00 CNA CLASS	2,719.33	(1,680.00)			1,039.33
008-40-00 ACADEMIC DECATHLON	(56.82)				0.00
009-40-00 CLASS 2009	0.00				0.00
010-00-00 CLASS 2010	0.00				0.00
011-40-00 ART OPPORTUNITIES	21.54				21.54
012-40-00 CLASS 2012	0.00				0.00
013-40-00 CLASS 2023	0.00				0.00
014-00-00 CLASS 2014	0.00				0.00
015-00-00 Class 2015	0.00				0.00
015-40-00 CLASS 2015	0.00				0.00
016-00-00 CLASS 2016	0.00				0.00
017-00-00 CLASS 2017	0.00				0.00
018-00-00 CLASS 2018	0.00				0.00
019-00-00 CLASS 2019	0.00				0.00
020-40-00 Class 2020	0.00				0.00
021-00-00 Class 2021	(4,280.56)	41,346.84	36,150.00	(760.00)	156.28
021-40-00 Class 2021	0.00				0.00
021-40-00 Class 2021	0.00				0.00
101-00-00 DUE TO STUDENT BODY	0.00				0.00
102-30-00 FELLOWSHIP OF CHRISTIAN ATHLET	101.68				101.68
103-40-00 CHESS CLUB	78.64				78.64
104-40-00 LIFE SKILLS	830.19				830.19
105-30-00 Catholics in Action	764.06				764.06
106-10-10 GOLF~BOYS	79.41	280.00			359.41
106-10-20 GOLF~GIRLS	280.42				280.42
107-00-00 BAND	500.00				500.00
107-01-00 CHOIR	0.00				0.00
107-02-00 COLOR GUARD	0.00				0.00
108-00-00 PRE-MED SCHOLARSHIP	0.00				0.00
108-30-00 PRE-MED CLUB	300.00				300.00
109-30-00 A RANDOM KINDNESS	0.00				0.00
109-30-01 FBLA-PRINTING ACCOUNT	0.00				0.00
111-00-00 STUDENT BODY GENERAL	12,606.77	419.51	668.57		12,357.71
111-01-00 SCHOLARSHIP ACCOUNT	22,010.70	2,000.00	1,000.00		23,010.70
111-02-00 SPECIAL PROJECTS	951.51				951.51
112-30-00 VIRTUAL ENTERPRISE	0.00				0.00
113-40-00 LIBRARY OPPORTUNITIES	219.30				219.30
114-30-00 BEYOND BELIEF	0.00				0.00
116-00-00 RIBBONS OF HOPE	299.36				299.36
117-00-00 PEPSI FUND	0.00				0.00
118-00-00 ENGLISH OPPORTUNITIES	0.00				0.00
119-00-00 PRE-LAW CLUB	0.00				0.00
121-10-00 CONCESSIONS	5,329.08				5,329.08

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 5/1/2023 through 5/31/2023

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
	0.00				0.00
122-10-10 TENNIS~BOYS	154.01				154.01
122-10-20 TENNIS~GIRLS	250.00				250.00
123-10-10 SOCCER~BOYS	6,458.45				6,458.45
123-10-20 SOCCER~GIRLS	0.00				0.00
124-10-00 WEIGHTLIFTING	755.70				755.70
125-10-10 FOOTBALL	0.00				0.00
126-10-00 BASKETBALL	1,140.53	500.00			1,640.53
127-10-10 BASEBALL	7,930.91	500.00	1,932.86		6,498.05
128-10-20 SOFTBALL	2,082.30		→ Softball Expense		2,082.30
129-10-00 CROSS COUNTRY	8,729.92		264.00		8,465.92
130-40-00 AVID	0.00				0.00
130-40-09 AVID 9	0.00				0.00
130-40-10 AVID 10	0.00				0.00
130-40-11 AVID 11	0.00				0.00
130-40-12 AVID 12	2,664.15	9,386.46	145.00		11,905.61
131-40-00 YEARBOOK	0.00				0.00
132-40-00 VIKING VOICE	1,544.32				1,544.32
133-30-00 IOTA LAMBDA CHI	1,377.00	50.00			1,427.00
134-30-00 MU ALPHA THETA	0.00				0.00
135-00-02 SCI OPPORT-GRANT #2	972.91				972.91
135-40-00 SCIENCE OPPORTUNITIES	0.00				0.00
135-40-01 SCI OPPORT-GRANT #1	716.90				716.90
136-30-00 KEY CLUB	0.00				0.00
136-30-01 KEY CLUB-LT GOV FUND	1,204.07				1,204.07
137-30-00 CSF	0.00				0.00
138-10-20 VOLLEYBALL	332.59				332.59
139-00-00 AP OPPORTUNITIES	504.44				504.44
140-30-00 ART CLUB	0.00				0.00
141-00-00 HISTORY OPPORTUNITIES	1,163.31	86.00			1,249.31
142-00-00 GREEN CLUB	22,374.38	500.00	5,037.90		17,836.48
145-00-00 FFA	2,227.35		↳ Tip Funds ser		2,227.35
145-01-00 FFA-ORNAMENTAL HORTICULTURE	18,635.99		(3,474.64)		22,110.63
145-02-00 FFA DONATION ACCOUNT	1,614.94	29,692.00	↳ Refund - Charter Bus		31,306.94
145-03-00 FFA-LIVESTOCK ACCOUNT	11,335.22	3,715.00		1,168.00	16,218.22
145-04-00 FFA-FLORAL DESIGN	246.46				246.46
148-10-10 WRESTLING	0.00				0.00
149-10-00 WATER POLO-BOYS	99,595.41	362.29	3,145.00	(408.00)	96,404.70
150-10-00 ATHLETICS	367.16		↳ 2500		367.16
150-10-02 ATHLETICS-GATORADE ACCOUNT	1,790.15				1,790.15
151-30-00 MULTI-CULTURAL CLUB	815.44	683.98			1,499.42
152-40-00 PEP SQUAD	1,476.89				1,476.89
153-40-00 GYM CLOTHES	0.00				0.00
158-30-00 WATER POLO-GIRLS	5,500.00				5,500.00
159-10-00 SWIMMING/DIVING	0.00				0.00
160-40-00 MATH PROJECT	53.62				53.62
165-00-00 KAEC	0.00				0.00
165-01-00 KAEC OPPORTUNITIES	18,809.25				18,809.25
168-30-00 DRAMA CLUB	0.00				0.00
170-40-00 SHAKESPEAREAN STUDY TOUR	20.67				20.67
173-30-00 SCIENCE CLUB	0.00				0.00
175-30-00 TEACHERS OF TOMORROW	9,853.14				9,853.14
176-10-00 TRACK	10,105.82	1,992.98	10,105.82		1,992.98
405-00-00 DISTRICT	(2,513.14)	(1,065.06)			(3,578.20)
900-00-00 Web Store Clearing for Remitt	(1,250.13)	(47.67)			(1,297.80)
920-00-00 Web Store Fees					

→ Softball Expense

↳ Tip Funds ser

(3,474.64)

↳ Refund - Charter Bus

↳ 2500

→ 2500 remitt

gone to a/c

tests

books

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 5/1/2023 through 5/31/2023

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Total Other Accounts	288,001.43	88,802.33	54,974.51	0.00	321,829.25

ISSUE:

Presented to the Board are the additional Music Department Coaches for the 2023-2024 school year:

Shawn Glyde	Marching Band Consultant
Cesario Juarez	Colorguard Tech
Luis Torres	Marching Band Instructor

ACTION:

Approve or deny the additional Music Department Coaches for the 2023-2024 school year.

RECOMMENDATION:

Recommend approval.

FOR BOARD ACTION:

Motion _____	Second _____	Vote _____
Thomsen: _____	Lunde: _____	Jackson: _____
		Nagle: _____
		Serpa: _____

ISSUE:

Presented to the Board for employment is Brandon Abril as Campus Security for the 2023-2024 school year for the Kingsburg Joint Union High School District.

ACTION:

Approve or deny the employment of Brandon Abril as Campus Security for the 2023-2024 school year for the Kingsburg Joint Union High School District.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

ISSUE:

Presented to the Board are additional Athletic Coaches for the Fall and Winter seasons:

Jadon Spomer – Fall Football JV Assistant Coach
Lucy (Ella) Doyle – Girls Frosh Volleyball Coach
Boys Soccer Coaches as listed on following page.

ACTION:

Approve or deny the additional Athletic Coaches for the Fall and Winter Seasons.

RECOMMENDATION:

Recommend approval

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

Boys Soccer Coaches - 2023-2024

Soccer	Boys	Varsity	Head	Senny Amparan	Returning	Paid
Soccer	Boys	Varsity	Assistant	Rodney Yokota	Returning	Volunteer
Soccer	Boys	Varsity	Assistant	Jose Yanez	Returning	Volunteer
Soccer	Boys	JV	Head	Gabe Castellanos	Returning	Paid
Soccer	Boys	JV	Assistant	Gabriel Castellanos Jr.	Returning	Volunteer

ISSUE:

Presented to the Board for employment is Britni Boyajian as a Science Teacher for the Kingsburg Joint Union High School District for the 2023-2024 school year.

ACTION:

Approve or deny the employment of Britni Boyajian as a Science Teacher for the Kingsburg Joint Union High School.

RECOMMENDATION:

Recommend approval.

FOR BOARD ACTION:

Motion _____ Second _____ Vote _____
Thomsen: _____ Lunde: _____ Jackson: _____ Nagle: _____ Serpa: _____

06-26-23