

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board of Trustees Meeting Agenda

AGENDA June 16, 2026 School Campus - Community Resource Center 5:00 P.M.

- 1.0 Call Public Session to Order
 - 1.1 Roll Call to Establish Quorum
 - 1.2 Pledge of Allegiance
 - 1.3 Introduction of Guests

- 2.0 Opportunity for Members of the Public to Address the Board

At this time, members of the public may comment on any item not appearing on the agenda. Under state law, matters presented under this item cannot be discussed or acted upon by the Board at this time. For items appearing on the agenda, the public is invited to make comments at the time the item comes up for Board consideration. Any person addressing the Board will be limited to a maximum of three (3) minutes so all interested parties have an opportunity to speak with a total of fifteen (15) minutes allotted for the Public Comment Period. Please state your name and address for the record.

- 3.0 Approval of Minutes – June 2, 2026 (A)

- 4.0 Correspondence - None

- 5.0 Superintendent’s/Principal’s Report
 - 5.1 Campus Updates and Events at MSJUESD

- 6.0 Public Comment On Closed Session Topics

General public comment on any closed session item will be heard. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 15 minutes. It is recommended you begin your comments by stating your name.

- 7.0 Adjourn to Closed Session
 - 7.1 Public Employee Performance Evaluation (Government Code Section 54957)
Title: Superintendent

- 8.0 Convene Regular Session (Estimated start time 6:30 PM)
 - 8.1 Report Action Taken in Closed Session (If any)

- 9.0 Consent Items / Review / Public Hearing/ Public Input / Board Discussion / **ACTION** (as applicable)
 - 9.1 Interdistrict Requests (A)
 - 9.2 Resolution 06-26-04: Spending Determination for Funds Received from Education Protection Account (EPA) for 2026-2027(A)
 - 9.3 Approval on SB 858 (A)
 - 9.4 Adoption of the 2026-2027 Local Control and Accountability Plan (LCAP) (A)
 - 9.5 Adoption of the 2026-2027 District Budget (A)
 - 9.6 Student and Parent Handbook for the 2026-2027 School Year (A)
 - 9.7 Classified Handbook for the 2026-2027 School Year (A)
 - 9.8 California Dashboard Local Indicators (A)
 - 9.9 Consolidated Application and Reporting System (CARS) - Spring Release (A)
 - 9.10 Proposition 28: Arts and Music in School Funding Annual Report for 2025-2026
 - 9.11 Update Board Policy 3400 - Management of District Assets/Accounts (A)
 - 9.12 Update Administrative Regulation 3512 - Equipment (A)
 - 9.13 District Calendar 2026-2027 Revision (A)
 - 9.14 Update Board Policy 6173 - Education For Homeless Children (A)
 - 9.15 BDJ Tech Purchase Approval (A)

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board of Trustees Meeting Agenda

AGENDA June 16, 2026 School Campus - Community Resource Center 5:00 P.M.

9.0 Consent Items / Review / Public Hearing/ Public Input / Board Discussion / **ACTION** (as applicable) CONTINUED

- 9.16 KYA California Multiple Awards Schedule (CMAS) (A)
- 9.17 KYA CMAS Quote 4-20-78-0089C for Project # P-0107343 (A)
- 9.18 Scholastic Magazines+ Quote 2026-2027 (A)

10.0 Authorization of Vendor Payments dated 5/29/2026 through 6/5/2026 (A)

11.0 Personnel

- 11.1 CTE Lab Technician Job Description (A)
- 11.2 CTE Lab Technician Salary Schedule (A)
- 11.3 2026-2027 Salary Schedules (A)

12.0 Monson-Sultana Association of Teachers (MSAT) Report
Update from the Monson-Sultana Association of Teachers

13.0 Closing Activities

The Governing Board members have the opportunity to comment.

14.0 Adjournment

*Persons who are in need of a disability-related modification or accommodation in order to participate in the board meeting may make a request to the Superintendent at P.O. Box 25, 10643 Avenue 416, Sultana, CA 93666, (559) 591-1634. Such a request should be in writing if possible, or may be made in person or by telephone (e-mail or text message requests will not be allowed). The request for accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required, and the name, address and telephone number of the person making the request. The request should be made as soon as possible and if possible no later than one day before the meeting.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Regular Meeting

June 2, 2026

5:00 P.M

1.0 CALL TO ORDER:

The meeting was called to order by Trustee Worthley at 5:00 P.M.

1.1 Roll Call

Trustees present: Davidian, Quintana, Simmons, Valdez, and Worthley
Trustees absent: None
Secretary: Roberto Vaca

1.2 Pledge of Allegiance

Trustee Worthley led all those in attendance for the Pledge of Allegiance.

1.3 Guests/Staff Present

Benita Cortez, Stephen Miller, Jaqueline Montejano, Valerie Burciaga, Catherine Diaz-Burciaga, Melissa Mendoza, Brandon Corcoran, Ventura Gonzalez III, Benjamin Navarrette, Candyce Montelongo, Juan Reyes, Erica Miramontes, and Joanna Todd.

2.0 OPPORTUNITY TO ADDRESS THE BOARD:

Mr. Juan Reyes addressed the board of trustees to thank them for their support and decision on bringing back the wellness team to make a difference with the students on campus.

3.0 APPROVAL OF MINUTES:

Trustee Quintana moved and Trustee Simmons seconded the motion to approve the minutes of the May 5, 2026 Regular Board meeting and the May 18, 2026 Special Board Meeting. PASSED

4.0 CORRESPONDENCE

4.1 GASB 45 Trust

Business Manager, Benita Cortez shared correspondence stating quarterly return of 0.64% for the period of January - March of 2026.

5.0 SUPERINTENDENT'S/ PRINCIPAL'S REPORT:

None.

6.0 PUBLIC COMMENT ON CLOSED SESSION TOPICS:

None.

7.0 EXECUTIVE CLOSED SESSION:

Trustee Worthley called the meeting into closed session at 5:07 P.M. and was called back to regular session at 7:21 P.M.

8.0 REGULAR/OPEN SESSION:

8.1 Report of Action Taken in Closed Session

No action was taken during the closed session to report.

9.0 CONSENT ITEMS:

- 9.1 Interdistricts Trustee Simmons moved and Trustee Quintana seconded the motion to approve interdistrict attendance requests as presented. PASSED
- 9.2 Budget Revision #006-26 Trustee Davidian moved and Trustee Valdez seconded the motion to approve Budget Revision #006-26 as presented. PASSED
- 9.3 Cash Flow Report:
Month of June 2026 Trustee Simmons moved and Trustee Quintana seconded the motion to approve the June Cash Flow Report. PASSED
- 9.4 Public Hearing: Local
Control Accountability
Plan (LCAP) Summary The public hearing was opened at 7:27 PM allowing members of the public an opportunity to comment on the proposed Local Control Accountability Plan (LCAP) for the 2026-2027 school year. Hearing adjourned at 7:50 PM.
- 9.5 Public Hearing: Proposed
2026-2027 Budget The public hearing was opened at 7:50 PM regarding the proposed 2026-2027 Budget. Action(s) for this public hearing to take place during the next June meeting. Hearing adjourned at 8:30 PM.
- 9.6 Public Hearing: Spending
Determination of Funds
received from EPA for
2026-2027 The public hearing was opened at 8:31 PM regarding the proposed Spending determination for funds received from Education Protection Account (EPA) for 2026-2027 Fiscal Year. Action(s) for this public hearing to take place during the next June meeting. Hearing adjourned at 8:32 PM with no discussion by attendees.
- 9.7 Public Hearing: SB 858 The public hearing was opened at 8:33 PM regarding the Excess of State Recommended Reserves Disclosure for Proposal of 2026-2027 Budget. Action(s) for this public hearing to take place during the next June meeting. Hearing adjourned at 8:35 PM
- 9.8 Year End Budget Transfers
Resolution 06-26-01 Trustee Quintana moved and Trustee Simmons seconded the motion to approve Resolution 06-26-01; Authorizing County Superintendents of Schools to make Year End Budget Transfers. PASSED
- 9.9 Inter-Fund Transfer
Resolution 06-26-02 Trustee Valdez moved and Trustee Davidian seconded the motion to approve Resolution 06-26-02 Inter-fund Transfer in accordance to the Budget. PASSED
- 9.10 Inter-Fund Loan
For Cash Flow
Resolution 06-26-03 Trustee Simmons moved and Trustee Valdez seconded the motion to adopt Resolution 06-26-03 Inter-fund Loan for Cash Flow, authorizing 2026-2027 Inter-fund Loans for cash flow purposes. PASSED
- 9.11 Counseling Service
Agreement for 2026-2027 Trustee Valdez moved and Trustee Davidian seconded the motion to table the agreement for Counseling Services with Juan T. Reyes for June 16, 2026 meeting. Motion carried with 3 Ayes 2 Nays.
- 9.12 IXL Learning Quote
Renewal Trustee Quintana moved and Trustee Davidian seconded the motion to approve the renewal quote for IXL Learning. PASSED
- 9.13 Health/Nursing Scope of
Service TCOE Agreement Trustee Simmons moved and Trustee Valdez seconded the motion to approve the agreement with Tulare County's School Health Programs for continuance of their services for the 2026-2027 school year. PASSED

- 9.14 Monson-Sultana Raiders & Schools to Watch Logos Quote for Gymnasium Trustee Valdez moved and Trustee Davidian seconded the motion to approve the quote for the Monson-Sultana logo with a revised quote for the Schools to Watch logos on banners. PASSED
- 9.15 Learning Plus Associates Quote Trustee Simmons moved and Trustee Quintana seconded the motion to approve the proposed quote from Learning Plus Associates. PASSED

10.0 AUTHORIZATION OF VENDOR PAYMENTS:

Trustee Quintana moved and Trustee Valdez seconded the motion to approve vendor payments for the period of 5/2/26-5/15/26. PASSED

11.0 PERSONNEL:

- 11.1 Personnel Order

Trustee Quintana moved and Trustee Simmons seconded the motion to approve the personnel order as presented (Items 11.1.1 through 11.1.3): The hiring of Benjamin Navarrette for Learning Director, the re-assignment of Mr. Stephen Miller as 7th Grade Teacher, and the hiring of Candyce Montelongo as Library Technician . PASSED

12.0 MONSON-SULTANA ASSOCIATION OF TEACHERS (MSAT) REPORT:

None.

13.0 CLOSING ACTIVITIES:

None.

14.0 ADJOURNMENT:

Meeting adjourned at 9:04 P.M.

Respectfully Submitted,

Vicki Worthley President

Roberto Vaca Secretary

Lynn Simmons Clerk

Roy Valdez Trustee

Annie Davidian Trustee

Delbert Quintana Trustee

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **9.1 INTERDISTRICT REQUESTS**

ATTACHMENTS: **INTERDISTRICT REQUESTS**

DISCUSSION:

- 9.1.1 Hernandez Deniz (8th Grade) renewal from Dinuba
- 9.1.2 Parker/Torres (1st, 3rd, and 8th Grades) renewals from Kings Canyon
- 9.1.3 Rodriguez Vazquez (1st Grade) renewal from Dinuba
- 9.1.4 Torres (2nd, 5th, and 8th Grades) Renewals from Parlier
- 9.1.5 Torres (4th and 8th Grades) Renewals from Visalia
- 9.1.6 Tshimika (8th Grade) NEW from Cutler-Orosi
- 9.1.7 Valdez (2nd, 4th, and 8th Grades) Renewals from Dinuba
- 9.1.8 Valle (2nd and 6th Grades) Renewals from Dinuba

RECOMMENDATION: **The Superintendent recommends that the Board review and approve the interdistrict requests.**

PROPOSED ACTION: **APPROVE**

**INTERDISTRICT ATTENDANCE AGREEMENT REQUESTS
MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
JUNE 16, 2026**

Agenda Item #	Name	Grade	From	To	Year	Reason	Recommendation
9.1.1	Hernandez Deniz, Joseph	8th	Dinuba Unified ▾	Monson-Sultana	2026-2027	Renewal	Approval
9.1.2 (a)	Parker, Fernando	1st	Kings Cany... ▾	Monson-Sultana	2026-2027	Renewal	Review
9.1.2 (b)	Parker, Evangeline	3rd	Kings Cany... ▾	Monson-Sultana	2026-2027	Renewal	Review
9.1.2 (c)	Torres, Cali	8th	Kings Cany... ▾	Monson-Sultana	2026-2027	Renewal	Approval
9.1.3	Rodriguez Vazquez, Emiliano	1st	Dinuba Unified ▾	Monson-Sultana	2026-2027	Renewal	Approval
9.1.4 (a)	Torres, David	2nd	Parlier Unified ▾	Monson-Sultana	2026-2027	Renewal/ Parent Employment	Approval
9.1.4 (b)	Torres, Emma	8th	Parlier Unified ▾	Monson-Sultana	2026-2027	Renewal/ Parent Employment	Approval
9.1.4 (c)	Torres, Fabian	5th	Parlier Unified ▾	Monson-Sultana	2026-2027	Renewal/ Parent Employment	Approval
9.1.5 (a)	Torres, Miley	8th	Visalia Unified ▾	Monson-Sultana	2026-2027	Renewal	Approval
9.1.5 (b)	Torres, Sophia	4th	Visalia Unified ▾	Monson-Sultana	2026-2027	Renewal	Approval
9.1.6	Tshimika, Abryanah	8th	Dinuba Unified ▾	Monson-Sultana	2026-2027	NEW/ Recent Move from Orosi to Dinuba/Continued Attendance	Approval

**INTERDISTRICT ATTENDANCE AGREEMENT REQUESTS
 MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
 JUNE 16, 2026**

Agenda Item #	Name	Grade	From	To	Year	Reason	Recommendation
9.1.7 (a)	Valdez, Aubrey	8th	Dinuba Unified -	Monson-Sultana	2026-2027	Renewal	Approval
9.1.7 (b)	Valdez, Hailey	4th	Dinuba Unified -	Monson-Sultana	2026-2027	Renewal	Approval
9.1.7 (c)	Valdez, Madison	2nd	Dinuba Unified -	Monson-Sultana	2026-2027	Renewal	Approval
9.1.8 (a)	Valle, Adeline	6th	Dinuba Unified -	Monson-Sultana	2026-2027	Renewal	Approval
9.1.8 (b)	Valle, Ava	2nd	Dinuba Unified -	Monson-Sultana	2026-2027	Renewal	Approval

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **9.2 RESOLUTION 06-26-04 SPENDING DETERMINATION FOR FUNDS RECEIVED FROM EDUCATION PROTECTION ACCOUNT(EPA) FOR 2026-2027 FISCAL YEAR**

ATTACHMENTS: **RESOLUTION 06-26-04**
Program by resource Report (Worksheet)

DISCUSSION:

Effective November 7, 2012, Proposition 30 added Article XIII, Section 36, which creates in the State General Fund an Education Protection Account (EPA) to receive and disburse the revenues derived from the incremental increases in taxes. Districts must comply with three conditions:

- 1) Requires that the Board make spending determinations regarding the Education Protection Account (EPA) funds the District receives in open session of a public meeting
- 2) Education Protection Account (EPA) funds cannot be used on salaries or benefits of administrators or any other administrative costs
- 3) District must publish annually on its website an accounting of how much money was received from the Education Protect Account (EPA) and how the funds were expended

By passing the Resolution before the Board, the Governing Board has authorized the District to allocate the estimated \$ 1,134,041.00 in Education Protection Accounts (EPA) Funds towards certificated non-management teacher compensation and benefit expenditures.

RECOMMENDATION: **The Superintendent recommends that the Board APPROVE Resolution 06-26-04 Spending Determination for Funds Received from Education Protection Account (EPA) for 2026-2027 Fiscal Year.**

PROPOSED ACTION: **APPROVE**

**BEFORE THE BOARD OF TRUSTEES
OF THE MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
TULARE COUNTY, STATE OF CALIFORNIA**

In the Matter of the Spending Determination
for Funds Received from the Education
Protection Account pursuant to Article XIII,
Section 36 of the California Constitution
2026-27 Fiscal Year

RESOLUTION No. **06-26-04**

RECITALS

1. The voters approved Proposition 30 on November 6, 2012;
2. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;
3. The provisions of Article XIII, Section 36(e) create in the state General Fund an Educational Protection Account to receive and disburse the revenues derived from the incremental increases in taxes by Article XIII, Section 36(f);
4. 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;
5. 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;
6. 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;
7. 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;
8. 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;

9. The governing board of the district shall make the spending determination with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;
10. The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;
11. Each community college district, county office of education, school district and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent;
12. 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;
13. 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, BE IT RESOLVED as follows:

1. The above recitals are true and correct;
2. 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 for the 2026-2027 fiscal year shall be made in open session of a public meeting of the governing board of Monson-Sultana Joint Union Elementary School District;
3. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of the Monson-Sultana Joint Union Elementary School District has determined to spend the monies received from the Education Protection Account for the 2026-2027 fiscal year as attached;
4. Upon finalizing financial data for the fiscal year, the District Superintendent, or designee, is hereby directed to immediately publish on the district's Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____,
seconded by Trustee _____, at a regular meeting held on June 16, 2026, by the
following vote:

AYES:

NOES:

ABSENT:

I, Roberto Vaca, secretary of the governing board of the Monson-Sultana Joint Union
Elementary School District, do hereby certify that the foregoing Resolution was duly passed and
adopted by said Board, at an official and public meeting thereof, this 16th day of June, 2026.

Date: June 16, 2026

Roberto Vaca
Secretary, Board of Trustees

2026-2027 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Monson-Sultana Joint Union Elementary School District

Expenditures through: June 30, 2027

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	48,119.14
Revenue Limit Sources	8010-8099	1,134,041.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,182,160.14
EXPENDITURES AND OTHER FINANCING USES		
	Function Codes	
(Objects 1000-7999)		
Instruction	1000-1999	1,081,954.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,081,954.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		100,206.14

Note to user:

Specific cells in column C have been protected so that you can't enter data. The "Amount" column is protected for the following revenues: Federal Revenue, Other State Revenue, Other Local Revenue, and All Other Financing Sources and Contributions.

The "Amount" column is protected for the following expenditure functions: 2100-2150, 2200, 2700, 6000-6999, and 7000-7999.

Board Approved: June x, 2026

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: 9.3 APPROVAL ON SB 858 – EXCESS OF STATE
RECOMMENDED RESERVES DISCLOSURE FOR PROPOSAL
OF 2026-2027 BUDGET

ATTACHMENTS: 2026-2027 BUDGET ATTACHMENT

DISCUSSION:

Under SB 858, a new disclosure requirement is needed and required why districts have reserves in excess of State recommended reserves. California Department of Education has not incorporated this new process into the State software for the 2026-2027 Budget. Therefore, the State has required the County Office of Education to verify LEAs have gone through a process as a conditional for approval of LEA's adopted budget.

Tulare County Office of Education has developed the attached worksheet for districts to perform the SB 858 disclosure and substantiation process.

RECOMMENDATION: The Superintendent recommends that the Board approve the Public Hearing on the SB 858 – Excess of State Recommended Reserves Disclosure for Proposal of 2026-2027 Budget.

PROPOSED ACTION: Approve

District: **Monson-Sultana Joint Union Elementary**
 CDS #: **54-72009**

2026-27 Budget Attachment

Substantiation of Need for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties..

Combined and Unassigned/Unappropriated Fund Balances (Resources 0000-1999, Objects 9780, 9789 and 9790)			
Form	Fund		2026-27 Budget
01	General Fund/County School Service Fund	Form 01	\$2,307,040.39
17	Special Reserve Fund for Other Than Capital Outlay Projects	Form 17	\$0.00
Total Assigned and Unassigned Ending Fund Balances			\$2,307,040.39
District Standard Reserve Level		Form 01CS Line 10B-4	4%
Less District Minimum Recommended Reserve for Economic Uncertainties			Form 01CS Line 10B-7 \$430,431.27
Remaining Balance to Substantiate Need			\$1,876,609.12

Substantiation of Need for Fund Balances in Excess of Minimum Recommended Reserve for Economic Uncertainties		Amount
Fund	Descriptions	
01	Bus Repair	\$25,000.00
01	Litigation	\$25,000.00
01	Well (Drinking Purposes)	\$100,000.00
01	GASB 45 Trust Annual Contribution	\$78,595.00
01	Retiree H&W (2026-27)	\$109,228.00
01	Retiree H&W (2027-28)	\$91,023.00
01	Retiree H&W (2028-29)	\$72,818.00
01	Set Aside District Match/Fees Modernization and/or New Construction Projects	\$500,000.00
01	Set Aside Anticipated Facility Needs	\$650,000.00
01	Possible State Variances (Uncertainties)	\$224,945.12
Insert Lines above as needed		
Total of Substantiated Needs		\$1,876,609.12
Remaining Unsubstantiated Balance		\$0.00

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: 9.4 APPROVE ADOPTION OF THE 2026-2027 LOCAL CONTROL AND ACCOUNTABILITY PLAN- (LCAP)

ATTACHMENTS: 2026-2027 LCAP

DISCUSSION:

The 2026-2027 Local Control and Accountability Plan (LCAP) is presented to the Board for Adoption.

RECOMMENDATION: The Superintendent recommends that the Board approve Adoption of the 2026-2027 Local Control and Accountability Plan (LCAP).

PROPOSED ACTION: APPROVE



2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Monson-Sultana Joint Union Elementary School District	Roberto Vaca Superintendent/Principal	rvaca@msschool.org (559) 591-1634

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-25	21	21						

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science		2			

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

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.

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 LCAF development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

- 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.

Monson Sultana conducts annual surveys of families, students, and staff and analyzes that information from that and other culture indicators to determine strengths, and areas of need. We continue to work on supporting our families. This is always ongoing work and requires consistent communication and relationship building activities, which we have built into our LCAP.

- 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.

An area of improvement would be to provide additional staff training and communication tools for 2026-27

- 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.

Provide staff training so that all staff have tools for working with the diverse needs of our families.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

The district provides significant family resources to support their work with student learning, in the home. This includes technology tools to access learning suites from home, parent conferencing that discusses next learning steps for their child, and regular home-school communications

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

Parents continue to ask for more assistance/ ways that they can support their child's learning.

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

We will continue to provide families with information, and parent education trainings so that they can better support their children at home.

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	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.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
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.

The district has made gains in the area of increasing opportunities for parent participation in decision making and planning.

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.

There is a challenge in the area of helping parents feel comfortable coming for more business-related events rather than student-performance/recognition events. There are also challenges with parent time to attend such events

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.

Continue offering multiple opportunities and formats for parent input, reaching out for parent involvement in committees and input sessions, and include this in parent training programs.

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

CDE 2025 Dashboard

Our overall suspension rate was 4.8% of students being suspended at least once during the school year. This was an increase of 0.6% from prior year data. Homeless and Students with Disabilities subgroups performed in the "Red" Category on the Dashboard with increases of 5.2%, and 14% respectively.

Chronic Absenteeism increased, overall to 7.6%, an increase of 0.7% from the prior year. No subgroups were in the "Red" performance category.

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

Overall, the actions in our LCAP continue to support improvements in attendance and reductions in suspensions. Our PBIS program is having a positive effect on students. There was an increase in suspension last year, and our team has determined that it was primarily due to incidents with multiple students. Similarly, there was a slight increase in chronic absenteeism. As a small school, these affect our mathematical percentages disproportionately.

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

We are continuing with our three year plan (LCAP) which includes Goal 2 addressing culture and safe learning environments.

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

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

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

The district uses classroom walkthroughs, analysis of lesson plans, and analysis of school master schedules and student schedules to determine the extent to which all students have access to and are enrolled in a broad course of study.

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)

100% of our students have access to a broad course of study.

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)

There are no identified barriers at this time.

4. 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)

We will continue the pattern of scheduling we have been using, as it is effective.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: 9.5 ADOPTION OF THE 2026-2027 DISTRICT BUDGET

ATTACHMENTS: DISTRICT BUDGET

DISCUSSION:

The 2026-2027 Budget is presented to the Board for Adoption.

RECOMMENDATION: The Superintendent recommends that the Board approve the 2026-2027 District Budget.

PROPOSED ACTION: APPROVE

2026-2027 Adopted Budget - General Fund Summary

Description	2025-2026 Estimated Actual	2026-2027 Adopted Budget	% Difference	Change
Revenues:				
LCFF Revenue	\$ 6,828,876	\$ 7,030,446	3.0%	\$ 201,570
Federal Revenues	\$ 619,253	\$ 523,764	-15.4%	\$ (95,489)
Other State Revenues	\$ 1,835,263	\$ 1,636,719	-10.8%	\$ (198,544)
Other Local Revenues	\$ 401,493	\$ 132,825	-66.9%	\$ (268,668)
Total Revenues	\$ 9,684,885	\$ 9,323,754	-3.7%	\$ (361,132)
Expenditures:				
Certificated Salaries	\$ 3,109,814	\$ 3,049,149	-2.0%	\$ (60,665)
Classified Salaries	\$ 1,467,730	\$ 1,488,462	1.4%	\$ 20,732
Employees Benefits	\$ 2,401,060	\$ 2,404,830	0.2%	\$ 3,770
Books and Supplies	\$ 671,782	\$ 606,978	-9.6%	\$ (64,804)
Services and Other	\$ 2,134,214	\$ 2,455,941	15.1%	\$ 321,727
Capital Outlay	\$ 624,962	\$ 641,289	2.6%	\$ 16,327
Other Outgo	\$ 133,570	\$ 137,399	2.9%	\$ 3,829
Transfers of Indirect Costs	\$ (22,809)	\$ (23,266)	2.0%	\$ (457)
Total Expenditures	\$ 10,520,324	\$ 10,760,782	2.3%	\$ 240,458
Excess(Deficiency) of Revenue over Expense:	\$ (835,438)	\$ (1,437,028)	72.0%	\$ (601,590)
Beginning Fund Balance	\$ 5,346,162	\$ 4,510,723		
2025-26 Projected Ending Fund Balance	\$ 4,510,723	\$ 3,073,695		
		<i>Fund Balance Reserves</i>		
2026-27 Projected Ending Fund Balance				
		8,000		Revolving Fund
		25,000		Bus Repair
		25,000		Litigation
		100,000		Well (Drinking Purposes)
		78,595		GASB 45 Trust Annual Contribution
		109,228		Retiree H&W (6 FTE)
		95,917		1.44% Super COLA set aside
		758,655		Restricted Fund Balance
		\$ 1,873,300	17.41%	2026-27 Projected Ending Fund Balance
2027-28 Projected Ending Fund Balance				
		\$ 2,137,827		
		<i>Fund Balance Reserves</i>		
		8,000		Revolving Fund
		78,595		GASB 45 Trust Annual Contribution
		91,023		Retiree H&W (5 FTE)
		96,511		1.44% Super COLA set aside
		489,337		Restricted Fund Balance
		\$ 1,374,361	13.64%	2027-28 Projected Ending Fund Balance
2028-29 Projected Ending Fund Balance				
		\$ 1,266,566		
		<i>Fund Balance Reserves</i>		
		8,000		Revolving Fund
		78,595		GASB 45 Trust Annual Contribution
		72,818		Retiree H&W (4 FTE)
		97,094		1.44% Super COLA set aside
		429,826		Restricted Fund Balance
		\$ 560,233	5.89%	2028-29 Projected Ending Fund Balance

2026-2027 Adopted Budget - General Fund Summary

Description	Projected Budget	
Revenues:		
Revenue Limit	\$ 7,030,446	
Federal Revenues	\$ 523,764	
Other State Revenues	\$ 1,636,719	
Other Local Revenues	\$ 132,825	
Total Revenues	\$ 9,323,754	
Expenditures:		
Certificated Salaries	\$ 3,049,149	
Classified Salaries	\$ 1,488,462	
Employees Benefits	\$ 2,404,830	
Books and Supplies	\$ 606,978	
Services and Other	\$ 2,455,941	
Capital Outlay	\$ 641,289	
Other Outgo	\$ 137,399	
Transfers of Indirect Costs	\$ (23,266)	
Interfund Transfers Out	\$ -	
Total Expenditures	\$ 10,760,782	
Excess(Deficiency) of Revenue over Expense:	\$ (1,437,028)	
Components of Ending Fund Balance		
Beginning Fund Balance	\$ 4,510,723	
Ending Fund Balance	\$ 3,073,695	

2026-27 Projected		
Ending Fund Balance		
<i>Fund Balance Reserves (Revolving Fund)</i>	\$ 8,000	* Excluded from available reserve calculation
<i>Designated for Economic Uncertainties</i>	\$ 430,000	
<i>Bus Repair</i>	\$ 25,000	
<i>Litigation</i>	\$ 25,000	
<i>Well (Drinking Purposes)</i>	\$ 100,000	
<i>H&W Retiree (6 FTE)</i>	\$ 109,228	
<i>GASB45 Trust Annual Contribution</i>	\$ 78,595	
<i>1.44% Super COLA set aside</i>	\$ 95,917	
<i>Undesignated/Unappropriated Balance (Unrestricted)</i>	\$ 1,443,300	
<i>Undesignated/Unappropriated Balance (Restricted)</i>	\$ 758,655	* Excluded from available reserve calculation
	\$ 3,073,695	
Available Reserves		
<i>Designated for Economic Uncertainties</i>	\$ 430,000	
<i>Undesignated/Unappropriated Balance (Unrestricted)</i>	\$ 1,443,300	
Total Available Reserve	\$ 1,873,300	17.41%
Per State Software - Total Available Reserves by %	\$ 1,873,300	17.41%
District's - Reserve Standard Level is 4%	\$ 430,431	4.00%
1% Reserve Level	\$ 107,608	1.00%
2027-28 Projected		
Ending Fund Balance	\$ 1,374,361	
	13.64%	
2028-29 Projected		
Ending Fund Balance	\$ 580,233	
	5.89%	

**2026-2027 Budget (Single Adoption)
Criteria and Standards Review**

			Met	Not Met	Explanations
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than standard for the prior fiscal year, or two or more of the previous three years.	X		
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X		
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X		
4	Local Control Funding Formula (LCFF) Revenue	Projected change in revenue limit is within the standard for the budget and two subsequent fiscal years.		X	Budget Year: District's projected change in LCFF Revenue from prior year 2025-2026 is below district's percentage due to District is funded at higher using prior year ADA than actual ADA or 3 year rolling average
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X	1st & 2nd SY: District unrestricted salaries & benefits increased outside standard due to TOSA certificated 0.11 FTE and BIAs classified 2.0 FTEs due to funding eliminated in LEBRG funds, and positions shifted to LCAP funds
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, other local) are within the standard for the budget and two subsequent fiscal years.		X	BY & 1st SY: Federal revenues decreased due to no anticipated deferred revenue within Title I-IV moving forward funding; USDA ends 25/26; Save the Children grants reduced in 2026/27; BY: State revenues decreasing due to funds in Student Support & Professional Development Discretionary Block Grant and Literacy Screening Professional Development ends 2025/26; 1st SY: State revenues decreasing due to funds ending such as Universal TK and LERBG; 2nd SY: State revenues decreasing due to ASES program contract 3 of 3 ends 2027/28; BY & 1st SY: Local revenues decreased due to donations from 2025/26; Interest projected to decrease in BY & 1st SY; District received Alta Health Care District donation in 2026/27
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, services and other expenditures) are within the standard for the budget and two subsequent fiscal years.	X		
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X		
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X		
9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X		
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X		
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X		

2026-2027 Budget (Single Adoption)

Supplemental Information

		No	Yes	Explanations for "Yes"
S1	Contingent Liabilities		X	District continues to have a pending litigation, contact has continued to be made with an Attorney's Office, Tulare County Counsel, and TCOE. District continues to proactive by setting aside an allocation for these pending litigation costs. District is aware and will be monitoring this issue.
S2	Using One-time Revenues to Fund Ongoing Expenditures	X		
S3	Using Ongoing revenues to Fund One-time Expenditures	X		
S4	Contingent Revenues	X		
S5	Contributions		X	BY: Contributions reduced due to RRM anticipated expenditures less than prior year; Special Friends contribution eliminated in 2026/27 due to no anticipated to received grant from Tulare COE
S6	Long-term Commitments	X		Copier Lease ends September 30, 2026
S7a	Postemployment Benefits Other than Pensions		X	Yes, District does provide postemployment benefits, with a new actuarial dated July 1, 2025.
S7b	Other Self-insurance Benefits	X		
S8	Status of Labor Agreements		X	Negotiations pending for all parties for 2026/2027
S9	Local Control and Accountability Plan (LCAP)		X	
S10	LCAP Expenditures		X	June 16, 2026 Yes, expenditures continued to be tracked in Resource #07200 & #07215 for all unduplicated count.

**2026-2027 Budget (Single Adoption)
Additional Fiscal Indicators**

			No	Yes	Explanations for "Yes"
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X		
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X	Files are prepared for each personnel (credentials), payroll (position control worksheet (PCW) and contracts), and budget (categorical binder).
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	X		
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X		
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X		
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X	District's 2025-2026 has a health insurance plan in both units, certificated and classified, covered by district with no employee contribution.
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X		
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X		
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X		

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **9.6 STUDENT & PARENT HANDBOOK 2026-2027**

ATTACHMENTS: **STUDENT & PARENT HANDBOOK 2026-2027**

DISCUSSION:

The Student & Parent Handbook has been reviewed for the Board's approval for the 2026-2027 school year. Minor changes and/or adjustments include:

- Fast food meals and soft drinks will not be allowed [Pg. 15]
- Air pods and iWatches in the school setting will not be allowed [Pg. 15]
- 8th Grade promotion requirements have been modified. [Pg. 25]
- Awards/Recognition and Perfect Attendance Awards [Pg.15]
- Food modification orders [Pg. 27]
- Immunization changes [Pg. 28]
- Field Trip Chaperones and Classroom Volunteer Requirements [Pg.26]

RECOMMENDATION: **The Superintendent recommends that the Board APPROVE the 2026 - 2027 Student & Parent Handbook as presented.**

PROPOSED ACTION: **APPROVE**



2026-2027 Student & Parent Handbook
Board Approved – June 16, 2026

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Monson-Sultana Joint Union Elementary School District

10643 Avenue 416
Sultana, California 93666
(559) 591-1634 / Fax (559) 591-0717

Dear Monson-Sultana Students and Parents,

We are happy to see you back! Having the opportunity to be your Superintendent/Principal is a great honor, and I am eager to see all of you. **Wednesday, August 12th, 2026**, will be our first day of school.

As a team, we will continue to increase student achievement for all students. We will prioritize the following areas for the 2026-2027 school year:

- School Safety
- Effective, Social, and Emotional Health
- Providing high-quality instruction
- The attendance rate
- The connection between students and their teachers
- Student behavior that is positive
- Parent Involvement

Enclosed with this handbook is the parent notification packet. We are required by law to provide you with these notifications and we must keep a record on file to verify that you were provided with the packet. Please take a few moments to fill out the cover page of the packet and return it to school with your child. Only one page is required per family.

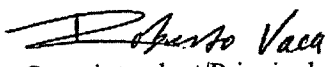
In this handbook, you will find the District's established rules and guidelines that will explain all school matters in detail. Each year, state laws that affect the operation of schools change. This requires our District to periodically update the handbook in order to stay in compliance with current laws and regulations. I encourage you to discuss the rules and regulations in this handbook with your child before signing the confirmation slip indicating that you have read and understood the contents of the handbook. Here are some minor additions or changes that you will also need to be diligent about:

- Fast food meals and soft drinks will not be allowed [Pg. 15]
- Air pods and iWatches in the school setting will not be allowed [Pg. 15]
- 8th Grade promotion requirements have been modified. [Pg. 25]
- Awards/Recognition and Perfect Attendance Awards [Pg.15]
- Food modification orders [Pg. 27]
- Immunizations [Pg. 28]
- Field Trip Chaperones and Classroom Volunteer Requirements [Pg.26]

As always, I encourage you to get involved with your student's education, stay in communication with your student's teachers, and look for ways to support your student. One of the best ways to do this is to get involved in some of the events, booster club, and participate in parent education opportunities. Together, we can make this a great year for your students.

Monson-Sultana Joint Union Elementary School District has a long-standing tradition of excellence and together we will take our school to new heights in service of students.

Here to serve,


Superintendent/Principal

BOARD OF TRUSTEES

The Board meets the first Tuesday of each month at 5:00 P.M., unless posted otherwise.

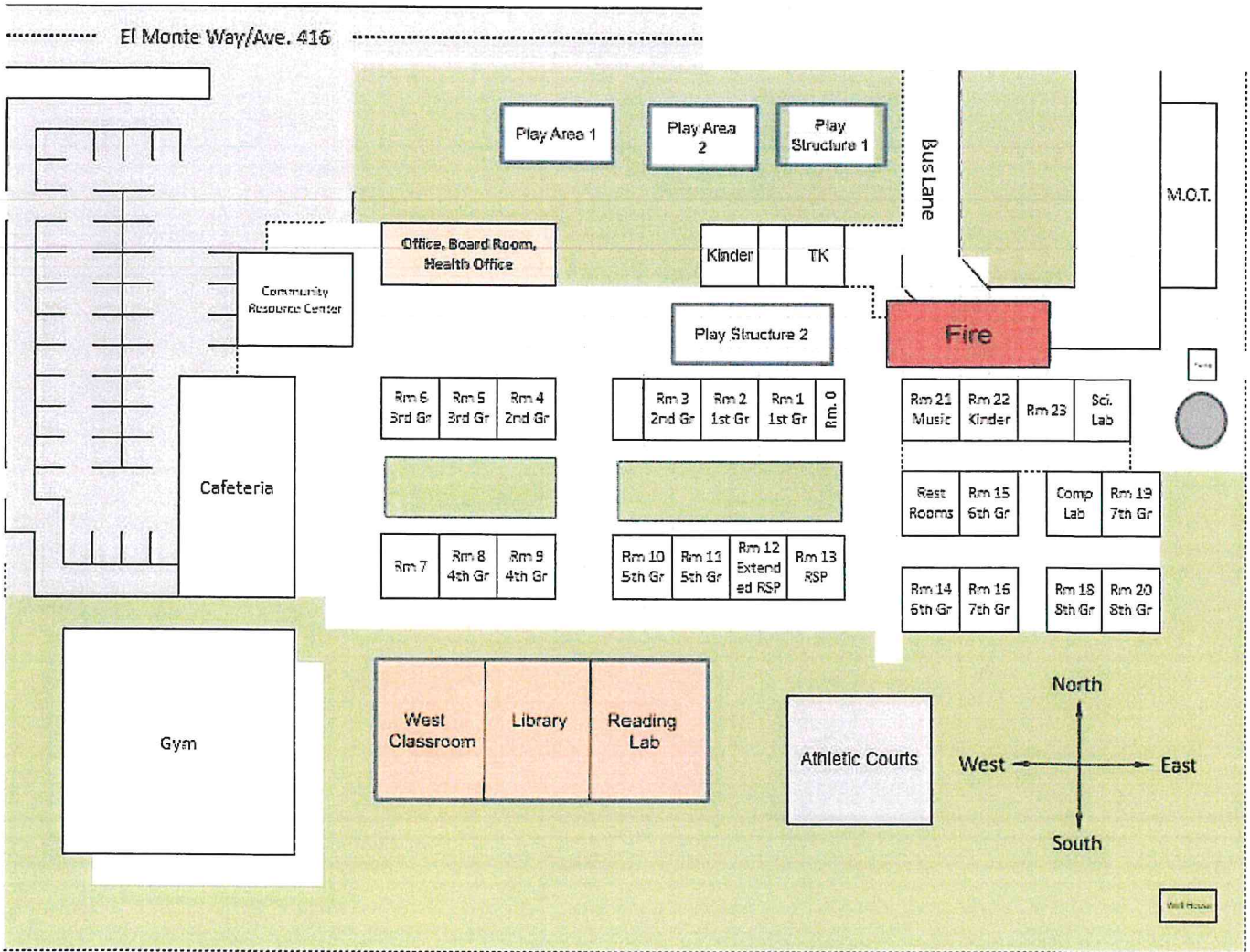
Vicki Worthley	President
Lynn Simmons	Clerk
Annie Davidian	Member
Roy Valdez	Member
Delbert Quintana	Member

MONSON-SULTANA SCHOOL 2026-2027 Board Meeting Dates

*August 18, 2026	5:00 P.M.
September 1, 2026	5:00 P.M.
October 6, 2026	5:00 P.M.
November 3, 2026	5:00 P.M.
*December 15, 2026	5:00 P.M.
*January 12, 2027	5:00 P.M.
February 2, 2027	5:00 P.M.
*March 9, 2027	5:00 P.M.
April 6, 2027	5:00 P.M.
May 4, 2027	5:00 P.M.
June 1, 2027	5:00 P.M.
June 15, 2027	5:00 P.M.

Monson- Sultana School

School Map





MONSON-SULIANA JOINT UNION ELEMENTARY SCHOOL DISTRICT CALENDAR FOR SCHOOL YEAR 2026-2027

July 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	(22)

August 2026 (14)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					(22)

September 2026 (21)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			(22)

District Holidays (15)

- July 3 — Independence Day (Obsv)
- Sept 7 — Labor Day
- Nov 11 — Veterans' Day
- Nov 26-27 — Thanksgiving
- Dec 24 — Christmas Eve
- Dec 25 — Christmas Day
- Dec 31 — New Year's Eve
- Jan 1 — New Year's Day
- Jan 18 — Martin Luther King, Jr.
- Feb 8 — Lincoln's Birthday (Observed)
- Feb 15 — President's Day
- Mar 26 — Easter Friday
- May 31 — Memorial Day
- June 18 — Juneteenth (Obsv)

October 2026 (22)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	(22)

November 2026 (15)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6*	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					(15)

December 2026 (14)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		(14)

Special Dates

- Aug 7-11 — Teacher Inservice Days
- Aug 12 — First Day of School
- Nov 6 — First Trimester Ends
- Nov 16-20 — Parent Conferences Min. Days
- Nov 23-27 — Thanksgiving Break
- Dec 21 - Jan 5 — Winter Break
- Jan 6 — School Back in session
- Feb 26 — Second Trimester Ends
- March 8 - 12 — Parent Conferences Min. Days
- March 22 - March 26th — Spring Break
- May 27 — 8th Grade Graduation
- May 28 — Last Day of School/Trimester Ends

January 2027 (17)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						(17)

February 2027 (18)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26*	27
28						(18)

March 2027 (17)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			(17)

Minimum Days—1:15 P.M.

- November 16-20, 2026
- December 18, 2026
- March 8-12, 2027
- May 28, 2027

April 2027 (22)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	(22)

May 2027 (20)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28*	29
30	31					(20)

June 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			(20)

Legend

	Minimum Day 1:15 P.M. Release
	District Holiday
	P/T Conference Days 1:15 P.M. Release
	School Not in Session
	Teacher Inservice
*	Trimester Ends

Board Approved:
April 14, 2026

**Parent-Teacher
Conferences—1:15 Release**
November 17-20, 2026
March 8-12, 2027

Grading Periods
Aug 12— Nov 6 62 days
Nov 9 — Feb 26 59 days
Mar — May 28 59 days
180 Student Instruction Days

MONSON-SULTANA SCHOOL

BELL SCHEDULE (Regular Day)

Kindergarten/Transitional Kindergarten

8:20 – 10:05	105 minutes of instruction
10:05 – 10:20	15 minutes of recess
10:20 – 11:15	55 minutes of instruction
11:15 – 11:45	30 minutes of lunch
11:45 – 12:00	15 minutes of recess
12:00 – 2:00	120 minutes of instruction

Grades 1 – 3

8:20 – 10:05	105 minutes of instruction
10:05 – 10:20	15 minutes of recess
10:20 – 11:40	80 minutes of instruction
11:40 – 12:25	45 minutes of lunch/recess
12:25 – 1:45	80 minutes of instruction
1:45 – 1:55	10 minutes of Recess
1:55 – 3:00	65 minutes of instruction

Grades 4 – 8

8:20 – 10:05	105 minutes of instruction
10:05 - 10:20	15 minutes of recess
10:20 – 12:05	105 minutes of instruction
12:05 – 12:50	45 minutes of lunch/recess
12:50 – 1:45	55 minutes of instruction
1:45 – 1:55	10 Minutes of recess
1:55 – 3:00	65 Minutes of Instruction

- Students should be dropped off by parents no earlier than 7:45 A.M.
- Students are not to be dropped off at the East gate. That gate is only for bus loading and unloading.
- Students must report to class at 8:15 A.M.
- Early Release Wednesdays at 1:00 P.M.

FOGGY DAY SCHEDULES

Plan A: 1 hour delay

* Students' class instruction begins at 9:20 A.M.

Kindergarten/Transitional Kindergarten

9:20 – 10:05 45 minutes of instruction
10:05 – 10:20 15 minutes of recess
10:20 – 11:15 55 minutes of instruction
11:15 – 11:45 30 minutes of lunch
11:45 – 12:00 15 minutes of recess
12:00 – 2:00 120 minutes of instruction

Grades 1 – 3

9:20 – 10:05 45 minutes of instruction
10:05 – 10:20 15 minutes of recess
10:20 – 11:40 80 minutes of instruction
11:40 – 12:25 45 minutes of lunch/recess
12:25 – 1:45 80 minutes of instruction
1:45 – 1:55 10 minutes of Recess
1:55 – 3:00 65 minutes of instruction

Grades 4 – 8

9:20 – 10:05 45 minutes of instruction
10:05 – 10:20 15 minutes of recess
10:20 – 12:05 105 minutes of instruction
12:05 – 12:50 45 minutes of lunch/recess
12:50 – 1:45 55 minutes of instruction
1:45 – 1:55 10 minutes of recess
1:55 – 3:00 65 minutes of instruction

Plan B: 2 hour delay

* Students' class instruction begins at 10:20 A.M.

Kindergarten/Transitional Kindergarten

10:20 – 11:15 55 minutes of instruction
11:15 – 11:45 30 minutes of lunch
11:45 – 12:00 15 minutes of recess
12:00 – 2:00 120 minutes of instruction

Grades 1 – 3

10:20 – 11:40 80 minutes of instruction
11:40 – 12:25 45 minutes of lunch/recess
12:25 – 1:45 80 minutes of instruction
1:45 – 1:55 10 minutes of Recess
1:55 – 3:00 65 minutes of instruction

Grades 4 – 8

10:20 – 12:05 105 minutes of instruction
12:05 – 12:50 45 minutes of lunch/recess
12:50 – 1:45 55 minutes of instruction
1:45 – 1:55 10 minutes of recess
1:55 – 3:00 65 minutes of instruction

SCHOOL STAFF

<u>Employee</u>	<u>Position</u>
Adlard, Audrie	Teacher, 5 th Grade
Aguirre, Rosana	TCOE, Extended RSP
Amezcuca, Rafael	Bus Driver/Grounds/Maintenance
Arellano, Carmen	Teacher, 1 st Grade
Arreguin, Katherine	Learning Director
Benavidez, Berta	Food Service Assistant
Vacant	TCOE, Special Education Teacher
Vacant	Instructional Assistant
Caldera, Stephanie	Teacher, Kindergarten
Carbajal, Abraham	Director of Technology
Cervantes, Raquel	Behavior Instructional Assistant
Corcoran, Brandon	Director of MOT
Cortez, Benita	Business Manager/Human Resources
Cuevas, Wendy	Teacher, 4 th Grade
Flores, Gracia	Food Service Assistant
Galeana, Santos	Director of Food Services
Garcia, Caryn	Teacher, 4 th Grade
Garcia, Jesus	Bus Driver/Grounds/Maintenance
Garza, Adrian	PE Instructional Assistant
Gomez, Elva	TCOE Instructional Assistant
Gonzalez, Florencia	Teacher, 3rd Grade
Gonzalez, Priscilla	Teacher, 6 th Grade
Gonzalez, Ventura III	Bus Driver/Grounds/Maintenance
Gutierrez, Mariana	Clerk/Receptionist
Guzman, Anna	TCOE, School Psychologist
Harlow, Alyssa	TCOE, Speech Pathologist
Huerta, Samantha	Instructional Assistant
Jimenez, Maria	Behavior Instructional Assistant
Larralde, Michelle	Teacher, 6 th Grade
Lopez, Mari	Health Service Aide
Martinez, Joel	Technology Assistant
Marquez, Kaylie	Teacher, 8th Grade
Mendoza, Melissa	Teacher, 2 nd Grade
Vacant	Instructional Assistant
Miller, Stephen	Teacher, 7 th Grade
Miramontes, Erica	Teacher, 1 st Grade
Montejano, Jaqueline	Administrative Assistant
Montejano, Melinda	Teacher, Transitional kindergarten
Montelongo, Candyce	Library Technician
Moreno, Elva	Food Service Assistant
Navarrette, Benjamin	Learning Director
Ortega, Mayra	Teacher, 8th Grade
Ortiz Nino, Lucero	Instructional Assistant
Peralta, Mosera	Teacher, Kindergarten
Quintana, Kari	Instructional Assistant
Reyes, Juan	Counselor
Rico, Joseph	Teacher, 7 th Grade
Robledo, Jennifer	Social Worker
Rodriguez, Braulio	Physical Education Teacher/Athletic Director
Rubalcaba, Damien	Bus Driver/Grounds/Maintenance
TBD	Teacher, Music
Simmons, Marissa	Instructional Assistant
Solorio, Gina	Teacher, Transitional kindergarten
Vaca, Roberto	Superintendent/Principal
Valdez, Melissa	Teacher, 5 th Grade
Vaughn, Briseida	Behavior Instructional Assistant
Vega, Miriam	Counselor
Villanueva, Dulce	Teacher, 3rd Grade
Wagenleitner, Kristyn	Teacher, 2 nd Grade
Williams, Cindy	Instructional Assistant
Zaragoza, Catalina	Instructional Assistant
Vacant	Teacher, Reading Specialist

AFTER SCHOOL

Students must go home directly after school unless they have been assigned to detention or if they are participating in an extra-curricular activity. Students are not allowed to stay on campus and play, but they may return to the south playground area after 4:30 p.m. If you pick up your children, please ensure that you pick them up when school is dismissed.

Monson-Sultana is proud to offer an after school program to students in grades K-8. The After school program, Future Unique Enthusiastic Leaders (FUEL) runs from the dismissal of school (3:00 most days) until 6:00 p.m. Students are required to attend the full three hours each day. Transportation is the responsibility of parents or guardians (this includes students who normally would walk home). You may obtain an application for the FUEL program at the front desk in the main office.

ANTI-DISCRIMINATION POLICY

The Superintendent/Principal is responsible for the implementation and enforcement of the Anti-Discrimination policy. Board Policy 0410(a) states that, "District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group, age, religion, marital or parental status, physical or mental, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics."

Any allegation of discrimination, harassment, intimidation, or bullying shall be investigated immediately by the Superintendent/Principal (see "Complaints" section of this handbook).

ATTENDANCE

There is much your child will be expected to learn in the new school year and we are very excited to help them achieve these goals. As parents, we hope you will give your child and the school your total support and cooperation as we strive to meet the state standards and prepare your child academically for a successful future. If your child plays sports, their attendance may impact their eligibility to participate.

One critical demonstration of your support is ensuring that your child attends school regularly and promptly. Attendance is also a legal obligation. California has a compulsory attendance law which requires students to attend school. Education Code Section 48200 states the following: *"Each parent, guardian, or other person having control or charge of a child between the ages of 6 and 18 years is responsible for sending their child to public schools for the full time in which the public schools of the city, county, and or school district in which the child lives, are in session."* In order to avoid the SARB (School Attendance Review Board) process, each child should miss no more than 10 days throughout the entire school year.

Why is Daily Attendance so Important?

One of the most important predictors of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence. Trying to catch up on days of missed instruction can be an overwhelming and frustrating experience for many children. Make sure that when your child misses school, it is only for a legitimate reason. Babysitting and family outings are not legitimate excuses. Special provisions can be made with your school principal for a limited amount of independent study for students who must miss school. Research has shown that students who have good attendance generally achieve higher grades, enjoy school more, and are more successful after leaving school.

What Can Parents Do?

Impress upon your child the importance of prompt and regular attendance. If your child does miss school, clearly state the reason for the absence in your phone call, note or ParentSquare App. Be sure to read all communication from your school. Your school might be trying to notify you about an attendance problem that you didn't even know existed. If you are concerned about your child's attendance, call your school.

Excused Absences

The following shall be considered excused absences:

- a) A student who is temporarily ill or injured or whose absence is approved by the principal on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature, which cannot be taken care of outside of school hours. If a student has a runny nose or mild cough they are able to attend school. However, if a student has a fever, they are unable to attend school until they are fever-free for 24 hours without medication.
- b) A student who is absent for an extended period due to physical, mental or emotional disability. It is imperative that the school be contacted for immediate assistance.
- c) A student who is attending any school-sponsored activity or activities of an educational nature with advance approval from Administration.

The district may require suitable proof regarding the above exceptions, including written statements from medical sources. Make-up work shall be provided for any subject from whom a student has an excused absence unless otherwise determined by the principal. The student must pick up make-up assignments on the same day he or she returns to school. Students are allowed the number of days absent plus one to complete make-up work. A student's absence can only be cleared with verification from a parent or guardian. A note or phone call is acceptable. Although an Excused Absence is "excused", it is still an absence and eliminates students from attendance incentive programs. California law (Ed Code 46010.1) requires that each year parents and students in grades 7-12 are notified that, "school authorities may excuse any student (grades 7-12) from the school for the purposes of obtaining confidential medical services without the consent of the pupil's parent or guardian." Please be aware that even "excused" absences count towards the SARB process. 5 excused absences will result in a SARB letter notification. See page 11 for further explanation.

Unexcused Absences

An unexcused absence is defined as any absence that is not covered as an excused absence. In accordance with state law, the district may impose academic penalties which relate directly to assignments missed while unexcused. Make-up work shall be allowed following an unexcused absence with the goal of providing the student an opportunity to keep up with the class and as an incentive to attend school. Assignments or other graded activities missed during an unexcused absence may be made up within a timeframe and level of credit to be determined by the teacher.

The maximum number of unexcused absences a student may incur before judicial proceedings (SARB Process) are initiated to enforce compulsory attendance is 3 days during any school year. Once a student has accrued 3 unexcused absences in any school year, parents will receive notice that their child has been declared Truant under state law. School administration is required by law to report habitually truant students to the County Probation Department and the District Attorney for possible judicial proceedings against the parents. These referrals may also result in the loss of any state aid through social services.

School Notification and Re-admittance Process Day of Absence

Parent/Guardian should contact the school via phone call, email, note or message through ParentSquare App to confirm student absence. If the parent or guardian has not called within one hour after school begins, office personnel will make a reasonable attempt to contact the parent or guardian to confirm the absence.

Return from absence

When a student returns to school after an absence, he/she will need a note from the parent or guardian and or a medical doctor, dentist or other health provider as appropriate stating the reason for the absence. State law requires a written confirmation of any absence.

Tardiness

Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, teachers may require tardy students to make up any lost instructional time during recess or lunch periods. Tardies of more than 30 minutes shall be counted as an unexcused absence for the period and count toward the total of 3 unexcused absences for determining Truancy, which will result in SARB letter notification.

Students will not be counted as tardy on a "Foggy Day" unless they arrive after the last student bus has arrived (9:00 for Plan A, 10:00 for Plan B).

If a student repeatedly reports to school tardy, they will be subject to disciplinary action. Three tardies per attendance period will result in a detention.

STUDENT ATTENDANCE REVIEW BOARD (SARB) *PLEASE be advised**

School Attendance Review Board (SARB) identifies attendance/behavioral patterns of students which the school works collaboratively with parents/guardians and available school and community resources to solve school attendance issues and behavior problems through the use of the SARB process.

SARB Letter #1

The parents are to be notified by mail or given written notice in-person of their child's truant status. A conference with the parent will be offered at this time to discuss solutions to the truancy problem (E.C. 48260.5). This notice of truancy originated by the school site and is considered the first notification of truancy.

- 3 Truant Events (unexcused tardies of excess of 30-minutes and/or unexcused/unverified absences)
- 5 Excused Events
- Or any combination thereof

Contact with School Official and Parent(s)/Guardian:

After the first truancy notification has been printed and mailed, a conference with school officials and the parent(s)/guardians will be conducted via telephone or in-person.

At this meeting, school officials will discuss the current attendance record of the pupil.

SARB Letter #2

A second letter of truancy will be mailed or given in-person to the parent of the pupil who has been absent or tardy in the excess of 30-minutes from school without valid excuse on one or more days after being recognized as a truant (E.C. 48261). At this time a parent conference must be scheduled. The school's efforts to resolve the attendance problem will include contact with the parent(s) through letters, phone calls, home visits, conferences, and/or a school attendance meeting. Directives will be reviewed and signed.

- A total of 5+ Truant Events (unexcused tardies of excess of 30-minutes and/or unexcused/unverified absences).
- A total of 9+ Excused Events
- Or any combination thereof

SARB Conference with School Official and Parent(s)/Guardian:

After the second truancy notification has been printed and mailed, a conference with school officials and the parent(s)/guardians will be scheduled. At this meeting, school officials will discuss the current attendance record of the pupil.

SARB Letter #3

Should the attendance problem persist in that another unexcused/unverified absence or truant tardy in excess of 30-minutes has occurred, a **third notice** or **habitual tardy notice** will be mailed via **certified mail** to the parent(s)/guardians (E.C. 48262).

- Additional unexcused or unverified absence, or
- 10% of the school year missed (combination of excused and unexcused absences)
- Additional Truant Event

SARB Hearing

After the third SARB letter is sent via certified mail, the school will schedule the student for a SARB hearing at the school.

- All involved parties will be notified regarding the time/date of SARB hearings.
- SARB packets will be provided for panel members (school official, SRO, attorney, administrative assistant/interpreter).
- Packets are to include: pupil's attendance to-date, demographic information, and any other pertinent information the school thinks is relevant to the SARB process (discipline report, if applicable/ doctor notes).

COURT ATTENDANCE REVIEW BOARD (CARB) Referral Process

After the student has been placed on a SARB contract, and if the hearing should not bring about improved attendance, students and parents will be referred to Court Attendance Review Board (CARB) for further action when the contract is broken. The CARB request with current attendance attached will be submitted to school officials and a complaint will be filed with Tulare County Superior Court. The district encourages parents to communicate and work with school officials to positively impact student attendance.

Additional information detailing the SARB process will be provided separately in a mailer.

ATHLETICS

Athletic Code of Conduct

Monson-Sultana School is proud of its athletes and athletic programs. We think of our athletes as leaders, and as such, they are expected to maintain and exhibit qualities of outstanding character, sportsmanship, and leadership at all times. Being a member of an athletic team at Monson-Sultana School is a privilege that is earned through positive behavior, academic excellence, regular attendance, and exemplary sportsmanship.

Participation in athletics, like other extracurricular activities, is contingent upon students meeting certain standards of conduct and maintaining academic standards. The rules and regulations for athletes adopted by the Monson-Sultana Board of Trustees will be known and referred to as the Monson-Sultana School Athletic Code of Conduct. The consequences for failing to abide by the Athletic Code of Conduct are outlined in detail in the following page(s). In the event an incident occurs that is not addressed in the Code, the Athletic Director and the Principal will determine what, if any, action will be taken.

The purpose of the Athletic Code of Conduct is to promote an understanding of what is required to participate in the M-S School athletic program. Students should carefully consider their time, academic responsibilities, physical and physiological readiness, and team requirements before making the commitment to try out for an athletic team. Coaches will conduct try-outs for each athletic team and determine who is selected to be on the team.

We encourage all students to participate in athletic activities. All athletes and their parents are required to read the Athletic Code of Conduct and sign the "Acknowledgement of Receipt" page at the back of this packet. An athlete will not be allowed to participate in any games until this sheet is signed and returned to the Athletic Director or coach. If you have any questions regarding the athletic programs or this Code of Conduct you are encouraged to contact our Athletic Director, Mr. Rodriguez. Go Raiders!

Code of Conduct for Athletes & Parents

1. All athletes will show respect for teachers, coaches, and fellow students.
2. All athletes will maintain good attendance.
3. All athletes will maintain a 2.0 (a "C" average) grade point average.
4. All athletes will have no more than one (1) "F".
5. All athletes will be respectful of all officials at all times.
6. All athletes will control his/her temper at all times.
7. All athletes will use appropriate language at all times. Profanity or vulgar gestures will not be tolerated.
8. All athletes will abide by school rules and discipline policies as set forth in the District Handbook.
9. All parents, guardians, or other family/friends attending games must demonstrate good sportsmanship or they will be asked to leave.

Absences or Tardies

1. If an athlete is absent from school on the day of a game they are not eligible to play in the game, travel with the team to the game, or sit on the bench with the team during the game.
2. If an athlete is absent from school they are not allowed to attend practice that day.
3. If an athlete had 3 tardies during the season, they will not be allowed to practice or play in any games for a period of one week commencing on the day of their third tardy and ending 1 week later. If this extends over a weekend in which there is a game or tournament, the student is not eligible to play on the weekend.
4. If a student has 2 unexcused absences during the season, the same applies as in number 3 above.

Academic Eligibility

1. Athletes must maintain a "C" average. The Athletic Director will work with the teaching staff to ensure student athletes maintain a 2.0 GPA. Students who do not meet a 2.0 GPA will be declared ineligible.
2. Athletes who fail to complete assignments will be given detention and not allowed to play or practice on the day assigned to detention.
3. Progress reports are issued every two weeks. If an athlete is placed on academic probation, their standing will not be reconsidered until the next progress report is issued.
4. Athletes assigned to mandatory academic interventions, detentions, community service, or Saturday School will complete all requirements before participating in athletic activities.

Behavior

1. Any student who is suspended from school for an Education Code violation during a season will be removed from the team for the remainder of that season. It is also possible that he/she may be ineligible to participate in other sports or activities depending on the severity of the offense.
2. If students are suspended they are not allowed on school grounds during the suspension and as such, will not be allowed to attend practices or games as a spectator or participate in any capacity.
3. Any student who is given a citation will not be allowed to participate in any team activity (including practice, traveling with team to games/tournaments, award ceremonies, etc.) for a period of 1 week. This also includes any weekend games or tournaments.
4. Any student who receives their second citation during the season is not allowed to participate in school activities for 25 school days. A third citation during a season will result in the loss of all extracurricular activities for the school year.
5. Any student who is assigned a detention is ineligible for all team activities for the day of the detention.
6. Any student who is on independent study due to an expulsion, suspended expulsion, or other discipline related issue is ineligible to participate in athletics.

Physical Examinations

A student athlete must have a current physical on file prior to competing in any athletic tryout, practice, and/or contest. Physicals are good for one year. This is a student safety issue. No exceptions will be made.

School Uniforms

1. School uniforms should only be worn for games or sanctioned team events. Coaches may allow athletes to wear jerseys on the day of games as directed.
2. It is the responsibility of the athlete to maintain their uniforms. If a uniform is damaged during a game or practice the school will either issue a new uniform or repair the damaged one.
3. Students will not be allowed to participate in any extracurricular activities or play on other athletic teams until uniforms are either turned in or reimbursement is made for lost or damaged items.

Sports Transportation

1. All students will be transported to and from sporting events in a school bus or school van.
2. If a parent wishes to transport their child home from a sporting event they may do so by signing them out with the coach/Athletic Director. This process releases the child from the responsibility of the school.
3. If a child other than the parent's child is to be transported by someone other than their parent/guardian, the same rule for bussing applies (written consent from the other child's parent granting permission).

AWARDS/RECOGNITION

Award Assemblies

Award assemblies will be held each trimester to honor students for their achievements in Language Arts, Math, PE, Music, and The Raider Award (Positive Character/Behavior) for each trimester.

*Perfect attendance awards will be given on a monthly basis via attendance challenges. The requirements are as follows:

- Must be at school all day
- Tardies and/or leaving early must be excused with a doctor's note
- Independent studies if completed based on the guidelines

All year perfect attendance will be celebrated at the end of the year awards assembly.

BACKPACKS

Backpacks are permitted for students provided they do not cause a disruption to the learning environment. Students are responsible for the contents of their backpack. They may not be used to conceal any toys, weapons, or any other items that are illegal or not allowed on the Monson-Sultana campus. Monson-Sultana School is not responsible for lost or stolen backpacks, or the items stored in the backpacks. Students may choose to use a backpack at their own risk. If a backpack becomes a disruption to the school environment in any way, a student may not be allowed to continue to bring a backpack for the remainder of the year as determined by Administration.

BALLOONS, FLOWERS, AND FOOD DELIVERIES

No balloons, flowers, or food may be delivered to students in class. All deliveries must come to the office. Office personnel will notify the teacher who will determine when the item may be picked up. Also, please note: If you would like to celebrate your child's birthday at school, it needs to be pre arranged with the classroom teacher and typically will be held the last 15 minutes of the school day to ensure that the learning process is not interrupted. **Deliveries of fast food meals or drinks will not be allowed, especially during and for lunch.**

BICYCLES

If your child rides a bike to school, he/she must walk the bike while on school grounds and use the bike rack provided on campus. We encourage students to lock their bike to secure it properly.

Do not ride around the parking lot or in the vicinity of the school. Bikes are private property, and are not to be tampered with or ridden without the owner's permission. In such an event, disciplinary action will be taken, and the student will be required to cover the costs for any damage to bikes. The school assumes no financial responsibility for any damage or theft.

BRINGING INAPPROPRIATE THINGS TO SCHOOL (EDUCATION CODE 48900k)

There are some things which a student must not bring to school because they are dangerous to the student or other students, or they interfere with the rights of others to learn. Things that must not be brought to school include, but are not limited to, personal electronic devices such as iPods, video games, air pods. Other items not allowed in school include: toys, games, water balloons, fireworks, lighters, matches, medications, laser pointers, or any other item determined to be dangerous or disruptive to the educational environment by the Administration.

Inappropriate items will be confiscated and turned over to Administration. Depending upon the seriousness of the offense, detention, citation, and suspension or expulsion procedures will apply and law enforcement may be summoned. **The school district is not responsible for the loss of personal items brought to school.**

BUS TRANSPORTATION

Riding the bus to and from school is a privilege, not a right. School districts are not required by law to provide transportation for students. Any student who fails to abide by the following rules and procedures may lose that privilege.

Because a bus passenger's behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus, including on field trips and other special trips. School personnel, parents/guardians, and students themselves must all see that these regulations are followed. Bus drivers have the authority to issue detentions or citations to students who do not follow these instructions:

1. Riders shall follow the instructions and directions of the bus driver at all times. (cf.3542) – of School Bus Authority Drivers.
2. Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall remain seated while the bus is in motion and shall not obstruct the aisle with their legs, feet or other objects. When reaching their destination, riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.
5. Riders should be courteous to the driver and to fellow passengers.
6. Serious safety hazards and distraction of the bus driver can result from noise or inappropriate behavior. Loud talking, laughing, yelling, profanity, singing, whistling, scuffling, throwing objects, smoking, eating, drinking, standing and changing seats are prohibited actions which may lead to suspension of riding privileges.
7. No part of the body, hands, arms or head should be put out the window. Nothing should be thrown from the bus.
8. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
9. No animals shall be allowed on the bus.
10. Riders should be alert for traffic when leaving the bus.
11. All passengers will be quiet while the bus is stopped at railroad crossings.
12. On the bus ride home, the next student to exit the bus will sit to the driver's immediate right. The bus driver may assign seats as needed.
13. A student who rides the bus to school must ride the bus home unless the parent/guardian notifies the school in writing.
14. Parents who are requesting that their child be dropped off at another child's home must submit a note from both sets of parents prior to 11:00 am on the day of the changed drop off.
15. Any change in transportation must be approved by the office by 11:00 am the day the change is to take place.

Riders who fail to comply with the above rules shall be reported to the school principal, who shall determine the severity of the misconduct and take action accordingly. In case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the principal, up to the remainder of the school year.

Occasionally a bus rider will refuse to board the bus stating that they are supposed to go home with another student or that they are going to be picked up by a parent. This usually results in a phone call from a worried parent wondering why their child did not arrive home on the bus. As stated in items 13-15, in order to avoid this confusion students must have a written note from each parent involved, submitted to the office **by 11:00 am** the day this will be taking place.

CANINE (DOG) SEARCHES

The Board of Trustees and school administration makes providing students with a safe and drug-free campus a top priority. As a result, the school has contracted with a company who will periodically conduct unscheduled and unannounced searches of classrooms, restrooms, and other areas of the campus. The canine detection company does not inform the school when they will conduct the school visits in order to ensure a completely random testing pattern. These searches are conducted as follows:

1. When the search dogs enter a classroom, the classroom teacher will escort all students out of the room. Search dogs will not enter restrooms if students are inside. At no time will the dog come in contact with students or search students.

2. Once all students have left the room, the dog handler will take the dog around the entire room, allowing it to sniff all furniture, backpacks, trash cans, etc.
3. Dogs are trained to sit when they detect the odor of illegal drugs or alcohol. If a dog “alerts” on a student’s desk or personal items such as a backpack, the principal will bring this student into the room and conduct a search in the presence of the student.
4. If contraband is found, the student will be subject to disciplinary action. If the search does not turn up any contraband, the student will not face disciplinary action.

CELL PHONE USE BY STUDENTS (EDUCATION CODE 48900k)

Ringling or vibrating cell phones disrupt classes and distract students who should be involved in the lesson at hand. Cell phones can be used for text messaging and could be used to cheat on tests/classroom work and allow for access to social media.

Most cell phones have cameras that can be used to take photos of exams or inappropriate and unauthorized photos or other students. Cell phone use by students will not be allowed during school hours. Students are allowed to use the telephone in the office in the event of an emergency (see “Telephone” on page 32). Parents who allow their child to carry a cell phone to school must take responsibility for ensuring that their child keeps the phone turned off and out of view at all times from the moment they step foot onto campus.

School staff that observe a student with a cell phone in hand will confiscate the phone and take it to the office where it will be kept until the end of day. First offense will be a verbal warning, second offense detention, third offense onward will be a citation and a parent will be required to meet with the Administration to retrieve the confiscated phone. Depending upon the seriousness of the offense, detention, citation, and suspension procedures will apply. The school district is not responsible for the loss of cell phones brought to school.

CLASSROOM BEHAVIOR

The primary function of education is to prepare young people to live in the present as they prepare for the future. This preparation calls for a classroom atmosphere that allows the teacher to teach and the student to learn without other students interfering with that process.

Each teacher will inform students of what they expect in their classroom. Their rules are set in order that they can conduct class in an orderly, organized fashion. They are in the classroom to teach. If a student continually shows that he/she cannot obey the rules, cannot follow directions, or will not take advantage of educational opportunities, that student will be removed from the class until he/she is able to demonstrate a sincere effort to behave.

The following school wide expectations for behavior have been developed:

1. Be a person of positive character
2. Be prepared to learn
3. Be safe at all times
4. Be responsible for knowing and following all school rules

Consequences

1. Warning – For a first disruption, the teacher will inform the student that his/her behavior is not acceptable to the classroom situation.
2. Counseling/Notification of Parent – Following the warning, the teacher will meet with the student individually in a counseling session to get a commitment from the student to change his/her behavior. The teacher should contact parents to inform them of the behavioral issues that are taking place.
3. Office Referral – Students who continue to disrupt the classroom following the teacher-student conference and parent notification will be removed from the classroom and sent to the office for corrective disciplinary action.

Each referral to the office will be treated as an individual case and judged on its own merit. The basic goal will be to change inappropriate student behavior to acceptable behavior. We will consider the seriousness of the offense, the conditions under which it occurred, and the student's past school records. Some of the alternatives available are:

- a. Detention after school
- b. Community Service (i.e., campus cleanup, etc.)
- c. Suspension from school.
- d. Expulsion or exclusion from school by Board action.

CLOSED CAMPUS

With the exception of those who go home for lunch and for those students whose parents pick them up at school, the Monson-Sultana School campus is a closed campus. A closed campus means that a pupil must remain on the campus from the time he/she arrives until school is out. If the student rides the bus to school, he/she is expected to ride the bus home, unless written permission is given by the parent to do otherwise.

COMMON CORE STATE STANDARDS (CCSS)

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students receive a quality education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace. For more information on California's CCSS please visit <http://www.cde.ca.gov/re/cc/tl/whatareccss.asp>.

COMPLAINTS

The Superintendent/Principal shall determine whether a complaint should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures (Administrative Regulation 1312.1). All complaints shall be submitted in writing to the Superintendent/Principal. If the complaint is related to the Superintendent/Principal, the complaint should be submitted to the Governing Board. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.

Uniform Complaint Procedures (UCP) concern complaints alleging failure to comply with laws related to unlawful discrimination, harassment, intimidation, and bullying. UCP are also used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state/federal laws in consolidated categorical aid programs, migrant education, child nutrition programs, and special education programs (Board Policy 1312.3(a)).

All complaints shall be investigated by the Superintendent/Principal and resolved within 60 calendar days of the District's receipt of the complaint. (5 CCR 4631)

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630) Complaint(s) alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be initiated no later than six months from

the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 calendar days. (5 CCR 4630) A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Step 2: Mediation

Within three business days of receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the compliance officer shall make all arrangements for this process. Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the District's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3: Investigation of Complaint

Within 10 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

Refusal of the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation, or engage in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegations. (5 CCR 4631)

In accordance with law, the District shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the District to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Step 4: Response

Within 30 working days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the District's investigation and decision, as described in Step 5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision is final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the District's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR)

Step 5: Final Written Decision

The report of the District's decision shall be written in English and, when required by Education Code 48985, in the primary language of the complainant (cf. 5145.6 - Parental Notifications)

The report will contain the following elements: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. Conclusion of law

3. Disposition of the complaint
4. The rationale for such a disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant's right to appeal the District's decision within 15 calendar days to the California Department of Education and procedures to be followed for initiating such an appeal

The District's Williams uniform complaint procedures, AR 1312.4, will be used to investigate and resolve any complaints related to sufficiency of textbooks and instructional materials, facility conditions, teacher vacancies and/or mis assignments.

CYBERBULLYING (EDUCATION CODE 48900r)

Recently enacted legislation allows schools to discipline students in grades 4-12 for engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel. The most common types of Cyber bullying are harassment, threats, intimidation, sexual harassment, or hate violence. The activity must be related to school activities or school attendance and if it occurred off campus, it must cause a substantial disruption of school activities to meet the criteria of the Education Code.

DISCIPLINE

The Monson-Sultana School District utilizes all avenues provided by law for the discipline of students. These include, but are not limited to, advising and counseling students; conferencing with parents/guardians; detention; alternative educational environments; community service; and, if necessary, suspension and expulsion.

The Governing Board recognizes that maintaining an educational environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction for a period of time deemed necessary to correct the behavior of that student.

Monson-Sultana School has a progressive discipline policy. Depending upon the severity or frequency of the misbehavior, school staff may assign consequences that range from simple conferences with the student, to loss of privileges, to detention, to citation, to suspension or expulsion. Each of these is explained in the following paragraphs.

Conference with Student

Staff will conference with misbehaving students, informing them of the rule they are violating and its impact on the educational process of the school. Repeated violations of the same rules by the same student will lead to loss of privileges. Teachers/staff will notify parents of inappropriate behaviors.

Loss of Privileges

Students who continue to violate school rules or who have been found to be in violation of any Education Code 48900 acts will lose school privileges. Students can lose privileges as a result of inappropriate behavior at the discretion of school administration.

Detention

A detention will be given for the following:

1. Disruption in classrooms and on campus; excessive talking or noise-making, throwing objects, and running on sidewalks, hallways, or other non-physical education areas.
2. Chewing gum has become an issue on campus- students will be asked to throw it away and issued a detention.
3. Misuse of any school property (academic or athletic equipment). Depending on the severity of the behavior can also result in a citation as well.
4. Being in improper places, such as but not limited to: outside row of trees, upper graders on primary side of campus (or vice versa), in the office without hall pass, or unassigned restroom.
5. 2nd Dress code violation.
6. Possession of or unacceptable use of electronic devices (if a student brings a cell phone to school, it must be out of sight, turned off, and not used during school except in a time of emergency).
7. Detention and citation guidelines will apply to cafeteria and bus conduct.

8. A detention may also be issued for any conduct deemed inappropriate per discretion of staff member.

Students who receive detention will stay after school for one (1) additional hour. Detention is generally every Monday, Tuesday, Thursday and Friday, but may be rescheduled during short release days, vacation periods, or parent-teacher conference weeks. There will be no detention on Wednesdays due to early release days. The detention notice will specify the date the student is to report to detention. Refusal to sign or return a detention will result in 2 detentions (one for the original detention plus another). If either of these detentions are missed, a citation will be issued or the principal

may suspend the student for defiance of school personnel (Ed Code 48900k). If a parent has questions about the issued detention, the parent is urged to contact the school the same day the detention was issued to avoid further consequences.

Detention will be held Monday, Tuesday, Thursday and Friday from 3:00 – 4:00 p.m. NO detention on Wednesdays. Parents are responsible for picking up their children at the designated time that detention ends. Please remember that students who serve detention are not permitted to ride the bus home. Students serving detention are also **not permitted to walk home after detention**. There is no crossing guard available at that time. Parents are required to pick up their students at 4:00 p.m. after detention.

Citations

A citation is given for **more serious offenses or for multiple detentions/violations**. A student who receives a citation will:

1. Be excluded from all school activities for a period of one week (5 school days from the date of the citation).
2. Be assigned to two (2) after school detentions.

If a parent refuses to sign a citation, the parent may request an appeal to administration. The appeal will be conducted within five (5) school days and a ruling on the disposition of the citation will be made. During the five days prior to the ruling on the citation, the student will not be permitted to participate in any school activities including athletics.

Students who receive two (2) citations in the same trimester will not be allowed to participate in any extracurricular activities including athletics, music performances, and non-educational field trips for 25 school days. Each citation will follow these steps:

Pink Copy – Given to students to take home for parent signature. The student must return the signed white copy the following school day. Failure to return the citation signed by a parent the following day will result in additional consequences.

Yellow Copy – Teacher keeps on file

White Copy – Office

Citations/Suspension or Expulsion

Citations are for offenses/violations more serious than a detention or for further consequence. Suspensions or expulsions are reserved for the most serious violations of the Education Code or when other means of discipline have failed to bring about desired behavior. Some sections of the Ed Code require school administration to contact law enforcement when a student has been found in violation of the law. These are noted below with the following symbol: *

Suspension/Expulsion will be given for the following Ed Code sections, depending upon the severity of the offense, Citation eligibility are cited next to offense:

1. Caused, attempted to cause, or threatened to cause physical injury to another person. *
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects. *
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind. *
4. Unlawfully offered, arranged, or negotiated the sale of any controlled substance as defined in Section 11007 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; and/or sold, delivered, or

otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant. *

5. Committed robbery or extortion. *
6. Caused or attempted to cause damage to school property or private property. *
7. Stole or attempted to steal school property or private property. *
8. Possessed or used tobacco, except as provided in Education Code Section 48901. *
9. Committed an obscene act, or engaged in habitual profanity or vulgarity. *
10. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11364 of the Health and Safety Code. *
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. *
12. Knowingly received stolen school property or private property. *
13. Possessed an imitation firearm. *
14. Committed or attempted to commit a sexual assault. *
15. Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding. *
16. Engaged in, or attempted to engage in hazing. *
17. Engaged in the act of bullying, including, but not limited to, bullying committed by means of an electronic act directed toward a pupil or school personnel (on school grounds or off campus). *
18. Inappropriate displays of affection such as holding hands, kissing, etc. **(citation)**
19. Being out of class without permission. **(citation)**
20. Being off school grounds or in any unauthorized area. **(citation)**
21. Falsely setting off a fire alarm. *
22. Intimidation, harassment, sexual harassment or bullying. Creating a hostile educational environment. *
23. Cheating, lying, forgery, and plagiarism. **(citation)**
24. Throwing food in the cafeteria. **(citation)**
25. Tardiness (K-5th, 3 per attendance period) (6th – 8th, 3 tardies per class) – teachers will keep track of this. **(detention/citation)**.
26. Chewing gum, eating candy, seeds, and drinks other than water. **(citation)**
27. Violation of dress code rules. **(citation)**
28. Possession of a cell phone. **(citation)**
29. Eyebrow notches or other gang-related acts such as whistles, flashing signs, gang-affiliated clothing, or gang writing on notebooks or other school materials. * **(citation)**

A suspension will result in the loss of all non-educational activities for a minimum of 30 school days commencing upon the student's return from the suspension. School administration will determine if more than 30 days is warranted.

Suspension procedures require that an informal conference be held with the student to allow the opportunity to present his/her version of the incident and evidence in his/her defense, and to advise the student of the reason for disciplinary action. Parents shall be given written and/or telephone notification of suspension within 24 hours. Parents or guardians are required by law to respond to the school's request for a conference.

All suspensions are processed by the Superintendent or a designee.

Students may not be suspended for more than five consecutive days, however, suspensions may be extended if expulsion is pending. Suspended students must be allowed to complete and receive credit for all assignments and tests missed during the suspension which can reasonably be provided by the teacher. Suspended students must remain under parent supervision and are not to be on any school campus or attend school activities for the duration of the suspension.

Expulsion

Expulsion is the removal from enrollment in a school or the District as ordered by the Governing Board. Expulsion may be ordered by the Board when other means of correction have repeatedly failed to result in acceptable conduct or if the continued presence of the student causes danger to the safety of others. Pupils may be expelled only for those reasons for which they also may be suspended. State law provides for full due process and rights to appeal any order of expulsion.

Grounds for Expulsion

For specified serious offenses, the principal or superintendent must recommend expulsion (unless it is inappropriate due to the particular circumstance). §48915(a). Whether or not the pupil is expelled is within the discretion of the governing board. For some offenses, the Board has the authority to suspend the expulsion and to request that the family enters counseling and or that the student be placed on independent study. The list of mandatory recommendation offenses are as follows:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

DRESS CODE

The Governing Board believes that the development of attitudes and behavior patterns in dress and grooming should be a part of each student's total educational experience. Dress, hairstyle, or makeup which is of a distracting nature or interferes with the study habits of students in the class or school is not acceptable. Therefore, the Board directs the superintendent to develop proper standards for personal appearance of students in cooperation with students, parents/guardians, teachers, and administrators. These standards shall be made a part of the administrative regulations of the district.

The district is legally and ethically responsible for the establishment of a classroom and campus atmosphere which creates the proper conditions and practice of orderly study. The grooming standards that follow are directed toward the fulfillment of this obligation, attending to the concerns of health and safety, but granting, where possible, a reasonable expression of individual taste. Reflected with these standards is an appreciation for the current trends in style or fashion, but tempered with restrictions regarding extremes that are distracting, dangerous, or simply out of place at school. Clothing worn should correspond with the demands and attributes of the activity in which students participate. The dress code applies to all school functions and activities.

Students will not be permitted to show their membership in gangs by wearing gang colors or symbols, or clothing that signifies affiliation with gang activity. Students will not be permitted to "flash their colors", etc., to show gang membership at any time at school. Because the colors red and blue are the dominant colors of some known gangs in this community we ask that you not allow your children to wear solid blues or solid reds to school. Even though all students who wear solid red or blue colored shirts are not gang members, they could be mistakenly identified as a gang member from another community and may suffer the consequences. You can do your part as a parent in helping reduce the influence of gangs at school.

Footwear standards are aimed toward prevention of accidents and injury. Shoes shall be worn at all times except under specified conditions. Students must also consider physical education requirements in their selection of shoes. Open footwear such as flip-flops, Birkenstocks (or other similar brands), or shoes lacking heel straps are unacceptable and not permitted.

The principal, staff, parents/guardians and students of the school may establish reasonable regulations regarding dress code for students who voluntarily engage in extracurricular or other special school activities. These supplemental regulations shall apply only during the length of the activity involved.

No restrictions on freedom of dress and adornment shall be imposed by the district which may violate a student's civil rights, which impose particular codes of morality or religious tenets, which attempt to dictate style or taste, or which do not fall within the direct or implied powers of the Board.

Appropriate Attire

Simple dresses, skirts, pants, blouses, sweaters, etc. Shorts, skirts, and dresses must be long enough that they extend past the child's fingertips when the arms are extended down their sides. Footwear which is comfortable for walking and

substantial enough to protect feet from sharp objects (including sandals/Crocs provided they are held securely to the feet with straps that are substantial enough they are not likely to break).

Inappropriate Attire

- Clothing which permits direct view of undergarments or see-through material (lace, racer back, etc.)
- Slides, flip-flops, wedges, or shoes without straps/support on heels. Girl's shoes with heels must not be higher than two inches. Bare feet are prohibited at all times.
- Hats and baseball caps are not to be worn in any school building. Caps must be worn with the visor forward, and may not be altered with any writing, coloring or stitching.
- Designs painted on body or face with ink or makeup. Extreme makeup is not appropriate.
- Clothing that displays alcohol, cigarettes, violence or gang affiliation is prohibited.
- Only glasses prescribed by doctors are to be worn to school.
- Tops that are low-cut, cut out or backless, off the shoulder – including midriffs, racer back, halter tops, tube tops, tank tops, and tops with spaghetti straps. Short tops that show mid-section when arms are raised over top of the head. Please encourage your child to wear an undershirt if they want to wear a “half-shirt” to avoid a dress code violation. Even if they have high waisted pants on.
- Apparel with logos or insignias that have alternative meanings representing drugs, alcohol, or other inappropriate meanings are strictly prohibited (some examples but not limited to are: “Cookies”, marijuana plants, etc.)
- Dresses, skirts and shorts that are more than four (4) inches above the top of the kneecap.
- Hairstyles or colors that create undue attention are prohibited.
- Earrings that are larger than the size of a nickel or longer than 1”. Sharp or pointed jewelry (i.e., “gauges) create a safety issue and will not be worn during school hours.
- T-shirts that are longer than the student's inseam line.
- Students are not permitted to wear makeup in grades K-6th. Students in 7th-8th grades may wear light make-up.
- Face, nose and tongue piercing are prohibited.
- Excessively long nails, acrylic (fake) nails (not to exceed 1/2”) that interfere with a student's ability to perform academic and physical tasks (i.e., typing, writing, physical education, etc.) are prohibited.
- No skin-tight or stretch pants (Yoga pants /shorts) without a shirt dress that covers the mid-thigh area.
- Clothing worn to school should not be suggestive, but modest and in good taste.
- All pants or shorts must be worn around the waist. “Waist” is defined by the human anatomy above the top of the hips.
- Hoods shall not be worn indoors and outside during warm weather (administration will determine if weather warrants hoods to be worn outside).
- Holes in pants must not expose bare skin in the upper thigh area or back side below the buttocks. Use the rule for shorts: no open holes where a child's fingertips when the arms are extended down their sides expose bare skin - this will be determined by school personnel.
- Remember that good grooming reflects credit on your school. Dressing according to the occasion, makes you and others around you feel more comfortable. Good grooming refers to cleanliness of the body, use of deodorant, clean clothing and combed hair allows students to start the day with confidence.

Any time there is a question concerning dress or grooming, students or parents/guardians should check with the school principal. Your consideration as parents/guardians is appreciated.

Dress Code Enforcement

Enforcement (all grades K-8): The classroom teacher will notify each child of the content of the dress code. Any violations will be handled by a referral to the principal for appropriate action. Final determination of dress code violation will be made by administration. He/she will then notify parents/guardians by letter or telephone of any action taken.

- **First Referral:** Parents/guardians will be contacted, advised of violations, and reminded of the content of the dress code. Students may be asked to change, issued an alternative garment if necessary or staff will make an adjustment to clothing (pin garment, provide a covering for holes in pants. etc.)

- Second Referral: Parents/guardians will be contacted, advised of the violation, and asked to bring a change of clothes for the student. A detention will be issued for a second violation.
- Third Referral: A citation will be issued and the student will serve two days of detention.

If parents are not able to bring a change of clothes, students will be issued a Monson-Sultana t-shirt for a shirt violation and a pair of proper sized pants and belt for a pants violation (students will be required to tuck in their shirt). All clothing changes will take place in the office bathroom. The clothing issued will need to be washed and returned to the office the following day after the violation occurred. The referral will be logged into the district's student information system for accurate accounting of all student activity.

EIGHTH GRADE INFORMATION

Eligibility to participate in 8th grade activities such as the graduation ceremony and the 8th grade field trip is based on students meeting all of the following requirements:

Graduation Requirements and Graduation Ceremony *

Each year, graduation exercises are held for the 8th grade students who have met the academic and behavioral standards set by the Board of Trustees. In order for a student to be eligible to participate in the graduation ceremony, each of the following must be met:

1. Students may not have more than one suspension during the school year. If a student receives a suspension within 30 school days before the trip (or earlier, if determined by the principal).
2. Students may not receive more than two citations during the school year.
3. Students who owe the school for lost or damaged property will not be eligible.
4. Students must not have been placed on independent study for disciplinary action, safety concerns, or other reasons which may cause a significant distraction or disruption to the event.
5. Students may not miss more than ten (10) days of school during the school year, including **excused** absences, **unexcused** absences, and suspensions. Three unexcused tardies will count as one absence, and three unexcused early departures of more than 30 minutes will also count as one absence. In extreme circumstances, a parent or The guardian may submit a written appeal to the Superintendent for consideration.
6. Students must maintain a cumulative GPA of 2.0 or better for all three trimesters.
7. Any letter grade of an "F" will automatically disqualify a student.
8. Students must complete three (3) hours of approved community service (8th grade staff to pre-approve all community service activities).
9. A combination of two (2) citations and one (1) suspension.

Students who are exempted from participating in the graduation ceremony but who meet all academic requirements will receive a diploma.

If a student has not already been disqualified from the end of year trip/graduation during the first or second trimester, the final determination of eligibility during the third trimester for the trip will be on May 1, 2027, and 8th grade Graduation ceremony eligibility will be determined on May 15, 2027. These are tentative dates and may be adjusted if dates for events are changed for unforeseen reasons.

* Final determination will be made by the administration.

8th Grade Field Trip

Participation in the 8th grade trip is an earned privilege. Due to the nature of the trip, only students who meet the graduation ceremony requirements above will be permitted to take part. This trip entails fundraising and is only possible with the efforts from ALL 8th grade students & their parents.

Final determination of eligibility to participate on the 8th grade trip will be made on May 1, 2027.

Transferring 8th Grade Students

All transfer students entering the school during 8th grade must meet with the superintendent and 8th grade teachers to determine what standards must be met. Newly enrolled students must be in attendance before the third trimester to be eligible for the end of year trip.

FAMILY LIFE EDUCATION, HEALTH, AND SEXUALLY TRANSMITTED DISEASE INSTRUCTION

The parent/guardian has the right to exempt his/her child from educational instruction in health, family life education, and sexually transmitted diseases whenever any part of that instruction conflicts with religious training, beliefs, or personal moral convictions.

The parent/guardian shall be notified in writing when the pupil is offered instruction in health, family life or sexually transmitted diseases at least 15 days prior to commencement of instruction. The parent/guardian has the right to inspect the course materials and the right to request in writing that his/her child not participate in the instruction. The written request is valid only for the school year submitted. Notice will not be given if a description or illustration of the human reproductive organs appears in a text in science or health courses when the texts have been adopted pursuant to law.

FIELD TRIPS

The number of parent volunteers/chaperones that can help supervise students on school field trips are limited by the number of seats available on a school bus. Ideally, the school would like to have the ratios of students to adults as follows, but sometimes limited space on the bus may reduce the number of adults selected:

TK/Kindergarten chaperones:	1 per 3 students
1 st – 3 rd grade chaperones:	1 per 4 students
4 th – 6 th grade chaperones:	1 per 5 students
7 th – 8 th grade chaperones:	1 per 8 students

If there is no space on the school bus transporting students, parents may opt to drive their own vehicle to the location of the field trip; however, the school is not responsible for the cost of gas/transportation and food expenses. Students will still be required to ride the bus with their class if a parent drives their own vehicle. If a parent requests to transport their own child AFTER the field trip they may do so once they have signed their child out from the teacher. This releases the school from liability.

Annual field trips are taken by each class. Parent volunteers are sometimes needed to help chaperone the students on their field trips. Chaperones must be a parent, grandparent, or legal guardian. (Aunts, uncles, brothers, and sisters are **not** permitted to attend field trips).

Field Trips: (3 Categories Approved by the Board)

- All-day Trips – lunch is provided for students and staff only. Chaperones need to bring their own lunch and may store their lunches in the school ice chest during the day. Regular field trips shall be within a 50-mile radius. Cafeteria and transportation shall be notified at least one week in advance. **Each teacher is responsible for seeing that their yard duty schedule is covered.**
- Short Trips – return before lunch is over, there is no lunch provided during the trip.

NEW CHAPERONE REQUIREMENT - EFFECTIVE JULY 1, 2026

Monson-Sultana Joint Union Elementary School District values the contributions of volunteers and encourages parents and community members to support student learning and school activities.

To ensure the safety and well-being of students, all volunteers shall comply with all district requirements, including

volunteer clearance, assessment or testing as required, and any training required by law or district policy. Under Senate Bill 126, all volunteers who supervise, direct, or have direct contact with students may be required to complete Mandated Reporter Training, under Safe School Training, prior to serving as a volunteer. The training provides information regarding the recognition of child abuse and neglect, reporting responsibilities, and student protection requirements.

All volunteers are required to complete mandated reporter training and must provide proof of completion before participating in activities covered by the law and/or district procedures annually. Failure to complete required training may result in denial or suspension of volunteer privileges.

For additional information regarding any volunteer requirements, please contact the school office (559) 591-1634.

FOOD SERVICE

Monson-Sultana School serves breakfast and lunch to all students under the National School Lunch Program, Provision 2. Under Provision 2, students are not charged for school meals.

In order to ensure a safe and orderly environment, the following rules apply to all students when eating in the cafeteria:

- Talk softly and enjoy yourselves, but you do not impose on others.
- Dispose of all sacks and paper from food items in the refuse containers.
- Absolutely no throwing of food or objects in the cafeteria.
- Students are not permitted to bring drinks other than water to school.
- Students should not bring outside food with them to school unless prior staff approval has been granted.
- Glass containers of any type are also not permitted anywhere on school grounds.
- Students may not leave the campus for lunch, unless they walk home for lunch and have a note from their parents giving them permission. Once they return from home, they will be expected to stay on campus.
- Detentions and Citations will be given for inappropriate behavior in the cafeteria.

***Any food modification orders must be obtained from a medical provider for any dietary changes due to food allergies prior to implementation.**

Breakfast Program

Students may participate in the school's breakfast program if they so choose. Breakfast is served each morning from 7:45 – 8:15 a.m. All students qualify for a free breakfast.

Lunch

- A lunch program is provided for all students in grades TK-8.
- Milk for sack lunches will be available during lunch.
- Students with a sack lunch will eat with their class.

Adult Meal Prices

Adult meal prices: Breakfast only \$5.00 Lunch only \$7.00 Milk: \$0.50

GRADES/PROGRESS REPORTING/ASSESSMENTS

A school term is composed of three trimesters. Report cards are sent home with each pupil at the end of each trimester. In addition to report cards, parent-teacher conferences are held twice per year. A pupil must be in the district at least five weeks before he/she can receive a report card.

Four weeks prior to the end of each grading period, teachers are responsible for sending a progress report to the parents of any student who is doing failing or near failing work. If parents have any questions regarding their child's grades or the grading system, please contact your child's teacher.

Grades for students in 6th-8th grade will be available for online access. Grades will be updated at least once every two weeks (1st and 3rd Wednesday of each month).

Report Cards/Progress Reports

Student report cards are issued on a trimester basis. Progress is reviewed during parent-teacher conferences at the beginning of the second and third trimesters. The parent-teacher conference is a well-designed intervention to allow for the parents' direct observation of students' work, attendance, and social behavior expectancies.

The report cards provide parents with an evaluation on how students are progressing in relationship to teacher expectations as well as how they are progressing in relation to the rest of the class and the grade level expectancies.

INDIVIDUAL INSTRUCTION FOR STUDENTS IN HOSPITAL OUTSIDE OF SCHOOL DISTRICT

A pupil, with a temporary disability, who is in a hospital or residential health facility, except a state hospital, shall be deemed to be a resident of the school district where the hospital is located. The parent/guardian has the primary responsibility to notify the school district in which the pupil with the temporary disability is to reside because of the hospitalization. The resident school district will offer individualized instruction if the pupil qualifies unless the pupil's prior school district provides such individualized instruction.

HAZING (EDUCATION CODE 32051)

Monson-Sultana School is committed to protecting its students, employees and school guests from bullying or harassment of any type, for any reason. "Hazing" is a form of bullying done for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event.

No school employee, student, or guest, may engage in bullying or hazing: (1) on school property, (2) at a school related or sponsored event, (3) on a school bus, (4) at a school bus stop; or (5) while the school district employee or student is traveling to or from a location or event described above.

HEALTH/NURSING SERVICES

Communicable Disease Control

Pupils who have a communicable disease are not permitted to attend school. The school should be notified as soon as possible by parents. Pupils will be readmitted to school when the danger of communicating the disease to other students no longer exists.

Students who have been diagnosed with head lice and/or nits shall be allowed to stay at school until the end of the school day. The parent will be allowed one day for treatment. Upon return the next day, a lice check will be performed on that student by the school nurse or designee before he/she is allowed to return to class. *Lice checks/screenings on entire classes are no longer required.

Students who have been diagnosed with pink eye, must see and receive treatment from a doctor. The student will not be allowed to return to school for twenty-four hours after treatment has been administered.

Immunizations

Every pupil below the age of 18 years is required by the California School Immunization Law to be up-to-date with their immunizations (shots) to attend school. Schools are required to enforce immunization requirements and maintain records. **It is required that 7th graders receive a Tdap Booster prior to registration of their 7th grade year.**

Beginning the 2025-2026 school year, all incoming students are required to have two dosages of Varicella.

Beginning with the 2016-2017 school year, the only exemptions granted are for medical reasons. Exemptions must be in writing from a licensed physician and registered through the California Immunization Registry (CAIR-ME).

First Aid and Illness

The nurse's office is located in the office building. If you are ill and need assistance, inform your teacher and receive a pass to the office. Students and their parents should keep teachers and the office staff informed of any special health matter concerning the student. Each student is expected to have a current emergency card on file. (It is very important that the school be notified of any changes to telephone numbers and contact names). Students may not leave the campus when ill without notification of a parent or guardian through the office.

Any campus injury should be reported to a staff member, who will be responsible for filling out an accident report and informing the nurse and superintendent.

Screenings

The State of California mandates vision and hearing screening for students in TK, Kindergarten, 2nd, 5th, and 8th grade students. All students enrolled in these grades and new students to the district will be screened by the school nurse.

The parent/guardian has the right to sign an affidavit of personal belief exempting his/her child from a physical examination, including vision and hearing.

HOMELESS EDUCATION

If your family or the family of someone you know lives in any of the following situations they may be eligible for services and support from the U.S. Department of Education and the National Center for Homeless Education:

- Living in a shelter
- Living in a motel or campground due to lack of an alternative accommodation
- Living in a car, park, abandoned building, or bus/train station
- Doubled up with other people due to loss of housing or economic hardship

The State of California provides homeless children with the right to:

- Receive a free and appropriate education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in school and attend classes while the school gathers documentation
- Enroll in the local school or continue to attend their school of origin if that is feasible
- Receive transportation to and from the school of origin if requested
- Receive education services comparable to those provided to other students

HOMEWORK

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of school staff to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence. Homework grades are modified based on students' individual needs (i.e. IEP, 504 Plans).

Homework assignments include:

- Practice exercises to follow classroom instruction
- Preview assignments to prepare for subsequent lessons
- Extension assignments to transfer new skills or concepts to new situations
- Creative activities to integrate many skills toward the production of a response or product

Time

Actual time required to complete assignments will vary with each student's study habits and academic skills. If your child is spending an inordinate amount of time doing homework, you should contact your child's teacher. Students are encouraged to pursue non-assigned, independent, leisure reading.

Late Work Policies

Students are expected to turn work in on time. Students who turn in late assignments on a consistent basis will receive any of the following based upon individual teacher discretion or grade level policy.

- partial credit

- no credit
- missed reward activity
- communication with parents
- after school detention

Students who fail to return homework assignments and any other school related documents that are considered to be homework may receive a detention for not returning these items. (Example: handbook signature page, permission slips, fundraising slips etc.).

Students who are absent will have the same number of days to make up work that they were absent. For example, if a student is absent three days, they have three days upon their return to make up work without penalty.

INTEGRATED PEST MANAGEMENT (IPM)

The Healthy Schools Act of 2000 was signed into law in September 2000 and required that all schools provide parents or guardians of students with annual written notification of expected pesticide use on school sites. This notification identifies the active ingredients in each pesticide product. The following pesticides may be utilized during the upcoming school year.

<u>Name of Pesticide</u>	<u>Active Ingredient(s)</u>
Siege	Hydramethylnon
Empire 20	Chlorpyrifos
Demon TC	Cypermethrin
Tempo 20 WP	Cyfluthrin
Dragnet FT	Pyrethrin
Roundup Ultra	Glyphosate

You can find more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's Web site at <http://www.edpr.ca.gov> and click on the school IPM Program link.

Parents and guardians may request prior notification of individual pesticide applications at the school site. At the beginning of each school year, people listed on the registry will be notified at least 72 hours before pesticides are applied. If you would like to be notified every time we apply a pesticide, please contact the school at 559-591-1634 and your name will be added to the registry and you will be notified prior to pesticide application.

INTERNET USE POLICY

The Internet was developed as a research tool and it has the potential to be a tremendous resource for students and teachers at all levels. The use of an assigned account must be in support of educational research and within the objectives and goals of Monson-Sultana Joint Union Elementary School District. You must realize that you are personally responsible for this provision at all times when using the electronic information. The use of this information system is a privilege, not a right. Before using the Internet and other on-line resources, each student and their parent/guardian sign and return the Electronic Information Resource Contract. Failure to abide by all terms of the Acceptable Use Policy (AUP) will result in students' loss of technology privileges, and could warrant further disciplinary action depending on the seriousness of the offense.

LEAVING CAMPUS

Pupils are permitted to leave campus only upon the request of the parent or guardian for matters such as medical appointments, necessary trips with parents, etc. Medical appointments should be arranged after school hours when possible and other requests should be kept to a minimum. All students are to be signed in or out when arriving late or leaving school early.

LOST AND FOUND

If you lose an item, check with your teacher and he/she will assist. Students are urged not to bring valuables to school

because of the possibility of losing them. Names should be marked on all articles of clothing and equipment.

MEDICATION WHILE IN SCHOOL

Medication can be given to students during the school day if it is necessary for them to attend school. Before administration of any prescribed medication is given to a student the district must have written authorization from the student's prescribing health care provider and from the student's parent/guardian initiating the request. Prescriptions are also required for over the counter medications, inhalers, nutritional supplements, and herbal remedies.

OFFICE CONDUCT

When a student has business in the office, he/she is expected to be courteous, quiet and take directions from the office staff. No student may come to the office without permission or direction from his/her teacher.

District policy forbids use of the office telephone except in an emergency. All business pertaining to students should be conducted before school starts, if possible.

PETS AND ANIMALS

It is against school rules to have animals at school (mice, rats, snakes, etc.) unless they are part of a class experiment or activity or project, which must first be arranged with the Superintendent and teacher prior to any such activity.

Absolutely no animals may be transported on the bus. **Dogs are not allowed on campus at any time.**

Please ensure that your pets do not follow students to school if they walk or ride bikes. Repeated violations would necessitate calling the animal shelter. We are never sure how an animal would react in a given situation; for the safety of the children, please keep animals at home.

PHYSICAL AND DENTAL EXAMINATIONS

All kindergarten students are required to have an oral health exam provided by a dentist or an exam waiver on file at school. State law requires that the parent/guardian of a pupil entering the 1st grade must submit to the school written proof that his/her child had a physical examination within the time period of 18 months prior to entry and 90 days after entry into the 1st grade.

PICTURES AND PHOTOGRAPHY

Individual pictures of all pupils will be taken twice during the school year, in the fall and later in the spring. Students may bring cameras to school only when given permission by their teacher for special occasions.

PLAYGROUND

Students are to use playgrounds in areas assigned for their grade level, and are expected to play without being too rough (wrestling, piling on, fighting, or any activity that might lead to an injury). Never throw anything! Students who are observed out of their assigned playground area will receive detention. Hanging on basketball rims or nets may result in a citation.

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions

- Postsecondary preparation information
- Fiscal and expenditure data

The most recent SARC for Monson-Sultana School can be viewed on the school's webpage (www.msschool.org). Parents may also request a printed copy in the school office.

SCHOOL HOURS

Students are not to be on school grounds before 7:45 a.m. There is no adult supervision until that time. Once school lets out, students are not to come back to school until after 4:30 p.m. Students are not permitted to attend after school athletic contests unless they are supervised by their parent/guardian. Students are not permitted in the 6th-7th-8th grade classroom area until after the 8:05 a.m. bell rings.

SCHOOL ROMANCE/PUBLIC DISPLAYS OF AFFECTION

School is not the place for young people to openly display their affections for each other. Hand holding, embracing, or any other physical display of affection is not permitted and may result in disciplinary action.

SCICON

As part of the Monson-Sultana School District instructional program, 6th grade students participate in an outdoor education program offered by the Tulare County Office of Education at the Clemmie Gill School of Science and Conservation (SCICON), located eight miles north of Springville on Bear Creek Road at an elevation of 2,300 feet

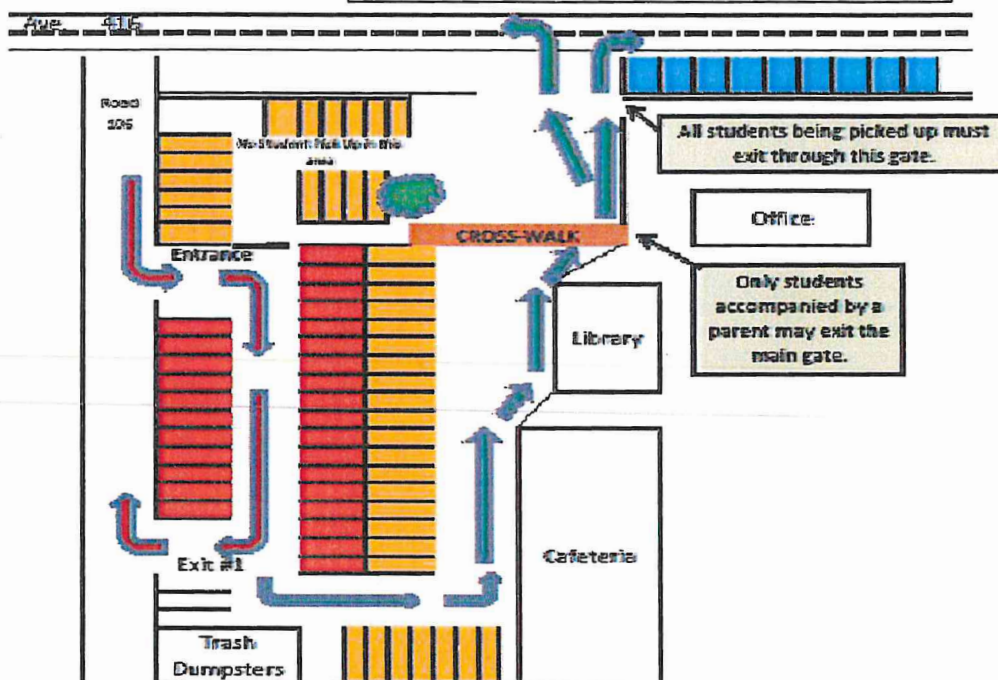
The curriculum for this program includes hiking, physical education, conservation, ecology, geology, California history, and the experience of meeting other students from other schools. The week at camp provides a practical laboratory for such experiences. Before the program, students participate in a week of culminating activities in their own classroom. Therefore, this is an integral part of our social science and science curriculum for our students.

STUDENT DROP-OFF AND PICK-UP

Safety of our students, parents, and staff is the primary concern when it comes to traffic flow in and around our school. Traffic in the parking lot can become very congested, especially after school, which leads to situations in which students are exposed to dangerous situations. In an effort to create a safe and more orderly traffic flow through the parking lot during the after-school pick-up period, the following procedures have been adopted:

- The exit gate near the dumpsters allow parents who park and come on campus to pick up their child to exit the parking lot without traveling through the congested traffic area near the main gate (see the red arrows on the map that follows). These parents should park in the red parking spaces to allow easy access to the new exit (exit #1 on the map).
- A cross walk that extends from the main gate to the area under the large tree in the parking lot allows parents and their children to cross the parking lot safely.
- Parents who wish to remain in their cars and pick up their child should get in the pick-up line (green arrows on the map) and continue to pull forward until they reach the area where students are to be picked up. Students who are being picked up will only be allowed to exit through the gate at the end of the pick-up lane (near the blue parking spaces on the map).

Student Drop-off and Pick-Up Procedures



	Parents may park in red spaces and come on campus to pick up their children. They must return to their car via the orange cross-walk. They may exit the parking lot at the gate near the dumpsters.
	Parents may park in the blue colored spaces and wait until their child comes to the car.
	Parents staying in their cars to pick up children must merge into either the west exit lane or the east exit lane. You should pull all the way to the north filling in empty spaces until your child exits the gate. Do not leave your vehicle.
	Yellow areas are for staff parking and should not be used for student drop off or pick up.

The primary reason for these procedures is to ensure the safety of your children. The parking lot area often becomes congested during drop-off and pick-up times and we encourage you to follow these directions and those of school personnel directing traffic in the parking lot to make certain that every child stays safe.

STUDENT RECORDS

Pupil records maintained by the Monson-Sultana School District consist of personal identifying information, subjects taken, grades received, standardized test results, attendance record, and health record. Pupil records are maintained at each school the pupil attends. The school principal and staff are responsible for maintaining each type of pupil record and the information contained therein.

Pupil records are accessible only to parents or legal guardians; a pupil 16 years or older, or who has completed the 10th grade; or school personnel who have a legitimate educational interest in the pupil. Parents/guardians have a right to revise and challenge the contents of their child's records. Copies of the pupil record may be obtained by the parent/guardian.

SUBSTITUTE TEACHERS

Our school is fortunate to have highly qualified substitutes to help us whenever our regular teachers are ill or are attending conferences. A substitute teacher is an important visitor whose impressions of the school will be carried into the community.

Let us be certain that these are good impressions by being polite, helpful and considerate, as you would be to your regular teacher. Disrespect for substitute teachers will not be tolerated and students will be referred to the principal for disciplinary action.

TELEPHONE

The office telephone may be used by pupils only with the permission of the office staff in addition to a teacher's permission slip. Pupils may use the phone only in the event of an emergency. Pupils will not be called out of class to receive a telephone call.

TEXTBOOKS AND LIBRARY BOOKS

Although all textbooks and library books are furnished free of charge, pupils are required to pay for loss or damage beyond normal wear. If students withdraw prior to the end of the year they must return all library and textbooks or pay the appropriate replacement cost.

TITLE I PARENT INVOLVEMENT POLICY & FAMILY AND SCHOOL COMPACT

Whereas the Monson-Sultana School community recognizes:

- That there is a continuing need to increase the involvement of parents in school-wide activities.
- That parents need information regarding how children grow and develop.
- That there is need for effective home-school communication,

Be it resolved that the Monson-Sultana Elementary School community:

- Will comply with Monson-Sultana School District Title I Board policy 61714, Administrative Regulations.
- Will encourage parent involvement in all school programs and activities.
- Will offer parent information on how children grow, develop, and learn through a variety of planned activities.
- Will offer parent training in helping so they help students review and practice skills learned during the school day.
- Will inform parents regarding all supplemental and district funded programs.
- Will arrange for parents to observe classroom instruction and to volunteer their assistance at school.
- Will involve parent advisory groups in the governance of categorical and other school programs and development of the school plan.
- Will support the attendance by parent advisory members and other parents in parent education conferences and workshops.
- Will implement a Title I "Parent School Compact" program which includes an annual Title I parent information meeting.
- Will conduct a Title I School-Wide Program Evaluation as a part of its Annual School Program Evaluation.
- Will be given an opportunity to comment on the contents of the school plan.

Monson-Sultana Joint Union Elementary School District School-Parent-Student Compact 2026-2027

The staff, students, and parents of the Monson-Sultana School community, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children strive to achieve at the highest standard.

School Responsibilities

The Monson-Sultana Staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that supports children in meeting the state's student academic achievement standards.
- Provide parents with frequent reports on their children's academic and behavioral progress. In each classroom we will provide progress reports through Parent/Teacher conferences, samples of student work, updates on reading, writing and math assessments. We will initiate a parent contact at the first signs of a pattern of behavior that interferes with student learning.
- Set high expectations for staff, students and parents by ensuring challenging curriculum, implementing programs targeted at increasing student achievement and committing to recruit, retain, and train qualified staff. Also, highlight/prepare ways that the parent can advance the learning environment at home.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as appropriate.
- Provide parents reasonable access to staff.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Establish routines to support my child's success in school:
 - appropriate bedtime
 - monitor attendance
 - homework & reading
 - nutrition
 - grooming & hygiene
- Communicate the significance of success in school & its relationship with success in life.
- Volunteer time to the school during the school year.
- Ensure that my child attends school on a regular basis and arrives at school on time.
- Make sure that my child's homework is completed and returned to school on time.
- Stay informed about my child's education and communicate with the school by promptly responding to all notices received from the school district.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and strive to achieve at the highest standard. Specifically we will:

- Attend school regularly and arrive at school on time
- Complete all daily homework and return it to school on time.
- Model the schoolwide expectations for behavior.
- Be an active participant in school activities.

Parent Signature

Student Signature

Teacher Signature

UNPAID BILLS

Students who owe money to the school may lose privileges such as graduation, field trips and special activities. Diplomas and report cards will be held until all debts are cleared. (Bills may accrue each year and must be paid prior to graduation).

VIDEO SURVEILLANCE

The Monson-Sultana School District is committed to nurturing a safe, caring and positive environment. Consequently, the safety and well-being of students and staff while on district property and attending district functions and the protection of district property are important functions of the school district. The monitoring of individuals who enter upon the school grounds or school property is a significant factor in maintaining order and discipline and in protecting students, staff, and visitors on district property. The district recognizes the value of video surveillance systems and monitoring activity on school property or on school grounds, and its use in the maintenance of order and discipline within the school settings. Accordingly, the Board authorizes the use of video surveillance practices, in accordance with the guidelines established within the Board Policy.

VISITORS

Student visitors (cousins, younger brothers, sisters, other relatives, or friends) are **not permitted**. Any person coming onto the school grounds during school hours must first report to the office to secure permission to be on the grounds and/or to conduct any business and/or to see any teacher or student. This law applies to any person, parent, student, salesperson, or police officer.

WITHDRAWAL FROM SCHOOL

If it becomes necessary for a student to transfer to another school before the end of the year, please notify the office and his/her teacher. The student must then return all school property, including textbooks and library books. If textbooks or library books are not returned, parents will be charged the replacement cost for those items. Any other outstanding fines or fees must also be paid; the student's school records will be forwarded upon request to the new school. School records include health records, personal data, and report cards. At no time will report cards be given out prior to the day indicated on the school calendar. All fourth quarter report cards will be given out on the last day of school.

MONSON-SULTANA SCHOOL DISTRICT
Electronic Information Resource Contract

We are pleased to announce that Internet Services are now available to students and teachers in our district. Monson-Sultana School District strongly believes in the educational value of such learning in our district. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Monson-Sultana School District will make every effort to protect students and teachers from any misuses or abuses as a result of their experiences with the internet. All users must be continuously on guard to avoid inappropriate and illegal interaction with the internet. **Please read this document carefully.** When signed by you and, if appropriate, your guardian/parent, it becomes a legally binding contract. We must have your initials where indicated and your signature and that of your guardian/parent before we can provide you with access to the internet. Listed below are the provisions of this contract. If any user violates these provisions, access to the internet may be denied and you may be subject to disciplinary action.

Terms and Conditions of this Contract

Personal Responsibility. I understand that I may only access the Internet with a school staff member in the room. As a representative of this school, I will accept personal responsibility for reporting any misuse of the computer network I am aware of to the system administrator. Misuse can come in many forms, but it is commonly viewed as any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described below. All the rules of conduct described in the District publication entitled "Monson-Sultana School Parent/Teacher/Student Handbook" apply when you are on the network.

I have read and understand this provision. Initial _____

1. **Acceptable Use.** My use of the internet must be in support of education and research and with the educational goals and objectives of the Monson-Sultana School District (these may be found in the District document entitled "Grade Level Expectancies and Standards"). I am personally responsible for this provision at all times when using the electronic information service.
 - a. Use of other organization's networks or computing resources must comply with rules appropriate to the network.
 - b. Transmission of any material in violation of any United States or other state organizations is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secrets.
 - c. Use of commercial activities by for-profit institutions is generally not acceptable.
 - d. Use of the product advertisement of political lobbying is also prohibited. I am aware that the inappropriate use of electronic information resources can be a violation of local, state, and federal laws and that I can be prosecuted for violating those laws.

I have read and understand this provision. Initial _____

2. **Privileges.** The use of the internet is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges. Each person who receives Internet access will participate in an orientation with a Monson-Sultana School District faculty member as to proper behavior and use of the computer network. The school board and the district office will decide what appropriate use is and their decision is final. The system administrator may restrict Internet access at any time deemed necessary. The administrator, staff, or faculty of Monson-Sultana School District may require the system administrator to deny, revoke, or suspend a student's Internet access.

I have read and understand this provision. Initial _____

3. **Network Etiquette and Privacy.** You are expected to abide by the generally accepted rules of computer network etiquette. These rules include but are not limited to the following:
 - a. **BE POLITE.** Never send, or encourage others to send abusive messages.
 - b. **USE APPROPRIATE LANGUAGE.** Remember that you are representative of our school and district on a non-private system. What you say and do can be viewed globally! Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.
 - c. **PRIVACY.** Do not reveal your last name, home address, phone number or address and phone numbers of students or colleagues.
 - d. **ELECTRONIC MAIL.** Electronic mail (e-mail) is not guaranteed to be private. Messages relating to or in support of illegal activities must be reported to the authorities.
 - e. **DISRUPTIONS.** Do not use the computer network in any way that would disrupt use of the network by others.
 - f. **OTHER CONSIDERATIONS:**
 - Do be brief. Fewer people will bother to read a long message
 - Do minimize spelling errors and make sure your message is easy to understand and read.
 - Do use accurate and descriptive titles for your articles. Tell people what it is about before they read it.
 - Do address the most appropriate audience for your message, not the widest.
 - Do remember that humor and satire is very often misinterpreted.
 - Do remember that if you post a message to multiple groups, specify all groups, in a single message.
 - Do cite references for any facts you present.
 - Do forgive the spelling and grammar errors of others.

- Do keep signatures brief.
- Do remember that all network users are human beings. Don't "attack" correspondents: persuade them with facts.
- Do post messages only to groups you know.

I have read and understand this provision. Initial _____

4. **Services.** Monson-Sultana School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Monson-Sultana School District will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, misdeliveries, or service interruptions caused by the system or your errors or omissions. Use of any information obtained via the information system is at your own risk. Monson-Sultana School District specifically disclaims any responsibility for the accuracy of information obtained through its Internet services.

I have read and understand this provision. Initial _____

5. **Security.** Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify the system administrator or your teacher at once. Never demonstrate the problem, notify the system administrator or your teacher at once. This includes, but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.

I have read and understand this provision. Initial _____

6. **Vandalism.** Vandalism is defined as any malicious attempt to harm or destroy hardware or data of the school district, another user, or any other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.

I have read and understand this provision. Initial _____

7. **Updating.** The information service may occasionally require new registration and account information from you to continue network and internet service. You must notify the information system (through your teacher) of any changes in your account information.

I have read and understand this provision. Initial _____

Required Signatures

STUDENT: I understand and will abide by the provisions and conditions of this contract. I understand that any violation of the above provisions may result in disciplinary action, the revoking of my user account, and appropriate legal action. I also agree to report any misuse of the information system to the "Monson-Sultana School Parent/Teacher/Student Handbook" which applies when I am on the computer network.

Student Name (please print): _____

Signature: _____ Date _____

PARENT OR GUARDIAN: (Students must also have the signature of a parent or guardian who has read this contract.) As the parent or guardian of this student, I have read this contract and understand that it is designed for educational purposes. I understand it is impossible for Monson-Sultana School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired on the network.

I also agree to report any misuse of the information system to the Monson-Sultana School District system administrator. Misuse can come in many forms, but can be viewed as any messages sent or described above. I accept full responsibility for the supervision if any when my child's use is not in a school setting.

I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct. I acknowledge that I have received a copy of this contract for my records.

Parent or Guardian Name (please print): _____

Signature: _____ Date _____

SPONSORING TEACHER: I have read this contract and agree to promote this agreement with the student. As the sponsoring teacher, I agree to instruct the student on acceptable use of the computer network and proper network etiquette. I also agree to report any misuse of the information system to the Monson-Sultana School District system administrator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other described above.

Teacher's Name (please print): _____

WILLIAMS UNIFORM COMPLAINT PROCEDURES

The Governing board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 1135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or groups with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. (5CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to health or safety of students or staff, and teacher vacancies and mis-assignments shall be investigated pursuant to the district's Williams Uniform Complaint Procedure (AR 1312.4)

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process.

This may include keeping the identity of the complainant confidential, as appropriated and except to the extent necessary to carry out the investigation or proceedings, as determined by the superintendent or designee, on the case-by-case basis.

The Board prohibits any form of retaliation against any complainants in the complaint process, including but not limited to a complainant's filing of complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in dispute. In accordance with uniform complaint, agree to try resolving their problem through mediation the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

**WILLIAMS UNIFORM COMPLAINT PROCEDURES
NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS:
COMPLAINT RIGHTS**

Parents/Guardians, Students, and Teachers:

Education Code 35186 requires that the following notice be posted in each classroom:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each student, including English learners, must have a textbook or instruction material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe, and functional as determined by the Office of Public School Construction.
3. There should be no teacher vacancies or mis-assignments as defined in Education Code 35186(h) (2) and (3).

Mis-assignments means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

4. To file a complaint regarding any of the above matters, complaint forms can be obtained at the principal's office or the district office, or can be downloaded from the school districts or California Department of Education website.

(This is a sample form for your information)

**Monson-Sultana School District Uniform Complaint Procedure Form
For Education Code Section 35186 Complaints**

Education Code Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or mis-assignment.

The complaint and response or public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: ___ Yes ___ No

Name: _____ Address: _____

Phone Number: Day: _____ Evening: _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- A pupil, including an English learner, does not have standards-aligned textbook or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school.
- Textbooks or instructional materials are in poor unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- A condition poses an urgent or emergency threat to the health or of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows, or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district may determine appropriate.

3. Teacher Vacancy or Misassignment

- Teacher vacancy: a semester begins and a teacher vacancy exists.
(A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment: a teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent of English Learner pupils in the class.
- Teacher misassignment: a teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location):

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. Attach additional pages if necessary to fully describe the situation.

Please file this complaint at the following location: Monson-Sultana School District, 10643 Ave 416, Sultana, CA 93666 (Attn: Roberto Vaca)

(This is a sample form for your information)

MONSON-SULTANA SCHOOL
PHOTO OR PUBLICITY RELEASE

Monson-Sultana School occasionally releases photos or newspaper articles which publicize school activities or accomplishments.

You have the right to request that you and/or your child's name or photograph not be included as part of any publicity.

Please indicate below if you give permission for inclusion of your child's and/or your name or photograph as part of any publicity.

Yes, I give permission to Monson-Sultana School to use my child's and/or my name and photograph to publicize the school.

No, I do not want my child and/or myself to be included in publicity for Monson-Sultana School.

Student Name (Print): _____

Parent Name (Print): _____

Parent Signature: _____

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: 9.7 CLASSIFIED HANDBOOK 2026-2027

ATTACHMENTS: CLASSIFIED HANDBOOK 2026-2027

DISCUSSION:

The Classified Employee Handbook has been updated and revised for the Board’s approval for the 2026-2027 school year. Changes to handbooks are minor as negotiations continue to be ongoing. Certificated Handbook at this time is not necessary as negotiations with MSAT are continuing and most can be found within their Collective Bargaining Agreement (CBA).

RECOMMENDATION: The Superintendent recommends that the Board **APPROVE** the 2026-2027 Classified Handbook.

PROPOSED ACTION: **APPROVE**



HANDBOOK
For
CLASSIFIED PERSONNEL

Board Approved
June 16, 2026

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Introduction

The Monson-Sultana Joint Union Elementary School District (MSJUESD) is governed by a five member Board of Trustees. The Superintendent/Principal is responsible for the overall administration of the school in accordance with state and federal law and the implementation of District policies. We are pleased to have you as a member of our team and hope that you find that the satisfaction gained from doing your job matches the effort you put into your work.

This Classified Employee Handbook has been written to provide information and guidance to Monson-Sultana's classified employees. The District expressly reserves the right to change, add or delete any of the provisions in this handbook at any time. Moreover, given the reality of a complex, ever-evolving organization, the information in this handbook is not all-inclusive. The Classified Handbook is not a contract. This handbook is provided to assist employees in dealing with the day-to-day operations of the school. **It is crucial that all employees read the handbook thoroughly and become familiar with its contents. You will be responsible for enforcing and following the policies contained in this handbook.**

It is likely that as events occur over the course of the school year that additions to the handbook will become necessary. It is also likely that many of the policies and procedures that are set forth in the handbook will change over time. Pay particular attention to the wording of policies. Statements such as "employees must", "employees are required to", or "employees will" indicate actions that are mandatory. This is a quick reference guide. As with all things, when you have questions or concerns you should always check with the superintendent/principal.

Employee Expectations

All employees are expected to demonstrate a professional, cooperative, knowledgeable and courteous demeanor in all interactions with students, parents, colleagues and members of the community. Work attire should reflect the professional responsibilities of an employee's position, exhibiting concern for safety, hygiene, neatness, cleanliness and projecting positive role models for students enrolled at Monson-Sultana School.

At a minimum, it is expected that all employees will follow general and specific work and employment guidelines, carry out instructions and directions appropriately issued by supervisors or administrators and perform job responsibilities in a satisfactory manner. Employees are expected to be regular in attendance, arriving on time and adhering to designated starting and ending times for work, breaks, lunch, prep periods, etc. Employees are advised that supplies, equipment and services (including Internet access and fax machines) are for professional use. Excessive use of supplies, services or equipment for personal reasons are not allowed. Inappropriate use of equipment, supplies or services including electronic access may result in disciplinary action.

Employees will;

1. Provide a safe, orderly, and caring environment conducive to learning.
2. Put student and staff safety above all else.
3. Be on time getting to school, getting to meetings, and getting to assigned student supervision duty.
4. Treat students, staff, and parents with dignity and respect at all times. At no time should employees use excessively loud voices, sarcasm, profanity, or name calling toward students.
5. Utilize common sense and good judgment. Employees will not put their hands on students except to prevent imminent injury. Under no circumstances should employees engage in horseplay or rough-housing with students.
6. Maintain a positive attitude. Negative attitudes create a caustic school environment and create barriers to student achievement.
7. Follow all state and federal laws in addition to school and district policies.

Employee Notifications

The policies/legal mandates presented in the **Employee Notification** section (pages 17 through 32) represent only those that are state mandated notifications. A complete set of District policies is available with a link located on the District's website (www.msschool.org). All employees must sign the Annual Notification Checklist and Acknowledgment (Page 17) and return it to the Business Manager no later than September 1 of each year.

Employment Responsibilities

Each classified position represents a service that is important in carrying out the program of public education in this district. The community expects much from its public employees in return for adequate salaries and responsible conditions of employment.

The first responsibility of any employee is to do well in the position to which he/she has been assigned. The safety and health of students are affected by the condition of the buildings, grounds, and equipment. The Governing Board believes that since classified employees are working in an educational environment and many are working closely with students they should conduct themselves in a manner that will serve as a good example to youth.

Public education is a cooperative venture involving the services of many people. The district functions best when there is a spirit of cooperation among all employees when the employees have confidence in and respect for rights and responsibilities of others.

Each employee should seek to learn as much as possible about the total program of the schools, for he/she will be called upon frequently to answer questions about the schools and to interpret the school program to the community.

Accidents

All accidents will be reported immediately to the nurse and secretary. Accident report forms are located in the nurse's office. Fill out the Accident Report immediately after the accident. The nurse/health services aide will submit all accident reports to the principal who will determine what if any further action is necessary.

Anti-Harassment and Sexual Harassment Policy

Monson-Sultana School seeks to promote a workplace and educational environment that is free from discrimination and harassment, whether based on race, color, gender, age, religion, creed, national origin, ancestry, sexual orientation, marital status or disability. The district will not tolerate harassing conduct that affects employment or educational conditions, that interferes unreasonably with an individual's work performance or that creates an intimidating, hostile or offensive work or school environment. Further, any retaliation against an individual who has complained about harassment or retaliation against individuals for cooperating with an investigation of a harassment complaint is similarly unlawful and will not be tolerated.

Harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law. Harassment includes, but is not limited to, display or circulation of written materials or pictures that are degrading to a person or group described above; or verbal abuse or insults about, directed at, or made in the presence of an individual or group described above. Sexual harassment means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when submission to or rejection of such advances, requests or conduct are made either explicitly or implicitly a term or condition of employment, academic standing, school-related opportunities or as a basis for employment decisions or such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment. All reports of harassment, sexual or otherwise, will be investigated promptly in a confidential manner and disciplinary action taken as appropriate.

Attendance

If you must be absent from school/work for any reason, it is your responsibility to call your immediate supervisor and Jackie no later than 7:00 a.m. (earlier if you have duties that require a substitute such as crossing guard, bus driver, etc.). You must submit your absence into Frontline (Aesop) as soon as you know you will be out and if the time frame has already been exceeded, you must email Benita and Jackie to have it recorded for you. If you know in advance that you will be out, submit the absence ahead of time, so that your immediate supervisor has time to review, approve, or deny the request.

Bus Driver's License

The district will reimburse bus drivers the cost of their bus driver's license once every four (4) years.

Cellular Phone Use

Employees will not use cellular phones to talk or send text messages during class time (for Instructional Assistants) or while directly supervising students. The use of cell phones during break time, lunch, prep periods, etc. is authorized.

Child Abuse Reporting

The California Child Abuse Reporting Law is found in Penal Code Sections 11165-11174.3. As a "Mandated Reporter" all teachers must become familiar with the reporting requirements as they are set forth in the Penal Code (PC). Under this law, when the victim is a child (a person under the age of 18), the following types of abuse ***MUST BE REPORTED***:

- a. Physical injury inflicted by other than accidental means.
- b. Sexual abuse which includes sexual assault, and providing pornography to minors.
- c. Willful cruelty or unjustified punishment.
- d. Unlawful corporal punishment or injury resulting in a traumatic condition.
- e. Neglect of a child to include acts of omission harming or threatening a child's health.

CPS Reporting Forms may be found online on the "MS Staff Shared Folder". **Print and complete the form before calling CPS. Be sure to record the name of the person you speak to on the form.** Submit form to the office after completing the reporting of the incident.

The report must be made to the county welfare department by phone immediately (1-800-331-1585) and a written report must be submitted within 36 hours and then mailed to:

Child Welfare Services
1066 N. Alta Ave.
Dinuba, CA 93279

Liability for failure to report by a Mandated Reporter is a misdemeanor punishable by up to 6 months in jail and/or a \$1000 fine. **Educators risk losing their credential for failing to report as well as the possibility of being found civilly liable for damages if the child is further victimized. Contact the principal for assistance with reporting or when in doubt.** Board Policy 5141.4(a) sets forth District Policy on Child Abuse Reporting.

All classified employees are responsible for completing the Keenan Safe Schools training on child abuse reporting within 30 school days of the first day of school. You should print out the certificate for the training and turn it in to the Superintendent/Principal for signature.

Confidentiality

As an employee of Monson-Sultana School, you may have access to confidential, protected or privileged information. It is expected that employees will protect others' rights to privacy by not releasing such information to unauthorized individuals. Treat all school documents (discipline referrals, attendance and absentee sheets, report cards, progress reports, court orders, etc.) as confidential. At no time should these documents be accessible to students or unauthorized personnel. Secure all school related documents in a locking drawer or cabinet when not in use. Remember to turn your computer off when you are not in the area to prohibit students or other unauthorized personnel from accessing files. Failure to do so may result in disciplinary action up to and including termination of employment. You can also be held liable in civil court for the unauthorized disclosure of confidential information in your possession.

Confiscating Items from Students

The following 2 paragraphs appear in the District Handbook for students and parents:

Bringing Inappropriate Things to School (Education Code 48900 Section K)

There are some things which a student must not bring to school because they are dangerous to the student or other students, or they interfere with the rights of others to learn. Some examples of things that must not be brought to school are personal electronic devices such as iPods, video games, pagers, and MP3 players. Other items not allowed in school include: toys, games, water balloons, fireworks, lighters, matches, medications, laser pointers, or any other item determined to be dangerous or disruptive to the educational environment by the Principal. Inappropriate items will be confiscated and turned over to the Principal. Depending upon the seriousness of the offense, detention and citation procedures will apply. The school district is not responsible for the loss of personal items brought to school.

Cell Phone Use by Students (Education Code 48900 Section K)

Ringling or vibrating cell phones can disrupt classes and distract students who should be involved in the lesson at hand. Cell phones can be used for text messaging and could be used to cheat on tests or other classroom work. Most cell phones have cameras that can be used to take photos of exams or inappropriate and unauthorized photos of other students. Cell phone use by students will not be allowed during school hours. Students are allowed to use the telephone in the office in the event of an emergency (see "Telephone" on page 23). Parents who allow their child to carry a cell phone to school must take responsibility for ensuring that their child keeps the phone turned off and out of view at all times. School staff that sees a student with a cell phone in hand will confiscate the phone and take it to the office where it will be kept until a parent comes to meet with the Principal. Depending upon the seriousness of the offense, detention and citation procedures will apply. The school district is not responsible for the loss of personal items brought to school.

District policy is clear on what can and cannot be brought to school by students. However, it leaves what action to take when a student violates this policy up to the site principal. Here is how staff members are expected to correctly handle situations requiring confiscation of personal property;

- All dangerous items must be confiscated and the office contacted immediately.
- If a student has a cell phone, portable electronic game, or other item that you feel is not dangerous and they have it out during class time, **you should first warn them to put it away and then on the 2nd offense confiscate the item**. If the student refuses to turn the item over to you, contact an administrator or send the student to the office. **HOWEVER**, once you confiscate the item, you must take every precaution to protect the item from being lost, stolen, or damaged. Failure to protect the personal property of another which you have confiscated makes you responsible for the item. If you are not willing to accept this responsibility, **DO NOT CONFISCATE THE ITEM**. It is recommended that you place the item in a desk or file cabinet drawer that can be locked until you can turn it into the office. Take the item to the office (do not send it via another student) as soon as possible and it will be locked away in an envelope or box with the student's name on it until a parent can come to the office to pick it up.
- Teachers should address this in their classroom rules and procedures.

Dress and Grooming

Teachers and other school personnel are expected to set an example for our students. At a minimum, teachers and staff should adhere to the student dress code. The Governing Board believes that since teachers and staff serve as role models, they should maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board encourages staff during school hours to wear clothing that demonstrates their high regard for education and presents an image consistent with their job responsibilities. Teachers and staff may wear blue jeans on Fridays or district designated days only, unless approval is given in advance by the principal. Fingernails should be reasonable, appropriate in length, and should not present a safety issue.

Email Etiquette

All users of District email are expected to exercise good judgment and professionalism in the content and tone of their email messages. Email messages sent through Monson-Sultana School are public documents and should not be used to convey confidential information. By law, all information sent via District email is considered public information. Court rulings have determined that employees should not expect information sent via District email to be private or confidential in nature.

Evaluations

The basic purpose of evaluating employees is promoting better job performance. Evaluation is one of the key methods by which the administration provides leadership to the school. It is important that both the employee and the evaluator understand the purpose of evaluation. It should be perceived as a positive process. Performance evaluation serves to highlight employees' strengths as well as their areas in need of improvement. All classified employees will be evaluated at a minimum of once per year. Probationary employees will be evaluated on a semi-annual basis.

Any classified employee who receives a recommendation of "Retained with Conditions" on an evaluation will be considered to be on probation until their next evaluation. While on probation, the employee will be evaluated twice per year until their performance either improves to an "Employee to be Retained" overall rating or until they are referred to the Board for dismissal if performance does not improve.

During the probationary period the evaluator may assign such training that he/she feels will assist the employee in addressing their areas of needed improvement. See the appendix for a copy of the Classified Evaluation Form.

Fingerprints/Criminal Clearance

Prior to employment, all new employees are subject to fingerprint clearance through the Department of Justice (DOJ). Final approval of employment will not be granted and the employee may not begin work until clearance from the DOJ has been received, except in an emergency. If the employee is granted approval to begin work prior to receipt of DOJ clearance and the subsequent DOJ report indicates unsuitable criminal history, the offer of employment will be withdrawn and the Probationary employee will be dismissed.

Grievance/Complaints/Grievance Procedures

The Governing Board recognizes that provisions for dealing with grievances are an essential part of good personnel administration.

A "grievance" must be based upon an alleged violation of a specific provision of the employee agreement. "Complaints" from

employed personnel regarding alleged misapplication of policies, rules, regulations, and procedures outside the scope of an employee agreement will be dealt with as provided by such policies, rules, regulations, and procedures.

The Board expects the Superintendent to establish procedures for dealing promptly and equitably with complaints which may be resolved quickly without resorting to more formal grievance procedures.

Specific procedures shall be established for individuals to appeal their problems to the Board if redress is not obtained through established channels.

Grievance-Definition: A "grievance" is a formal written allegation by a grievant that the grievant has been adversely affected by a violation of the specific provisions of the employee agreement.

Complaints-Definition: A "complaint" shall be defined as an alleged misapplication of the district's policies and/or regulations. Procedures for a complaint are established by the administration and provide a route of appeal through channels to the Governing Board, if necessary.

Step I - Informal Resolution

Every effort shall be made to resolve complaints and disagreements on an informal level. The employee must first attempt to resolve the complaint through a discussion with his/her immediate administrator supervisor or at a requested conference. The formal complaint procedure should not be initiated unless attempts at resolving the complaint at the informal level have been exhausted.

Step II - Formal Procedure

If the informal efforts to resolve the complaint fail, the employee shall file a formal written complaint. The formal complaint shall be submitted to the principal and within the district prescribed time limits. The appropriate district administrator shall communicate his/her decision in writing to the parties involved within five (5) working days of receiving the formal written complaint.

Step III - Superintendent Appeal

Within five (5) working days from receipt of the decision by the principal in Step II, the complainant may appeal, in writing, to the Superintendent or designee. Within fifteen (15) working days, the Superintendent or designee shall investigate the complaint and communicate his/her decision, in writing accompanied by supporting reasons for the decision, to the person(s) involved.

Step IV - Governing Board Appeal

Within ten (10) working days of receipt of the decision from the Superintendent or designee, the complainant may appeal to the Governing Board. All materials relative to the complaint shall be submitted to the Board within twenty (20) working days. The Board shall review the complaint at the next scheduled Board meeting after having received the appeal and related materials. The Board may elect to hold a hearing on the complaint or allow the decision of the Superintendent or designee to prevail. In either event, the determination of the Board shall be final and binding on all parties.

General Provisions

1. Any complaint not appealed to the next step of the procedure within the prescribed time limits shall be considered settled on the basis of the response given in the preceding step.

2. Time allowances set forth in this Complaint Resolution Procedure may be extended by mutual consent of the complainant and the Superintendent.
3. Should the processing of any complaint require that an employee be absent from his/her regular assignment, it shall be without loss of pay or benefits.
4. No reprisals of any kind shall be taken by or against any participant in the Complaint Resolution Procedure by reason of such participation.
5. All documents, communications and records dealing with the processing of a complaint will be filed separately from the personnel files of the participants.
6. All parties of the complaint will make available to other parties involved, all pertinent information in their possession and control and not privileged under the law which is relevant to the issues raised by the complaint. (cf. 4119.1/4219.1 - Civil and Legal Rights)

Health Insurance

Except as set forth below, the district agrees to provide health insurance coverage under the district's existing base insurance plan, or such equivalent plans as the district may select, for any full-time (8 hour) employees who elect such coverage. Payment of any additional portion of any premium required to provide such employees or for such employees, and upon receipt by district or proper authorization, such payment shall be accomplished by payroll deduction. Eligibility and benefits shall be set forth in the insurance plans. Payment of premiums for the insurance benefits plan shall be the sole and complete responsibility of the individual employee when such employee is on an approved unpaid leave of absence.

An employee who resigns his/her position to accept another position within the field of education will continue to have insurance coverage from the time of resignation until his/her insurance takes effect at the new position, or for a period not to exceed two (2) months from the date of the last working day with the district.

All employees not covered under the District's base benefit package are eligible for coverage under the SISC Bronze Plan.

Holidays

Classified employees receive holidays designated by law or in their contracts. Holidays falling within the employee's vacation period do not count as vacation days. The following holidays are recognized for 2025-2026 school year:

Independence Day (July 4) – (12 month employees)

Labor Day

Veteran's Day

Thanksgiving Day

Day after Thanksgiving

Christmas Eve – (12 month employees)

Christmas Day

New Year's Eve – (12 month employees)

New Year's Day

Martin Luther King Day
Lincoln's Birthday
President's Day
Good Friday (Friday before Easter)
Memorial Day (12 month employees)
Juneteenth (12 month employees)

If any of the foregoing holidays fall on a Saturday, the preceding Friday shall be observed as a holiday. If any of the foregoing holidays fall on a Sunday, the Monday following shall be observed as a holiday.

Jury/Legal Duties

Full-time and part-time personnel will be granted leave with pay for court appearances as a juror or witness (Education Code 44036). Any jury or witness fees received by the employee, minus the amount for necessary mileage one way, and other expenses connected with the court appearance, shall be returned to the school district.

Leaves

The Governing Board shall provide for employee absences as authorized by law and Board policy. The Board recognizes the following justifiable reasons of absence.

1. Personal sickness or injury, pregnancy, jury duty, military service or emergencies beyond control.
2. Family illness, bereavement, and other personal reasons.
3. Personal business leave (2 days).
4. Non-grievance leave (3 days).

Bereavement

Any employee of the school district is entitled to a leave of absence of up to (5) days because of the death of any member of the employee's immediate family. No deduction will be made from the salary of the employee, nor will such leave be deducted from any other leave to which the employee is entitled. For purposes of this regulation a member of the immediate family shall be understood to mean the mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse of the employee, or the spouse, son, son-in-law, daughter, daughter-in-law, brother or sister of the employee, or any relative living in the immediate household of the employee.

Additional leave may be granted under personal leave provisions of the request of the employee if the employee is eligible for such leave. The Superintendent may grant additional leave on an unpaid leave basis of up to five (5) days at his/her discretion.

Catastrophic Leave Program

When a catastrophic illness or injury incapacitates an employee or a member of his/her family for an extended period of time, fellow employees may donate accrued vacation and sick leave credits to that employee under the specific requirements of the district's catastrophic leave program. Donations made under this leave program shall be strictly voluntary.

Court Appearance Other Than Jury Duty

Whenever the employee is subpoenaed as a witness in a case involving the school district, he/she may have time for appearance in court without loss of pay. No salary will be paid in cases where an employee is a voluntary witness appearing in his own interest, except as provided under provisions for use of sick leave under personal emergencies. No salary deductions

shall be made for absences if an employee is under a subpoena in a court case in which he/she is not an interested party or a voluntary witness.

Emergency Leave

The Board reserves the right to specify within the limits of statute and judicial precedent, the manner of proof of personal necessity, the type of situations in which such leave will be permitted and the total number of sick days which may be used in any school year for personal necessity leave.

Family and Medical Leave Act (FMLA)

The FMLA is a federal law that lets covered employees take extended time away from work, to handle certain family or medical needs. A covered employer must provide eligible employees with a maximum of twelve weeks of leave. The leave may be unpaid, but it may be combined with accrued paid leave (such as vacation or sick leave).

An *eligible employee* (see "FMLA Eligibility" below) may take leave:

- For the birth, adoption, or placement of a child;
- To care for a spouse, minor, or incompetent child, or parent who has a "serious health condition" (more on this below);
- To handle the employee's own serious health condition that makes him or her unable to work.

A "serious health condition" is defined as an illness, injury, impairment, or condition that involves:

- Hospital care;
- Absence from work, plus continuing treatment;
- Pregnancy;
- Treatment for a chronic condition;

FMLA Eligibility

Not every employer is required to provide its employees with family or medical leave. Federal law states that an employer is required to provide employees with leave if the employer employed fifty or more employees in twenty or more weeks in the current or prior calendar year.

When the total number of employees in the District is fewer than 50, the District reserves the right to deny such a request based upon one or more of the following circumstances; the educational needs of the school prohibit approving the request; an inability to find a highly qualified substitute; a determination that payment of the employee's health benefits during unpaid family medical leave will result in a net loss of revenue to the District.

Industrial Accident or Illness Leave

When a classified employee is absent from his/her duties because of an industrial accident or illness, the following rules shall apply:

1. Allowable leave for any single accident or illness shall be sixty (60) days in any one fiscal year.
2. Allowable leave shall not accumulate from year to year.
3. Industrial accident or illness leave shall start on the first day of absence.
4. Payment for wages lost on any day shall not, when added to an award granted the employee under the workers' compensation laws of this state exceed the normal wage for the day.
5. Industrial accident or illness leave shall be reduced by one day for each day of authorized absence, regardless of a compensation award made under workers' compensation.
6. When an industrial accident or illness leave occurs at a time when the full sixty (60) days overlaps into the next fiscal year, the employee is entitled to only that amount remaining at the end of the fiscal year, in which the injury or illness occurred, for the same illness or injury. Upon expiration of allowable leave for an industrial accident or illness leave, the employee shall use personal illness and injury leave as provided by Education Code 45191. If the

employee continues to receive workers' compensation, he/she shall be entitled to use only as much of his/her accumulated or available sick leave, accumulated compensating time, vacation or other available leave as, when added to the employee's workers' compensation award, will provide for a full day's wage or salary.

7. When available paid leave has been exhausted, the employee shall be so notified in writing and shall be offered an opportunity to request additional leave.
8. When all available leaves of absence, paid or unpaid, have been exhausted and if the employee is not medically able to assume the duties of his/her position, the employee shall, if not placed in another position, be placed on a re-employment list for a period of thirty-nine (39) months. When available, during the 39 month period, the employee shall be employed in a vacant position in the class of the employee's previous assignment over all other available candidates except for a re-employment list established because of lack of work or lack of funds, in which case the employee shall be listed in accordance with appropriate seniority regulations.
9. During any paid leave of absence, the employee shall endorse to the district the workers' compensation checks received on account of his/her industrial accident or illness. In those cases, the district will issue appropriate salary warrants for payment of the employee's salary, and shall deduct normal retirement and other authorized contributions.
10. Any employee receiving benefits under this section shall, during periods of injury or illness, remain within the State of California unless the Governing Board authorizes travel outside the state.

Long-Term Leaves

The Board may grant long-term leaves of absence in accordance with administrative regulations. Sabbatical leaves shall be strictly governed by the Education Code and Board Policy.

Maternity Leave

Leave for maternity purposes may be taken in one of the following three ways:

1. A leave of absence for maternity purpose (Maternity Leave).
2. Sick leave for maternity purposes.
3. Combining maternity leave and sick leave for maternity purposes.

Whichever option is chosen by the employee, the following rules shall apply:

1. Maternity leave is provided for female employees who choose to be absent from their duties because of pregnancy or convalescence following childbirth.
2. The employee shall give notice of pregnancy to her principal and/or the district office, together with the expected due date, and a physician's certificate verifying the pregnancy. This shall be done as soon as possible.
3. The employee shall, at the earliest date possible, in no event later than four weeks prior to the actual commencement of maternity leave, advise her principal and/or the district office of the date on which she will commence maternity leave. She shall not continue to work beyond such date. She may commence maternity leave at an earlier date only if she becomes physically incapable of performing her duties, when certified by her physician.
4. An employee who has commenced maternity leave shall not return to her duties until after her delivery or the pregnancy is otherwise terminated. She shall submit a notice of intent to return four weeks prior to resuming her position, request an extension of leave, or submit a resignation if not returning. She may return to her duties as soon after delivery or termination of pregnancy as she can provide a written statement, signed by her physician certifying that she is physically and mentally able to return to full-time employment. Maternity leave for a prior pregnancy shall not be resumed after having returned to full-time employment.

Non-grievance Leave

Non-grievance Leave will be deducted from the employee's allowable sick leave. Three days are allowed per year. Non-grievance leave shall be granted when 24 hours or more notice has been given. An employee shall notify his/her supervisor in writing with sufficient time to secure a substitute. This leave shall not be taken the first and/or last days of the school year, **nor the day before or after a 3 day weekend**. Not more than **three people (one per department)** will be granted leave at a time. Consideration shall be given for a hardship on other employees, on days of special events or activities before approval is granted.

Unpaid Leave

Classified employees may be granted a personal business leave without pay, upon recommendation of the Superintendent and approval of the Board (Education Code 44962). Each case is to be evaluated on its own individual basis. No leaves of absence to try at a new business with job guarantee if it fails. A full day's pay shall be deducted for each day of absence. Except in extreme emergencies, requests for such leave shall be made to the Superintendent thirty (30) days prior to the leave. The Board and the district shall not be liable for payment of any compensation or damages for the death or injury occurred while the employee is on leave of absence.

Notifications

Employees shall notify their supervisor of their need to be absent as soon as such need is known (a minimum of 3 days notice will be given whenever possible), so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall again notify the district of the need for a substitute. If the duration of absence is unknown or becomes shorter than estimated, the employee shall notify the district of his/her intent to return by at least 4 p.m. of the working day preceding the day he/she returns.

When available paid leave has been exhausted, the employee shall be notified in writing and shall be offered an opportunity to request additional leave. (Education Code 45195)

Personal Business Leave

Personal business leave will be deducted from the employee's allowable sick leave (two days allowed per year). Personal business leave shall be granted for emergencies and events which may occur, serious in nature, which under the circumstances the employee cannot reasonably be expected to disregard, and which require the attention of the employee during his/her assigned hours of service. Two common uses of Personal Business Leave would be to attend funerals (where Bereavement Leave would not apply) and to attend weddings of family or close family friends. Other examples are IRS Audit, court appearances, burglary and accident.

An employee shall notify his/her supervisor in writing with sufficient time to secure a substitute, except in the case of an emergency.

Personal Illness and Injury Leave

Each full-time employee is entitled to twelve (12) days' personal illness or injury leave of absence per fiscal year, with full pay. Full-time employees who serve less than a full fiscal year shall be granted a prorated share of the twelve (12) days' leave, and part-time employees shall be granted comparable sick leave in proportion to the time employed. (Education Code 45191) Credit for sick leave does not have to be accrued before an employee takes a sick leave. Such leave may be taken at any time during the year. However, new employees shall not be entitled to more than six (6) days of sick leave until they have completed six (6) months of active service with the district. Unused days of sick leave shall be accumulated from year to year without limitation.

The Governing Board shall establish regulations requiring proof of illness or injuries reported by employees and specifying procedures by which such verification shall be made. (Education Code 45191)

Upon request, employees who terminate their service to the district may have their accumulated sick leave transferred to their next district of employment. (Education Code 45202)

After any absence in excess of three days, due to illness or injury, the employee shall verify the absence by submitting a completed and signed doctor's verification of absence to the superintendent.

The district may additionally require written verification by the employee's doctor or practitioner for any absence due to illness or injury. Such verification shall be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever clear evidence indicates that an absence is not related to illness or injury. Chronic absenteeism may be indicated when an employee has exhausted his/her entire twelve-day sick leave benefit during three or more of the past five years.

At its expense the district may require an employee to visit a physician selected by the district in order to receive a report on the nature and severity of an illness or injury. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee, after giving notice to the employee, may deny further leave.

Before returning to work, an employee who has been absent for surgery, hospitalization, injuries related to accidents or extended medical treatment will be asked to submit a letter from his/her doctor stating that he/she is able to return and stipulating any recommended restrictions or limitations. The district may, at district expense, require the opinion of a physician chosen by the district.

Return to Service

An employee shall be deemed to have recovered from an industrial accident or illness, and thereby able to return to work at such time as he/she and his/her physician agree that there has been such a recovery. The Board's report of an industrial accident or illness shall be kept on file by the District.

Use of Sick Leave for Personal Necessity

Education Code, Section 44981-- Under this section the employee may use at his/her election, in cases of personal necessity, a leave of absence up to seven (consistent with Ed Code) days per school year which shall be deducted from his/her regular accumulated sick leave for the following reasons.

1. Death or serious illness of a member of his immediate family. Serious illness is defined in situations where the employee is needed to take care of a member of the immediate family who is in need of assistance, or cases where the employee needs to take a member of the immediate family to a doctor on an emergency basis.
2. Accident involving his/her person or property or the property of a member of his/her immediate family.
3. Appearance in court as a litigant or as a witness under an official order.
4. Personal medical appointments that have been made and are pre-approved.

The "immediate family" means the mother, father, husband, wife, son, daughter, brother, sister, mother-in-law, father-in-law, grandchildren of the employee, grandmother/grandfather, of the employee or the spouse, and son-in-law, daughter-in-law, of the employee or any relative living in the immediate household. All requests for this personal emergency leave must be submitted to the Superintendent/Principal in writing stating the number of days to be deducted from the regular accumulated sick leave and proof, either by a legal document or other proof, that the leave requested fits with the policy above. No such accumulated leave in excess of seven days may be used in any school for the purposes of personal necessity leave.

When a classified employee is on sick leave that exceeds the accumulated number of days of sick leave of the employee, the amount deducted from the salary due him or her for any of the time spent on sick leave shall not exceed the amount that is actually paid to the substitute employee who filled the position during the employee's absence. For extended illnesses or injuries, the daily rate of substitute pay shall be paid for up to 30 consecutive days. After the 30 day period, the Long-Term substitute pay will be initiated.

LEAVE REQUEST EXPLANATION TABLE

Type of Leave	Annual Entitlement	Deducted From	Examples of Authorized Uses
Sick Leave	*TBD by Position	Sick Leave	When YOU are sick or recovering from a medical procedure. Medical and dental appointments for yourself.
Personal Necessity Leave	7 days	Sick Leave	Death or serious illness of a family member. Medical and dental appointments for your immediate family members. Driving an immediate family member to a medical procedure, caring for a child with chicken-pox, attending the birth and/or providing care following the birth of a grandchild would all fall under this type of leave.
Personal Business Leave	2 days	Sick Leave	Circumstances an employee cannot reasonably be expected to ignore. Common uses are, IRS audit, court appearances, robbery, and accident. Funerals (where Bereavement Leave would not apply), weddings and graduations during work hours or which require travel.
Non-Grievance Leave	3 days	Sick Leave	No explanation required. Prior approval (minimum 24 hour notice) required.
Bereavement Leave	5 days	No deduction	For circumstances involving immediate family members (mother, father, grandmother, grandfather, grandchild, spouse, son, son-in-law, daughter, daughter-in-law, brother or sister of the employee, or any relative living in the immediate household of the employee. Reference page 11.
	1 day	No deduction	A unit member is entitled to a leave of absence for up to one (1) day because of the death of a Unit Member's niece/nephew (a child of the Unit Member's sibling) or aunt/uncle (a sibling of the Unit's Member's parent), and any person living in the household of the Unit Member in order to attend the services of that individual. No deduction will be made from the salary of the Unit Member, nor will such leave be deducted from any other leave to which the Unit Member is entitled.
Jury Duty	As determined by the court	No deduction	Summoned to appear by court.

Overtime Pay/Compensatory Time Off

It is the intent of the district to provide enough classified personnel to handle the average workload within the district. It is accepted that extra work may be necessary during various peak lead periods or in the case of unexpected emergencies. It is the intent of the district, consistent with the request of an employee, to provide compensatory time off for overtime work to the extent that cash payment is not required by the Federal Fair Labor Standards Act.

For purposes of this policy, overtime shall be considered any time worked over a forty (40) hour week and shall be compensated at time-and-one-half (in money or compensatory time off.) In all cases, all overtime beyond 60 hours in a given year (40) overtime hours shall be compensated in cash.

Classified employees are permitted to accumulate compensatory time ("Comp Time"), based upon a one-hour-worked, one-hour-earned standard for hours worked beyond the Regular Work Day (for on-campus work only unless attending school approved training or job related functions off campus).

Employees may accumulate a maximum amount of Comp Time equal to 1.5 times the hours worked in a day (i.e., an 8 hour employee may accumulate a maximum of 12 hours of comp time based on $1.5 \times 8 \text{ hours} = 12 \text{ hours}$). For 7 hour employees the maximum number of comp time is based on $1.5 \times 7 \text{ hours} = 10.5 \text{ hours}$. For 6 hour employees the maximum accumulated comp time is $1.5 \times 6 \text{ hours} = 9 \text{ hours}$.

All Comp Time must be pre-approved by the Superintendent (except in emergencies), documented and on file with the Business Manager. A comp time approval sheet needs to be completed ahead of performing comp duties. Accumulated Comp Time may be used in lieu of Non-Grievance Days or Personal Days with pre-approval from the Superintendent or Business Manager. Comp Time shall **not** be used in conjunction with vacation days, holidays, sick days or non-duty days or when school is in session. Comp Time cannot be carried over from the end of one school year to the beginning of the next school year. In case of emergencies, this can be approved by the Superintendent with written request. Any comp time not used prior to June 30th will be paid out as overtime.

Paychex Timekeeping Procedures/Timecard Requirements

All employees are required to accurately record all hours worked through the Paychex timekeeping system. Employees are responsible for ensuring that their time entries reflect the actual hours worked each day, including start times, end times, meal periods, and any applicable breaks.

Employees must record their own time worked. Clocking in or out for another employee, allowing another employee to record time on their behalf, or falsifying time records is prohibited and may result in disciplinary action.

Recording Time

Employees must:

- Clock in at the beginning of their scheduled workday.
- Clock out at the end of their scheduled workday.
- Record meal breaks and return times as required by their work schedule.
- Review their timecard regularly to ensure all entries are accurate.
- Notify their supervisor promptly of any missing or incorrect time entries.

Employees should not work before clocking in or after clocking out unless approved by their supervisor.

Timecard Corrections

If an employee misses a punch or identifies an error on their timecard, they must notify their supervisor, Mrs. Benita Cortez and Ms. Jackie Montejano as soon as possible and submit the required correction through the Paychex system.

Supervisors are responsible for reviewing and approving timecard corrections to ensure payroll records are accurate.

Timecard Approval

Employees are responsible for reviewing their completed timecard at the end of each pay period and confirming that all hours worked, leave usage, and corrections are accurately recorded.

Supervisors must review and approve employee timecards according to the established payroll schedule. Failure to submit or approve timecards by the deadline may delay payroll processing.

Unauthorized Time

Employees may not work unauthorized hours. Any additional hours worked beyond an employee's regular schedule must be approved in advance by their supervisor.

Compliance

Accurate time reporting is required by law and is essential for proper payroll processing. Employees are expected to follow all Paychex timekeeping procedures and comply with district policies regarding attendance, work hours, and payroll practices.

Salary Placement

If a classified employee has completed one year of like experience in a regular, paid position and can provide verification of this experience, the employee will be advanced one step on the salary schedule. The maximum number of steps that a new employee may advance due to previous experience will be 3, regardless of the number of years of experience. Verification shall be a letter from the previous employer on its letterhead indicating beginning and ending dates of employment and the title of the position held. An employee has 3 calendar months from the date of hire to submit this information to the Business Manager and the advancement on the salary schedule shall be retroactive to the date of hire.

Salary Schedule

Classified personnel employed during the first half of the calendar year (January 1 to June 30) remain on the first step of the salary schedule until July 1 of the following calendar year. Those employed during the second half of the calendar year (July 1 to December 31) shall advance to the second step of the salary schedule on July 1 of the following calendar year.

Unemployment Insurance

Every regularly employed classified school employee shall be covered for unemployment insurance.

Vacation

Classified employees on the regular classified salary schedule who are employed full-time are allowed vacation with pay each year according to terms established by employee agreement(s) or the current regulations established by the district. Less than one year's service merits vacation in proportion to the time served. Part-time employees on a regular contract merit vacation which is prorated according to the time served. Part-time employees working on an intermittent basis are not entitled to

vacation time. The term of employment to be used for determining vacation time shall be based on the time served by the employee.

Twelve-month employees shall take their vacation time during the summer months or non-school operating time. Time of vacation is to be arranged with the Superintendent and their supervisor. Maintenance Operations and Transportation and Technology department employees get one week vacation while school is in session with preapproval of the Superintendent. Employees will receive one week of vacation after the completion of the first year. Two weeks after the completion of the second year. Three weeks after the completion of the tenth (10th) year. Four weeks after the completion of the fifteenth (15th) year. Six weeks after the completion of the thirtieth (30th) year. Vacation time shall not be accumulated from one fiscal year to another.

**MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
ANNUAL EMPLOYEE NOTIFICATION
CHECKLIST AND ACKNOWLEDGEMENT**

Step 1: Read and familiarize yourself with the documents found in the Employee Notifications section of your employee handbook. Board Policies on the topics below can be found in the Employee Notifications section of the handbook:

- Bullying
- Child Abuse Reporting Requirements (Mandated Reporting)
- Drug & Alcohol Free Workplace
- Sexual Harassment Information Sheet
- Employee Use of Technology Policy
- Title IX Policy
- Uniform Complaint Procedure Brochure
- W C Notice to Employees

Step 2: Read and sign the following employee acknowledgement.

Employee Acknowledgment

The information contained in this memo and on the MSJUESD website outlines important information about the Monson-Sultana Joint. Union Elementary School District; I understand that I should consult the Business department regarding any questions I may have. I also understand that I can download forms from the MSJUESD website. Since the information referred to in this memo is subject to change, I acknowledge that revisions to the policies may occur. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only the Superintendent of Monson-Sultana Joint Union Elementary School District has the ability to adopt any revisions to the policies in this handout.

Furthermore, I acknowledge that this handout is neither a contract nor a legal document.

I acknowledge the following:

I have received the information listed above by accessing the MSJUESD website and/or have obtained a printed copy,

I have read and reviewed all the information listed above, and

I understand that it is my responsibility to comply with the policies and any revisions made to them.

Printed Name: _____

Position Title: _____

Signature: _____

Date: _____

Monson-Sultana Jt Un ESD | AR 5131.2 Students

Bullying

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6163.4 - Student Use of Technology)

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. **Physical bullying:** An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. **Verbal bullying:** An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. **Social/relational bullying:** An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. **Cyberbullying:** An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially

and anonymously

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

(cf. 5141.52 - Suicide Prevention)

2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

(cf. 1113 - District and School Web Sites)

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

(cf. 1312.3 - Uniform Complaint Procedures)

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5116.2 - Involuntary Student Transfers)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Regulation MONSON-SULTANA JOINT UNION ESD

approved: February 4, 2020 Dinuba, California

CHILD ABUSE PREVENTION AND REPORTING

Child Abuse Prevention

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf 6143 - Courses of Study)

The Superintendent/Principal or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent/Principal or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent/Principal or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent/Principal or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent/Principal or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Legal Reference: (see next page)

CHILD ABUSE PREVENTION AND REPORTING

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans

33308.1 Guidelines on procedure for filing child abuse complaints

44690-44691 Stal/development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

4900 J Prohibition of corporal punishment

5 J 220.5 Parenting skills education

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

J 1164-11174.4 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

Policy

CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse

WEB SITES

California Attorney General's Office, Crime and Violence Prevention Center: <http://safestate.org>

California Department of Education, S4 Schools: <http://Wtw.cde.ca.gov/fs/ss>

California Department of Social Services, Children and Family Services Division:

<http://www.childsworld.ca.gov>

Us. Department of Health and Human Services, National Clearinghouse on Child Abuse and Neglect

Information: <http://nccanch.Clefhhs.gov>

CHILD ABUSE PREVENTION AND REPORTING

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4 *Child abuse or neglect* does not include:
 1. A mutual affray between minors (Penal Code 11165.6)
 2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

AR S141.4(b)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

However, *reasonable suspicion* does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166) Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3,288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Child Protective Services

P.O. Box 671
Visalia, CA 93279
(800) 331-1585

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168) The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department. Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) AR 5141 A(d)

CHILD ABUSE PREVENTION AND REPORTING

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166) However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, principal, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7) Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

(ef 4119.2114219.2114319.21 - Professional Standards)

(ef 4131 - Staff Development)

(ef 4231 - Staff Development)

(ef 4331 - Staff Development)

(cf 5145.7 - Sexual Harassment)

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3) A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

(cf J 45. J 1 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf J 3 J 2. J - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf J 312.3 - Uniform Complaint Procedures)

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf 4112.9/4212.9/4312.9 - Employee Notifications)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637. The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

DRUG AND ALCOHOL-FREE WORKPLACE

The Governing Board believes that the maintenance of a drug- and alcohol-free workplace is essential to staff and student safety and to help ensure a productive and safe work and learning environment.

(cf 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

An employee shall not unlawfully manufacture, distribute, dispense, possess, or use any controlled substance in the workplace. (Government Code 8355; 41 USC 701)

Employees are prohibited from being under the influence of controlled substances or alcohol while on duty. For purposes of this policy, *on duty* means while an employee is on duty during both instructional and non-instructional time in the classroom or workplace, at extracurricular or co-curricular activities, or while transporting students or otherwise supervising them. *Under the influence* means that the employee's capabilities are adversely or negatively affected, impaired, or diminished to an extent that impacts the employee's ability to safely and effectively perform his/her job.

(cf 4032 - Reasonable Accommodation)

The Superintendent or designee shall notify employees of the district's prohibition against drug use and the actions that will be taken for violation of such prohibition. (Government Code 8355; 41 USC 701)

An employee shall abide by the terms of this policy and shall notify the district, within five days, of his/her conviction for violation in the workplace of any criminal drug statute.

(Government Code 8355; 41 USC 701)

The Superintendent or designee shall notify the appropriate federal granting or contracting agency within 10 days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace. (41 USC 701)

In accordance with law and the district's collective bargaining agreements, the Superintendent or designee shall take appropriate disciplinary action, up to and including termination, against an employee for violating the terms of this policy and/or shall require the employee to satisfactorily participate in and complete a drug assistance or rehabilitation program approved by a federal, state, or local public health or law enforcement agency or other appropriate agency.

(cf 4112 - Appointment and Conditions of Employment)

(cf 4117.4 - Dismissal)

(cf 4118 - Suspension/Disciplinary Action)

(cf 4212 - Appointment and Conditions of Employment)

(cf 4218 - Dismissal/Suspension/Disciplinary Action)

Drug-Free Awareness Program

The Superintendent or designee shall establish a drug-free awareness program to inform employees about: (Government Code 8355; 41 USC 701)

1. The dangers of drug abuse in the workplace
2. The district's policy of maintaining a drug-free workplace
3. Available drug counseling, rehabilitation, and employee assistance programs

(cf 4159/4259/4359 - Employee Assistance Programs)

4. The penalties that may be imposed on employees for drug abuse violations occurring in the workplace.

Legal Reference:

EDUCATION CODE

440 II Controlled substance offense

44425 Conviction of controlled substance offenses as grounds for revocation of credential

44836 Employment of certificated persons convicted of controlled substance offenses

44940 Compulsory leave of absence for certificated persons

44940.5 Procedures when employees are placed on compulsory leave of absence

45123 Employment after conviction of controlled substance offense

45304 Compulsory leave of absence for classified persons

GOVERNMENT CODE

8350-8357 Drug-free workplace

UNITED STATES CODE, TITLE 20

7111-7117 Safe and Drug Free Schools and Communities Act

UNITED STATES CODE, TITLE 21

812 Schedule of controlled substances

UNITED STATES CODE, TITLE 41

701-707 Drug-Free Workplace Act

CODE OF FEDERAL REGULATIONS, TITLE 21

1308.01-1308.49 Schedule of controlled substances

COURT DECISIONS

Cahoon v. Governing Board of Ventura USD. (2009) 171 Cal.App.4th 381

Ross v. Raging Wire Telecommunications, Inc., (2008) 42 Cal.4th 920

Management Resources:

Policy

WEB SITES

California Department of Alcohol and Drug Programs: <http://w.vw.adp.ca.gov>

SEXUAL HARASSMENT

BP 4119.11(a)

4219.11

4319.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf 0410- Nondiscrimination in District Programs and Activities)
(cf 4030 - Nondiscrimination in Employment)

The Superintendent/Principal or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments. All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions.

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent/Principal.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent/Principal or designee. Complaints of sexual harassment shall be filed in accordance with AR 4031 –

Complaints

Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf 4117.4 - Dismissal)

(cf 4118 - Suspension/Disciplinary Action)

(cf 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees
 1102.1 Discrimination: sexual orientation
 CODE OF REGULATIONS, TITLE 2
 7287.8 Retaliation
 7288.0 Sexual harassment training and education
 CODE OF REGULATIONS, TITLE 5
 4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
 UNITED STATES CODE, TITLE 42
 2000d-2000d-7 Title VI, Civil Rights Act of 1964
 2000e-2000e-17 Title VI, Civil Rights Act of 1964, as amended
 2000h-2-2000h-6 Title IX 1972 Education Act Amendments
 CODE OF FEDERAL REGULATIONS, TITLE 34
 106.9 Dissemination of policy
 COURT DECISIONS
 Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026
 Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275
 Burlington Industries v. Ellreth. (1998) 118 S.O. 2257
 Gebser v. Lago Vista Independent School District, (1998) 118 S. Ct. 1989
 Oncale v. Sundowner Offshore Servo Inc., (1998) 118 S.O. 998
 Meritor Savings Bank. FSB v. Vinson et al., (1986) 447 Us. 57
 Management Resources:
 Policy
 OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL
 Protecting Students from Harassment and Hate Crime, January, 1999
 WEB SITES
 California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>
 Equal Employment Opportunity Commission: <http://www.eeoc.gov>
 Us. Department of Education, Office of Civil Rights: <http://www.edgov/offices/OCR>

SEXUAL HARASSMENT

Definitions

AR 4119.11(a)

4219.11

4319.11

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district. Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
 2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
 3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements
- Prohibited sexual harassment* may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Training

AR 4119.1 1 (b)

4219.11

4319.11

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2CCR 7288.0)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired
(cf 4112.9/4212.9/4312.9 - Employee Notifications)
3. Appear in any school or district publication that sets forth the schools or district's comprehensive rules, regulations, procedures, and standards of conduct.

EMPLOYEE USE OF TECHNOLOGY

Online/Internet Services: User Obligations and Responsibilities

Employees are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the district's Acceptable Use Agreement, and the user obligations and responsibilities specified below.

1. The employee in whose name an online services account is issued is responsible for its proper use at all times. Employees shall keep account information, home addresses, and telephone numbers private. They shall use the system only under the account number to which they have been assigned.
2. Employees shall use the system safely, responsibly, and primarily for work-related purposes.
3. Employees shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs
(cf 4030 - *Nondiscrimination in Employment*)
(cf 4031 - *Complaints Concerning Discrimination in Employment*)
(cf 4119.11/4219.11/4319.11-*Sexual Harassment*)
4. Employees shall not use the system to promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.
(cf 4119.25/4219.25/4319.25 - *Political Activities of Employees*)
5. Employees shall not use the system to engage in commercial or other for-profit activities without permission of the Superintendent/Principal or designee.
6. Copyrighted material shall be posted online only in accordance with applicable copyright laws.
(cf 6/62.6 - *Use of Copyrighted Material*)
7. Employees shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or forge other users' email.
8. Employees shall not develop any classroom or work-related web sites, blogs, forums, or similar online communications representing the district or using district equipment or resources without permission of the Superintendent/Principal or designee. Such sites shall be subject to rules and guidelines established for district online publishing activities including, but not limited to, copyright laws, privacy rights, and prohibitions against obscene, libelous, and slanderous content. Because of the unfiltered nature of blogs, any such site shall include a disclaimer that the district is not responsible for the content of the messages. The district retains the right to delete material on any such online communications.
(cf III3 - *District and School Web Sites*)
9. Users shall report any security problem or misuse of the services to the Superintendent/Principal or designee.

Legal Reference:

EDUCATION CODE

51870-51874 *Education technology*

52270-52272 *Education technology and professional development grants*

52295.10-52295.55 *Implementation of Enhancing Education through Technology grant program*

GOVERNMENT CODE

3543.1 *Rights of employee organizations*

PENAL CODE

502 *Computer crimes, remedies*

632 *Eavesdropping on or recording confidential communications*

VEHICLE CODE

23123 *Wireless telephones in vehicles*

23123.5 *Mobile communication devices; text messaging while driving*

23125 *Wireless telephones in school buses*

UNITED STATES CODE, TITLE 20

6751-6777 *Enhancing Education through Technology Act, Title II, Part D, especially:*

6777 *Internet safety*

UNITED STATES CODE. TITLE 47

254 *Universal service discounts (E-rate)*

CODE OF FEDERAL REGULATIONS. TITLE 47

54.520 *Internet safety policy and technology protection measures, E-rate discounts*

Management Resources:

Policy

WEBSITES

CSBA: <http://www.csba.org>

American Liberty Association: <http://www.ala.org>
California Department of Education: <http://www.cde.ca.gov>
Federal Communications Commission: <http://www.fcc.gov>
U.S. Department of Education: <http://www.ed.gov>

AU Personnel BP 4040(a)

EMPLOYEE USE OF TECHNOLOGY

The Governing Board recognizes that technological resources can enhance employee performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, students, and the community, supplying district and school operations, and improving access to and exchange of information. The Board expects all employees to learn to use the available technological resources that will assist them in the performance of their job responsibilities. As needed, employees shall receive professional development in the appropriate use of these resources.

(cf 0440 - District Technology Plan)

(cf 1113 - District and School Web Sites)

(cf 4032 - Reasonable Accommodation)

(cf 4131 - Staff Development)

(cf 4231 - Staff Development)

(cf 4331 - Staff Development)

(cf 6163.4 - Student Use of Technology)

Employees shall be responsible for the appropriate use of technology and shall use the district's technological resources primarily for purposes related to their employment.

(cf 419.25/4219.25/4319.25 - Political Activities of Employees)

Employees shall be notified that computer files and electronic communications, including email and voice mail, are not private. Technological resources shall not be used to transmit confidential information about students, employees, or district operations without authority.

(cf 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf 5125 - Student Records)

(cf 5125.1 - Release of)

Online/Internet Services

The Superintendent/Principal or designee shall ensure that all district computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or child pornography and that the operation of such measures is enforced. The Superintendent/Principal or designee may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose.

(20 USC 6777; 47 USC 254)

To ensure proper use, the Superintendent/Principal or designee may monitor employee usage of technological resources, including the accessing of email and stored files. Monitoring may occur at any time without advance notice or consent. When passwords are used, they must be known to the Superintendent/Principal or designee so that he/she may have system access.

The Superintendent/Principal or designee shall establish administrative regulations and an Acceptable Use Agreement which outline employee obligations and responsibilities related to the use of district technology. He/she also may establish guidelines and limits on the use of technological resources. Inappropriate use may result in a

cancellation of the employee's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulation.

(cf 4118 - Suspension/Disciplinary Action)

(cf 4218 - Action)

The Superintendent/Principal or designee shall provide copies of related policies, regulations, and guidelines to all employees who use the district's technological resources. Employees shall be required to acknowledge in writing that they have read and understood the district's Acceptable Use Agreement.

(cf 4112.914212.914312.9 - Employee Notifications)

Use of Cellular Phone or Mobile Communications Device

An employee shall not use a cellular phone or other mobile communications device for personal business while on duty, except in emergency situations and/or during scheduled work breaks. Any employee that uses a cell phone or mobile communications device in violation of law, Board policy, or administrative regulation shall be subject to discipline and may be referred to law enforcement officials as appropriate.

(cf 3513.1 - Cellular Phone Reimbursement)

(cf 3542 - School Bus Driver~)

(cf 4156.314256.314356.3 - Employee Property Reimbursement)

Legal Reference: (see next page)

Community Relations AR 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other Board policies, the uniform complaint procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy.

(cf 1312.1 - Complaints Concerning District Employees)

(cf 1312.2 - Complaints Concerning Instructional Materials)

(cf 1312.4 - Williams Uniform Complaint Procedures)

(cf 4031 - Complaints Concerning Discrimination in Employment)

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1,48985)

(cf 5145.6 - Parental Notifications)

Compliance Officers

The following compliance officer(s) shall receive and investigate complaints and shall ensure district compliance with law:

Superintendent/Principal

PO Box 25

Sultana, CA 93666

(559) 591-1634

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

(cf 9124 -Attorney)

Notifications

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 49013; 5 CCR 4622)

(ef 0420 - School Plans/Site Councils)

(cf 1220 - Citizen Advisory/)' Committees)

(cf 3260 - Fees and Charges)

(ef 4112.9/4212.9/4312.9 - Employee Notifications)

(ef 5145.6 - Parental Notification 115)

The notice shall:

1. Identify the person(s), position(s), or unites) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.
 - d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.
 - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
 - f. Copies of the district's uniform complaint procedures are available free of charge.

Procedures

All complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631) Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630) A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or

any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.

However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 calendar days. (5 CCR 4630) A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013).

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Step 2: Investigation of Complaint

Within 10 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Step 3: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #4 below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Step 4: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631) The district's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language. For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
 2. The conclusion(s) of law
 3. Disposition of the complaint
 4. Rationale for such disposition
 5. Corrective actions, if any are warranted
 6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal
- Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3)

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedure

35292.5 Restrooms, maintenance and cleanliness

37254 Supplemental instruction based unfair to pass exit exam by end of grade 12

48985 Notice to parents in language other than English

60119 Hearing on sufficiency of instructional materials

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures, especially:

notice to employees

If a work injury occurs

California law guarantees certain benefits to employees who are injured or become ill because of their jobs.

Any job related injury or illness is covered. Types of injuries and illnesses covered include, but may not be limited to, strains, sprains, cuts, cumulative or repetitive fractures, illnesses and aggravations. Some injuries from voluntary, off duty, recreational, social or athletic activity may not be covered. Check with your supervisor or claims administrator if you have questions.

All work related injuries must be reported to your supervisor or employee representative immediately. If you wait too long, you may lose your right to benefits. Your employer is required to provide you a claim form within one working day after learning about your injury.

It is illegal for your employer to punish or fire you for having a work injury or illness, for filing a claim, or testifying in another person's workers' compensation case. If proven, you may receive lost wages, job reinstatement, increased benefits, and costs and expenses up to limits set by the state.

Workers' Compensation Benefits include

MEDICAL CARE - All medical treatment - without a deductible or dollar limit. Within one working day after you file a claim form, treatment must be authorized, consistent with the applicable treating guidelines, for your alleged injury up to ten thousand dollars (\$10,000) until the claim has been accepted or rejected. Costs are paid directly by the claim administrator, so you should never see a bill. For dates of injury on or after 1/1/04 there is a limit on some medical treatment.

You may be eligible to treat with your personal physician should you become injured on the job. If eligible, you must notify your employer *in writing before* you are injured. If you have questions please contact your employer who is required to provide written information regarding workers' compensation benefits to all new employees.

MEDICAL PROVIDER NETWORKS - Your employer may be using an MPN, which is a selected network of healthcare providers to provide treatment to workers injured on the job. If you have predesignated a personal physician prior to your work injury, then you may receive treatment from your predesignated doctor or medical group. If you have not predesignated and your employer is using an MPN, you are free to choose an appropriate provider from the MPN list which will be your primary treating physician. This is the doctor with overall responsibility for treating your injury or illness. If you are treating with a non-MPN doctor for an existing injury, you may be required to change to a doctor within the MPN.

PAYMENT FOR LOST WAGES - If you're temporarily disabled by a job injury or illness, you'll receive tax-free income, subject to state limits, until your doctor says you are able to return to work. Payments are two-thirds of your average weekly pay, up to a maximum set by state law. Payments aren't made for the first three days unless you're hospitalized as an inpatient or unable to work more than 14 days.

If the injury or illness results in permanent disability, additional payments will be made after recovery. If the injury results in death, benefits will be paid to surviving dependents.

SUPPLEMENTAL JOB DISPLACEMENT BENEFIT - You may be entitled to a Supplemental Job Displacement Voucher, if your employer is not able to return you to work within 30 days after temporary disability ends. SJDB is a non-transferrable voucher payable to a state approved school.

In the event of a work injury

1. Be sure first aid is given.
2. If emergency medical treatment is needed call 911.
3. See that the injured employee is taken to a doctor or hospital, if necessary.
4. Report all injuries immediately to your supervisor or _____ at _____
Employer Representative Phone Number
5. Contact your employer representative or claim administrator if you have questions about workers' compensation. You may also contact an Information and Assistance Officer at the State Division of Workers' Compensation at 559-445-5355
6. Hear recorded information and a list of local offices by calling toll-free 800 736-7401 or visit www.dir.ca.gov.

Claims Administered by:

Claims Administrator: Keenan & Associates
Address: P.O. Box 2707
City, State, Zip Code: Torrance, CA, 90509
Phone Number: 800-343-0694
Carrier/Self Insured: Self-Insured
Policy expiration date: 06/30/17
MPN Toll Free Number: (888) 626-1737
MPN Website: www.harborgsys.com/Keenan
MPN Effective Date: 01/09/15
MPN Identification #: 2358
MPN's Address: PO Box 54770 Irvine, CA, 92619-4770

Emergency numbers:

Ambulance: 911
Fire Department: 911
Police: 911
Hospital: 911
Physician: _____

If this policy has expired contact the labor commissioner (213) 620-6630.

Anyone who knowingly files or assists in the filing of a false workers' compensation claim may be fined up to \$150,000 and sent to prison for up to five years. (Insurance Code Section 1871.4)

Your employer may not be liable for the payment of workers' compensation benefits for any injury that arises from your voluntary participation in any off-duty, recreational, social, or athletic activity that is not part of your work-related duties.



MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Roberto Vaca, Superintendent/Principal
P.O. Box 25 Sultana, California
(559) 591-1634 – FAX (559) 591-0717

"Commitment to Success"

Monson-Sultana JUESD participates in a Medical Provider Network (MPN). This MPN is called Prime Advantage and was implemented July 1, 2005. Unless you pre-designate a physician or medical group, your work injuries will be treated by providers within the Prime Advantage MPN.

More information about the MPN can be found on the worker's compensation poster or by asking us.

Sincerely,

Roberto Vaca
Superintendent /Principal

Board of Trustees

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78.4%



Monson-Sultana Jt. Union Elem.

workers' compensation: Pre-Designation of Personal Physician

If you have health insurance and you are injured on the job you have the right to be treated immediately by your personal physician (M.D., D.O), or medical group, if you notify your employer, in writing, prior to the injury. Per Labor Code 4600 to qualify as the your predesignated, personal physician, the physician must agree, in writing, to treat you for a work related injury, must have previously directed your medical care and must retain your medical history and records. Your predesignated physician must be a family praclitioner, general praclitioner, board certified or board eligible internist, obstetrician-gynecologist or pediatrician. Your "personal physician" may be a medical group if it is a single corporation or partnership composed of licensed doctors or medicine or osteopathy, which operates an integrated multi-specialty medical group providing comprehensive medical services predominantly for non-occupational illnesses and injuries.

This is an optional form that can be used to notify your employer of your personal physician. You may choose to use another form, as long as you notify your employer, in writing, prior to being injured on the job and provide written verification that your personal physician meets the above requirements and agrees to be predesignated. Otherwise, you will be treated by one of your employers' designated workers' compensation medical providers.

EMPLOYEE NAME & ADDRESS:

I acknowledge receipt of this form and elect not to predesignate my personal physician at this time. I understand that I will receive medical treatment from my employers' medical provider. I understand that, at any time in the future, I can change my mind and provide written notification of my personal physician. I understand that the written notification must be on file prior to an industrial injury.

Employee Signature: _____ Date: _____

If I am injured on the job, I wish to be treated by my personal physician*:

Name of Physician or Medical Group _____ Phone Number _____

Address _____

*This physician is my personal primary care physician who has previously directed my medical care and retains my medical history and records.

Name of Insurance Company, Plan, or Fund providing health coverage for nonoccupational injuries or illnesses:

Employee Signature: _____ Date: _____

A Personal Physician must be willing to be predesignated and treat you for a workers' compensation injury. The remainder of this form is to be completed by your physician and returned to your Employer.

PERSONAL PHYSICIAN ACKNOWLEDGEMENT

Per Labor Code 4600 to qualify you must meet the criteria outlined above. You are not required to sign this form, however, if you or your designated employee, does not sign, other documentation of the physicians' agreement to be predesignated will be required pursuant to Title 8, California Code of Regulations, section 9780.1(a)(3).

PERSONAL PHYSICIAN OR MEDICAL GROUP NAME: _____

I agree to treat the above named employee in the event of an industrial accident or injury. I meet the criteria outlined above. I agree to adhere to the Administrative Director's Rules and Regulations, Section 9785, regarding the duties of the employee-designated physician.

(Physician or Designated Employee of the Physician or Medical Group)

Date

Please return completed form to:

Monson-Sultana Jt. Union Elem., PO Box 25, Sultana, CA 93666

SALARY SCHEDULES

Monson-Sultana Joint Union Elementary 2025-2026 Classified Salary Schedule

Step	1	2	3	4	5	6	7	8	9	10
Instructional Assistant	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Behavioral LA	\$22.93	\$23.49	\$24.09	\$24.69	\$25.31	\$25.94	\$26.59	\$27.25	\$27.94	\$28.64
Percussion Technician	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Library Technician	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Technology Assistant	\$25.87	\$26.53	\$27.18	\$27.86	\$28.54	\$29.27	\$29.98	\$30.75	\$31.52	\$32.30
Office Clerk/Receptionist	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Health Services Aide	\$25.77	\$26.40	\$27.06	\$27.74	\$28.45	\$29.16	\$29.88	\$30.62	\$31.40	\$32.19
Cook I /Cafeteria Clerk	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Food Service Assistant	\$19.75	\$20.24	\$20.74	\$21.25	\$21.79	\$22.36	\$22.90	\$23.47	\$24.07	\$24.68
Grounds/Maintenance	\$ 4,436	\$ 4,550	\$ 4,663	\$ 4,779	\$ 4,897	\$ 5,018	\$ 5,146	\$ 5,276	\$ 5,407	\$ 5,543
Bus Driver/Custodian	\$ 4,261	\$ 4,368	\$ 4,479	\$ 4,589	\$ 4,705	\$ 4,820	\$ 4,942	\$ 5,067	\$ 5,193	\$ 5,322
Bus Driver	\$24.58	\$25.20	\$25.82	\$26.47	\$27.15	\$27.83	\$28.52	\$29.23	\$29.95	\$30.72
Custodian	\$18.52	\$18.98	\$19.44	\$19.93	\$20.45	\$20.94	\$21.48	\$22.01	\$22.57	\$23.12

Substitute Rates: *

Bus Driver	\$24.58
Cook	\$21.10
Custodian	\$18.52
Food Service Assistant	\$19.75
Instructional Asst.	\$21.10
Student	\$16.90

* Superintendent has discretion to determine on substitute pay rate based on work experience

Board Approved: May 5, 2026

* Effective January 1, 2026 Minimum Wage

0% Percentage Increase

Longevity Pay:

\$25 per month upon the completion of the 10th year of service

\$50 per month upon the completion of the 15th year of service

****The District will process salary payments in accordance with the Tulare County Office of Education's Uniform Salary Payment Schedule****

**Monson-Sultana Joint Union Elementary
2025-2026 Confidential Management Salary Schedule**

Step	1	2	3	4	5	6	7	8	9	10
Business Manager 260 days 8 hours per day	\$7,988	\$8,188	\$8,392	\$8,602	\$8,817	\$9,037	\$9,264	\$9,495	\$9,732	\$9,975
Food Service Director 11 month 8 hours per day	\$5,124	\$5,251	\$5,382	\$5,517	\$5,654	\$5,796	\$5,941	\$6,089	\$6,241	\$6,397
MOT Director 260 days 8 hours per day	\$5,599	\$5,739	\$5,886	\$6,028	\$6,179	\$6,332	\$6,493	\$6,654	\$6,822	\$7,428
Director of Technology 260 days 8 hours per day	\$7,761	\$7,955	\$8,153	\$8,358	\$8,566	\$8,781	\$9,001	\$9,225	\$9,457	\$9,691

2.50 % Percentage Increase

Longevity Pay:

\$25 per month upon the completion of the 10th year of service

\$50 per month upon the completion of the 15th year of service

\$100 per month upon the completion of the 30th year of service

* Includes Vacation and Holiday Day Pay

****The District will process salary payments in accordance with the Tulare County Office of Education's Uniform Salary Payment Schedule****

Board Approved: December 11, 2025

**Monson-Sultana Joint Union Elementary
2025-2026 Classified Confidential Salary Schedule**

Step	1	2	3	4	5	6	7	8	9	10
Administrative Asst. 260 days 8 hours per day	\$6,000	\$6,150	\$6,305	\$6,463	\$6,624	\$6,790	\$6,960	\$7,132	\$7,310	\$7,493

2.50% Percentage Increase

Longevity Pay:

\$25 per month upon the completion of the 10th year of service

\$50 per month upon the completion of the 15th year of service

\$100 per month upon the completion of the 30th year of service

****The District will process salary payments in accordance with the Tulare County Office of Education's Uniform Salary Payment Schedule****

Board Approved: December 11, 2025

JOB DESCRIPTIONS

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

<u>TITLE:</u>	<u>ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT/PRINCIPAL (CONFIDENTIAL)</u>		
<u>REPORTS TO:</u>	Superintendent/Principal	<u>DEPARTMENT:</u>	Confidential Management
<u>CLASSIFICATION:</u>	Confidential Management	<u>HOURS PER DAY:</u>	<u>WORK YEAR:</u> 12 month
<u>SALARY:</u>	Per Salary Schedule		

BASIC FUNCTION:

Under direction, to serve as Secretary to the Superintendent/Principal; to relieve the Superintendent/Principal of administrative and office details; to perform complex and responsible secretarial and clerical duties; and to do related work as required.

CLEARANCES/CERTIFICATE REQUIREMENTS:

- Criminal Justice Fingerprint/Background Clearance
- Valid/current CPR certification.
- Possession of a valid Class C California Driver's License

ESSENTIAL JOB FUNCTIONS:

- acts as confidential secretary to the superintendent/principal;
- coordinates and performs work required in the preparation of the Board of Education agendas;
- prepares report of minutes for review and editing by administrators;
- maintains the official records of Board minutes;
- attends to administrative details on special matters assigned by the superintendent/principal;
- gathers data and completes research projects, as assigned;
- works with other offices and agencies, coordinating specific activities and ensuring that such have been accomplished;
- receives telephone calls and visitors for the superintendent/principal and translates when required;
- obtains, interprets, and gives out information to various parties and news media concerning office and district functions, policies and procedures;
- maintains the superintendent's/principal's calendar, schedules appointments, arranges group meetings, and transmits confidential or controversial information;
- assists in the preparation of regular and special reports for state and county offices, for administrators, and for public agencies;
- assists with providing families with information regarding local public assistance agencies, medical and counseling services, insurance, and health care referrals;
- independently answers a variety of inquiries from administrators, employees, and parents;
- maintains a variety of records and files;
- prepares minutes for Board meetings; composes difficult correspondence independently on a variety of matters;
- receives, reads, routes and responds to superintendent's/principal's mail;
- operates an variety of office machines;
- oversees the work of classified assistants, as assigned;
- Performs other related duties as required.
- CALPADS data entry and coordination.

EDUCATION AND EXPERIENCE:

Education:

- Equivalent to completion of two years of college level course work in secretarial science or a related area.

Experience:

- Responsible secretarial experience may be substituted for the required education requirement on a year-for-year basis, up to two years.

SKILLS, KNOWLEDGE AND ABILITIES:

Skills:

- interpret and apply districts' policies, laws, rules, and regulations, and State Education Code requirements;
- deal effectively with a wide variety of personalities and situations requiring diplomacy, friendliness, poise, tact, and firmness;
- file accurately alphabetically, numerically and chronologically;
- work cooperatively with those contacted in the course of work;
- Utilize school database and attendance tracking software.

Knowledge of:

- functions, policies, rules, and regulations of the district;
- secretarial practices and procedures;
- office procedures and equipment including filing systems, receptionist and telephone techniques, letter and report writing, and operation of various machines;
- correct English usage, spelling, grammar, and punctuation;
- personnel practices; public relations;
- Office management; records management.

Ability to:

- perform difficult and responsible clerical work requiring independent judgment, speed, and accuracy;
- read and comprehend educational materials;
- understand and carry out oral and written directions;
- analyze data and make decisions on procedural matters without immediate supervision
- carry out broad district policies;
- prepare verbal and written reports for the Superintendent and/or Board;
- establish and maintain cooperative working relationships;
- Perform other duties as assigned by the Superintendent.

WORKING CONDITIONS:

Environment:

- Persons performing service in this position classification must expect to work overtime at regular intervals when necessary, working under the pressure of deadlines.
- The manual dexterity and coordination sufficient to operate office equipment and the ability to sit and/or stand for extended periods of time is also essential to this position.

Physical Demands:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy.
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines.
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (60 decibels).
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and reach overhead.
- Physical stamina sufficient to sustain light physical labor for up to 8 hours per day, and to sit and/or stand for long periods of time, and to respond to emergency situations.
- Physical strength sufficient to lift materials/supplies up to 40 pounds, and to occasionally lift 80 pounds or more with assistance.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

<u>TITLE:</u>	BUSINESS MANAGER		
<u>REPORTS TO:</u>	Superintendent	<u>DEPARTMENT:</u>	Confidential Management
<u>CLASSIFICATION:</u>	Confidential Management	<u>HOURS PER DAY:</u>	8
<u>WORK YEAR:</u>	12 month	<u>SALARY:</u>	Per Salary Schedule

BASIC FUNCTION:

The Business Manager is responsible for the development and maintenance of sound business systems and procedures for accounting, budgeting, legislation and services of supply. The Business Manager manages and directs all Business Office functions, including accounting, budget, payroll, maintenance, and food service programs and purchasing. The Business Manager must have an in-depth ability to use budget preparation as a management tool, including multi-year planning, financial forecasting, and cash flow projection. The Business Manager must also possess strong interpersonal skills and the ability to communicate the complexities of school finance in an understandable manner throughout the school community.

QUALIFICATION REQUIREMENTS:

- Fingerprinting and Criminal Record Check must be obtained
- Must possess (at all times during employment) a valid California Driver's License.

ESSENTIAL JOB FUNCTIONS:

- Apply the principles, practices and techniques of governmental accounting;
- Apply the principles of budgetary preparation and control;
- Assemble and analyze data and make appropriate recommendations;
- Plan, organize, and coordinate the work of others;
- Develop and install new, and revise existing, methods and procedures;
- Establish and maintain cooperative relationships with those contacted.
- Appropriately maintain the confidentiality of payroll and financial transactions.
- Preparing and maintaining accurate records and utilizing pertinent software applications.

EDUCATION AND EXPERIENCE:

Education:

- A Bachelor's degree or equivalent training in business, public administration, educational administration, or accounting.
- Three to five years of increasingly responsible professional experience in a school business support operations, income/expenditure budgets, and personnel supervision, preferably in a public school district. Operation of standard office equipment.

Experience:

- Three to five years of increasingly responsible professional experience in a school business support operations, income/expenditure budgets, and personnel supervision, preferably in a public school district. Operation of standard office equipment.

MAJOR RESPONSIBILITIES AND DUTIES:

- Review and evaluate the organizational structure of business services to ensure the goals of the district are being accomplished

- Plan, organize, and administer the district business activities including payroll, retirement, accounts payable, accounts receivable, general ledger, encumbrances, financial reports, federal, state, and local special fund accounting, school properties, including annual audits and inventories.
- Ensure all proper financial reports are compiled and submitted as required to state and county office officials in order to conduct the financial and attendance accounting of the district
- Prepare and administer the District's budget under the direction of the Superintendent. Provide Superintendent with assistance for negotiations.
- Develop and supervise proper accounting procedures and internal audit for all district funds. Ensure all record keeping and reporting is in accordance with appropriate regulations, policies, and guidelines and maintain accurate financial records.
- Keep current with education laws and practices relating to finance.
- Coordinate and manage matters related to the external auditing of all fiscal aspects of programs.
- Provide reports regularly on the status of school site budgets.
- Serve as a resource for the management team in the collective bargaining process.
- Attends Governing Board meetings. Prepare reports that are deemed necessary for the information of the Superintendent and/or the Board.
- Administer risk management program, including property liability, worker's compensation, unemployment, health, student accident and other insurance carried by the District.
- Coordinate with District staff and consulting agencies for mandated costs reimbursement and E-rate related projects.
- Manage school facilities funds and reporting required for school construction.
- Perform other appropriate duties as assigned by the Superintendent.

WORK ENVIRONMENT:

Environment:

- Office and conference room
- Computer work for long hours
- Must work collegially with school office staff and other personnel

Physical Demands:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy.
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines.
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (60 decibels).
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and reach overhead.
- Physical stamina sufficient to sustain light physical labor for up to 6.5 hours per day, and to sit and/or stand for long periods of time, and to respond to emergency situations.
- Physical strength sufficient to lift materials/supplies up to 40 pounds, and to occasionally lift 80 pounds or more with assistance.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

<u>TITLE:</u>	CAFETERIA CLERK/COOK I & II		
<u>REPORTS TO:</u>	Food Service Director	<u>DEPARTMENT:</u>	Food Services
<u>CLASSIFICATION:</u>	Classified	<u>HOURS PER DAY:</u>	As assigned
<u>WORK YEAR:</u>	181 days	<u>SALARY:</u>	Per Salary Schedule

BASIC FUNCTION:

Under the direction of the Food Service Director, serve food in a school cafeteria, clean kitchen equipment and utensils, maintain the cafeteria and perform related duties as assigned.

CLEARANCES/CERTIFICATE REQUIREMENTS:

- Criminal Justice Fingerprint/Background Clearance

ESSENTIAL JOB FUNCTIONS:

- Maintain and clean assigned work area and assist in the cleaning and sanitation of all kitchen facilities.
- Perform food preparation.
- Process paperwork for daily lunch counts.
- Assist in receiving and storing food and food products.
- Set up foods for serving.
- Serve food to students and staff.
- Participates in the preparation of state reimbursement forms.
- Perform other duties as assigned.
- Work positively with students, staff, and parents.

EDUCATION AND EXPERIENCE:

Education:

- A high School diploma or equivalent is preferred.

Experience:

- Food service experience (school food service experience preferred).

SKILLS, KNOWLEDGE AND ABILITIES:

Skills:

- Adhering to safety practices; operating equipment used in commercial food preparation; operating standard office equipment; performing accounting procedures; planning and managing projects; preparing and maintaining accurate records; and using pertinent software applications.

Knowledge of:

- County Health regulations, accounting/bookkeeping principles; concepts of grammar and punctuation; health standards and hazards; quantity cooking; safety practices and procedures; and employer-employee relations.

Ability to:

- Flexibility is required to work with others in a variety of circumstances; operate equipment using a variety of standardized methods. Utilize job-related equipment. In working with others, problem solving is required to analyze issues and create action plans; adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; managing and working as part of a team; and working with frequent interruptions.

WORKING CONDITIONS:

Environment:

- Duties primarily take place indoors in the school cafeteria
- Exposure to industrial food service machinery and equipment
- Exposure to noise levels up to 100dB
- Exposure to heat temperature variations, and items that are hot.

Physical Demands:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.
- Manual dexterity sufficient to write, use the telephone, food service machines/equipment at required speed and accuracy.
- Vision sufficient to read handwritten and printed materials, and the display screen of various equipment and machines.
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (60 decibels).
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and reach overhead.
- Physical stamina sufficient to sustain light physical labor for up to 7 hours per day, and to sit and/or stand for long periods of time, and to respond to emergency situations.
- Physical strength sufficient to lift materials/supplies up to 40 pounds, and to occasionally lift 80 pounds or more with assistance.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

<u>TITLE:</u>	OFFICE CLERK/RECEPTIONIST		
<u>REPORTS TO:</u>	Superintendent/Principal	<u>DEPARTMENT:</u>	Administration/Office
<u>CLASSIFICATION:</u>	Classified	<u>HOURS PER DAY:</u>	7
<u>WORK YEAR:</u>	11 months	<u>SALARY:</u>	Per Salary Schedule

BASIC FUNCTION:

Under the general supervision of the Superintendent/Principal or designee, perform and coordinate varied and secretarial and clerical functions such as maintaining accurate student database records, maintaining accurate student attendance records, providing clerical support to the school site, providing basic first aid, communicating various information regarding school activities and/or in response to requests, and providing for timely and accurate distribution of information to staff, students, and parents.

CLEARANCES/CERTIFICATE REQUIREMENTS:

- Fingerprinting and Criminal Record Check must be obtained
- Valid Class C California Driver's License

ESSENTIAL JOB FUNCTIONS:

- Receive and greet visitors and refer them to the proper parties;
- Initiate and receive a variety of telephone calls and provide information to parents, students, staff members, and the public;
- Perform a wide variety of clerical work, including typing, reviewing, proofreading, filing and recording of data on records;
- Take and transmit messages for staff and students;
- Keep reception area/front office neat;
- Perform clerical work requiring knowledge of policies and procedures of the office;
- Operate a variety of standard office machines including computer;
- Collect, assemble, bind, and staple reproduced materials;
- Assist with ordering and maintaining supplies;
- Maintenance of student records (cum folders, grade, and test score posting, etc);
- Maintaining student attendance records, assist in verifying reasons for absence, admit tardy students to class, monitor student sign out log and verify adult authorization to remove students from school;
- Establish and maintain a variety of files and records which contain confidential material;
- Assist in maintaining appropriate student behavior in an office setting;
- Administer first aid, dispense medication, and seek assistance as needed;
- Act as an interpreter during meetings with parents;
- Act as a "Safe Schools" monitor checking that visitors who come on campus check in and out accordingly;
- Assist and support site secretary in all duties and functions in the office as directed;
- Enroll new students and enter all required student data/information into AERIES database.
- Request student files, prepare and release transfer documents, and maintain records of such requests.
- Perform other related work as required.

EDUCATION AND EXPERIENCE:

Education:

- High School diploma or equivalency

Experience:

- One year of experience in the operation of standard office equipment, preparing and maintaining accurate records and utilizing pertinent software applications

SKILLS, KNOWLEDGE AND ABILITIES:

Skills:

- Interact with students, staff, and the community in a professional and tactful manner.
- Perform general clerical work of average difficulty with speed and accuracy;
- Follow written and oral instructions;
- Possess effective communication skills;
- Work cooperatively with others;

Knowledge of:

- Write legibly;
- Speak Spanish (read and write preferred)
- Speak clearly and effectively;

Ability to:

- Hear and understand speech at normal levels.
- Work under pressure of deadlines.
- Participate in job-related training both locally and statewide when required.
- Sit and stand for extended periods of time;

WORKING CONDITIONS:

Environment:

- School setting. Predominantly indoor office work environment
- Exposure to students/staff.

Physical Demands:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy.
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines.
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (60 decibels).
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and reach overhead.
- Physical stamina sufficient to sustain light physical labor for up to 7 hours per day, and to sit and/or stand for long periods of time, and to respond to emergency situations.
- Physical strength sufficient to lift materials/supplies up to 40 pounds, and to occasionally lift greater weights with assistance.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

<u>TITLE:</u>	COMPUTER LAB TECHNICIAN		
<u>REPORTS TO:</u>	Director of Technology & Superintendent	<u>DEPARTMENT:</u>	Curriculum & Instruction
<u>CLASSIFICATION:</u>	Classified	<u>HOURS PER DAY:</u>	8
<u>WORK YEAR:</u>	11 month w/2 furlough weeks	<u>SALARY:</u>	Per Salary Schedule

BASIC FUNCTION:

Under general supervision of the Technology Director and school principal, supervises, operates, and maintains the School Computer Lab. Assists teachers in lab related activities, does related clerical work and performs other related duties as may be assigned. Seeing the proper operation of the Computer Lab as well as supervising students, and basic maintenance of lab equipment.

CLEARANCES/CERTIFICATE REQUIREMENTS:

- Criminal Justice Fingerprint/Background Clearance
- Valid/current CPR certification.
- Possession of a valid Class C California Driver's License

ESSENTIAL JOB FUNCTIONS:

- Assists in providing training in basic Internet access and browsing for students
- Facilitates Children's Internet Privacy Act Compliance
- Provides supplementary instructional assistance to individuals or groups of students using computer equipment and software; answers questions; loads, restores and restarts programs as needed; assists students in utilizing computer equipment and supplemental instructional materials for projects
- Troubleshoots computers, printers, and other data equipment for supplemental intervention classes and English Language Development classes
- Repairs and maintains the supplemental computers and associated hardware with the Technology Department
- Supervises the lab when used by students and teachers
- Coordinates repairs and other computer lab equipment
- Student supervision (such as yard duty, bus duty, etc.) as delegated by the Principal or designee
- Maintains work areas in a clean and orderly condition
- Performs a variety of clerical duties including maintaining records of computer programs used, schedules, student progress, software programs, and related student information system tasks as assigned
- Assists teachers in instructing students in the proper care and operation of computers.
- Assists teachers in instructing students in the basic understanding of software packages.
- Maintains a written class schedule for the computer lab.
- Performs other job-related tasks as required.
- Performs other duties as assigned.

EDUCATION AND EXPERIENCE:

Education:

- A high school diploma or equivalent.

Experience:

- In operating and maintaining entry-level repairs of software and computer hardware

SKILLS, KNOWLEDGE AND ABILITIES:

Skills:

- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Operation of computers and other related technological equipment
- Operation, adjustment and minor maintenance of computers and related equipment.
- Demonstrate skills with Microsoft Windows
- Diagnose and repair minor computer problems

Knowledge of:

- Basic Internet research procedures, including use of web browsers, e-mail, and other related programs.
- Specialized knowledge in using computers and other technology.
- Lab procedures and practices
- Enthusiasm for and interest in technology
- Requirements of maintaining work areas in a safe, clean and orderly condition.

Ability to:

- Operate computers and other related technological equipment
- Communicate with and understand the needs of pupils and teachers
- Work with and direct pupils
- Work harmoniously with other employees
- Follow written and oral directions
- Work independently with little direction
- Observe and control student behavior according to approved policies and procedures
- Monitor student activities
- Sit or stand for extended periods of time
- Bend, kneel or crouch

WORKING CONDITIONS:

Environment:

- Classroom or lab environment
- Outdoor supervision of students in all weather conditions

Physical Demands:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy.
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines.
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (60 decibels).
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and reach overhead.
- Physical stamina sufficient to sustain light physical labor for up to 6.5 hours per day, and to sit and/or stand for long periods of time, and to respond to emergency situations.
- Physical strength sufficient to lift materials/supplies up to 40 pounds, and to occasionally lift 80 pounds or more with assistance.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

<u>TITLE:</u>	TECHNOLOGY ASSISTANT CATEGORICAL PROGRAMS		
<u>REPORTS TO:</u>	Director of Technology	<u>DEPARTMENT:</u>	Technology
<u>CLASSIFICATION:</u>	Classified	<u>HOURS PER DAY:</u>	8
<u>WORK YEAR:</u>	12 month	<u>SALARY:</u>	Per Salary Schedule

BASIC FUNCTION:

Under the supervision of the school site principal and direction of the IT department, maintain school site supplementary technology systems; provide technological targeted assistance for lowest performing student groups. Provide supplementary technical support to school site teachers, and students.

CLEARANCES/CERTIFICATE REQUIREMENTS:

- Criminal Justice Fingerprint/Background Clearance
- Possession of a valid Class C California Driver's License

ESSENTIAL JOB FUNCTIONS:

- Provide supplementary technical support to classroom teachers and students.
- Provide technological assistance for lowest performing student groups.
- Serve as an on-site supplemental resource person for school-site users of technology equipment.
- Maintain the supplementary technology and software for intervention and supplementary English Language Development classes.
- Provide support and training to facilitate the use of data to monitor the learning for RTI Intervention.
- Install, maintain, set up and operate a diverse range of technology equipment including microcomputer systems and peripherals, video technology systems equipment, and audio-visual equipment.
- Troubleshoot common technology equipment problems; maintain the supplementary education equipment, including the replacement of damaged, non-working or missing parts; determine appropriate course of action and communicate with appropriate district-level technology support staff to facilitate service and/or repair.
- Maintain site server(s); add and modify user settings for access to school servers; ensure backup devices are configured and operate properly; perform proper backup procedures as required.
- Load computer software on microcomputers from servers. Assist staff and students in the use, operation, and troubleshooting of operating systems and application software packages. Perform software updates as required.
- Oversee maintenance, security, and proper usage of technology equipment. Communicate school site technology networking concerns and problems to appropriate district-level technology support staff.
- Schedule and coordinate the use of technology equipment on the school campus.
- Keep and maintain an accurate inventory of school-site technology equipment; including the tagging of technology assets.
- Keep and maintain an accurate log of all equipment replacements.
- Perform related duties as assigned.

EDUCATION AND EXPERIENCE:

Education:

- High school diploma.
- Supplemented by specialized training in basic computers or a related field.

Experience:

- Two years of responsible work experience in the operation and management of technology systems and equipment preferred.

SKILLS, KNOWLEDGE AND ABILITIES:

Skills:

- Establish and maintain cooperative and effective working relationships with district staff, students, and others contacted in the carrying out of all job functions.

Knowledge of:

- Computer hardware and peripherals such as disk storage devices, monitors, keyboards, CD-ROM, DVD, tape back-up systems and printers.
- Compatible Operating Systems and application software packages.
- Proper use of diagnostic software programs sufficient to facilitate confirmation of correct system.
- Operations and/or software-level repair of computer system operations.
- Safe working methods and procedures.
- Basic record keeping techniques sufficient to keep records of service and inventory control.

Ability to:

- Effectively operate computer systems, associated peripherals and other technology equipment used on school campuses.
- Determine cause of technology equipment failure and take appropriate course of action to facilitate service and/or repair.
- Operate and maintain server(s) in a timely and efficient manner.
- Read, interpret, and apply information and directions found in operation and user's manuals for technology equipment.
- Explain technical problems in a manner understandable by other district personnel.
- Learn and acquire new skills to keep up with advances in the use application of emerging technological advancements.
- Organize time and complete all assigned work efficiently and within scheduled time lines.
- Understand and carry out both oral and written instructions.
- Communicate clearly and concisely both orally and in written format, sufficient to understand direction and communicate relevant technical information to others.
- Adapt to changing priorities.
- Work independently and/or under direct supervision.
- Stand, sit, and walk for extended periods of time.

WORKING CONDITIONS:

Environment:

- Office/classroom environment.
- Computer lab environment with noise levels up to 90 DB.
- Driving a vehicle to conduct work.
- Constant interruptions.

Physical Demands:

- Stand, sit, and walk for extended periods of time.
- Dexterity of hands and fingers to operate a computer keyboard and peripheral equipment.
- Seeing a view and computer monitor, and reading a variety of materials.
- Hearing and speaking to exchange information and make presentations.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching.
- Lifting and carrying moderately heavy objects weighing up to 49 pounds.
- Reaching overhead, above the shoulders and horizontally.

PHYSICAL EFFORT AND WORK ENVIRONMENT

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- Mental Acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy.
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines.

- Hearing sufficient to communicate in person and hold telephone conversations in normal range (approximately 60 decibels).
- Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distances on the telephone and addressing groups.
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and to reach overhead.
- Physical stamina sufficient to sustain light to medium physical labor for up to 8 hours, sit and/or walk for prolonged periods of time.
- Physical mobility sufficient to move about the work environment (office, district, school site to site) for sustained periods of time on hard flooring, climb slopes, stairs, ramps, and to respond to emergency situations.
- Physical strength sufficient to periodically lift and/or carry 40 pounds of materials or supplies; occasionally lift 80 or more pounds with assistance.
- Occasionally push and/or pull a variety of tools, equipment, or objects weighing 80 or more pounds.
- Indoor work environment.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

<u>TITLE:</u>	CUSTODIAN/BUS DRIVER		
<u>REPORTS TO:</u>	MOT Director	<u>DEPARTMENT:</u>	Maintenance, Operations, Transportation
<u>CLASSIFICATION:</u>	Classified	<u>HOURS PER DAY:</u>	As per payroll worksheet
<u>WORK YEAR:</u>	As Assigned	<u>SALARY:</u>	Per Salary Schedule

BASIC FUNCTION:

The position of Custodian/Bus Driver was established for the purpose of maintaining an attractive, sanitary and safe facility for students, staff and public; providing equipment and furnishings for meetings, classrooms activities, assemblies and special events; minimizing property damage, loss and liability exposure; transporting students over scheduled routes and/or to/from special excursions ensuring vehicle operation is in safe operating condition; and ensuring safety of students during transport, loading and unloading of buses.

CLEARANCES/CERTIFICATE REQUIREMENTS:

- Criminal Justice Fingerprint/Background Clearance
- Valid/current CPR certification.
- Possession of a valid Class C California Driver's License

ESSENTIAL JOB FUNCTIONS:

Custodial

- Cleans assigned facilities for the purpose of maintaining a sanitary, safe, and attractive environment.
- Communicates issues concerning safety and/or proper maintenance of facilities to the supervisor.
- Inspects school facilities for the purpose of ensuring that the site is suitable for safe operations, is maintained in an attractive and clean condition, and/or identifies and reports necessary repairs.
- Maintains supplies and equipment (e.g. cleaning solutions, paper products, power equipment and tools, etc.) for the purpose of ensuring the availability of items required to properly maintain facilities.
- Opens and secures facilities (e.g. opening gates, building access doors, disarming security systems, raising flag, minor repairs, locking doors, turning off lights, etc.) for the purpose of ensuring facilities are operational and safe for occupancy and to minimize property damage, equipment loss, and potential liability to the district.
- Performs routine grounds keeping duties as assigned (e.g. picking up trash and other debris, sweeping/blowing walkways and the main entrance to the school, etc.).
- Performs routine maintenance of buildings and grounds to include painting, and minor repairs to classrooms and office spaces (e.g. doors, locks, playground equipment, furniture, etc.).
- Prepare athletic fields as directed.
- Update marquee monthly.
- Perform related duties as assigned.

Bus Driver

- Observes/follows all applicable motor vehicle codes/laws while operating school bus.
- Maintains vehicles as assigned for the purpose of ensuring safe operations of vehicles (e.g. minor adjustments, checking fluids, cleans interior/exterior surfaces, etc.).
- Drives a bus over designated routes in accordance with time schedules, picking up and discharging students and escorting across streets when necessary in accordance with safety regulations and state law.
- Maintains good order among students on the bus and those waiting at bus stops while treating students in a respectful and appropriate manner.

- Follows all district policies regarding the discipline of students.
- Documents and reports all disciplinary matters to the school principal.
- Attends all required staff development training as directed.

EDUCATION AND EXPERIENCE:

Education:

- Targeted job related education that meets the needs of the district.

Experience:

- Job related experience is desired.

SKILLS, KNOWLEDGE AND ABILITIES:

Skills:

- Specific skill-based competencies required to satisfactorily perform functions of the job include operating equipment used in industrial maintenance including electrical cleaning equipment, common tools, etc.

Knowledge of:

- Knowledge of methods and procedures in the building trades, custodial work, gardening and grounds maintenance. General knowledge of maintenance, repair, and compliance with California Highway Patrol regarding maintenance and operation of school buses and school vehicles.

Ability to:

- The ability to prepare and interpret plans and specifications. Planning, organizing and supervising the work involved in maintaining school buildings and grounds, school buses, school vehicles and other school equipment. Ability to maintain California School Bus Driver's Certificate.

WORKING CONDITIONS:

Environment:

- Indoor and outdoor environment.
- Exposure to weather conditions.
- School bus environment.
- Driving a vehicle to conduct work.
- Frequent interruptions.
- Must be insurable by the District's liability insurance carrier.
- Random drug testing (DOT).

Physical Demands:

- Sitting for extended periods of time when operating a transportation vehicle.
- Hearing and speaking to exchange information.
- Reaching, pulling and pushing to open bus doors.
- Standing and walking for extended periods of time.
- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.
- Manual dexterity sufficient to use equipment used in custodial services and to operate a vehicle.
- Vision sufficient to read handwritten and printed materials.
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (60 decibels).
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and reach overhead.
- Physical stamina sufficient to sustain light physical labor for up to 8 hours per day, and to sit and/or stand for long periods of time, and to respond to emergency situations.
- Physical strength sufficient to lift materials/supplies up to 40 pounds, and to occasionally lift 80 pounds or more with assistance.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Position Job Description

TITLE: Director of Food Services
REPORTS TO: Superintendent/Principal & Business Manager
DEPARTMENT: Food Service
CLASSIFICATION: Confidential Management **HOURS PER DAY:** 8
WORK YEAR: 11th Month **SALARY:** As per salary schedule

Board Approved: May 7, 2024

DEFINITION: The duties include day-to-day operational management of the kitchen and the staff assigned to food service. The food services director is responsible for scheduling deliveries, completing required paperwork, preparing food, managing staff, and working with administration to evaluate the performance of the kitchen staff and overall kitchen performance. The food services director is the supervisor over all kitchen operations. The food services position is a confidential management position that is not entitled to labor representation.

ESSENTIAL FUNCTIONS AND JOB DUTIES:

- Plan, prioritize, assign, and direct work of assigned staff responsible for providing food service operations in the kitchen.
- Oversee and assist in the preparation and serving of meals to students, staff, and guests
- Keep necessary paperwork and records of food distribution and nutrition, serving count for the breakfast program, and inspection forms for audit purposes.
- Oversee the receipt, inspection, and accept deliveries; oversee the review invoices and check deliveries for missing, lost, or unusable items.
- Confer with the site Administration regarding operations and cafeteria conditions, needs, and schedules.
- Maintain the quality of preparation, serving, and storage of food in accordance with District and sanitation requirements.
- Direct the kitchen staff and organize cleaning, stocking, and daily schedules to maintain the kitchen in a safe and sanitary condition.
- Plan, organize, and order food items and supplies in accordance with fresh food preparation and handling guidelines and current funding regulations.
- Evaluate the performance and safety of staff using a wide variety of equipment and machines including slicer, chopper, steamer, mixer, oven, dishwasher, etc.
- As a fixture of leadership, model professionalism and proper process and performance to provide an exemplar to staff.
- Attend meetings, training, and professional development opportunities related to food service and operations.
- Perform other related duties and responsibilities as required or assigned by the Superintendent/Principal, Administration or the Designee.

CERTIFICATE REQUIREMENTS/QUALIFICATIONS:

- Criminal Justice Fingerprint/Background Clearance
- Possession of a valid Class C California Driver's License
- A current Food Safety Certificate
- First-aid certificate (will allow up to 30 days after employment to complete).

EDUCATION AND EXPERIENCE:

Desired Education: Possess an Associate of Arts Degree in Business, Education, Management, Food Service or Leadership and a Bachelor of Arts or Science degree in Management and Hospitality, Nutrition, Education, Business, Food Service Management, Business/Management, Hotel Management, Culinary, or Leadership.

Minimum Education: High School Diploma or equivalent education.

Experience:

Desired Experience: Three years of experience as a food service manager in a school or hospitality setting with certifications for safe food handling and personnel management.

Minimum Experience: Three years of experience in school food service operations or a food safety certificate and one year of full-time experience.

SKILLS, KNOWLEDGE AND ABILITIES:

SKILLS:

- Adhering to safety practices; operating equipment used in commercial food preparation;
- Operating standard office equipment;
- Performing accounting procedures;
- Planning and managing projects;
- Preparing and maintaining accurate records;
- Using pertinent software applications.

KNOWLEDGE OF:

- Principles and techniques providing appropriate direction and support ongoing training;
- Principles and methods of quality food preparation, serving, and storage;
- Operations, services and activities of a school site food service program;
- Methods of computing food quantities required by weekly or monthly menu;
- Maintenance and operation of standard cafeteria appliances and equipment;
- Sanitation and safety procedures of the district and state and local laws;
- Principles of nutrition planning;
- Standards weights and measures used in food preparation;
- Principles of cost control and record keeping;
- USDA and state reimbursement program requirements;
- Quality control standards associated with food service, preparation, and storage;
- Strategies to manage a small, localized staff;
- Communicate nutrition strategies to students, staff, families, and community;
- Methods and strategies in evaluation of staff.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is frequently required to walk and continuously required to stand.
- The employee will frequently bend or twist at the neck and trunk.
- The employee is occasionally required to reach with hand and arms and repeat the same hand, arm and finger motion many times, as in operating a cash register or cutting food items, etc.
- The employee continuously uses hand strength to grasp tools.
- The employee must occasionally lift and/or move up to 50 pounds such as milk crates, frozen foods, canned food, push fully loaded food carts, etc.
- Specific vision abilities required by this job include close vision, and depth perception and peripheral vision.

ABILITY TO:

- Organize, monitor, and evaluate food preparation staff on the service line
- Understand, explain, monitor, and provide updates to the district on changes to food service policies and procedures;
- Understand the requisition process for food ordering and procurement;
- Extend, reduce, or adjust recipes to prepare proper quantities;
- Extend, reduce, or adjust recipes to prepare to meet changes to guidelines and requirements;
- Manage scratch-made food requirements set by the District and funding sources;
- Communicate clearly and precisely, both orally and in writing;
- Prepare and serve high quality food utilizing standardized recipes within budget limitations;

WORKING CONDITIONS:

The physical demands and work environment described below are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ENVIRONMENT:

While performing the duties of this job, the employee frequently works in hot and cold temperature extremes and will walk on slippery surfaces. The employee must be able to meet deadlines with severe time constraints and interact with the public and other workers. The employee has direct responsibility for the safety, well-being and work output of others. The noise level in the work environment is frequently loud to where you have to raise your voice to be heard. The employee has a greater than average risk of getting a minor injury such as cut or burn while performing the duties of this job. Occasional training in on-site and off-site settings.

HAZARDS:

- Heat, cold or sun exposure.
- Soreness due to prolonged, sustained activity and fatigue.
- Student illness.
- Injury due to carrying out duties during emergency response roles.

Fair Labor Standards Act (FSLA) Status: Non-exempt. This organization is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, creed, age, gender, sexual orientation, or disability. Inquiries regarding compliance procedures may be directed to our personnel office. The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A) and is not an exhaustive list of the duties performed for the position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned. Accommodations may be granted and can be sought by directing concerns to the personnel office. This organization is a drug and tobacco free workplace. This organization requires a successful candidate to provide it with employment eligibility and verification of a legal right to work in the United States in compliance with the Immigration Reform and Control Act.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

<u>TITLE:</u>	GROUNDS/MAINTENANCE/BUS DRIVER		
<u>REPORTS TO:</u>	MOT Director	<u>DEPARTMENT:</u>	Maintenance/Operations
<u>CLASSIFICATION:</u>	Classified	<u>HOURS PER DAY:</u>	8
<u>WORK YEAR:</u>	12 months	<u>SALARY:</u>	Per Classified Salary Schedule

BASIC FUNCTION:

Under the supervision of the school site principal and direction of the MOT Director, will lead and participate in the performance of skilled custodial and routine maintenance functions and activities. Will perform general custodial functions in maintaining school grounds, facilities and offices in a clean, safe and secure condition. Does assigned cafeteria work and grounds as needed; and will do other related work as required.

CLEARANCES/CERTIFICATE REQUIREMENTS:

- Criminal Justice Fingerprint/Background Clearance
- Valid/current CPR certification
- Possession of a valid Class C California Driver's License

ESSENTIAL JOB FUNCTIONS:

- Assists in making up original plans for repair and/or remodeling of existing facilities; assists in figuring bills of materials and estimates cost in time and materials.
- Instructing others in proper use of tools, materials, equipment, or operation; assists in ordering and distribution of maintenance supplies.
- Directs and participates in work projects.
- Drives school bus as assigned; when so assigned, will carry out duties and responsibilities specified for bus drivers.
- Demonstrates interest in the position by participating in workshops pertaining to work assignment.
- Maintains existing equipment.
- Loading and unloading supplies as needed or directed.
- Carry out those duties and responsibilities assigned to Custodian/Bus Driver.
- Perform a wide variety of tasks related to the day to day custodial activities.
- Adhere to policies and procedures in maintaining appropriate student behavior.
- Requisition supplies, materials, and equipment to ensure that an appropriate operational inventory is maintained.
- Set up and arrange the facility for meetings and special events.
- Assist custodial personnel in resolving unusual problems and situations.
- Perform routine facility and equipment maintenance functions, including minor repair, part replacement, and adjustment tasks.
- Inspect heating, ventilation, and water systems to ensure adherence to operational procedures and guidelines.
- Perform ground duties as requested; operate all grounds related equipment.
- Conduct daily safety inspections on playground equipment; maintain equipment and ground under playground equipment as appropriate.
- Make minor repairs and adjustments to plumbing and electrical equipment and apparatus in school buildings.
- Maintain MSDS sheets and "right to know" labeling at assigned sites.
- Attend in-services and safety meetings as assigned.
- Wash windows, walls, tables, desks and benches; polish metal work; clean chalkboards; dust and clean furniture and wood work; sweep, scrub, mop, polish and wax floors; vacuum rugs and carpets; clean restrooms; refill dispensers.
- Pick-up papers and other debris on grounds and walks; sweep walks and water shrubs.

- Perform special custodial work upon request.
- Performs related duties as assigned.

EDUCATION AND EXPERIENCE:

Education:

- A high school diploma or equivalent.
- Courses in architectural drawing and/or general shop preferred.

Experience:

- Two years of responsible experience as general contractor or equivalent.
- Four years custodial experience.
- Advanced training demonstrated loading or shipping skills.
- Prior job related experience with increasing levels of responsibilities, preferably in a school and/or institutional setting.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Approved methods of general repair of buildings.
- Existing codes of safe and accepted instruction.
- Plumbing and electrical installations.
- Materials used in general building repair.
- Hand and power tools used in construction work.
- Safe driving practices.
- Basic first aid procedures and methods.
- Provisions of the California Motor Vehicle Code, the Education Code, District and CHP regulations applicable to the operation of vehicles in the transportation of children.
- Interpersonal skills using tact, patience and courtesy.
- Modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures and surrounding areas.
- Cleaning materials, disinfectants and equipment used in custodial work.
- Safety practices and work methods.
- Basic record-keeping techniques.
- Proper methods of storing equipment, materials and supplies.

Ability to:

- Perform all the tasks within this department.
- Organize, utilize, and supervise maintenance manpower.
- Advise school administration on repairs.
- Read blueprints.
- Operate a school bus over designated routes in accordance with time schedules, picking up and discharging students.
- Perform all functions of a bus driver.
- Recognize equipment malfunctions and take appropriate action.
- Establish and maintain cooperative and effective working relationships with others.
- Understand and follow oral and written directions, read and interpret maps.
- Lift, carry, push and pull heavy objects up to 75 pounds.
- Sit for extended periods of time when operating a transportation vehicle.
- Bend at the waist.
- Communicate effectively with others.
- Plan, train and provide work direction and guidance to assigned custodians at an assigned site.
- Assign and inspect the work of others.
- Work independently with little direction.
- Properly estimate the quantity of required custodial supplies and equipment.
- Apply and explain schedules, procedures and use of equipment and supplies used in custodial work.
- Use common cleaning equipment and materials in a safe and efficient manner.
- Operate a variety of custodial equipment including a floor stripper, buffer, carpet shampooer, vacuum

- cleaner and small power hand tools.
- Meet schedules and timelines.
- Obtain and retain a California school bus driver's certificate and all related certificates.
- Work at heights to inspect and replace lights.
- Produce work orders.
- Climb ladders.

WORKING CONDITIONS:

Environment:

- Indoor and outdoor environment.
- Exposure to weather conditions.
- School bus environment.
- Driving a vehicle to conduct work.
- Constant interruptions.
- Must be insurable by the District's liability insurance carrier.
- Random drug testing (DOT).
- Ability to maintain California School Bus Driver's Certificate.

Physical Demands:

- Sitting for extended periods of time when operating a transportation vehicle.
- Lifting moderately heavy objects up to 75 pounds.
- Bending at the waist, kneeling or crouching, stooping.
- Hearing and speaking to exchange information.
- Reaching, pulling and pushing to open bus doors.
- Standing and walking for extended periods of time.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

<u>TITLE:</u>	HVAC/GROUNDS/MAINTENANCE/BUS DRIVER		
<u>REPORTS TO:</u>	MOT Director	<u>DEPARTMENT:</u>	Maintenance/Operations
<u>CLASSIFICATION:</u>	Classified	<u>HOURS PER DAY:</u>	8
<u>WORK YEAR:</u>	12 months	<u>SALARY:</u>	Per Classified Salary Schedule

BASIC FUNCTION:

Under the supervision of the Superintendent and the direction of the MOT Director, will lead and participate in the performance of skilled custodial and routine maintenance functions and activities. Providing HVAC services with specific responsibility for identifying repair and/or replacement needs; installing, repairing, maintaining and upgrading HVAC systems and equipment. Perform general custodial functions in maintaining school grounds, facility and offices in a clean, safe and secure condition. Performs assigned cafeteria work and grounds as needed; Transporting students over scheduled routes and/or to/from special excursions ensuring vehicle operation is in safe operating condition; and ensuring safety of students during transport, loading and unloading of buses. Perform other related work as required and directed.

CLEARANCES/CERTIFICATE REQUIREMENTS:

- Universal EPA Refrigeration Certificate
- California School Bus Driver's Certificate
- Criminal Justice Fingerprint/Background Clearance
- Valid/current CPR certification
- Possession of a valid Class C California Driver's License

ESSENTIAL JOB FUNCTIONS:

- Diagnoses causes of problems and/or failures in heating/air conditioning systems for the purpose of identifying equipment and/or systems repair and/or replacement needs.
- Inspects HVAC systems and their components (e.g. heating units, building exhaust fans, ventilation units, etc.) for the purpose of evaluating condition, identifying necessary repairs and recommending preventive maintenance.
- Performs routine and preventive maintenance as needed for the purpose of ensuring the ongoing functioning of HVAC systems.
- Repairs heating and air conditioning systems and/or components (e.g. pumps, motors, air handlers, fan coils, piping, etc.) for the purpose of ensuring a comfortable work environment.
- Assists in making up original plans for repair and/or remodeling of existing facilities; assists in figuring bills of materials and estimates cost in tie and materials.
- Instructing others in proper use of tools, materials, equipment, or operation; assists in ordering and distribution of maintenance supplies.
- Directs and participates in work projects.
- Drives school bus as assigned; when so assigned, will carry out duties and responsibilities specified for bus drivers.
- Demonstrates interest in the position by participating in workshops pertaining to work assignment.
- Maintains existing equipment.
- Loading and unloading supplies as needed or directed.
- Carry out those duties and responsibilities assigned to Custodian/Bus Driver.
- Perform a wide variety of tasks related to the day to day custodial activities.
- Adhere to policies and procedures in maintaining appropriate student behavior.
- Requisition supplies, materials, and equipment to ensure that an appropriate operational inventory is maintained.
- Set up and arrange the facility for meetings and special events.

- Assist custodial personnel in resolving unusual problems and situations.
- Perform routine facility and equipment maintenance functions, including minor repair, part replacement, and adjustment tasks.
- Inspect heating, ventilation, and water systems to ensure adherence to operational procedures and guidelines.
- Perform ground duties as requested; operate all grounds related equipment.
- Conduct daily safety inspections on playground equipment; maintain equipment and ground under playground equipment as appropriate.
- Make minor repairs and adjustments to plumbing and electrical equipment and apparatus in school buildings.
- Maintain MSDS sheets and "right to know" labeling at assigned sites.
- Attend in-services and safety meetings as assigned.
- Wash windows, walls, tables, desks and benches; polish metal work; clean chalk boards; dust and clean furniture and wood work; sweep, scrub, mop, polish and wax floors; vacuum rugs and carpets; clean restrooms; refill dispensers.
- Pick-up papers and other debris on grounds and walks; sweep walks and water shrubs.
- Perform special custodial work upon request.
- Performs related duties as assigned.

EDUCATION AND EXPERIENCE:

Education:

- A high school diploma or equivalent.
- Courses in architectural drawing and/or general shop preferred.
- EPA Refrigeration certification course.

Experience:

- Two years of experience as HVAC technician.
- Custodial and school bus driving experience preferred but not required.
- Prior job related experience with increasing levels of responsibilities, preferably in a school and/or institutional setting.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Indoor air monitoring equipment and interpret resulting data.
- Air conditioning and heating codes.
- Hazards and safety precautions.
- Refrigerant handling and disposal.
- Approved methods of general repair of buildings.
- Plumbing and electrical installations.
- Materials used in general building repair.
- Hand and power tools used in construction work.
- Safe driving practices.
- Basic first aid procedures and methods.
- Provisions of the California Motor Vehicle Code, the Education Code, District and CHP regulations applicable to the operation of vehicles in the transportation of children.
- Interpersonal skills using tact, patience and courtesy.
- Modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures and surrounding areas.
- Cleaning materials, disinfectants and equipment used in custodial work.
- Safety practices and work methods.
- Basic record-keeping techniques.
- Proper methods of storing equipment, materials and supplies.

Ability to:

- Perform all the tasks within this department.
- Advise school administration on repairs.
- Read blueprints.
- Operate a school bus over designated routes in accordance with time schedules, picking up and discharging students.
- Perform all functions of a bus driver.

- Recognize equipment malfunctions and take appropriate action.
 - Establish and maintain cooperative and effective working relationships with others.
 - Understand and follow oral and written directions, read and interpret maps.
 - Lift, carry, push and pull heavy objects up to 75 pounds.
 - Sit for extended periods of time when operating a vehicle.
- Bend at the waist.
 - Communicate effectively with others.
 - Work independently with little direction.
 - Properly estimate the quantity of required custodial supplies and equipment.
 - Apply and explain schedules, procedures and use of equipment and supplies used in custodial work
 - Use common cleaning equipment and materials in a safe and efficient manner.
 - Operate a variety of custodial equipment including a floor stripper, buffer, carpet shampooer, vacuum cleaner and small power hand tools.
 - Meet schedules and timelines.
 - Obtain and retain a California school bus driver's certificate and all related certificates.
 - Work at heights to inspect and replace lights.
 - Produce work orders.
 - Climb ladders.
 - Follow all state and federal laws and guidelines regarding the safe handling, storage, and disposal of all HVAC-related equipment, fluids, and gasses.

WORKING CONDITIONS:

Environment:

- Indoor and outdoor environment.
- Exposure to weather conditions.
- Exposure to machinery and equipment that produce high levels of noise.
- School bus environment.
- Frequent interruptions.
- Must be insurable by the District's liability insurance carrier.
- Subject to random drug testing (DOT).

Physical Demands:

- Climbing ladders and working on rooftops.
- Lifting moderately heavy objects up to 75 pounds.
- Bending at the waist, kneeling or crouching, stooping.
- Hearing and speaking to exchange information.
- Reaching, pulling and pushing heavy items.
- Standing and walking for extended periods of time.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

<u>TITLE:</u>	HEALTH SERVICES AIDE		
<u>REPORTS TO:</u>	Superintendent	<u>DEPARTMENT:</u>	Office /Administration
<u>CLASSIFICATION:</u>	Classified	<u>HOURS PER DAY:</u>	6.5
<u>WORK YEAR:</u>	181 days	<u>SALARY:</u>	Per Salary Schedule

BASIC FUNCTION:

Under the direction of the Superintendent/Principal, the Health Services Aide conducts a health services program for the evaluation, improvement, and protection of the health of pupils and school personnel in accordance with state law and District policies and procedures.

CLEARANCES/CERTIFICATE REQUIREMENTS:

- Criminal Justice Fingerprint/Background Clearance
- Valid/current CPR certification.
- Possession of a valid Class C California Driver's License

ESSENTIAL JOB FUNCTIONS:

- Bilingual English/Spanish skills necessary to communicate with students and their parents.
- Conduct medial case findings, screening and referral activities related to health defects of pupils.
- Assist medical and dental personnel with programs conducted at the school.
- Work closely with school personnel and parents of pupils regarding illness, physical defects and potential health problems. Provide health counseling directed toward pursuit of appropriate action.
- Provide health counseling services to pupils with health and related problems.
- Provide emergency care/service for ill and injured pupils while at school.
- Identify safety and health hazards on school site.
- Conduct programs directed toward the control of communicable diseases in the school community.
- Maintain complete health records of all students examined and/or treated. Make reports to the school administration, parents, and medical authorities when the result from any test indicates the necessity therefore.
- Make all types of health reports as required by administration, the County Office of Education, the County Health Department, and the State Department of Education.
- Inform teachers of the health problems of students.
- Be on call at all times for emergencies.
- Issue excuses from physical education classes to pupils with authorized excuses.
- Assist with the health components of Federal and State programs.
- Maintain a healthful environment in the office and classrooms.
- Complete and mail all accident reports to the insurance companies and authorization slips to doctors and dentists.
- Monitor and inventory all school medical supplies. Order health and first aid supplies and service first aid kits in classrooms and buses.
- Regularly reviews student immunization and health records and assists families to assure compliance with immunization laws.
- Performs specialized physical health care procedures, including but not limited to gastrostomy and nasogastric feedings, toileting, tracheostomy care, diaper changes, nebulizer treatments, glucagon administration, emergency care in an anaphylactic reaction including administration of the epi-pen.
- Perform other related duties as assigned.

EDUCATION AND EXPERIENCE:

Education:

- Graduation from a California Licensed Vocational Nurse program.
- Knowledge of first aid practices and general knowledge of health services practices.
- An ability to perform health care services in a friendly and compassionate manner and be able to get along well with parents, students, staff, and supervisors.

Experience:

- Minimum of one year experience as a LVN

SKILLS, KNOWLEDGE AND ABILITIES:

Skills:

- Read vital signs such as pulse, temperature, blood pressure and respiration.
- Administer injections and medications as directed.
- Apply dressings, heat packs and ice packs.
- Watching patients closely and reporting any signs of treatment complications or adverse medication reactions.
- Tend to a patient's comfort, personal hygiene and emotional needs.
- Monitor blood glucose levels for diabetic students.
- Administer insulin or assist in the administration of insulin to diabetic students, including assisting with carbohydrate counting, the calculation of proper insulin dosages, and ensuring proper administration techniques.

Knowledge of:

- Knowledge of commonly used drugs and their action
- Computation of dosages
- Preparation of medications
- Principles of administration

Ability to:

- The ability to communicate with both Spanish-speaking and English-speaking students and parents.
- Watching patients closely and reporting any signs of treatment complications or adverse medication reactions.
- Tend to a patient's comfort, personal hygiene and emotional needs.
- Tend to a patient's comfort, personal hygiene and emotional needs.

WORKING CONDITIONS:

Environment:

- School setting. Predominantly indoor work environment with occasional outdoor assistance to injured students and/or staff
- Exposure to students/staff with physical injuries, body fluids, and potentially contagious illnesses.

Physical Demands:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy.
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines.
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (60 decibels).
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and reach overhead.
- Physical stamina sufficient to sustain light physical labor for up to 6.5 hours per day, and to sit and/or stand for long periods of time, and to respond to emergency situations.
- Physical strength sufficient to lift materials/supplies up to 40 pounds, and to occasionally lift 80 pounds or more with assistance.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Position Job Description

TITLE:	Behavior Instructional Aide	
REPORTS TO:	Assigned Teacher/Superintendent	DEPARTMENT: Curriculum/Instruction
CLASSIFICATION:	Classified	HOURS PER DAY: Varies
WORK YEAR:	181 Days	SALARY: As per salary schedule

Board Approved: November 7, 2023

BASIC FUNCTION: Under the direction of the classroom teacher, the Behavior Instructional Aide (BIA) will provide support to all students and students with behavioral issues. The BIA will implement comprehensive positive behavioral support plans and effective behavior management strategies; deliver instructions; participate as a member of the educational team, and help design and implement all components of the student's individual program.

ESSENTIAL FUNCTIONS AND JOB DUTIES: Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks that may be found in positions within this classification.

- Assist the classroom teacher in all aspects of classroom instruction and behavior support. Implement Behavior Strategic Plan/Behavior Intervention Plan.
- Implement behavior strategies.
- Support students throughout the school day including recess and lunch.
- Supervise students throughout the school day in classrooms, during educational activities, and during recess and lunch.
- Consult and collaborate with site staff.
- Assist in student assessments as appropriate.
- Participate in IEP meetings as appropriate.
- Maintain appropriate documentation, records, and reports.
- Participate in developing data collection systems, and monitor data collection to ensure the success of the behavior plan.
- Assists with students' personal needs, such as toileting, diapering in conjunction with site staff as needed.

EDUCATION AND EXPERIENCE:

- Education: Must be NCLB compliant
- Experience: Any combination of education, training, and experience which demonstrates ability to perform the duties and responsibilities as described.
- Experience working in an education setting implementing intensive behavioral intervention programs for students with complex and/or severe behavioral problems.
- Certification in the Crisis Prevention Institute (CPI) in non-violent crisis interventions is desired.

OTHER QUALIFICATIONS:

- Valid California driver's license, reliable transportation, and evidence of insurance. First Aid and CPR training required (training available through district).

KNOWLEDGE OF:

- Basic concepts of child growth and development and developmental behavior characteristics, particularly pertaining to pupils with special learning needs.
- Behavior management strategies and techniques relating to pupils experiencing behavioral difficulties.
- Positive behavioral interventions and applied behavior analysis.
- Appropriate English usage, punctuation, spelling and grammar.
- Basic mathematical concepts.
- Routine record storage, retrieval, and management procedures.

ABILITY TO:

- Work with students having special needs and/or aggressive behaviors (i.e. biting, kicking, hitting, emotional outburst, etc.).
- Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, and varied disabilities.
- Appropriately manage student behavior and guide students toward more acceptable social behaviors.
- Implement positive behavior support plans.
- Model appropriate behavioral interventions.
- Communicate effectively in oral and written form.
- Perform routine clerical tasks and operate a variety of educational and office related machines and equipment.
- Learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of a training and educational environment.
- Understand and carry out oral and written directions.
- Establish and maintain cooperative working relationships with children and adults.
- Work with staff in developing data collection systems, and monitor data collection to ensure the success of the behavior plan.

PHYSICAL DEMANDS:

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Persons performing service in this position classification will exert 50 to 75 pounds of force frequently to lift, carry, push, pull, or otherwise move objects.
- This type of work involves sitting most of the time, but may involve running, walking, or standing for brief periods.
- Perceiving the nature of sound, near and far visual acuity, depth perception, providing oral information, the manual dexterity to operate business related equipment, and handling and working with various materials and objects are important aspects of this job.
- Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

CLEARANCE/CERTIFICATES:

- Criminal Justice Fingerprint/Background Clearance

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

<u>TITLE:</u>	INSTRUCTIONAL ASSISTANT	<u>DEPARTMENT:</u>	Curriculum/Instruction
<u>REPORTS TO:</u>	Assigned Teacher/Superintendent	<u>HOURS PER DAY:</u>	As determined
<u>CLASSIFICATION:</u>	Classified	<u>SALARY:</u>	As per salary schedule
<u>WORK YEAR:</u>	181 Days		

Board Approved: November 7, 2023

BASIC FUNCTION:

Under the direction of an assigned supervisor, assist a certificated teacher in providing instruction to individuals or small groups of students; monitor and report student progress; supervise students during recess and lunch periods; perform a variety of activities that promote improved student achievement; work directly with the classroom teacher and students implementing Board approved curriculum and assessments.

ESSENTIAL JOB FUNCTIONS:

- Assist in the presentation of instructional materials and supplemental academic instruction to individuals or small groups of at-risk and/or English Learner (EL) students.
- Reinforcing instruction as directed by the supervisor; assisting at-risk students in their understanding and comprehension of reading, writing, language arts, science, math and social studies, performing remedial exercises and other basic instruction as required.
- Assist in the preparation of materials for classroom use as directed by the supervisor; organize materials to assist at-risk student learning.
- Assist students by providing a proper role model, emotional support, patience, a friendly attitude and general guidance.
- Serve as liaison between school and parents explaining school policies and procedures.
- Tutor individuals or small groups of at-risk students, reinforcing instruction as directed by the teacher; communicate with students to facilitate instructional process; interpret textbook and homework assignments in subjects such as math, social studies, science, reading and English.
- Observe and appropriately control behavior of students in the classroom and movement of students to various locations on the school campus and during emergency drills.
- Correct and record tests, papers, and homework assignments as directed; prepare homework packets as assigned.
- Perform a variety of clerical duties such as, assembling materials, taking roll, maintaining records and files, duplicating classroom materials and distributing and collecting papers and supplies.
- Prepare and keep a file of instructional materials and assist students and teachers in finding needed instructional materials.
- Operate audio-visual equipment, copier, and computer; set up displays as necessary.
- Arrange bulletin boards, displays, and other visual aids to assist academically at-risk students.
- Report progress regarding student performance and behavior as required; provide input and assist teachers with determining student advancement through established learning programs.
- Assist students with the use of computers, audiovisual aids, and technology.
- Responsible for supervision of students when assigned to the lab.
- Direct group activities of students as assigned; assist in monitoring lunch, playground and other activities as assigned; accompany students to bus stops, restrooms, offices and other locations as assigned.
- Assists with students' personal needs, such as toileting, diapering in conjunction with site staff as needed.
- Perform related duties as assigned.

EDUCATION AND EXPERIENCE:

- Education: Must be NCLB compliant
- Experience: A minimum of 1 year experience working with children in an educational setting.

JOB REQUIREMENTS:

- SKILLS:
 - The ability to operate a variety of basic office equipment to include copiers, fax machines, scanners, laminating machines, computers, printers, and die-cutting equipment.
- KNOWLEDGE:
 - Basic subjects taught in schools, including arithmetic, grammar, spelling, language and reading; Safe practices in classroom and playground activities; Child guidance principles and practices; Correct English usage, grammar, spelling, punctuation and vocabulary; Interpersonal skills using tact, patience and courtesy; Basic record-keeping techniques.
- ABILITIES:
 - Assist a certificated teacher with assigned instructional activities; assist with instruction and related activities in a classroom or assigned learning environment; communicate and maintain effective relationships with students, parents, staff and the public; perform routine clerical duties in support of classroom activities; print and write legibly; understand and follow oral and written directions; learn procedures, functions and limitations of assigned duties; communicate effectively both orally and in writing

WORK ENVIRONMENT:

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Short periods of standing

CLEARANCES/CERTIFICATES:

Criminal Justice Fingerprint/Background Clearance

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

TITLE:	LIBRARY TECHNICIAN		
REPORTS TO:	Superintendent	DEPARTMENT:	Curriculum & Instruction
CLASSIFICATION:	Classified	HOURS PER DAY:	8
WORK YEAR:	181	SALARY:	Per Salary Schedule

BASIC FUNCTION:

Directs library users to standard references, organize and maintain periodicals, prepare volumes for binding, handle interlibrary loan requests, perform routine cataloging and coding of library materials and retrieve information from computer databases. Loans and collects books, periodicals, and other materials. Sort returned books, periodicals, and other items and put them on their designated shelves, in the appropriate files, or in storage areas. Before reshelving returned materials, they look for any damage and try to make repairs.

CLEARANCES/CERTIFICATE REQUIREMENTS:

- Criminal Justice Fingerprint/Background Clearance

ESSENTIAL JOB FUNCTIONS:

- Orders books, periodicals, and other library materials. Reads book reviews; selects books and prepares listing of books for purchase consideration.
- As authorized, selects and maintains the collection of library media and materials.
- Oversees daily operation of the library. Determines and communicates check-out procedures. Checks materials in and out; provides assistance to students and teachers in locating materials.
- Follow up overdue materials.
- Shelves books; maintains and updates card catalog and shelf list.
- Schedules class sessions in the library; coordinates other learning activities.
- Monitors student behavior in the library
- Maintains physical appearance of library; picks up litter and straightens chairs. Sets up displays; designs bulletin boards.
- Takes periodic inventory of library books and materials; maintains inventory records. Determines whether books should be repaired or discarded; prepares materials for binding.
- Provides information to staff members, students, parents, and other visitors concerning library materials and services.
- Performs related duties as assigned.

EDUCATION AND EXPERIENCE:

Education:

- NCLB compliant for Instructional Assistant, either by test or university credits.

Experience:

- Minimum of 2 years experience in library operations

SKILLS, KNOWLEDGE AND ABILITIES:

Skills:

- SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions.

- Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications;
- Preparing and maintaining accurate records; use of technology; and record keeping.

Knowledge of:

- Standard library practices;
- Computer and Internet operations; office equipment/software;

Ability to:

- Use job-related equipment;
- Adapt to changes and deal with frequent interruptions;
- Develop and publish library schedules;
- Interact professionally with students and staff.

WORKING CONDITIONS:

Environment:

- Library environment
- Outdoor and/or cafeteria supervision of students in all weather conditions

Physical Demands:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy.
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines.
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (60 decibels).
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and reach overhead.
- Physical stamina sufficient to sustain light physical labor for up to 8 hours per day, and to sit and/or stand for long periods of time, and to respond to emergency situations.
- Physical strength sufficient to lift materials/supplies up to 40 pounds, and to occasionally lift more with assistance.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT

Position Job Description

<u>TITLE:</u>	DIRECTOR OF MAINTENANCE, OPERATIONS, AND TRANSPORTATION (MOT)		
<u>REPORTS TO:</u>	Superintendent	<u>DEPARTMENT:</u>	MOT
<u>CLASSIFICATION:</u>	Confidential Management	<u>HOURS PER DAY:</u>	8
<u>WORK YEAR:</u>	12 Months	<u>SALARY:</u>	Per Salary Schedule

BASIC FUNCTION:

Under the direction of the Superintendent, the Director of Maintenance, Operations and Transportation, is responsible for planning, organizing, directing, coordinating, managing and supervising all maintenance, custodial, grounds, safety/security services, construction management and the transportation of students.

CLEARANCES/CERTIFICATE REQUIREMENTS:

- Criminal Justice Fingerprint/Background Clearance
- Valid/current CPR certification.
- Possession of a valid Class C California Driver's License

ESSENTIAL JOB FUNCTIONS:

- Coordinate the work schedules of all members of the maintenance, grounds and transportation departments.
- Inspect facilities, grounds, district vehicles and school buses to determine needed operational and corrective needs and ensure against safety hazards.
- Manage the preparation of bus routes, pupil loads and safety regarding road conditions.
- Implement and manage the in-service training and safety programs and campaigns relative to the facilities, grounds and transportation.
- Ensure the progress and quality of district work projects pertaining to the buildings and grounds.
- Manage the maintenance and repair program for the district's buses and any/all other district vehicles and grounds equipment.
- Perform periodic evaluations of all personnel under his direction and report to the Superintendent in accordance with Board policy.
- Ensure compliance with all mandates with regard to facilities (i.e., OSHA, Williams Settlement, etc.)
- Maintain work-time records for the maintenance, operations and transportation departments.
- Assist in the training of all new employees assigned to the maintenance, operations and transportation department.
- Address concerns and requests for information from parents and others pertaining to the district's pupil transportation, referring to the Superintendent when appropriate.
- Estimate costs of parts, supplies and repairs as needed for the general upkeep of the district facilities, grounds and transportation vehicles.
- Initiate requisitions pertaining to the costs involved in maintaining the district's facilities, equipment, vehicles and busses.
- Serve as a member of the screening committee for maintenance, operations and transportation applicants.
- Attend Board meetings upon request.
- Perform related duties as assigned.

EDUCATION AND EXPERIENCE:

Education: A high School diploma or equivalent.

Experience: Leadership and management experience is desirable. One year experience in the maintenance and repair of school buses/diesel engines.

SKILLS, KNOWLEDGE AND ABILITIES:

Skills:

- Prepare financial, operational and statistical reports as required or directed.
- Manages departmental expenditures and ensures prudent fiscal management in the application of assigned funds.
- Assists with oversight of surplus property and sales.
- Manages the assignment and distribution of personnel and provides ongoing reviews of organization structure, staffing and departmental policies and procedures.
- Provides for employee growth through in-service and outside training opportunities.
- Responds to emergency situations and assists with the emergency management program.

Knowledge of:

- Methods, techniques, supplies, materials and equipment utilized in school facility and building maintenance;
- Repair and construction;
- General upkeep and repairs of district vehicles and school busses;
- Laws affecting the maintenance and repair of school buildings, grounds and pupil transportation;
- Basic record/time keeping procedures.
- Knowledge of first aid practices.

Ability to:

- Understand and carry out oral and written directions with minimal accountability controls.
- Prepare and interpret building plans, blueprints, drawings, schematics and other data pertaining to the maintenance, repair and construction of school facilities and equipment.
- Plan, organize and supervise the work involved in maintaining school buildings, grounds and pupil transportation;
- Request and/or estimate costs of school construction, maintenance, grounds upkeep and school buses/vehicles repairs;
- Carry out broad district policies;
- Prepare verbal and written reports for the Superintendent and/or Board;
- Establish and maintain cooperative working relationships;
- Perform other duties as assigned by the Superintendent.

WORKING CONDITIONS:

Environment:

- Persons performing service in this position classification will work in all areas of the school setting both inside and outside in all weather conditions.

Physical Demands:

- Persons performing service in this position classification will exert 50 to 75 pounds of force frequently to lift, carry, push, pull or otherwise move objects.
- This type of work may involve ascending and descending ladders, scaffolding and will involve walking or standing for extended periods of time.
- The manual dexterity to operate equipment and use hand tools and handle and work with various materials and objects are important aspects of this job.
- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy.
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines.
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (60 decibels).
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and reach overhead.
- Physical stamina sufficient to sustain light physical labor for up to 8 hours per day, and to sit and/or stand for long periods of time, and to respond to emergency situations.



Director of Technology

Job Description

Monson-Sultana Joint Union Elementary School District

Position Title: Director of Technology

Reports To: Superintendent

Classification: Confidential Management

Work Year: 12 months

Hours Per Day: 8

Salary: Per Salary Schedule

Board Approved: April 1, 2025

BASIC FUNCTION

The Director of Technology provides visionary leadership and strategic oversight of all technology systems and services across the district. This role is not only about planning and oversight — it requires a hands-on, boots-on-the-ground leader who is actively present and engaged in the day-to-day operations. From helping a teacher troubleshoot a projector to configuring the network infrastructure, the Director leads by example, demonstrating a deep commitment to supporting instructional and operational technology. This position is both strategic and operational, fostering a culture of service, innovation, and collaboration.

ESSENTIAL JOB FUNCTIONS

Leadership and Management

- Provide visionary leadership and articulate a clear vision for the use of technology to support teaching, learning, and district operations.
- Supervise, mentor, and evaluate technology support staff; provide guidance through modeling best practices and hands-on involvement.
- Be present across sites and offices, demonstrating a willingness to work side-by-side with staff on technology challenges.



Director of Technology

Job Description

- Collaborate with district leadership to align technology initiatives with instructional and operational goals.
- Develop and manage department budgets; prioritize technology expenditures to balance long-term planning with immediate needs.
- Oversee construction and infrastructure projects related to technology.
- Coordinate procurement, installation, and lifecycle management of hardware and software.

Technology Infrastructure and Operations

- Design, implement, and maintain the district's local and wide area networks (LAN/WAN).
- Manage both cloud-based and on-premise servers, storage, and security systems.
- Personally assist in diagnosing and resolving network, hardware, and software issues, stepping in where needed.
- Maintain accurate documentation for network architecture, configurations, and procedures.
- Oversee cybersecurity policies, practices, and incident response.
- Evaluate and update disaster recovery and business continuity plans.

Instructional Technology and Training

- Lead the development and implementation of the district's instructional technology plan.
- Coordinate and deliver in-service training and professional development for staff.
- Collaborate with educators to integrate technology into curriculum and instruction.
- Support teachers and students directly, often onsite and in the moment, with digital tools and platforms.



Director of Technology

Job Description

Administrative Systems and Data Management

- Administer student information systems (e.g., Aeries), state reporting systems (e.g., CALPADS), and assessment systems (e.g., CAASPP).
- Ensure data integrity, timely reporting, and compliance with CDE requirements.
- Provide user training and support for administrative systems, frequently offering direct assistance and troubleshooting.
- Collaborate with business office staff on inventory, accounting, and reporting systems.

Customer Support and End-User Services

- Foster a responsive, people-first help desk culture.
- Manage help desk operations, including ticketing systems and service levels.
- Oversee hardware maintenance, software support, and vendor relationships.
- Lead by example by providing direct, hands-on support for staff and students as needed — no task is too small or too technical.

Grants, Compliance, and Community Engagement

- Prepare and manage technology-related grant applications (e.g., E-Rate).
- Ensure compliance with federal, state, and local technology regulations.
- Represent the district at county, regional, and state technology meetings.
- Support student engagement in technology through clubs and initiatives (e.g., MSTYC), including hands-on mentorship and other duties as assigned.



Director of Technology

Job Description

QUALIFICATIONS

Education

- Bachelor's degree in Information Technology, Computer Science, or related field required.

Experience

- Minimum of 3-5 years of progressive experience in technology management, preferably in a school or public-sector environment.
- Experience supervising technical staff and managing technology projects.
- Proven ability to operate in the trenches — solving problems firsthand while guiding others to do the same.
- Background in infrastructure, network management, systems administration, and instructional technology.

Certifications and Clearances

- Valid Class C California Driver's License
 - Criminal Justice Fingerprint/Background Clearance
-



Director of Technology

Job Description

WORKING CONDITIONS

Environment

- School setting; predominantly indoor environment with some outdoor tasks.
- Exposure to electronic equipment and high noise levels.
- Working at heights up to 30 feet may be required.

Physical Demands

- Physical, mental, and emotional stamina to perform job responsibilities.
- Dexterity to operate tools and equipment; ability to lift up to 40 lbs (occasionally 80 lbs with assistance).
- Visual and auditory acuity to work with devices and communicate effectively.
- Ability to sit, stand, bend, kneel, climb, and perform light physical labor.

Percussion Technician Job Description

Position Title: Percussion Technician

Reports To: Principal / Superintendent

Compensation: Per classified salary schedule

Position Summary

The Percussion Instructor will provide high-quality instruction to beginning percussion students in grades 6–8, fostering foundational musical skills and a love for performance. This role focuses on teaching essential percussion techniques, rhythmic literacy, and ensemble skills through engaging, age-appropriate lessons delivered twice per week during or after school hours. The instructor will prepare students for school performances, support instrument care, and collaborate with the music director and school staff to ensure a positive, structured, and encouraging learning environment. The ideal candidate brings strong percussion expertise, effective classroom management skills, and a passion for working with middle school students in a growing music program.

Key Responsibilities:

- Instruct beginning percussion students in grades 6–8 twice per week during or after school hours.
- Teach fundamental percussion techniques, including grip, stroke types, rhythmic reading, and ensemble playing.
- Develop engaging lesson plans tailored to beginner-level students.
- Prepare students for performances throughout the school year.
- Collaborate with the music director and school staff as needed.
- Maintain a positive, encouraging, and disciplined classroom environment.
- Assist with instrument care and maintenance as needed.

Qualifications required:

- Demonstrated experience in percussion performance and/or instruction.
- Strong understanding of marching percussion and rudimentary drumming techniques.

- Ability to work with and motivate middle school students.
- Excellent communication, organizational, and classroom management skills.
- Availability to commit to a minimum of two instructional days per week.
- Experience in percussion pedagogy, rehearsal planning and implementation
- Experience teaching small and large group instruction
- Ability to work flexible hours, including evenings and weekends.

Physical Requirements

The physical demands listed are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Ability to perform clerical duties in an office setting utilizing standard office equipment, including a computer and printer.
- Regular bending, kneeling, stooping, lifting, and carrying of athletic equipment and tools (up to 40 pounds).
- Ability to supervise indoor and outdoor events in a variety of weather conditions, and with a variety of noise levels including moderate to loud noise associated with outdoor music and crowds.
- Visual and auditory ability to effectively supervise student-athletes and events (e.g., monitoring whistles, crowd noise, emergency situations).
- Ability to effectively conduct meetings, and communicate in-person, via email, and over the phone.
- Regularly required to move, sit, stand, walk, and move across athletic facilities and fields for extended periods.
- Sufficient stamina and mobility to respond quickly to emergencies or safety concerns on athletic grounds.
- Ability to work evenings and weekends as athletic events require.
- Ability to drive frequently and for long hours.

Desired Attributes

- Passion for student development and building a positive music program.
- Ability to lead and inspire students.
- Commitment to equity, inclusion, and opportunities for all students.
- Collaborative mindset to work effectively with staff, administrators, and community partners.
- Problem-solving skills and the ability to manage multiple priorities.

Equal Employment Opportunity employer. The District does not discriminate based upon race, religion, color, national origin, gender (including pregnancy, childbirth, breastfeeding or related medical conditions), sexual orientation, age, or other applicable legally protected characteristics. To request an accommodation, contact your supervisor.

Library Technician Job Description

Title: Library Technician

Hours Per Day: 8

Reports to: Principal or Designee

Salary: Per Salary Schedule

Classification: Classified

Work Year: 10 Months

DEFINITION

Under the direction of the site administrator, the Library Technician performs a variety of technical library duties including circulation, cataloging, maintenance and distribution of books and instructional materials; assists students and staff in the selection, location and use of library resources; and supports literacy and reading initiatives. Additionally, support multimedia and digital learning by assisting students and staff with audiovisual equipment, managing multimedia resources, and facilitating the use of computers, presentation tools, and digital media within the library.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Operate the school library circulation system including checking materials in and out
- Assist students and staff in locating books, digital resources, and instructional materials
- Maintain library inventory including textbooks, novels, and instructional materials
- Process new books and materials including labeling, cataloging, and shelving
- Maintain an organized, safe, and welcoming library environment
- Support schoolwide reading initiatives and literacy programs
- Assist students with research, projects, and independent reading selection
- Monitor student behavior and maintain appropriate library expectations
- Prepare and distribute library materials for classroom use
- Maintain records of overdue, lost, or damaged books and notify staff/parents as needed
- Repair books and instructional materials as necessary
- Assist with textbook checkout and end-of-year inventory
- Support teachers with classroom library and curriculum materials
- Prepare reports related to circulation, inventory, and reading programs
- Train and supervise student library helpers when assigned
- Assist with book fairs, literacy events, and special activities
- Operate standard office and library equipment

- Support integration of technology and digital library tools
- Perform other related duties as assigned

KNOWLEDGE OF

- Library practices, procedures, and terminology
- Basic cataloging and classification methods
- Inventory and record-keeping procedures
- Operation of library management software
- Basic research methods and reference materials
- Student reading levels and age-appropriate literature
- Office procedures and computer applications
- Correct English usage, grammar, and spelling

ABILITY TO

- Maintain an organized and efficient library
- Assist students and staff with library and technology resources
- Work independently with minimal supervision
- Communicate effectively with students, staff, and parents
- Promote reading and literacy among students
- Maintain accurate records and reports
- Monitor and support student behavior appropriately
- Operate a computer and library software systems
- Handle cash transactions during book fairs, etc.

EDUCATION AND EXPERIENCE

Any combination equivalent to: High school diploma or equivalent; college coursework in library science, education, or related field preferred; and one-year experience in a school or library setting preferred.

LICENSES AND OTHER REQUIREMENTS

- Valid First Aid and CPR certification (may be obtained after hire)
- TB clearance
- Criminal background clearance
- Valid Driver's License

WORKING CONDITIONS

Environment

- School library environment
- Frequent interruptions
- Student-centered setting

Physical Demands

- Sitting and standing for extended periods
- Bending, kneeling, and reaching to shelve books
- Lifting and carrying moderately heavy materials
- Dexterity to operate a computer and library equipment

Equal Employment Opportunity employer. The District does not discriminate based upon race, religion, color, national origin, gender (including pregnancy, childbirth, breastfeeding or related medical conditions), sexual orientation, age, or other applicable legally protected characteristics. To request an accommodation, contact your supervisor.

**Monson-Sultana Joint Union Elementary School District
Classified Employee Evaluation**

EMPLOYEE:	POSITION:	DATE:
PROBATIONARY EMPLOYEE	PERMANENT EMPLOYEE	
✓ CHECK ONE	✓ CHECK ONE	
5 MONTH REPORT	EVALUATION REPORT (ANNUAL EVALUATION)	
11 MONTH REPORT	OTHER / PERIODIC REPORT AS NEEDED	

RATING KEY

If 1 or 2 is marked, the supervisor must supply comments in the spaces provided and in the summary section.

1	UNSATISFACTORY PERFORMANCE
2	NEEDS TO IMPROVE TO MEET DISTRICT EXPECTATIONS
3	MEETS DISTRICT EXPECTATIONS
4	EXCEEDS DISTRICT EXPECTATIONS

PERSONAL QUALIFICATIONS					
	1	2	3	4	COMMENTS
DEPENDABILITY					
COOPERATION					
PROFESSIONALISM					
PUNCTUALITY					
ATTENDANCE					
EFFICIENCY/TIME MANAGEMENT					
ADHERENCE TO POLICIES/PROCEDURES					

JOB SKILL QUALIFICATIONS					
	1	2	3	4	COMMENTS
INITIATIVE					
SKILL KNOWLEDGE					
WORK ATTITUDE					
QUALITY OF WORKMANSHIP					
QUANTITY OF WORKMANSHIP					
RESPONSIBLE WITH EQUIPMENT					

SUMMARY COMMENTS / RECOMMENDATIONS BY EVALUATOR:

PROBATIONARY EMPLOYEE Evaluator Recommendation			PERMANENT EMPLOYEE ONLY Evaluator Recommendation		
✓ CHECK APPLICABLE BOX AT 11 MONTHS*			✓ CHECK APPLICABLE BOX		
YES		RECOMMEND PERMANENT STATUS		EMPLOYEE TO BE RETAINED	
NO				EMPLOYEE TO BE RETAINED WITH CONDITIONS Follow-up Conference Date:	
*Please do not check any boxes on 5 month evaluation.				RECOMMEND DISMISSAL	

Supervisor's Signature Title Date Employee's Signature Date

This document will be placed in your personnel file. You may, within five days, submit a written response to be attached. The employee's signature only indicates that this evaluation has been fully discussed. It does not mean the employee agrees with this performance evaluation.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: 9.8 CALIFORNIA DASHBOARD LOCAL INDICATORS

ATTACHMENTS: LOCAL INDICATORS PRESENTATION

DISCUSSION:

The District is required to report on the California Dashboard Local Indicators at the same meeting that the Local Control and Accountability Plan is adopted. This is for information only.

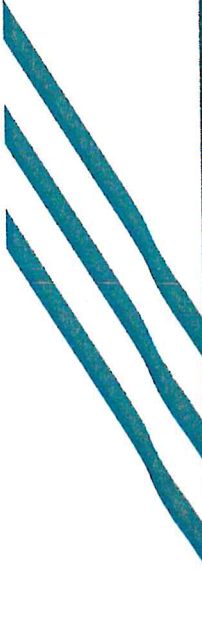
RECOMMENDATION: NONE

PROPOSED ACTION: N/A



CA Dashboard Local Indicators

Monson-Sultana Joint Union School District
Board of Education
June 2026





Background on Local Performance Indicators

- ❖ LEAs are required to report via the California School Dashboard, performance on local area measures related to specific State Priorities.
- ❖ These areas of self-measuring are called Local Performance Indicators, aka Local Indicators.
- ❖ The Local Performance Indicator information must be shared by the LEA at a meeting of the governing board and at the same meeting at which the LCAP is adopted.
- ❖ Local Performance Indicators (LPI) are to be completed using 2025-26 school year information.
- ❖ After reporting the LPI information at a meeting of the governing board, the LEA uploads this information to the California Department of Education (CDE) for reporting to the public via the 2026 California Dashboard.



How is performance on Local Indicators Measured?

- ❖ The CDE provides LEAs with self-reflective tools to utilize in measuring progress and performance in particular areas within the required Local Indicators (1, 2, 3, 6, and 7)
- ❖ 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.



Priority 1- Basic Services

- Number/Percentage of misassignments of teachers of English Learners, total teacher misassignments, and vacant teacher positions: **0 / 0%**
- Number/Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0/ 0%**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0/ 0%**
facilities overall condition



Priority 2 – Implementation of State Academic Standards

For reporting progress, the district utilized the optional narrative to measure the progress of implementation of State Academic Standards.

Self-Reflection Tool

Explain how the LEA measures standard implementation, professional development, and overall observations.



Priority 2 – Implementation of State Academic Standards

Highlights:

- **Overall, ratings fell into the level of 4 (Full Implementation) out of 5 in the areas of:**
 - Providing professional learning for teaching standards and frameworks
 - Making aligned materials available in all classrooms
 - Implementing policies to support improvement in aligned instruction
 - Implementing the standards in ELA, ELD, Math, NGSS, and History/Soc. Sci.
 - Engaging with teachers/admin. to identify professional learning needs and support.



Priority 3 – Parent and Family Engagement

❖ The LEA will utilize the CDE self-reflection tool to report its status and progress related to Parent and Family Engagement. This information is organized into three sections.

1. Building Relationships between School Staff and Families

1. Building Partnerships for Student Outcomes

1. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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.



Priority 3 – Parent and Family Engagement

- ❖ Based on the analysis of data, LEAs identify the number which best indicates the LEA’s current stage of implementation for each practice (Building Relationship, Building Partnerships, and Seeking Input for Decision-making) using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability

LEA’s then write a brief response to the prompts following each of the three sections, and use the information to assist in developing school level plans.



Parent and Family Engagement – Building Relationships

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

4 - Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community

5.0 – Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. –

3.0 – Initial Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. –

5.0 – Full Implementation and Sustainability



Parent and Family Engagement – Building Partnerships

5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.

4 - Full Implementation

6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.

4 - Full Implementation

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.

4 - Full Implementation

8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

4 - Full Implementation



Parent and Family Engagement – Seeking Input for Decision-Making

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.

3.0 – Initial Implementation

10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

4.0 – Full Implementation

11. 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.

5.0 – Full Implementation and Sustainability

12. 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.

3.0 – Initial Implementation



Priority 6 – School Climate

Guidance - LEAs must provide a narrative summary of the learnings from an analysis of a local climate survey (such as, the California Healthy Kids Survey or other local survey) or other local survey on students' **sense of school safety and connectedness** administered in at least one grade level in grades K-5, one grade level in grades 6-8, and one grade level in grades 9-12.



Priority 6 – School Climate

CONDITIONS & CLIMATE

- Our overall suspension rate was 4.8% of students being suspended at least once during the school year.
 - This was an increase of 0.6% from prior year data.
- Homeless and Students with Disabilities subgroups performed in the "Red" Category on the Dashboard with increases of 5.2%, and 14% respectively.
- Chronic Absenteeism increased, overall to 7.6%, an increase of 0.7% from the prior year. No subgroups were in the "Red" performance category.



Priority 7 – Access to a Broad Course of Study

Guidance - For this Local Indicator LEAs must respond to the following 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.*
The district uses classroom walkthroughs, analysis of lesson plans, and analysis of school master schedules and student schedules to determine the extent to which all students have access to and are enrolled in a broad course of study.



Priority 7 – Access to a Broad Course of Study

Guidance - For this Local Indicator LEAs must respond to the following prompts.

- 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.*

100% of our students have access to a broad course of study.



Priority 7 – Access to a Broad Course of Study

- 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.*

There are no identified barriers at this time.

- 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?*

We will continue the pattern of scheduling we have been using, as it is effective.



Monson-Sultana Joint Union School District
demonstrated having “Met” all Local Performance Indicator requirements for 2026 dashboard reporting and that information will be filed with the CDE.



Questions/Comments?

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: 9.9 APPROVE THE 2026-2027 CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS) - SPRING RELEASE

ATTACHMENTS: CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS) APPLICATION

DISCUSSION:

The Consolidated Application and Reporting System (CARS), Spring Release was due June 30, 2026. The District will be submitting the report on June 17, 2026 to meet the required deadline. This application collects information related to the Monson-Sultana Joint Union Elementary School District's intention to participate in the 2026-2027 consolidated programs.

RECOMMENDATION: The Superintendent recommends that the Board approve the 2026-2027 Consolidated Application and Reporting System (CARS) Spring Release.

PROPOSED ACTION: APPROVE

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca26assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Roberto Vaca
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/10/2026

Warning

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2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Roberto Vaca
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/10/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	09/15/2025
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Roberto Vaca
Authorized Representative's Title	Superintendent

Warning

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2026–27 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	No
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA)	No

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2026–27 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Section 5211 of ESEA	
Title V, Part B Subpart 1 Small, Rural School Achievement Grant ESSA Sec. 5211 SACS 5810	Yes
Title V, Part B Subpart 2 Rural and Low-Income School Grant ESSA Sec. 5221 SACS 4126	No

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2026–27 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$135.70
Estimated English learner student count	137
Estimated English learner student program allocation	\$18,591

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at <https://www.cde.ca.gov/sp/ml/elconsortium.asp>.

Budget

Professional development activities	\$10,103
Program and other authorized activities	\$5,088
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$3,000
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$400
Total budget	\$18,591

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2026–27 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	\$126.40
Estimated immigrant student count	18
Estimated immigrant student program allocation	\$2,275

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$2,275
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$2,275

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2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2026--27 Nonprofit Private School Consultation

Local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff in nonprofit private elementary and secondary schools under the programs listed below.

Program Contact:

Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

in accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school principals and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and parents. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title I, English Learner; Title III, Immigrant; Title IV, Part A; Title IV, Part B; and Title V, 4631, with regard to the Project School Emergency Response to Violence (Project SERV).

Enrollment numbers are reported under penalty of perjury by each private school annual Private School Affidavit. The information in the Private School Affidavit is verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

How the School's Believed Results of Consultation Allowable Codes

Meaningful consultation occurred
Sincerely and meaningful consultation did not occur
The program design is not equitable with respect to eligible private school children
Sincerely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children
Non-attendance area school(s)
Local educational agency is electing to add nonprofit private schools outside of district's attendance area.

Yes

Warning

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2026-27 Nonprofit Private School Consultation

Local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
St. John's Junior Academy	6983985	11	Y	Y	Y	Y4	Y
St. Ann's Catholic School of Visalia - George	6970743	222	Y	Y	Y	Y4	Y
St. Ann's Catholic School of Visalia - George Ann Campus	6983993	179	Y	Y	Y	Y4	Y

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2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	\$21,166
Transferred–in amount	\$0
Transferred–out amount	\$0
2025–26 Total allocation	\$21,166

Professional Development Expenditures

Professional development for teachers	\$2,600
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$2,600
2025–26 Unspent funds	\$18,566

*****Warning*****

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2025–26 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2025–26 Title III EL student program allocation	\$21,774
Transferred-in amount	\$0
2025–26 Total allocation	\$21,774
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$35
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$35
2025–26 Unspent funds	\$21,739

*****Warning*****

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2025–26 Title III English Learner Nonprofit Private School Reimbursement

The purpose of this data collection form is to capture the actual documentable number of nonprofit private school English learner students who received Title III English learner services during the reported fiscal year.

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total nonprofit private school English learner students served	0
--	---

*****Warning*****

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
 Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Roberto
Homeless liaison last name	Vaca
Homeless liaison title	Superintendent
Homeless liaison email address (Format: abc@xyz.zyx)	rvaca@mssschool.org
Homeless liaison telephone number (Format: 999-999-9999)	559-591-1634
Homeless liaison telephone extension	115
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.00

Homeless Liaison Training Information

*****Warning*****

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
 Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	06/16/2026
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	\$245,510
2025–26 Title I, Part A direct or indirect services to homeless children reservation	\$2,455

*****Warning*****

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
 Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	Monson-Sultana JUESD did have fourteen (14) homeless students for 2025-2026. District provided additional health and mental services for these students. Our health and mental services have resources to connect students with additional needs and support.

*****Warning*****

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2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	\$23,602
Transferred–in amount	\$0
Transferred–out amount	\$0
2024–25 Total allocation	\$23,602

Professional Development Expenditures

Professional development for teachers	\$9,543
Professional development for administrators	\$0
Consulting/Professional services	\$9,363
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$2,236

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$1,204
Equitable services for nonprofit private schools	\$0
Total expenditures	\$22,346
2024–25 Unspent funds	\$1,256

*****Warning*****

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2024–25 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2024–25 Title III EL student program allocation	\$22,148
Transferred-in amount	\$0
2024–25 Total allocation	\$22,148
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$3,344
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$3,344
2024–25 Unspent funds	\$18,804

*****Warning*****

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2024–25 Title III Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2024–25 Title III immigrant student program allocation	\$2,518
Transferred-in amount	\$0
2024–25 Total allocation	\$2,518
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$2,518
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$2,518
2024–25 Unspent funds	\$0

*****Warning*****

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MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: ADMINISTRATIVE/ORGANIZATIONAL

AGENDA ITEM: 9.10 PROPOSITIONS 28: ARTS AND MUSIC IN SCHOOL FUNDING ANNUAL REPORT FOR 2025-2026

ATTACHMENTS: PROP 28 ANNUAL REPORT

DISCUSSION:

As a condition of receipt of the Arts and Music in Schools Funding, also known as Proposition 28, requires an annual report to be Board approved, submitted to the California Department of Education, and posted on the district website. This annual report details the type of arts education programs funded by the program, the number of full-time equivalent teachers, classified personnel, and teaching aides. It also requires the number of pupils served by additional staff and the number of school sites providing arts education through these funds.

RECOMMENDATION: The Superintendent recommends that the Board approve the Proposition 28: Arts and Music in School Funding Annual Report for 2025-2026.

PROPOSED ACTION: APPROVE

Proposition 28: Arts and Music in Schools Funding

Final Expenditure Report

Fiscal Year 2025-26

Name: Monson-Sultana Joint Union Elementary

CDS Code: 5472009-0000000

Allocation Year: 2023-24

Expenditure Period: July 1, 2023 to June 30, 2026

Allocation Amount	\$75,985
Amount Expended	\$75,985
Amount Unexpended	\$0

Submission Date 6/11/2026 1:24:02 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Monson-Sultana Joint Union Elementary

CDS Code: 5472009-0000000

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Monson-Sultana School is committed to providing all students with access to a high-quality, well-rounded education that includes meaningful participation in the arts. As part of our comprehensive arts program, all students participate in music education opportunities through choir, ukulele, and drumline instruction. These programs are designed to promote creativity, self-expression, collaboration, confidence, and student connectedness while supporting the development of essential academic and social-emotional skills. To effectively implement and sustain these programs, Proposition 28 funds will be utilized to support classified staff positions that directly contribute to student learning and participation in arts education. These classified employees provide critical assistance in preparing instructional materials, organizing equipment and instruments, supporting student supervision and engagement during rehearsals and performances, assisting with program logistics, and ensuring that students receive the support necessary to fully participate in music instruction. The support provided by classified staff allows certificated personnel to maximize instructional time and deliver high-quality arts instruction to all students. Their contributions are essential to the successful operation of the school's choir, ukulele, and drumline programs and help ensure equitable access to arts education for every student. The use of Proposition 28 funds for these classified positions aligns with the intent of the Arts and Music in Schools Funding program by increasing student access to arts education opportunities, enhancing instructional capacity, and expanding the overall quality and effectiveness of arts programming for all students at Monson-Sultana School.

2. Number of full-time equivalent teachers (certificated). 0.0

3. Number of full-time equivalent personnel (classified). 0.6

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 442

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 6/16/2026 12:00:00 AM

Annual Report Data URL

<https://www.msschool.org>

Submission Date 6/2/2026 7:31:42 AM

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: 9.11 UPDATE BOARD POLICY 3400 - MANAGEMENT OF DISTRICT ASSETS/ACCOUNTS

ATTACHMENTS: BP 3400

DISCUSSION:

Regulation update to reflect the new capital assets amount from \$5,000 to \$10,000, effective July 1, 2026.

RECOMMENDATION: The Superintendent recommends that the Board **APPROVE** the updated BP 3400.

PROPOSED ACTION: **APPROVE**

Policy 3400: Management Of District Assets/Accounts

Status: DRAFT - Keep

Original Adopted Date: 07/01/2001 | **Last Revised Date:** 12/01/2023

The Governing Board recognizes its fiduciary responsibility to effectively manage and safeguard the district's assets and resources in order to help achieve the district's goals for student learning. The Superintendent or designee shall establish and maintain an accurate, efficient financial management system that enhances the district's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. The Superintendent or designee shall ensure that the district's accounting system provides ongoing internal controls and meets generally accepted accounting standards as specified by the California Department of Education and, as appropriate, the Governmental Accounting Standards Board (GASB). When required by law or as directed by the Board, and in accordance with Board Policy and Administrative Regulation 3460 - Financial Reports and Accountability, the Superintendent or designee shall submit to the Board reports of the district's financial status.

Capital Assets

The Superintendent or designee shall develop a system to accurately identify and value district assets in order to help ensure financial accountability and to minimize the risk of loss or misuse. District assets with a useful life of more than one year and an initial acquisition cost of \$10,000 or more shall be considered capital assets. The Superintendent or designee shall determine the estimated useful life of each capital asset and shall calculate and report the estimated loss of value or depreciation during each accounting period for all capital assets.

Internal Controls/Fraud Prevention

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the district to act with integrity and due diligence in dealings involving the district's assets and fiscal resources.

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

The Superintendent or designee shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district, assist with effective and efficient operation of the district, produce reliable financial information, and ensure compliance with all applicable laws and regulations. These internal controls may include, but are not limited to, segregating and monitoring employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; developing timely reconciliations of budgets, ledgers, and accounts; conducting background checks on business office employees; and requiring continuous in-service training for business office staff and board members on the importance of fraud prevention, financial management, budget, and governance.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to the employee's immediate supervisor and/or the Superintendent or designee. In addition, the Superintendent or designee shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

The Superintendent or designee shall have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the district's auditors, the Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement agencies, or other governmental entities, as appropriate.

The Superintendent or designee shall provide regular reports to the Board on the status of the district's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: 9.12 UPDATE ADMINISTRATIVE REGULATION 3512 -
EQUIPMENT

ATTACHMENTS: AR 3512

DISCUSSION:

As of January 1, 2026, Federal Law will now require the district to keep an inventory of all equipment valued at \$1,500 or more. LEAs should apply the higher threshold to inventory additions made during the applicable period, therefore the policy will be updated to reflect the new law requirements, beginning July 1, 2026

RECOMMENDATION: The Superintendent recommends that the Board **APPROVE** the updated AR 3512.

PROPOSED ACTION: **APPROVE**

Regulation 3512: Equipment

Status: DRAFT - Keep

Original Adopted Date: 06/01/1998 | Last Revised Date: 06/01/2025

District equipment shall be used primarily for educational purposes and/or to conduct district business. The Superintendent or designee shall ensure that all employees, students, and other users understand the appropriate use of district equipment and that any misuse may be cause for disciplinary action or loss of user privilege.

School-connected organizations may be granted reasonable use of the equipment for district-related matters, if such use does not interfere with the use by students or employees or otherwise disrupt district operations.

The Superintendent or designee shall approve the transfer of any district equipment from one work site to another and the removal of any district equipment for off-site use. When any equipment is taken off site, the borrower is responsible for its safe return and shall be fully liable for any loss or damage. Equipment shall only be used for an approved district-related purpose.

Employees transferred to another work site shall take with them only those personal items that have been purchased with their own funds, unless otherwise authorized by the Superintendent or designee or applicable Board policy or administrative regulation.

The Superintendent or designee shall maintain an inventory of all equipment currently valued in excess of \$1,500. (Education Code 35168; 5 CCR 3946)

Additionally, the Superintendent or designee shall maintain property records as specified in Administrative Regulation 3440 - Inventories, including updating property records when there is a change in the status of the property.

When equipment is unusable or is no longer needed, it may be sold, donated, or disposed of in accordance with Education Code 17540-17555 or 2 CFR 200.313, as applicable.

Equipment Acquired with Federal Funds

The Superintendent or designee shall obtain prior written approval from the California Department of Education (CDE) or other awarding agency before purchasing equipment with federal funds. (2 CFR 200.439)

Additionally, the Superintendent or designee shall obtain prior approval from CDE or other awarding agency before disposing or encumbering equipment purchased with federal funds. (2 CFR 200.313)

Persons involved in the selection, award, or administration of a contract supported by federal funds shall comply with the requirements specified in 2 CFR 200.313 and 200.318, including conflict of interest requirements, act in accordance with Administrative Regulation 3230 - Federal Grant Funds, and comply with Board Bylaw 9270 - Conflict of Interest.

All equipment purchased for federal programs funded through the consolidated application pursuant to Education Code 64000-64001 shall be labeled with the name of the project, identification number, and name of the district. (2 CFR 200.313; 5 CCR 3946)

For any equipment acquired in whole or in part with federal funds, the Superintendent or designee shall develop adequate maintenance procedures to keep the property in good condition. Additionally, the Superintendent or designee shall develop adequate safeguards to prevent loss, damage, or theft of the property and shall investigate any loss, damage, or theft. (2 CFR 200.313)

Equipment purchased for use in a federal program shall be used in that program as long as needed, regardless of whether the program continues to be supported by federal funds. The equipment may be used in other activities currently or previously supported by a federal agency when such use does not interfere with the work on the project or program for which it was originally acquired or when use of the equipment is no longer needed for the original

program. (2 CFR 200.313)

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: 9.13 DISTRICT CALENDAR 2026-2027 REVISION

ATTACHMENTS: ORIGINAL 2026-2027 BOARD CALENDAR & AMENDMENT PROPOSAL CALENDAR

DISCUSSION:

Attached are both the original, board approved district calendar which reflects Teacher Inservice days of January 4th-5th 2027 and the proposed amended calendar which would reflect October 12, 2026 as a Teacher Inservice instead of January 5, 2027. The purpose of this amendment is to ensure that teachers will be able to attend the Small Schools Conference; this will now change the return date after Winter Break from January 6, 2027 to January 5, 2027.

RECOMMENDATION: The Superintendent recommends that the Board approve the 2026-2027 proposed school calendar.

PROPOSED ACTION: APPROVE



MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT CALENDAR FOR SCHOOL YEAR 2026-2027

July 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	(22)

August 2026 (14)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					(21)

September 2026 (21)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			(21)

District Holidays (15)

- July 3 — Independence Day (Obsv)
- Sept 7 — Labor Day
- Nov 11 — Veterans' Day
- Nov 26-27 — Thanksgiving
- Dec 24 — Christmas Eve
- Dec 25 — Christmas Day
- Dec 31 — New Year's Eve
- Jan 1 — New Year's Day
- Jan 18 — Martin Luther King, Jr.
- Feb 8 — Lincoln's Birthday (Observed)
- Feb 15 — President's Day
- Mar 26 — Easter Friday
- May 31 — Memorial Day
- June 18 — Juneteenth (Obsv)

October 2026 (22)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	(22)

November 2026 (15)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6*	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					(18)

December 2026 (14)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		(20)

Special Dates

- Aug 7-11 — Teacher Inservice Days
- Aug 12 — First Day of School
- Nov 6 — First Trimester Ends
- Nov 16-20 — Parent Conferences Min. Days
- Nov 23-27 — Thanksgiving Break
- Dec 21 - Jan 5 — Winter Break
- Jan 6 — School Back in session
- Feb 26 — Second Trimester Ends
- March 8 - 12 — Parent Conferences Min. Days
- March 22 - March 29th — Spring Break
- May 27 — 8th Grade Graduation
- May 28 — Last Day of School/Trimester Ends

January 2027 (17)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						(19)

February 2027 (18)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26*	27
28						(18)

March 2027 (17)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			(22)

Minimum Days—1:15 P.M.

- November 16-20, 2026
- December 18, 2026
- March 8-12, 2027
- May 28, 2027

April 2027 (22)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	(22)

May 2027 (20)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28*	29
30	31					(20)

June 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			(21)

Legend

	Minimum Day 1:15 P.M. Release
	District Holiday
	P/T Conference Days 1:15 P.M. Release
	School Not in Session
	Teacher Inservice
*	Trimester Ends

Board Approved:
April 14, 2026

**Parent-Teacher
Conferences—1:15 Release**
November 17-20, 2026
March 8-12, 2027

Grading Periods

Aug 12— Nov 6 62 days
Nov 9 — Feb 26 59 days
Mar — May 28 59 days
-222-0 Student Instruction Days



MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT CALENDAR FOR SCHOOL YEAR 2026-2027

July 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	(22)

August 2026 (14)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					(21)

September 2026 (21)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			(21)

District Holidays (15)

- July 3 — Independence Day (Obsv)
- Sept 7 — Labor Day
- Nov 11 — Veterans' Day
- Nov 26-27 — Thanksgiving
- Dec 24 — Christmas Eve
- Dec 25 — Christmas Day
- Dec 31 — New Year's Eve
- Jan 1 — New Year's Day
- Jan 18 — Martin Luther King, Jr.
- Feb 8 — Lincoln's Birthday (Observed)
- Feb 15 — President's Day
- Mar 26 — Easter Friday
- May 31 — Memorial Day
- June 18 — Juneteenth (Obsv)

October 2026 (21)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	(22)

November 2026 (15)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6*	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					(18)

December 2026 (14)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		(20)

Special Dates

- Aug 7-11 — Teacher Inservice Days
- Aug 12 — First Day of School
- Oct 12 — Teacher Inservice Day
- Nov 6 — First Trimester Ends
- Nov 16-20 — Parent Conferences Min. Days
- Nov 23-27 — Thanksgiving Break
- Dec 21 - Jan 4 — Winter Break
- Jan 5 — School Back in session
- Feb 26 — Second Trimester Ends
- March 8 - 12 — Parent Conferences Min. Days
- March 22 - March 29th — Spring Break
- May 27 — 8th Grade Graduation
- May 28 — Last Day of School/Trimester Ends

January 2027 (18)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						(19)

February 2027 (18)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26*	27
28						(18)

March 2027 (17)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			(22)

Minimum Days—1:15 P.M.

- November 16-20, 2026
- December 18, 2026
- March 8-12, 2027
- May 28, 2027

April 2027 (22)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	(22)

May 2027 (20)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28*	29
30	31					(20)

June 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			(21)

Legend

	Minimum Day 1:15 P.M. Release
	District Holiday
	P/T Conference Days 1:15 P.M. Release
	School Not in Session
	Teacher Inservice
*	Trimester Ends

Board Approved:

April 14, 2026

Revised: June 16, 2026

Parent-Teacher

Conferences—1:15 Release

November 17-20, 2026

March 8-12, 2027

Grading Periods

Aug 12— Nov 6 61 days

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Mar — May 28 59 days

180 Student Instruction Days

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **9.14 UPDATE BOARD POLICY 6173- EDUCATION FOR HOMELESS CHILDREN**

ATTACHMENTS: **BP 6173**

DISCUSSION:

Local Education Agencies are required to update their District Homeless Education Policy at least every three years, as of now, BP 6173 is not in compliance. Attached is the updated BP 6173 for your adoption.

RECOMMENDATION: **The Superintendent recommends that the Board APPROVE the updated BP 6173.**

PROPOSED ACTION: **APPROVE**

Policy 6173: Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 07/01/2005 | Last Revised Date: 02/01/2026

The Governing Board believes that the identification of students experiencing homelessness is critical to improving the educational outcomes of such students and ensuring that students experiencing homelessness have access to the same free and appropriate public education provided to other students within the district. The district shall provide students experiencing homelessness with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 students experiencing homelessness in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of students experiencing homelessness. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall review district policies at least once every three years and recommend updates to ensure removal of any barriers to the education of students experiencing homelessness and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (Education Code 48851.3, 42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting students experiencing homelessness to succeed in school, and as specified in Education Code 48851.3 related to trainings for district staff providing assistance to students experiencing homelessness.

The Superintendent or designee shall ensure that each district school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of students experiencing homelessness, the Superintendent or designee shall annually provide and administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

The Superintendent or designee shall report to CDE the number of students experiencing homelessness, including unaccompanied youths, enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

Additionally, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school websites as specified in the accompanying administrative regulation. (Education Code 48852.6)

The Superintendent or designee shall ensure that placement decisions for students experiencing homelessness are based on the student's best interest as defined in law and administrative regulation.

Each student experiencing homelessness shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (Education Code 48850; 42 USC 11432)

Students experiencing homelessness shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate students experiencing homelessness on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet their unique needs. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for students experiencing homelessness are provided in a manner and form understandable to the student's parents/guardians and to unaccompanied youths.

Information about the living situation of a student experiencing homelessness shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that students experiencing homelessness are promptly identified, ensure that students experiencing homelessness have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to students experiencing homelessness, and, if applicable, transitional housing facilities. Additionally, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for students experiencing homelessness and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of students experiencing homelessness. Such professional development and technical assistance shall include, but are not limited to, training on the district's homeless education program policies, definitions of terms related to homelessness, recognition of signs that students are experiencing or are at risk of experiencing homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect students experiencing homelessness with appropriate housing and service providers. (Education Code 48851.3, 48852.5; 42 USC 11432)

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for students experiencing homelessness, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of students experiencing homelessness.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT ITEM

AGENDA ITEM: 9.15 BDJ TECH PURCHASE APPROVAL

ATTACHMENTS: BDJ QUOTE

DISCUSSION:

The attached quotes are for the District to renew our firewall license that is set to expire July 1, 2026.

RECOMMENDATION: The Superintendent recommends that the Board approve the purchase from BDJ.

PROPOSED ACTION: APPROVE

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: 9.16 KYA - CALIFORNIA MULTIPLE AWARDS SCHEDULE (CMAS)

ATTACHMENTS: KYA - CALIFORNIA MULTIPLE AWARDS SCHEDULE

DISCUSSION:

This CMAS agreement is being utilized to complete the polished concrete flooring work in the cafeteria. CMAS contracts are competitively bid and approved by the State of California, allowing school districts to purchase approved products and services without conducting a separate formal bid process. Through this agreement, the district can procure the necessary flooring preparation, installation, warranty, and related services in a cost-effective and compliant manner.

Approval of this contract will allow the district to move forward with the cafeteria flooring improvements as part of our ongoing facility enhancement efforts.

RECOMMENDATION: **The Superintendent recommends approval of attached CMAS.**

PROPOSED ACTION: **Approval**

State of California

MULTIPLE AWARD SCHEDULE

NON-MANDATORY

KYA Services, LLC

CMAS NUMBER:	4-20-78-0089C
SUPPLEMENT NUMBER:	7
CMAS TERM DATES:	02/26/2020 through 02/10/2030
EFFECTIVE DATE:	01/21/2025
CMAS CATEGORY:	Non-IT Commodities General Provisions
APPLICABLE STATE OF CALIFORNIA GENERAL PROVISIONS:	June 21, 2022
APPLICABLE CMAS SPECIAL PROVISIONS:	January 2, 2025
MAXIMUM ORDER LIMIT:	State Agencies: See Purchasing Authority Dollar Threshold provision Local Government Agencies: Unlimited
FOR USE BY:	State & Local Government Agencies
BASE SCHEDULE #:	47QSMA20D08P7
BASE SCHEDULE HOLDER:	KYA Services LLC
PROGRAM ANALYST	Trice Baker Trice.baker@dgs.ca.gov

This California Multiple Award Schedule (CMAS) provides for the purchase, warranty, removal, disposal, preparation, installation, maintenance, and repair of park and playground equipment, commercial flooring, roofing products, pre-engineered and prefabricated buildings and structures for storage solutions, hardware store products, lawn and garden equipment, heating, ventilation, and air conditioning (HVAC), energy-efficient lighting, power distribution equipment, complete daycare, preschool and classroom solutions, signs, and flags. (See pages 4 through 10 for the services, job titles, and restrictions applicable to this CMAS.)

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

This supplement is to extend this CMAS through 02/10/2030. In addition, this supplement replaces the existing CMAS. The most current Ordering Instructions, General Provisions, CMAS Special Provisions, and products and/or services are included herein. All purchase orders issued by State agencies shall incorporate these Ordering Instructions, General Provisions, and CMAS Special Provisions. Review these provisions carefully as they have changed.

NOTICE: Products and/or services on this CMAS may be available on a Mandatory State Contract. If this is the case, the use of this CMAS is restricted unless the State agency has an approved exemption as explained in the State Contract User Instructions. Information regarding State Contracts can be obtained at the: [State Contracts Index Listing](#). This requirement is not applicable to local government agencies.

Any reference to a specific manufacturer's or publisher's warranty or terms and conditions as shown in the base schedule are not applicable to this CMAS.

The services provided under this CMAS are only available in support of the products covered by this CMAS.

State agencies cannot use this CMAS to purchase products available through the California Prison Industry Authority (CALPIA) without a one-time exemption from CALPIA. Agencies may request an exemption at the [CALPIA website](#). A copy of the approved exemption must be kept with the purchase order in the procurement file for audit purposes.

CMAS RESTRICTION FOR CARPET PURCHASES

The Department of General Services' Office of Sustainability has determined that all carpet purchased by state agencies be made at the ANSI/NSF-140 Platinum level. The Governor's Executive Order B-18-12 Ordered that the State agencies purchase and use environmentally preferable products that have a lesser or reduced effect on human health and the environment. Carpet that is 3rd party certified to ANSI/NSF-140 Platinum level meets the requirement.

IMPORTANT NOTE TO ALL USERS OF THIS MULTIPLE AWARD SCHEDULE

A contract for the purchase and installation of carpet is a public works contract as defined in Section 1101 of the Public Contract Code and, as such, requires certain special conditions. Prior to placing an order against this multiple award schedule, read pages 27 through 36 entitled "Information Regarding the Purchase and Installation of Carpet and Other Floor Coverings" to ensure your agency understands the special conditions involving public works contracts. If your agency does not have staff with expertise involving public works contracts, it is recommended that you seek interagency assistance or consider not using this multiple award schedule.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

HAZARDOUS SUBSTANCES

State Law (Labor Code (LC) 6360 et seq.) requires employers to have information regarding hazardous or potentially hazardous substances in the workplace on file or readily available to them. In order to assist employers' compliance with this requirement, the Department of Industrial Relations has compiled a list of hazardous substances.

Some or all of the products listed on this CMAS appear on the Hazardous Substances List. CMAS supplier must provide Material Safety Data Sheet for these products when they are delivered to California Public Agencies. A Material Safety Data Sheet is supplied by the manufacturer of a substance and lists the manufacturer's name and address, the chemical name, physical properties of the material, potential hazards, safeguards and procedures to follow in case of accident or overexposure.

Agency non-compliance with the requirements may result in the loss of CMAS program delegated purchasing authority.

CMAS contractor non-compliance with the requirements may result in termination.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

CMAS PRODUCT & SERVICE CODES

Product & Service Codes listed below are for marketing purposes only. Review the base schedule for the products and/or services available.

- Brand-Act Global
- Brand-Bentley
- Brand-Quick Crete
- Brand-Tandus
- Building-Prefab Structure-Medical
- Floor Cov-Broadloom Carpet
- Floor Cov-Hardwood
- Floor Cov-Sport Flooring
- Floor Cov-Synthetic Turf
- Floor Cov-Vinyl Sheeting/Tile
- Playground-Equip
- Sport Surface-Synthetic Track

AVAILABLE PRODUCTS AND/OR SERVICES

This CMAS provides for the purchase, warranty, removal, disposal, preparation, installation, maintenance, and repair of park and playground equipment, commercial flooring, roofing products, pre-engineered and prefabricated buildings and structures for storage solutions, hardware store products, lawn and garden equipment, heating, ventilation, and air conditioning (HVAC), energy-efficient lighting, power distribution equipment, complete daycare, preschool and classroom solutions, signs, and flags.

Only the following services are available within the scope of this CMAS:

- Standard Floor Preparation (So Cal)
- Standard Floor Preparation (Sac)
- Standard Floor Preparation (Bay Area)
- Excessive Floor Preparation (So Cal)
- Excessive Floor Preparation (Sac)
- Excessive Floor Preparation (Bay Area)
- Field Repairs
- Removal of Playground Equipment
- Application of Playground Equipment
- Standard Floor Prep
- Furniture R&R
- Toilet Removal
- Turf Removal
- Turf Application (Standard)
- Turf Application (Non- Standard)
- Concrete Curb
- Natural Sod Removal
- Poured-In-Place Removal
- Poured-In-Place Application

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

Natural Sod Application
Poured-In-Place Repair
Aggregate Base Removal
Aggregate Base Application
Logo Application
Track Surface Repair
Track Surface Re-Top
Track Surface Complete Application
Track Surface Refresh
Structural Spray Black
Structural Spray Color
Base Mat w/ Structural Spray Black
Base Mat w/ Structural Spray Color
Polyurethane Sandwich System
Polyurethane Full Pour
Track Maintenance
Substrate Prep
Substrate Compaction
Trenching
Clear, Grub and Haul
Staking
Goal Post Application
Drainage Application
Application of Sports Pad
Application of Playground Pad
Application of Infill
Application of Headerboard
Removal of Existing Surface
Application of Rubber Playground Tiles
Standard Synthetic Turf Maintenance
Premium Synthetic Turf Maintenance
Application of Asphalt
Application of Concrete
Perimeter saw cut
Application of tree wells
Application of mulch
Application of decomposed granite
Application of irrigation
Perimeter pip removal
Asphalt saw cut
Application of sealer
Re-grading base
Application of ramp
Application of grout
Scarification
Application of seeded rock
Demo Glue Down Carpet / Carpet Tile

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

Demo Powerbond Carpet/ Vinyl Backed
Demo Carpet over Pad
Demo Sheet Vinyl
Demo VCT/LVT
Demo Rubber
Skim Coat
Grind Floor
Application of Carpet Tile
Application of Powerbond Carpet
Application of Carpet Over Pad
Lift Application of Carpet Tile
Application of Sheet Vinyl
Self Cove
Application of Linoleum
Heat Weld
Application of LVT
Application of VCT
Application of Rubber Tile
4" Rubber Base
6" Rubber Base
Vinyl Transition Strips
Moisture Test
Outside Corner Installation
Removal of Degraded Seal Coats
Application of Moisture Barrier
Demo Ceramic Tile
Application of HVT
Expediting Service
Application of Self- Level Compound
Application of Ceiling Tiles
Surface Preparation for Finish
Application of Lamp Lens
Application of Retrofit LED Kit
Application of Tackboard
Application of Sound Wall
Application of Thermostats
Dumpster Service
Demo Existing Wood Flooring < 5,000sf
Demo Existing Wood Flooring > 5,000sf
Install Wood Flooring < 5,000sf
Install Wood Flooring > 5,000sf
Install Wood Subfloor < 5,000sf
Install Wood Subfloor > 5,000sf
Install Visqueen Vapor Retarder
Shim Flooring < 5,000sf
Shim Flooring > 5,000sf
Water Base Wood Floor Refinishing < 5,000sf

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**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

Water Base Wood Floor Refinishing > 5,000sf
Oil Base Wood Floor Refinishing < 5000sf
Oil Base Wood Floor Refinishing > 5,000sf
Sand & Refinish Wood Flooring < 5,000sf
Sand & Refinish Wood Flooring > 5,000sf
Patch Wood Flooring < 5,000sf
Patch Wood Flooring > 5,000sf
Application of Additional Finish Coat
Paint Basketball Court
Paint Volleyball Court
Paint Badminton Court
Paint Pickleball Court
Paint/Stain Floor
Slab infill < 5,000sf
Slab infill > 5,000sf
Install Threshold
Install Floor Lids
Install Vent Cove Base
Paint Custom Graphics/Letters
Re-Paint Existing Game Lines
Court Design Service
GMAX Testing Procedure
Performance Testing Procedure
Air Cooled Chiller Services – Annual Cost per Chiller
Water Cooled Screw and Centrifugal Chiller Services – Annual Cost per Chiller
Water Cooled Magnetic Bearing Chiller Services – Annual Cost per Chiller
Heat Exchanger Services – Annual Cost per Heat Exchanger
Air Compressor Services – Annual Cost per Air Compressor
VFD's and Pump Services – Annual Cost per VFD and Pump
Air – Water Separator Services – Annual Cost per Separator
Application of replica plants
Application of cobble stone
Application of woodchips
Application of boulders
Application of slurry
Striping -asphalt
Natural tree - small
Natural tree - med
Natural - large
Application of natural plants
Application of pavers
Field Surveyor Service
Application of Window Treatment

The ordering agency must verify all products and/or services are currently available on the base General Services Administration (GSA) schedule.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

Only the following job titles are available within the scope of this CMAS:

Floor Covering Journeyman (So Cal)
Floor Covering Level 1 (So Cal)
Floor Covering Level 2 (So Cal)
Floor Covering Level 3 (So Cal)
Floor Covering Level 4 (So Cal)
Floor Covering Level 5 (So Cal)
Floor Covering Level 6 (So Cal)
Floor Covering Level 7 (So Cal)
Floor Covering Level 8 (So Cal)
Floor Covering Journeyman (Bay Area)
Floor Covering Level 1 (Bay Area)
Floor Covering Level 2 (Bay Area)
Floor Covering Level 3 (Bay Area)
Floor Covering Level 4 (Bay Area)
Floor Covering Level 5 (Bay Area)
Floor Covering Level 6 (Bay Area)
Floor Covering Level 7 (Bay Area)
Floor Covering Level 8 (Bay Area)
Floor Covering Journeyman (Sac)
Floor Covering Level 1 (Sac)
Floor Covering Level 2 (Sac)
Floor Covering Level 3 (Sac)
Floor Covering Level 4 (Sac)
Floor Covering Level 5 (Sac)
Floor Covering Level 6 (Sac)
Floor Covering Level 7 (Sac)
Floor Covering Level 8 (Sac)
Flooring Project Manager
Flooring Site Supervisor
Flooring Project Coordinator
Flooring Project Estimator
Turf Project Manager
Turf Site Supervisor
Turf Project Coordinator
Turf Project Estimator
Carpenter Journeyman
HVAC Installer
HVAC Laborer
HVAC Technician
HVAC Project Manager
Site Assessment Coordinator
Tile Layer Journeyman
Quality Control Supervisor
Safety Coordination Manager
Rendering Coordinator

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

Plumber/HVAC/Electrician
Plasterer Journeyman
Cement Mason Journeyman
Drywall Lather Journeyman

The ordering agency must verify the following current information about the job titles available in the base schedule at the General Services Administration (GSA) eLibrary:

- Description of the functional requirements
- Minimum education and experience requirements
- Maximum pricing allowed (lower pricing acceptable)

FIND BASE SCHEDULE PRICING

Once on the Contractor Information page for a specific GSA schedule, the pricelist can be found either in the Contractor Terms & Conditions (T&Cs)/Pricelist document or at GSA Advantage. The Contractor T&Cs/Pricelist document is provided by the contractor as a requirement of GSA and can be found under the Contractor T&Cs/Pricelist heading by clicking on the page icon.

If the contractor has products/services available for ordering on GSA Advantage, a 'GSA Advantage' icon will be displayed. By clicking this image link, this will execute a search against GSA Advantage. Depending on the category, whether product or service related, will return either:

- 1) If products, a listing of all products available for the contractor under this contract
- 2) If services, the same document provided under the column Contractor T&Cs/Pricelist by clicking View Contractor Information and then View Contractor Catalog.

EXCLUDED PRODUCTS AND/OR SERVICES

The following products and services are not available under this CMAS:

The purchase of Information Technology (IT) hardware
Non-Information Technology consulting services
Public works services for State Agencies (except for resilient flooring, carpet, lighting fixtures, and synthetic turf)
Surveillance Systems
Security and Detection Systems
Physical Access Control Systems
Complete Facilities Maintenance and Management
Smart Building Systems Integration
Specialty Equipment Service
HIC Testing Procedure
Application of Interior Paint
Application of Exterior Paint
Storage Service
Electric Vehicle (EV) Charging Basic - 240 V - Up to 400A
Electric Vehicle (EV) Charging Basic - 480 V - 400 to 2000A
Electric Vehicle (EV) Charging Stations - Level II - 240V

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

Electric Vehicle (EV) Charging Stations – Level III - 480V
Energy Efficiency Assessment I
Energy Efficiency Assessment 2
Energy Efficiency Assessment 3
Roof Mount Solar Option #1
Ground Mount Solar Option #2
Solar Carport Option #3
Procurement Coordinator
Submittals Coordinator
General Laborer Journeyman
General Laborer Material Handler Level 1
Drywall Installer Journeyman
Communications System Installer
Construction Project Supervisor
Project Specification Consultant
Project Design Consultant
Operating Engineer Journeyman
A/V Installer
Installer - Access Systems
Technician - Access Systems
Project Manager - Access Systems
Project Engineer - Access Systems
EV Installer
EV Technician
EV Project Manager
EV Project Engineer
Repair/Construction Laborer - Site Clean Up and Management
Repair/Construction Laborer - Journeyman
Repair/Construction Laborer - Skilled and Trained
Repair/Construction Laborer – Apprentice
Repair/Construction Laborer - Equipment Operator
Order-Level Materials (OLM)

ISSUE PURCHASE ORDER TO

Agency purchase orders must be sent to the following:

**KYA Services, LLC
1800 E McFadden Avenue
Santa Ana, CA 92705-4708
Attn: Lisa Chavez**

E-mail: lisa.chavez@thekyagroup.com

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

Agencies with questions regarding products and/or services may contact the CMAS contractor as follows:

Contact: Lisa Chavez
Phone: (714) 659-6477
E-mail: lisa.chavez@thekeyagroup.com
Website: <https://www.thekeyagroup.com/>

TOP 500 DELINQUENT TAXPAYERS

In accordance with Public Contract Code (PCC) 10295.4, and prior to placing an order for non-IT goods and/or services, **agencies must verify** with the Franchise Tax Board and the California Department of Tax and Fee Administration that this CMAS contractor's name does not appear on either list of the 500 largest tax delinquencies pursuant to Revenue and Taxation Code 7063 or 19195. The Franchise Tax Board's list of Top 500 Delinquent Taxpayers is available at their website. The California Department of Tax and Fee Administration's list of Top 500 Sales & Use Tax Delinquencies in California is available at their website.

CALIFORNIA SELLER'S PERMIT

The CMAS contractor's California Seller's Permit Number is 102-369022. Prior to placing an order with this company, agencies must verify that this permit is still valid at the California Department of Tax and Fee Administration website.

MINIMUM ORDER LIMITATION

The minimum dollar value of an order to be issued under this CMAS is \$100.

CMAS PRICES

The maximum prices allowed for the products and/or services available are those set forth in the base schedule.

The ordering agency is encouraged to seek prices lower than those in the base schedule. When responding to an agency's Request for Offer (RFO), the CMAS contractor can offer lower prices to be competitive.

PRICE DISCOUNTS

This CMAS contains dollar volume and prompt payment discounts. See the base schedule for the specific discount percentage.

DARFUR CONTRACTING ACT

This CMAS contractor has certified compliance with the Darfur Contracting Act, per PCC 10475. It is the agency's responsibility to verify that the contractor has a Darfur Contracting Act Certification on file.

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IRAN CERTIFICATION

This CMAS contractor has certified compliance with the Iran Contracting Act, per PCC 2001-2008. It is the agency's responsibility to verify that the contractor has an Iran Contracting Act Certification on file.

CALIFORNIA CIVIL RIGHTS LAW CERTIFICATION

Pursuant to PCC 2010 applicants must certify their compliance with the California Civil Rights laws and Employer Discriminatory Policies (Civil Code 51, GC 12960). It is the agency's responsibility to verify that the contractor has a California Civil Rights Law Certification on file.

WARRANTY

For warranties, see the base schedule and the CMAS Warranty provision in the CMAS Special Provisions.

CMAS contractor personnel shall have the experience, education, and expertise as defined in the base schedule.

DELIVERY

As negotiated between agency and CMAS contractor and included in the purchase order.

LIQUIDATED DAMAGES FOR LATE DELIVERY

The value of the liquidated damages cannot be a penalty, must be mutually agreed upon by agency and contractor and included in the purchase order to be applicable.

SHIPPING INSTRUCTIONS

F.O.B. (Free On Board) Origin. Buying agency pays the freight charges.

State agencies shall follow the instructions below whenever the weight of the purchase is 100 lbs. or more and F.O.B. Destination, Freight Prepaid is not used. This requirement is not applicable to local government agencies.

All shipments will be made by ground transportation unless otherwise ordered on the purchase order.

Traffic Management Unit (TMU) approval is not required for any Leveraged Procurement Agreement negotiated by DGS; however, it is recommended that state agencies contact TMU for a freight weight comparison using the Freight Analysis Worksheet on the TMU website, under the "Forms" heading to ensure the state is getting the most reasonable shipping cost.

Note: If shipping charges for purchases weighing less than 100 lbs. appear to be excessive (e.g., \$500 for a 5 lb. package where the shipping charge is a percentage of the cost of the item being purchased), departments are encouraged to contact TMU for help to obtain more appropriate pricing. TMU contact information can be found at the TMU website.

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PURCHASING AUTHORITY DOLLAR THRESHOLD

Order limits for the purchase of goods and/or services is determined by the individual agency purchasing authority threshold.

No CMAS order may be executed by a State agency that exceeds that agency's purchasing authority threshold, unless an exemption is granted by the Department of General Services (DGS) Purchasing Authority Unit (PAU). State agencies with approved purchasing authority, along with their dollar thresholds can be obtained at the [List of State Departments with Approved Purchasing Authority](#) website.

HOW TO USE CMAS

State agencies must adhere to the requirements in the State Contracting Manual (SCM) Volume 2, Chapter 1600 and CMAS Ordering Instructions and Special Provisions when using CMAS.

- Develop an RFO, which includes a Scope of Work (SOW) and Bidder Declaration form. For information on the Bidder Declaration requirements see SCM, Volume 2, Sections 305 and 1202.
- Clearly defined Tasks (what needs to be done) and Deliverables (outcome of each task, i.e., reports, procedures manual, etc.) must be included in the State's SOW.
- A Work Order Authorization (WOA) may be used to document completion of pre-determined tasks, but only if the tasks are clearly defined in the SOW. The WOA may be used to approve release for the next phase of the agreement but cannot be used to identify any tasks other than the ones called out in the SOW. The WOA will be signed by all parties and may be submitted for progress payments under the award.
- Projects can be performed on a Fixed Price Per Deliverable (FP/D). Fixed Price; FP/D: A defined service, or set of services, performed by Contractor in response to a defined task, or set of tasks, at a specific fixed price, and delivered per a specific schedule. Note: When using FP/D the Statement of Work must describe in detail the particular project and the work that the selected Qualified Contractor will be required to perform.
- For Consulting or Personal services, do not include any labor categories/job titles or number of hours limit in RFO Requirements or the SOW. The CMAS Contractor provides this information in their Attachment B Cost Worksheet. The State does not have the expertise to make this decision (GC 19130(b)).
- Search for potential CMAS contractors on the CMAS website and select "Find a CMAS Contractor."
- Request offers from a minimum of 3 CMAS contractors including one small business (SB) and/or Disabled Veteran Business Enterprise (DVBE), if available, who are authorized to sell the products and/or able to perform the services needed. (Government Code 14846(b)).
- A valid attempt must be made to secure offers from viable CMAS contractors who are able to supply the goods and/or provide the services. Neither a lack of sufficient CMAS contractors nor the use of restrictive requirements meets the intent for obtaining offers (SCM Volume 2, Section 1670.2).

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- If requesting offers from a certified DVBE, include the Disabled Veteran Business Enterprise Declarations form (Standard 843) in the RFO. This declaration must be completed by the DVBE prime contractor and/or any DVBE subcontractors and submitted with the offer (SCM Volume 2, Section 1201).
- This is not a bid transaction, so the small business preference, DVBE incentives, protest language, intent to award, evaluation criteria, advertising, Administrative and Technical Requirements, etc. are not applicable. (SCM Volume 2, Section 1603).
- If less than 3 offers are received, State agencies must document their file with the reasons why the other suppliers did not respond with an offer. The reason must come from the CMAS contractor.
- Assess the offers received using best value criteria including cost as one of the criteria (SCM Volume 2, Section 1603).
- Issue a Purchase Order to the selected CMAS contractor.
- For CMAS transactions under \$10,000, only one offer is required if the State agency can establish and document that the price is fair and reasonable. The fair and reasonable method can only be used for non-customizable purchases. See SCM Volume 2, Section 1510 for Fair and Reason criteria.

Local agencies must follow their own procurement regulations. For more information see the [Local Agency packet](#) available online.

AGENCY RESPONSIBILITY

Each agency is responsible for its own contracting program and purchasing decisions, including use of the CMAS program and associated outcomes. This responsibility includes, but is not limited to, ensuring the necessity of the services, securing appropriate funding, complying with laws and policies, preparing the purchase order in a manner that safeguards the State's best interests, obtaining required approvals, and documenting compliance with GC 19130.b(3) for outsourcing services.

It is the responsibility of each agency to consult with their legal staff and contracting offices for advice depending upon the scope or complexity of the purchase order. If legal services are not available within your agency, DGS Office of Legal Services is available to provide services.

CONFLICT OF INTEREST

Agencies must evaluate the proposed purchase order to determine if there are any potential conflict of interest issues. See the CMAS Special Provisions, Conflict of Interest, for more information.

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SPLITTING ORDERS

Splitting orders to avoid any monetary limitations is prohibited. Do not circumvent normal procurement methods by splitting purchases into a series of delegated purchase orders per PCC 10329. Splitting a project into small projects to avoid either fiscal or procedural controls is prohibited per State Administrative Manual (SAM) 4819.34.

This provision does not apply to local government agencies.

ORDERING PROCEDURES

1. Purchase Orders

All Ordering Agency purchase order documents executed under this CMAS must contain the applicable CMAS number as show on page 1.

a. State Departments:

Standard 65 Purchase Documents – State departments not transacting in FISCal must use the Purchasing Authority Purchase Order (Standard 65) for purchase execution. An electronic version of the Standard 65 is available at the Department of General Services (DGS), Procurement Division (PD) website, select Standard (STD) Forms.

FISCAL Purchase Documents – State departments transacting in FISCal will follow the FISCal procurement and contracting procedures.

b. Local Government Agencies:

Local government agencies may use their own purchase order document for purchase execution.

The agency is required to complete and distribute the purchase order. For services, the agency shall modify the information contained on the order to include the service period (start and end date), the monthly cost (or other intermittent cost), and any other information pertinent to the services. The cost for each line item must be included in the order, not just system totals.

The contractor must immediately reject purchase orders that are not accurate. Discrepancies are to be negotiated and incorporated into the purchase order prior to product delivery and service implementation.

2. Service and Delivery after CMAS Expiration

The purchase order must be issued before the CMAS expires. However, delivery of the products or completion of the services may be after the CMAS expires (unless otherwise specifically stated in the purchase order). Amending the purchase order to add quantity, time, or money is not possible if the CMAS expired.

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3. Multiple CMAS Agreements on a Single Purchase Order

State agencies wishing to include multiple CMAS agreements on a single FISCAL purchase order must adhere to the following guidelines:

- All CMAS must be for the same CMAS contractor.
- The purchase order must go to one contractor location.
- Enter the word "CMAS" in the space reserved for the Leveraged Procurement Agreement (LPA) number. The word "CMAS" signifies that the purchase order contains items from multiple CMAS agreements. The purchasing agency may only use one bill code.
- For each individual CMAS, the agency must identify and group together the CMAS number with the line items and subtotal per CMAS number (do not include tax in the subtotal), and sequentially identify each individual CMAS as Sub #1, Sub #2, Sub #3, etc. This facilitates accurate billing of administrative fees by the Procurement Division.
- The total of all items on the purchase order must not exceed the State agency's purchasing authority dollar threshold granted by DGS PAU.
- Do not combine items from IT and non-IT CMAS agreements. An Information Technology CMAS begins with the number "3" and a non-IT CMAS begins with the number "4." The purchase order limits are different for these CMAS agreements.

4. Amendments to State Agency's Purchase Orders

Agency purchase orders cannot be amended if the CMAS has expired.

SCM, Volume 2, Section 1605 provides the following directions regarding amendments to all types of LPA purchase orders:

Original orders, which include options for changes (e.g., quantity or time), that were assessed and considered in the selection for award during the RFO process, may be amended consistent with the terms of the original order, provided that the original order allowed for amendments. If the original order did not evaluate options, then amendments are not allowed unless a Non-Competitively Bid is approved for those amendments.

Amendments unique to Non-IT Services:

If the original contract permitted amendments, but did not specify the changes, (e.g., quantity or time), it may be amended. Per PCC 10335 (d)(1), a contract may only be amended once under this exemption. The time shall not exceed one year, or add not more than 30 percent of the original order value and may not exceed \$250,000. If the original contract did not have language permitting amendments, the Non-Competitively Bid process must be followed.

CMAS CONTRACTOR OWNERSHIP INFORMATION

The CMAS contractor is a large business enterprise.

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SMALL BUSINESS MUST BE CONSIDERED

Prior to placing orders under the CMAS program, State agencies must first consider offers from small businesses that have established CMAS agreements (GC 14846(b)). NOTE: DGS auditors will request substantiation of compliance with this requirement when agency files are reviewed.

CMAS Small Business and Disabled Veteran Partners can be found on the CMAS website by selecting "Find a CMAS Contractor".

In response to our commitment to increase participation by small businesses, the Department of General Services waives the administrative fee (charged to customer agencies to support the CMAS program) for orders to California certified small business enterprises.

SMALL BUSINESS/DVBE - TRACKING

State agencies are able to claim subcontracting dollars towards their SB or DVBE goals whenever the CMAS contractor subcontracts a commercially useful function to a certified SB or DVBE. The CMAS contractor will provide the ordering agency with the name of the SB or DVBE used and the dollar amount the ordering agency can apply towards its SB or DVBE goal.

SMALL BUSINESS/DVBE - SUBCONTRACTING

1. The amount an ordering agency can claim towards achieving its SB or DVBE goals is the dollar amount of the subcontract award made by the CMAS contractor to each SB or DVBE.
2. The CMAS contractor will provide an ordering agency with the following information at the time the order is quoted:
 - a. The CMAS contractor will state that, as the prime contractor, it shall be responsible for the overall execution of the fulfillment of the order.
 - b. The CMAS contractor will indicate to the ordering agency how the order meets the SB or DVBE goal, as follows:
 - i. List the name of each company that is certified by the Office of Small Business and DVBE Services that it intends to subcontract a commercially useful function to; and
 - ii. Include the SB or DVBE certification number of each company listed and attach a copy of each certification; and
 - iii. Indicate the dollar amount of each subcontract with a SB or DVBE that may be claimed by the ordering agency towards the SB or DVBE goal; and
 - iv. Indicate what commercially useful function the SB or DVBE subcontractor will be providing towards fulfillment of the order.
3. The ordering agency's purchase order must be addressed to the prime contractor, and the purchase order must reference the information provided by the prime contractor as outlined above.

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CONTRACTORS ACTING AS FISCAL AGENTS ARE PROHIBITED

When a subcontractor ultimately provides all of the products or performs all of the services that a CMAS contractor has agreed to provide, and the prime contractor only handles the invoicing of expenditures, then the prime contractor's role becomes that of a fiscal agent because it is merely administrative in nature and does not provide a Commercially Useful Function. It is unacceptable to use fiscal agents in this manner because the agency is paying unnecessary administrative costs.

WITHHOLD LANGUAGE (SB588)

Upon delivery or completion of ordered goods or services for which the Contractor committed to DVBE subcontractor participation, state departments must require the Contractor to certify all the following:

1. The amount and percentage of work the Contractor committed to provide to one or more DVBEs under the requirements of the contract and the amount each DVBE received from the Contractor.
2. That all payments under the contract have been made to the DVBE. Upon request, the Contractor must provide proof of payment for the work.

In accordance with the Military and Veterans Code 999.7, state departments shall withhold \$10,000 from the final payment, or the full final payment if less than \$10,000, if the Contractor fails to meet the certification requirements identified above. State departments shall notify the Contractor of their failure to meet the certification requirements and give the Contractor an opportunity to comply with the certification requirements. If after 30 calendar days from the date of notice, the Contractor refuses to comply with the certification requirements, the state department shall permanently deduct \$10,000 from the final payment or the full payment if less than \$10,000.

PRODUCT SUBSTITUTIONS

Substitution of Deliverables may not be tendered without advance written consent of the Buyer. The Contractor must offer an equivalent or newer model of the product from the same manufacturer at the same or lower price. Contractor cannot use any specification in lieu of those contained in the Contract without written consent from the Buyer.

NEW EQUIPMENT REQUIRED

The State will procure new equipment. All equipment must be new (or warranted as newly manufactured) and the latest model in current production. Used, shopworn, demonstrator, prototype, or discontinued models are not acceptable.

Where Federal Energy Management Program (FEMP) standards are available, all State agencies shall purchase only those products that meet the recommended standards. All products displaying the Energy Star label meet the FEMP standards.

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SPECIAL MANUFACTURED GOODS

Any CMAS for goods to be manufactured by the CMAS contractor specifically for the State and not suitable for sale to others may require progress payments.

For a Non-IT goods CMAS, see the CMAS Non-IT Commodities Special Provisions, Provision #14, Progress Payments.

TRADE-IN EQUIPMENT

Trade-ins at open market price may be considered. The product description and trade-in allowance must be identified on the purchase order.

Agencies are required to adhere to SAM 3520 through 3520.6, Disposal of Personal Property and Surplus Personal Property, as applicable, when trade-ins are considered. A Property Survey Report, Standard 152, must be submitted for approval prior to disposition of any State owned personal property, including general office furniture regardless of the acquisition value, or if the property was recorded or capitalized for accounting purposes.

STATE AGENCY BUY RECYCLED CAMPAIGN

State ordering agencies are required to report purchases made within the eleven product categories in the California Department of Resources Recycling and Recovery's State Agency Buy Recycled Campaign per PCC 12200 through 12217.

Contractor will be required to complete and return a Recycled-Content Certification form upon request by the state ordering agency.

ACCEPTANCE TESTING CRITERIA

If the agency wants to include acceptance testing for all newly installed technology systems, individual equipment, and machines which are added or field modified (modification of a machine from one model to another) after a successful performance period, the test criteria must be included in the purchase order to be applicable.

PRODUCT INSTALLATION

The CMAS contractor is fully responsible for all installation services performed under the CMAS. Product installations must be performed by manufacturer authorized personnel and meet manufacturer documented specifications.

The prime contractor, as well as any subcontractors, must hold any certifications and/or licenses required for the project.

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**PILOT PROGRAM: ALTERNATIVE CONTRACTING PROCEDURES FOR PUBLIC WORKS
INSTALLATION**

Public Contract Code (PCC) 10298.5 establishes a pilot program for alternative contracting procedures for certain public works installations not including new construction. This program only applies to the installation, or purchase and installation, of resilient flooring, carpet, lighting fixtures, and synthetic turf. The program modifies existing rules which restrict State agencies from using CMAS agreements for public works contracts wherein the cost of the public works services exceeds the cost of the materials being purchased. State and local agencies should refer to PCC Section 10298.5 for additional requirements including the requirement to notify the Department of Industrial Relations in accordance with Section 1773.3 of the Labor Code.

This program expires January 1, 2028.

Suppliers and contracting agencies must comply with all requirements for this program as defined in Public Contract Code 10298.5.

PUBLIC WORKS (INSTALLATION SERVICES ONLY)

A public works contract is defined as an agreement for “the erection, construction, alteration, repair, or improvement of any public structure, building, road, or other public improvement of any kind” in accordance with PCC 1101. State agencies planning these types of projects need to review SCM, Volume 1, Chapters 10 and 11 for applicable guidelines and regulations. Visit the DGS, Real Estate Services Division (RESA) website if you have questions about public works transactions.

Agency CMAS purchase orders may allow for public works installation only when it is in support of the products covered by this CMAS.

Agencies are to ensure that the applicable laws and codes pertaining to the contractor and subcontractor licensing, prevailing wage rates, bonding, labor code requirements, etc. are adhered to by the prime contractor as well as any subcontractor during performance under the CMAS purchase order.

The bond amount for public works is not less than 100% of the purchase order price.

NOTE: In accordance with Labor Code (LC) 1773.2, the ordering agency is responsible for determining the appropriate craft, classification or type of worker needed for any contract for public works. Also, the agency is to specify the applicable prevailing wage rates as determined by the Director of the Department of Industrial Relations (DIR). In lieu of specifying the prevailing wage rates, the agency may include a statement on the order that the prevailing wage rates are on file at the agency’s office and will be made available upon request. The prevailing wage rates are available from DIR at www.dir.ca.gov (select Statistics & Research).

Bonds: For guidelines, see CMAS, Special Provisions, Public Works Requirements.

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State Contractor's License: Public works services can be obtained through CMAS only if incidental to the overall purchase order. If incidental public works services are included in the purchase order, prior to issuing the order agencies should visit the State Contractor's License Board website to verify that the Contractor's License shown below is still active and in good standing.

The CMAS contractor's California Contractor's License number is 984827. This is a Class C15 - Flooring and Floor Covering, B - General Building, C-61 / D12 - Synthetic Products, A - General Engineering, C20 - Warm-Air Heating, Ventilating and Air-Conditioning, and C10 - Electrical license that is valid through 06/30/2025.

NOT SPECIFICALLY PRICED ITEMS

The only time that open market/incidental, non-schedule items may be included in a CMAS order is when they fall under the parameters of the Not Specifically Priced (NSP) Items provision.

CMAS contractors must be authorized providers of the hardware, software and/or services they offer under the NSP Items provision.

Agency and CMAS contractor use of the NSP provision is subject to the following requirements:

1. Purchase orders containing only NSP items are prohibited.
2. A purchase order containing NSP items may be issued only if it results in the lowest overall alternative to the State.
3. NSP items shall be clearly identified in the order. Any product or service already specifically priced and included in the base schedule may not be identified as an NSP item.
4. NSP Installation Services: The CMAS contractor is fully responsible for all installation services performed under the CMAS. Product installations must be performed by manufacturer authorized personnel and meet manufacturer documented specifications. The prime contractor, as well as any subcontractors, must hold any certifications and/or licenses required for the project. The total dollar value of all installation services included in the purchase order cannot exceed the dollar value of the products included in the purchase order, nor can they exceed the NSP Maximum Order Limitation.
5. Maximum Order Limitation: For orders \$250,000, or less, the total dollar value of all NSP items included in a purchase order shall not exceed \$5,000. For orders exceeding \$250,000, and at the option of the contractor, the total dollar value of all NSP items in a purchase order shall not exceed 5% of the total cost of the order or \$25,000 whichever is lower.

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6. An NSP item included in an order issued against this CMAS is subject to all of the terms and conditions set forth in the CMAS.
7. Trade-ins, upgrades, involving the swapping of boards, are permissible, where the contract makes specific provisions for this action. In those instances, where it is permitted, the purchase order must include the replacement item and a notation that the purchase involves the swapping of a board.

The following NSP items **are specifically excluded** from any order issued under this CMAS:

1. Items not intended for use in direct support of the priced items included in the same order. An NSP item must be subordinate to the specifically priced item that it is supporting. For example, a cable, which is not otherwise specifically priced in the base schedule, is subordinate to a specifically priced printer and is eligible to be an NSP item subject to that cable meeting the remaining NSP requirements. However, a printer that is not otherwise specifically priced in the base schedule, is not subordinate to a specifically priced cable and is not eligible to be an NSP item.
2. Supply type items, except for the minimum amount necessary to provide initial support to the priced items included in the same order.
3. Items that do not meet the Productive Use Requirements for information technology products, per Statewide Information Management Manual Section 195.
4. Any other item or class of items specifically excluded from the scope of this CMAS.
5. Public Works and other services NOT in support of the products covered by this CMAS.
6. Products or services the CMAS contractor is NOT factory authorized or otherwise certified or trained to provide.
7. Follow-on consultant services that were previously recommended or suggested by the same CMAS contractor.

The CMAS contractor is required to reject purchase orders containing NSP items that do not comply with the above requirements. The CMAS contractor will promptly notify the agency issuing the noncompliant order of its rejection and the reasons for its rejection.

STATE AND LOCAL GOVERNMENTS CAN USE CMAS

State and local government agency use of CMAS is optional. A local government is any city, county, city and county, district, or other local governmental body or corporation, including Universities of California, California State Universities, K-12 schools, and community colleges empowered to expend public funds. While the State makes this CMAS available, each local government agency should make its own determination whether the CMAS program is consistent with its procurement policies and regulations.

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PCC 10298 allows any city, county, city and county, district, or other local governmental body or corporation empowered to expend public funds to contract with suppliers awarded CMAS without further competitive bidding. See complete PCC 10298 language at the California Legislative Information website.

PCC 10299 allows any school district empowered to expend public funds to utilize CMAS without further competitive bidding. See complete PCC 10299 language at the California Legislative Information website.

SELF-DELETING BASE SCHEDULE TERMS AND CONDITIONS

Instructions or terms and conditions that appear in the Special Items or other provisions of the base schedule and apply to the purchase, license, or rental (as applicable) of products or services by the US Government in the United States and/or to any overseas location shall be self-deleting. (Example: "Examinations of Records" provision).

Federal regulations and standards, such as Federal Acquisition Regulation, Federal Information Resources Management Regulation, Federal Information Processing Standards, General Services Administration Regulation, or Federal Installment Payment Agreement shall be self-deleting. Federal blanket orders and small order procedures are not applicable.

ORDER OF PRECEDENCE

The CMAS Special Provisions take precedence if there is a conflict between the terms and conditions of the contractor's base schedule, packaging, invoices, catalogs, brochures, technical data sheets, or other documents (see CMAS Special Provisions, CONFLICT OF TERMS).

APPLICABLE CODES, POLICIES AND GUIDELINES

All California codes, policies, and guidelines are applicable. The use of CMAS does not relieve state agencies of their responsibility to meet statewide requirements regarding contracting or the procurement of goods or services. Most procurement and contract codes, policies, and guidelines are incorporated into CMAS agreements; however, there is no guarantee that every requirement that pertains to all State processes has been included.

PAYMENTS AND INVOICES

This CMAS contains prompt payment discounts. See the base schedule for the specific discount percentage.

1. Payment Terms

Payment terms for this CMAS are net 45 days.

Payment will be made in accordance with the provisions of the California Prompt Payment Act, GC 927. Unless expressly exempted by statute, the Act requires State agencies to pay properly submitted, undisputed invoices not more than 45 days after (1) the date of acceptance of goods or performance of services; or (2) receipt of an undisputed invoice, whichever is later.

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2. Payee Data Record (Standard 204)

State Agencies must obtain a copy of the Payee Data Record (Standard 204) in order to process payments. State Ordering Agencies must forward a copy of the Standard 204 to their accounting offices. Without the Standard 204, payment may be unnecessarily delayed. State Agencies should contact the CMAS contractor for copies of the Payee Data Record.

3. DGS Administrative and Incentive Fees

Orders from State Agencies:

DGS will bill each State agency directly an administrative fee for use of CMAS. The administrative fee should NOT be included in the order total or remitted before an invoice is received from DGS. This administrative fee is waived for CMAS purchase orders issued to California certified small businesses.

Orders from Local Government Agencies:

CMAS contractors, who are not California certified small businesses, are required to remit to DGS an incentive fee equal to a percentage of the total of all local government agency orders (excluding sales tax and shipping) placed against their CMAS.

The incentive fee is waived for CMAS purchase orders issued to California certified small businesses.

For more information on the incentive fees see the CMAS Management Guide.

4. Contractor Invoices

Unless otherwise stipulated, the CMAS contractor must send their invoices to the agency address set forth in the purchase order. Invoices shall be submitted in triplicate and shall include the following:

- CMAS number
- Agency purchase order number
- Agency Bill Code (State Only)
- Line item number
- Unit price
- Extended line item price
- Invoice total

State sales tax and/or use tax shall be itemized separately and added to each invoice as applicable.

The company name on the CMAS, purchase order and invoice must match, or the State Controller's Office will not approve payment.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

5. Advance Payments

Advance payment is allowed for services only under limited, narrowly defined circumstances, i.e., between specific departments and certain types of non-profit organizations, or when paying another government agency (GC 11256 through 11263 and 11019).

It is NOT acceptable to pay in advance, except software maintenance and license fees, which are considered a subscription and may be paid in advance if a provision addressing payment in advance is included in the purchase order.

Software warranty upgrades and extensions may also be paid for in advance, one time.

6. Credit Card

The CMAS contractor does not accept the State of California credit card (VISA CAL-Card).

7. Leasing/Financing

California State Agencies should use the Golden State Financial Marketplace (GS SMarT) program for all financing and leasing needs. California Local Government Agencies (counties, cities, K-12 school districts, community colleges, California State Universities, Universities of California, etc.) may utilize the GS SMarT program for financing and leasing according to PCC 14937. The minimum dollar amount for Local Government Agency financing and leasing is \$100,000.

8. Lease/Purchase Analysis

California State agencies must complete a Lease/Purchase Analysis (LPA) to determine best value when contemplating a lease/rental and retain a copy for future audit purposes (SAM 3710).

For short-term rental equipment, the lease/purchase analysis must be approved by DGS Office of Legal Services.

The lease/purchase analysis for all other purchases must be approved by the Department of General Services, GS SMarT State Financial Marketplace. Buyers may contact the GS SMarT Unit via e-mail at SFM@dgs.ca.gov for further information.

9. Leasing

The State reserves the right to select the form of payment for all procurements, whether it is an outright purchase with payment rendered directly by the State, or a financing/lease-purchase or operating lease via the State Financial Marketplace (GS SMarT and/or Lease SMarT). If payment is via the financial marketplace, the CMAS contractor will invoice the State and the State will approve the invoice. The selected Lender/Lessor for all product listed on the State's procurement document will pay the supplier on behalf of the State. Buyers may contact the GS SMarT Unit via e-mail at SFM@dgs.ca.gov for further information.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

10. Maintenance Tax

The California Department of Tax and Fee Administration has ruled that in accordance with Section 1546 of the Sales and Use Tax Regulations of the Business Taxes Law Guide, whenever optional maintenance contracts include consumable supplies, such supplies are subject to sales tax.

Generally, the State has two options:

1. For agreements that provide for only maintenance services (i.e., the furnishing of labor and parts necessary to maintain equipment), the charges for the provision of maintenance services are not taxable.
2. For agreements that provide for both maintenance services and consumable supply items (e.g., toner, developer, staples), the provision of the consumable supplies is considered a taxable sale of tangible personal property. Therefore, State agencies awarding optional maintenance contracts are responsible for paying the applicable sales tax on the consumable supplies used during the performance period of the maintenance contract.

The Contractor will be required to itemize the taxable consumables for State accounting purposes.

OBTAINING COPY OF CMAS

A copy of this CMAS can be obtained at [Cal eProcure](#). Links to the CMAS Special Provisions conditions and base schedule are available on the front page of this CMAS agreement.

It is important for the agency to confirm that the required products, services, and prices are included in the CMAS and are at or below base schedule rates. To streamline verification that the needed items are in the base schedule, the agencies should ask the CMAS contractor to identify the specific location in the base schedule that include the required products, services, and prices. Once verified, agencies should save the information for their file documentation.

FEDERAL DEBARMENT

When federal funds are expended, the agency is required to obtain (retain in file) a signed "Federal Debarment" certification from the CMAS contractor before the purchase order is issued. This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 29 CFR Part 98, Section 98.510, Participants; responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211).

CONTRACTOR TRAVEL

The Travel provision is not applicable to this CMAS.

AMERICANS WITH DISABILITY ACT

To view the [DGS Accessibility Policy](#), please visit the DGS website.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

Information Regarding the Purchase and Installation of Floor Coverings

A contract for the purchase and installation of carpet and other floor coverings is a public works contract as defined in Section 1101 of the Public Contract Code and, as such, requires certain special conditions.

A state agency **may not** contract for the installation of carpet in a building (a capital improvement to the building) that is **not owned** by the state. Carpet in leased facilities must be provided by the lessor and is accounted for in the lease agreement and rate. Users should contact the building manager and or the building owner when carpet is required.

A supplier or installer of carpet must be licensed by the State Contractors' Licensing Board with a C-15 Flooring and Floor Covering license which is current and in good standing. The supplier must provide the license number and expiration date for themselves and for all subcontractors providing installation services. This information shall be provided by the supplier on the "Contractors' License Requirements" form (see attached Sample A), which must be attached to each resulting carpet order. A subcontractor is defined as anyone who will perform work, labor, or render services in an amount in excess of one-half of one percent of the total order. Each subcontractor's business address and the portion of work that each will perform shall also be included on this form.

If the contract amount exceeds \$5,000 (labor/installation costs), the supplier must furnish a payment bond (Std. 807 - see attached Sample B) prior to the commencement of performance. The payment bond shall be in a sum not less than one hundred percent (100%) of the contract price. A blank copy of the Std. 807 form shall be provided to the supplier. In addition, the awarding agency must notify the contractor that the contract is subject to state contractor nondiscrimination and compliance requirements (see paragraph 42 of the CMAS Terms and Conditions).

The prevailing wage requirements apply and a list of prevailing wage rates must be available for inspection. It is the ordering agency's responsibility to provide a copy of the prevailing wage rates to the contractor. The prevailing wage rates are available from the Department of Industrial Relations, Prevailing Wage Unit at www.dir.ca.gov (select Statistics & Research) or at (415) 703-4774.

Agencies should be aware that there are certain requirements that pertain to floor coverings included in the Americans with Disabilities Act of 1992 (ADA). Some of these requirements pertain to carpet pile height (not to exceed 1/2" in height), fastening exposed carpet edges to floor, and changes in floor level not to exceed 1/2" beveled. It is the responsibility of the agency to comply with these requirements. Detailed information relative to carpet installation and ADA requirements can be obtained from the State Architect, Access Compliance Unit, at (916) 445-7523.

Agencies should be aware that old flooring material (tiles, glues, cove base, etc.) may contain asbestos and could present significant problems in the removal of old flooring material and in the installation of new carpet. Users should determine the presence or absence of asbestos containing material in their existing flooring materials and act accordingly before placing orders for carpet.

It is strongly recommended that new carpet not be installed over existing carpet due to potential conflicts with the Americans with Disabilities Act, and various fire, health and safety codes.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

The moisture content of the slab over which the carpet is to be installed must be within the limits allowed by the carpet manufacturer and/or glue manufacturer. The testing of slab moisture content can be performed by either the agency ordering the carpet or by the carpet supplier.

The agency should provide for a site inspection prior to issuing an order for the carpet desired and should use a checklist similar to the one attached (see attached Sample C). Additions, changes, modifications to the checklist should be made as necessary. The agency should inspect and monitor the progress of the installation to prevent problems.

The prime responsibility for contract performance rests with the contract holder, who shall be the primary contact point for problem resolution. This contract is structured such that the user may purchase carpet only or carpet installed from the supplier. In no case is the supplier allowed to deny installation of the carpet selected by any user for any location. Installation services may not exceed an amount equal to the cost of the carpet and, when identified, will be paid for in the cost of the CMAS order. Typically, the price schedule will contain pricing for "clean floor" (new) installation only. However, agencies may use the Not Specifically Priced (NSP) provision for "unclean floor" installation services, as well as products. The total dollar value of all installation services, on clean and/or unclean surfaces, using line item and/or NSP pricing, must not exceed 50% of the order's total value.

The cost of installation and any ancillary supplies/services is not included in the base price of the carpet and may be obtained from the price schedule if listed, or can otherwise be included via the NSP provision.

It is incumbent upon the user to identify whether the costs for installation and other requirements are fair and equitable. The following chart is provided to give an approximation of the costs for installation in several typical state locations.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

ESTIMATED CARPET INSTALLATION COSTS

(NOTE: THESE ARE APPROXIMATIONS ONLY, NOT ACTUAL CONTRACT INSTALLATION PRICES. DOES NOT INCLUDE COST OF NEW CARPET.)

BASED ON WEEKDAY INSTALLATION, NORMAL WORKING HOURS, PREVAILING WAGE, NO UNIQUE CONDITIONS

Description Of Installation	Estimated Installation Cost (per square yard)
General Office Space New Construction Clean Floor Install New Carpet Direct Glue Down or Full Spread Release Adhesive Non-Patterned Carpet	Broadloom \$4.00 Modular (Tile) \$4.00
General Office Space No Furniture Moving Remove Old Direct Glue Carpet Install New Carpet Direct Glue Down or Full Spread Release Adhesive Non-Patterned Carpet	Broadloom \$5.00 Modular (Tile) \$5.00
General Office Space Moving of Conventional Furniture Remove Old Direct Glue Carpet Install New Carpet Direct Glue Down or Full Spread Release Adhesive Non-Patterned Carpet	Broadloom \$10.00 Modular (Tile) \$10.00
General Office Space Moving of Modular (Panels And Components) Furniture Remove Old Direct Glue Carpet Install New Broadloom Carpet Direct Glue Down Non-Patterned Carpet	Broadloom \$5.00 Plus \$300.00-\$400.00 <u>Per Workstation</u>
General Office Space Lifting of Modular (Panels And Components) Furniture Remove Old Direct Glue Carpet Install New Modular Carpet Full Spread Release Adhesive	Modular (Tile) \$11.00

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
 KYA SERVICES, LLC
 CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7
CARPET TYPES FOR GIVEN AREAS (GENERAL GUIDELINE ONLY)**

Area To Be Carpeted	Carpet Type
General Office (Example: General State Offices with No Or Light To Medium Public Traffic)	<p>26-28 Ounce Broadloom, Commercial Grade, Loop Pile, Nylon, Dupont Lumina or Legacy Or Basf 2000zx Yarn System. Installation by Direct Glue Down.</p> <p style="text-align: center;">Or</p> <p>26-28 Ounce Modular (Carpet Tile), Commercial Grade, Loop Pile, Nylon, Dupont Lumina or Legacy Or Basf 2000zx Yarn System. Installation With Full Spread Of Release Adhesive.</p>
Executive Offices (Example: Director's Office, Deputy Directors, Agency Personnel)	<p>28-32 Ounce Broadloom, Commercial Grade, Tufted Graphics Design, Loop Pile, Nylon, Dupont Lumina or Legacy Or Basf 2000zx Yarn System. Installation by Direct Glue Down.</p> <p style="text-align: center;">Or</p> <p>28-32 Ounce Modular (Carpet Tile), Commercial Grade, Tufted Graphics Design, Loop Pile, Nylon, Dupont Lumina or Legacy Or Basf 2000zx Yarn System. Installation With Full Spread Of Release Adhesive.</p>
State Owned Residences	<p>34 Ounce Broadloom, Tufted, Commercial Grade, Cut and Loop Pile. Yarn to Be Branded Nylon, Any Conventional Dye Method. Installation Stretch In Over 3/8 Inch, 100% Synthetic Carpet Cushion, 28 Ounce Per Square Yard Nominal, 6.2 Pound Per Cubic Foot, Meeting Astm E648 Class 1 Radiant Panel Test.</p>
Temporary Buildings Including Mobile And Modular Facilities	<p>20 Ounce Broadloom, Tufted, Commercial Grade, Loop Pile, Branded, Solution Dyed Nylon. Installation By Direct Glue Down.</p>
Very High Traffic Areas (Example: Medium To Heavy Use Public Areas, Airports, College/University Food Service Areas, Dormitories)	<p>20 Ounce Broadloom, Tufted, Structured Back, Commercial Grade, Nylon, Dupont Lumina or Legacy Or Basf 2000zx Yarn System. May Include High Density Urethane or Vinyl Chloride Pad Backing. Seams Should Be Capable of Sealing (Weld Together). Installation By Direct Glue Down</p>

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

SAMPLE A

CONTRACTORS' LICENSE REQUIREMENTS

The work described in this order requires a valid California Contractor's License (C-15 Flooring and Floor Covering). If subcontractors are to be used, they must also possess valid State Contractors' Licenses appropriate to their scope of work, and they must be listed below.

Supplier's Contractor's License Number: _____

License Issued to Whom: _____

Class / Type of License: _____

Expiration Date of License: _____

Work to be Performed: _____

Subcontractor's Name and Address: _____

License Number: _____

Class / Type of License: _____

Expiration Date of License: _____

Work to be Performed: _____

WORKMEN'S COMPENSATION CERTIFICATION

The undersigned hereby certifies the following:

I am aware of the provisions of Section 3700 of the Labor Code which requires every employer to be insured against liability for workmen's compensation or to undertake self-insurance in accordance with the provisions of that Code, and I will comply with such provisions before commencing the performance of the work of this order.

Signature of Supplier

Date

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

**SAMPLE B
PAYMENT BOND TO ACCOMPANY CONSTRUCTION CONTRACT
(Public Contract Code Sections 7103 and 10221)**

BOND Number: _____

The premium on this bond is _____ for the term _____

Know All Men By These Presents:

That The State of California, acting by and through the _____,
has awarded to _____ whose
address is _____ as Principle, a contract
for the work described as follows:

Project Title: _____

Project Location: _____

WHEREAS, the provisions of Public Contract Code Section 7103 and 10221 require that the Principle file a bond in connection with said contract and this bond is executed and tendered in accordance therewith.

NOW THEREFORE, Principle and _____, a Surety Corporation organized under the laws of _____ and authorized to transact a general surety business in the State of California, as Surety, are held and firmly bound to the People of the State of California in the penal sum of _____ (_____), for which payment we bind ourselves, our heirs, executors, administrators, successors and assigns jointly and severally, firmly by these presents.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

SAMPLE B

THE CONDITION OF THIS OBLIGATION IS SUCH,

1. That if said Principle or its subcontractors shall fail to pay any of the persons named in Civil Code Section 9100, or amounts due under the Unemployment Insurance Code with respect to work or labor performed under the contract, or for any amounts required to be deducted, withheld, and paid over to the Employment Development Department from the wages of employees of the Principle and subcontractors pursuant to Section 13020 of the Unemployment Insurance Code, with respect to such work and labor, that the surety herein will pay for the same, otherwise this obligation is to be void. In case suit is brought upon this bond, the Surety will pay a reasonable attorney's fee to be fixed by the court.
2. This bond shall insure to the benefit of any persons named in Civil Code Section 9100 as to give a right of action to such persons or their assigns in any suit brought upon this bond.
3. The aggregate liability of the Surety hereunder, including costs and attorney fees, on all claims whatsoever shall not exceed the penal sum of the bond in accordance with the provisions of Section 996.470(a) of the Code of Civil Procedure.
4. This bond is executed by the Surety, to comply with the provisions of Public Contract Code Sections 7103, 10221 and 10222, Chapter 5, Title 3, Part 6, Division 4 of the Civil Code and of Chapter 2, Title 14, Part 2 of the Code of Civil Procedure and said bond shall be subject to all of the terms and provisions thereof.
5. This bond may be cancelled by the Surety in accordance with the provisions of Section 996.310 et seq. of the Code of Civil Procedure.
6. This bond to become effective _____

(NAME OF SURETY)

(ADDRESS)

I certify (or declare) under penalty of perjury that I have executed the foregoing bond under an unrevoked power of attorney.

Executed in _____ on _____
(CITY AND STATE) (DATE)

(SIGNATURE OF ATTORNEY IN FACT) (PRINTED OR TYPED NAME OF ATTORNEY IN FACT)

STATE OF CALIFORNIA
STD. 807 (REV 2/14)

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

SAMPLE C

CARPET INSTALLATION REQUIREMENTS

Requirement	Items Required Yes	Items Required No	Performed By Vendor	Performed By Agency
Standard office furniture to be removed and replaced (excluding copiers, computers, personal items and plants). Vendor to provide all equipment and labor.				
Remove existing: carpet _____, pad _____, tile _____ Disposition: To State _____ Remove from State Premises _____				
Raise and reset monuments.				
Prepare floor and strip wax and other coatings and debris using commercial stripper. Follow stripper and carpet manufacturer's recommendations.				
Remove trim, rehang doors and replace doorstops (except metal doors to be trimmed by State.				
Inspection of floor preparation by Building Manager.				
Reducer strips (metal _____, plastic _____) to be installed in accordance with the manufacturer's recommendations and in accordance with approved broadloom seaming diagrams.				
Tack strips to be installed.				
Pad to be installed.				

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

Requirement	Items Required Yes	Items Required No	Performed By Vendor	Performed By Agency
Cove base, rubber _____ or vinyl _____ Furnish and install _____ Color: brown _____, black _____ other _____ Size: 6" _____, 4" _____, 2" _____ other _____ Remove existing base _____ Trim cove on existing base _____ Other (explain) _____ _____ _____				
All spots and smears of floor adhesives and seam cement to be removed.				
Remove all scraps and extraneous items from State premises upon completion of the installation and protect all adjacent areas from damage.				
Leave overage with Building Manager.				
Work to be performed on other than regular working hours. Nights _____ Weekends _____				
Floor duct covers, contact: Building Manager _____ Other _____				

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)
KYA SERVICES, LLC
CMAS NUMBER 4-20-78-0089C, SUPPLEMENT NUMBER 7**

SAMPLE C (continued)

Carpet Installation Instructions Continued

COORDINATION AND INSPECTION OF WORK

_____ **Site Inspection:**

A job walk-through for the purpose of inspecting the installation site will be conducted on _____ at _____ at _____.
The walk-through inspection will be conducted by _____.
Failure to inspect the installation site in no way relieves the supplier from obligations as stated in this order.

_____ **Installation Coordination:**

(Name) _____ (Title) _____
at (Agency) _____, telephone (_____) _____
will be responsible for coordination of all installation work. Within 10 days after receipt of a purchase order, the supplier shall contact (Name) _____
to coordinate an acceptable installation schedule.
No installation work shall commence without the Building Manager's advance approval of the schedule.

_____ **Inspection of Installation Work:**

Check here if any deficiencies in materials and/or workmanship are noted during inspection of the work in progress. The agency will immediately notify the supplier of these problems.

_____ The supplier shall request an inspection after _____% of the work has been completed.

This inspection will be made jointly by the supplier and a designee of the agency.

_____ (Name) _____, (Title) _____,

will be responsible for performing initial, continuing, and final inspection of the installation work by the supplier.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **9.17 KYA CMAS QUOTE 4-20-78-0089C**

ATTACHMENTS: **KYA CMAS - PROJECT # P-0107343**

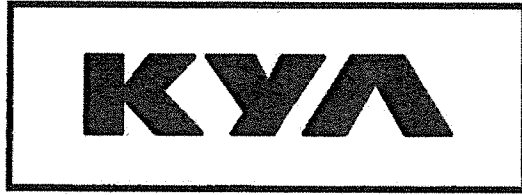
DISCUSSION:

As part of the district's ongoing efforts to improve and modernize campus facilities, staff is recommending a transition to polished concrete flooring in the cafeteria. Polished concrete provides a durable, low-maintenance, and cost-effective surface that is well-suited for high-traffic areas such as the cafeteria. In addition to enhancing the overall appearance of the facility, this improvement is expected to reduce long-term maintenance and replacement costs associated with traditional flooring materials.

The proposed project will be funded using Cafeteria Funds, as the improvement directly supports and enhances the food service facility utilized by our students and staff. Approval of this proposal will allow the district to move forward with the cafeteria flooring upgrade.

RECOMMENDATION: **The Superintendent recommends approval of attached CMAS Quote 4-20-780089C/Project Number # P-0107343.**

PROPOSED ACTION: **Approval**



EMPLOYEE OWNED

PREPARED FOR

Monson-Sultana Joint Union ES

05/29/2026

Monson-Sultana Union ES-
Cafeteria Polish/Caferita

Project Number P-0107343

KYA CMAS 4-20-78-0089C

Contact

Jezzal Quintana
1800 E. McFadden Ave.
Santa Ana, CA
jezzal.quintana@theyyagroup.com

Pages 6

LICENCE 984827 (B, C15, D12, A, C20, C10, C33)

DIR #1000003379



EMPLOYEE OWNED

Proposal: P-0107343

Date: 05/29/2026

To: Monson-Sultana Joint Union ES
10643 Avenue 416
Sultana CA 93666

Terms: Net30

Address: 10643 Avenue 416,
Dinuba CA, 93618

Site Qualifications and General Scope of Work

CMAS #4-20-78-0089C

Material Sales Tax is Included

PLEASE NOTE A DIR # & A PO WILL BE REQUIRED TO MOVE FORWARD WITH THIS PROJECT.

All project proposals based on a specific set/sets of plans are considered preliminary budgets and may be subject to pricing changes once the plans are approved by the relevant authority.

Any additional costs related to tariffs, duties, or trade restrictions imposed after the bid submission date. Any tariff-related cost increases after this date will be considered a change in conditions and subject to a contract adjustment through a mutually agreed-upon change order. KYA Services LLC assumes no liability for such increases and reserves the right to adjust contract pricing accordingly.

Notes: Sales tax rate will be based upon the shipping address. Price is good for 30 days from date of quote.

Initials _____



EMPLOYEE OWNED

SCOPE OF WORK - PRICING

Item	Quantity	U/M	Price	Value	Taxable
300BBFCPACIFICA 300- BASE PART B FC	130	EA	\$101.44	\$13,187.20	
200BAPACIFICA 200- BASE PART A	130	EA	\$65.44	\$8,507.20	
200BCPPACIFICA 200- BASE COLOR PACK	30	EA	\$32.73	\$981.90	
300BCAPACIFICA 300- BODY COAT PART A	130	EA	\$89.98	\$11,697.40	
300CCAPACIFICA 300- CAP COAT PART A	60	EA	\$196.34	\$11,780.40	
200PCAPACIFICA 200- PRIME COAT PART A	50	EA	\$89.98	\$4,499.00	
200CFPACIFICA 200- COLOR FLEX	30	EA	\$212.72	\$6,381.60	
200TCAPACIFICA 200- TOP COAT PART A	310	EA	\$196.34	\$60,865.40	
Bonds	1	EA	\$2,969.52	\$2,969.52	
Standard Floor Prep	150	HRS	\$146.53	\$21,979.50	
Demo VCT/LVTDemo VCT/LVT	4550	SF	\$2.44	\$11,102.00	
Total Price				\$153,951.12	

Intials _____

*This is a legal agreement - please read carefully
Complete and Initial all pages*

Proposal Number P-0107343



EMPLOYEE OWNED

CONDITIONS AND WARRANTY

1) Proposal:

The above proposal is valid for 30 days from the date first set forth above. After 30 days, we reserve the right to increase prices due to the rise in cost of raw materials, fuel or other cost increases. When applicable, KYA Services, LLC reserves the right to implement a surcharge for significant increases in raw materials, including, but not limited to; fuel, and materials. Due to the duration of time between proposals, contracts and final furnishing, KYA Services, LLC reserves the right to implement this surcharge when applicable. Any job that is accepted prior to December 31st of the current year and scheduled to install after December 31st of the current year is subject to price increase. All project proposals based on a specific set/sets of plans are considered preliminary budgets and may be subject to pricing changes once the plans are approved by the relevant authority

2) Purchase:

By executing this proposal, or submitting a purchase order pursuant to this proposal (which shall incorporate the terms of this agreement specifically by reference) which is accepted by KYA Services, LLC (the "Company"), the purchaser identified above ("you" or the "Purchaser") agrees to purchase the materials and the services to be provided by the "Company", as detailed in the Pricing and "General Scope of Work" sections in this agreement, above. Any additional costs arising from tariff changes shall be deemed pass-through costs and shall be paid by the Client upon receipt of supporting documentation from the Contractor.

3) Standard Exclusions:

Unless specifically included, this agreement does not include, and Company will not provide services, labor or materials for any of the following work: (a) removal or disposal of any material containing asbestos or any hazardous materials as defined by the EPA; neither we nor our installers are responsible for the handling, removal or abatement of asbestos contained floor material or adhesive. Further, our policy is to request an Asbestos Hazard Emergency Response Act (AHERA) report prior to proceeding with any floor material or floor adhesive removal. We and our installers consider it the owners responsibility to produce this report prior to executing this contract. (b) moving Owner's property around the installation site. (c) repair or replacement of any Purchaser or Owner- supplied materials. (d) repair of concealed underground utilities not located on prints, supplied to Company by Owner during the bidding process, or physically staked out of by the Owner, and which are damaged during construction; or (e) repair of damage to existing surfaces that could occur when construction equipment and vehicles are being used in the normal course of construction.

4) Insurance Requirements:

Company is not required to provide any insurance coverage in excess of Company's standard insurance. A copy of the Company's standard insurance is available for your review prior to acceptance of the Company's proposal.

5) Payment:

Terms of payment are defined in the "Pricing" details section and are specific to this contract. For purposes of this agreement, "Completion" is defined as being the point at which the materials have been furnished. In any event where Completion cannot be effected due to delays or postponements caused by the Purchaser or Owner, final payment (less 5% retainage) is due within 30 days of the date when the Completion was scheduled, had the delay not occurred. All payments must be made to KYA Services, LLC 1800 E. McFadden Ave., Santa Ana, CA 92705 . If the Purchaser or Owner fails or delays in making any scheduled milestone payments , the Company may suspend the fulfillment of its obligations hereunder until such payments are made, or Company may be relieved of its obligations hereunder if payment is more than 60 days past due. Company may use all remedies available to it under current laws, including but not limited to filing of liens against the property and using a collection agency or the courts to secure the collection of the outstanding debt.

6) Lien Releases:

Upon request by Owner, Company will issue appropriate partial lien releases as corresponding payments are received from Purchaser, but prior to receiving final payment from Purchaser or Owner, Company will provide a full release of liens upon receipt of final payment. In accordance with state laws, Company reserves the right to place a lien on the property if final payment has not been received 10 days prior to the filing deadline for liens.

7) Site Plan Approval, Permits, Permit Fees, Plans, Engineering Drawings and Surveying:

Site plan approval, permits, permit fees, plans, engineering drawings and surveying are specifically excluded from this agreement and the Services unless specified under the "General Scope of Work". The Company does not in any way warrant or represent that a permit or site plan approval for construction will be obtained. Sealed engineered drawings that are required but not included in the "General Scope of Work" will result in additional cost to Purchaser.

8) Manufacturing and Delivery:

Manufacturing lead-time and delivery varies depending on the product purchased.

9) Returned Product, Deposits and/ or Cancelled Order:

From date of shipment from our facility, all returned product(s) and cancelled orders are subject to a 50% restocking fee. No returns are available following this date. All deposits are non-refundable.

Initials _____



EMPLOYEE OWNED

10) Concealed Conditions:

"Concealed conditions" include, without limitation to, water, gas, sprinkler, electrical and sewage lines, post tension cables, and steel rebar. Observations that were able to be made either by visual inspection or by drawings and/or plans submitted by Owner at the time this agreement was approved. If additional Concealed Conditions are discovered once work has commenced which were not visible at the time this proposal was approved, Company will stop work and indicate these unforeseen Concealed Conditions to Purchaser or Owner so that Purchaser and Company can execute a change order for any additional work. In any event, any damage caused by or to unforeseen Concealed Conditions is the sole responsibility of the Purchaser and Company shall not be held liable for any such damage. Soil conditions are assumed to be soil that does not contain any water, hard rock (such as limestone, caliche, etc.), rocks bigger than 4inches in diameter or any other condition that will require additional labor, equipment and/or materials not specified by the purchaser or Owner in the bidding process. Any condition requiring additional labor, equipment, and/or materials to complete the drilling or concrete operations will require a change order before Company will complete the process. Any variation will incur additional charges.

11) Changes in the Work:

During the course of this project, Purchaser may order changes in the work (both additions and deletions). The cost of these changes will be determined by the Company, and a change order must be completed and signed by both the Purchaser and the Company, which will detail the "General Scope of the Change Order". Should any change be essential to the completion of the project, and the Purchaser refuses to authorize such change order, then Company will be deemed to have performed its part of the project, and the project and Services will be terminated. Upon such termination, Company will submit a final billing to Purchaser for payment, less labor allowance for work not performed but including additional charges incurred due to the stoppage. No credit will be allowed for materials sold and supplied, which will remain the property of the Purchaser.

12) Warranty: Limitations of Liability:

Company warrants that all Company-supplied labor and Services will be performed in a good and workmanlike manner. Purchaser shall notify the Company in writing detailing any defects in Service for which a warranty claim is being made. COMPANY SHALL NOT IN ANY EVENT BE LIABLE FOR INDIRECT, SPECIAL, CONSEQUENTIAL, INCIDENTAL, PUNITIVE OR LIQUIDATED DAMAGES IN ANY ACTION ARISING FROM OR RELATED TO THIS AGREEMENT, WHETHER BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), INTENDED CONDUCT OR OTHERWISE, INCLUDING WITHOUT LIMITATION, DAMAGES RELATING TO LOSS OF PROFITS, INCOME OR GOODWILL, REGARDLESS OF WHETHER COMPANY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT WILL COMPANY'S LIABILITY FOR MONETARY DAMAGES UNDER THIS AGREEMENT EXCEED THE FEES PAID OR DUE AND PAYABLE FOR THE SERVICE UNDER THIS AGREEMENT (OR RELEVANT PURCHASE ORDER). The warranties or the materials are contained in a separate document between Company and the ultimate Owner of the materials, which will be provided to Owner at the time of completion of work.

13) Indemnification:

To the fullest extent permitted by law. Purchaser shall indemnify, defend and hold harmless the Company and its consultants, agents and employees or any of them from and against claims, damages, losses and expenses, including but not limited to attorney's fees, relating to furnishing of the materials or performance of the Services, provided that such claim, damage, loss or expense is attributable to bodily injury to, sickness, disease or death of a person, or injury to or destruction of tangible property, but only to the extent caused by the negligent acts or omissions of the Purchaser or its agents, employees, or subcontractors or anyone directly or indirectly employed by them or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge or reduce other rights or obligations of indemnity that would otherwise exist as to a party or person described in Section 13.

14) Delegation: Subcontractors:

The Services and furnishing of materials may be performed by subcontractors under appropriate agreements with the Company

15) Force Majeure: Impracticability:

The Company shall not be charged with any loss or damage for failure or delay in delivering or furnishing of materials when such failure or delay is due to any cause beyond the control of the Company, due to compliance with governmental regulations, or orders, or due to any acts of God, lockouts, slowdowns, wars or shortages in transportation, materials or labor.

16) Dispute Resolution:

Any controversy or claim arising out of or related to this agreement must be settled by binding arbitration administered in CA, 92705 by a single arbitrator selected by the parties or by the American Arbitration Association, and conducted in accordance with the construction industry arbitration rules. Judgement upon the award may be entered in any court having jurisdiction thereof.

17) Entire Agreement: No Reliance:

This agreement represents and contains the entire agreement between the parties. Prior discussion or verbal representations by the parties that are not contained in this agreement are not part of this agreement. Purchaser hereby acknowledges that it has not received or relied upon any statements or representations by Company or its agents which are not expressly stipulated herein, including without limitation any statements as to the materials, warranties or services provided hereunder.

Intials _____

This is a legal agreement - please read carefully
Complete and Initial all pages
Proposal Number P-0107343



EMPLOYEE OWNED

18) No Third-Party Beneficiaries:

This agreement creates no third party rights or obligations between Company and any other person, including any Owner who is not also a Purchaser. It is understood and agreed that the parties do not intend that any third party should be a beneficiary of this agreement.

19) Governing Law:

This agreement will be constructed and enforced in accordance with the laws of the State of California.

20) Assignment:

Purchaser may not assign this agreement, by operation of law or otherwise, without the prior written consent of the Company. The agreements shall be binding upon and ensure to the benefit of the Company and the Purchaser, and their successors and permitted assigns.

Executed to be effective as of the
date executed by the company:

KYA Services, LLC

Accepted by:

Signature: _____

Signature: Ted Walstrom

By: (Print) _____

By: (Print) TED WALSTROM

Title: _____

Title: PROJECT EXECUTIVE

Date: _____

Date: 5/29/26

Initials _____

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: 9.18 SCHOLASTIC MAGAZINES+

ATTACHMENTS: 1 YEAR QUOTE

DISCUSSION:

The attached quote is for annual renewal of Scholastic Magazines used with curriculum in 1st through 8th Grades. This quote has an addition of Science World and StoryWorks.

RECOMMENDATION: The Superintendent recommends that the Board APPROVE the 1 year quote for Scholastic Classroom Magazines.

PROPOSED ACTION: APPROVE

SCHOLASTIC CLASSROOM MAGAZINES 2026-2027 QUOTATION

MONSON SULTANA ELEM SCHOOL (93666010)
 ALYSSA GONZALEZ
 PO BOX 25
 SULTANA, CA 93666-0025

P.O. #

Teacher Name	Item #	Product Title	Promo	Quantity	Price	Ext. Price
EDWARD BEDOYA	020	JR SCHOLASTIC	0814	61	\$8.99	\$548.39
MAYRA ORTEGA	020	JR SCHOLASTIC	0814	60	\$8.99	\$539.40
ERICA MIRAMONTES	010	SCHOLASTIC NEWS 1	0814	21	\$6.29	\$132.09
CARMEN ARELLANO	010	SCHOLASTIC NEWS 1	0814	21	\$6.29	\$132.09
KRISTYN WAGENLEITNER	012	SCHOLASTIC NEWS 2	0814	20	\$6.29	\$125.80
Melissa Mendoza	012	SCHOLASTIC NEWS 2	0814	20	\$6.29	\$125.80
CARYN GARCIA	016	SCHOLASTIC NEWS 4	0814	32	\$6.29	\$201.28
WENDY CUEVAS	016	SCHOLASTIC NEWS 4	0814	32	\$6.29	\$201.28
MELISSA VALDEZ	018	SCHOLASTIC NEWS 5/6	0814	55	\$6.29	\$345.95
Priscilla Gonzalez	040	SCIENCE WORLD	0814	55	\$9.99	\$549.45
Edward Bedoya	040	SCIENCE WORLD	0814	60	\$9.99	\$599.40
Kaylie Marquez	040	SCIENCE WORLD	0814	60	\$9.99	\$599.40
KAYLIE Marquez	050	SCOPE	0814	60	\$9.99	\$599.40
EDWARD BEDOYA	050	SCOPE	0814	60	\$9.99	\$599.40
PRISCILLA GONZALEZ	050	SCOPE	0814	55	\$9.99	\$549.45
MELISSA VALDEZ	038	STORYWORKS	0814	30	\$8.79	\$263.70
			Total Quantity	702	Subtotal	\$6,112.28
					(S+H):	\$611.25
					Price Total:	\$6,723.53

Sales tax added to invoices where required by law

Prices shown reflect an Educator's Discount, available on Print with Digital subscriptions when ordering for 10* or more students and on Digital-Only subscriptions for 20 or more students. Print with Digital orders include student copies, desk copy, Teacher's Guide, and online resources with every issue. You may adjust the number of subscriptions later if your class size changes. Science Spin is not available separately. It is only available as an add-on to Let's Find Out and/or Scholastic News subscriptions, in matching quantities.

*For 5 or more students when ordering My Big World and/or Let's Find Out.

You are authorized to distribute online access only to the number of students for whom you have purchased subscriptions. You are not permitted to share passwords, access codes, or any login information with non-subscribers. A 10% shipping and handling charge will be added to your entire order for all Print with Digital subscriptions.

Additional Comments

Order Instructions

You can use this quote as a place holder for your budget or to generate your purchase order.

When orders are final, bill () Teachers () School () District Send invoice attention: _____

For your protection, please do not include credit card information in writing. If you wish to order using a credit card, please order by phone using the number below.

To order by telephone: 1-800-387-1437 ext.6372 To order by fax: 1-877-242-5865.

To order via email: eprourement@scholastic.com

To order by mail, note any quantity changes and send this form to:

Scholastic Classroom Magazines
Attn: Kaitlin Bruchert
2000 Center Dr., Suite C413
Hoffman Estates, IL 60192

Prices Quoted are Valid for 30 Days.

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: 10.0 AUTHORIZATION OF VENDOR PAYMENTS REPORTS
DATED MAY 29, 2026 THROUGH JUNE 5, 2026

ATTACHMENTS: ACCOUNTS PAYABLE FINAL REPORTS

DISCUSSION:

The attached Accounts Payable Final Reports dated May 29, 2026 through June 5, 2026 are for expenditures after May 18, 2026 and before June 5, 2026.

RECOMMENDATION: The Superintendent recommends that the Board **APPROVE** the Accounts Payable Final Reports.

PROPOSED ACTION: **APPROVE**

Total Payments Report
Detailed Subtotaled by Vendor

Report Date: **06/08/2026**
7:19:57AM

DatePaid between 05/18/2026 and 06/05/2026

Vendor No.	Vendor Name	Ven. Type	1099	Ref. Type	Ref. No.	Date Paid	Invoice Number	PO Number	Warrant No.	Status	FD--RE----Y-GO----FN----OB----SI-TY	Amount	
2	AT & T BUSINESS SVC.	R	00	PV	261385	05/29/2026	000025240		0	62453994	O	010-00000-0-00000-27000-59000-0-0000	\$235.30
Total Payment Amount:												\$235.30 *	
9	ABE-EL WHOLESALE INC	R	06	PV	261379	05/29/2026	102716		0	62453995	O	130-53200-0-00000-37000-47000-0-0000	\$982.70
	ABE-EL WHOLESALE INC	R	06	PV	261378	05/29/2026	102632		0	62453995	O	130-53100-0-00000-37000-47000-0-0000	\$1,231.60
Total Payment Amount:												\$2,214.30 *	
1283	ADLARD, AUDRIE	R	00	PV	261380	05/29/2026	REIMBUR:		0	62453996	O	010-11000-0-11100-10000-43000-2-0000	\$34.46
Total Payment Amount:												\$34.46 *	
1446	AMAZON CAPITAL SERVICES	R	00	PV	261377	05/29/2026	16PG-V61J		0	62453997	O	130-53100-0-00000-37000-43000-0-0000	\$324.95
	AMAZON CAPITAL SERVICES	R	00	PV	261452	06/05/2026	133T-YV3C		0	62457038	O	010-07200-0-11100-10000-43000-2-0102	\$118.03
	AMAZON CAPITAL SERVICES	R	00	PV	261451	06/05/2026	1VRF-39M		0	62457038	O	010-11000-0-11100-10000-43000-2-0000	\$528.32
	AMAZON CAPITAL SERVICES	R	00	PV	261457	06/05/2026	1Q1M-7GK		0	62457038	O	010-11000-0-11100-24200-43000-1-0000	\$1,700.10
	AMAZON CAPITAL SERVICES	R	00	PV	261459	06/05/2026	16V3-KLJ7		0	62457038	O	010-58147-6-11100-10000-43000-2-0000	\$736.67
	AMAZON CAPITAL SERVICES	R	00	PV	261460	06/05/2026	1CMT-XYI		0	62457038	O	010-11000-0-11100-10000-43000-2-0000	\$92.51
	AMAZON CAPITAL SERVICES	R	00	PV	261456	06/05/2026	1Q3C-QQY		0	62457038	O	010-11000-0-11100-10000-43000-2-0000	\$311.05
	AMAZON CAPITAL SERVICES	R	00	PV	261463	06/05/2026	1VRF-39M		0	62457038	O	010-11000-0-11100-10000-43000-2-0000	\$152.33
	AMAZON CAPITAL SERVICES	R	00	PV	261458	06/05/2026	173X-GXN		0	62457038	O	010-11000-0-11100-10000-43000-2-0000	\$47.84
	AMAZON CAPITAL SERVICES	R	00	CM	260032	06/05/2026	1R3K-HJR'		0	62457038	O	010-11000-0-11100-10000-43000-2-0000	(\$47.84)
	AMAZON CAPITAL SERVICES	R	00	PV	261449	06/05/2026	1LYC-GVM		0	62457038	O	010-07200-0-11337-10000-43000-2-0121	\$819.64
	AMAZON CAPITAL SERVICES	R	00	PV	261450	06/05/2026	1QWK-NK		0	62457038	O	010-11000-0-11100-10000-43000-2-0000	\$9.69
	AMAZON CAPITAL SERVICES	R	00	PV	261462	06/05/2026	1R39-NQP		0	62457038	O	010-11000-0-11100-10000-43000-2-0000	\$190.42
	AMAZON CAPITAL SERVICES	R	00	PV	261461	06/05/2026	1HD3-PCK		0	62457038	O	010-11000-0-11100-10000-43000-2-0000	\$372.54
Total Payment Amount:												\$5,356.25 *	
1478	BRADY PLUS, COMPANY	R	06	PV	261381	05/29/2026	11722089		0	62453998	O	010-00000-0-00000-81000-43000-0-0000	\$42.35
	BRADY PLUS, COMPANY	R	06	PV	261444	06/05/2026	11798711		0	62457039	O	010-00000-0-00000-81000-43000-0-0000	\$353.80
	BRADY PLUS, COMPANY	R	06	PV	261445	06/05/2026	11798730		0	62457039	O	010-00000-0-00000-81000-43000-0-0000	\$69.16
	BRADY PLUS, COMPANY	R	06	PV	261446	06/05/2026	11786749		0	62457039	O	010-00000-0-00000-81000-43000-0-0000	\$1,302.20
Total Payment Amount:												\$1,767.51 *	
499	CALIFORNIA BUSINESS MACHINES	R	00	PV	261437	06/05/2026	609635		0	62457040	O	010-11000-0-11100-10000-56000-2-0000	\$670.17
Total Payment Amount:												\$670.17 *	
1403	CALIFORNIA TURF EQUIPMENT	R	06	PV	261383	05/29/2026	718863		0	62453999	O	010-81500-0-00000-81101-43000-0-0000	\$595.36
	CALIFORNIA TURF EQUIPMENT	R	06	PV	261384	05/29/2026	718860		0	62453999	O	010-81500-0-00000-81101-56000-0-0000	\$82.89
	CALIFORNIA TURF EQUIPMENT	R	06	PV	261465	06/05/2026	720502		0	62457041	O	010-81500-0-00000-81101-56000-0-0000	\$499.38

-278-

Total Payments Report
Detailed Subtotalled by Vendor

Report Date: **06/08/2026**
7:19:57AM

DatePaid between 05/18/2026 and 06/05/2026

Vendor No.	Vendor Name	Ven. Type	1099	Ref. Type	Ref. No.	Date Paid	Invoice Number	PO Number	Warrant No.	Status	FD--RE----Y-GO----FN----OB----SI-TY	Amount
Total Payment Amount:												\$1,177.63 *
631	CASBO	R	00	PV	261470	06/05/2026	000272708		0	62457042	O 010-00000-0-00000-73000-53000-0-0000	\$850.00
Total Payment Amount:												\$850.00 *
816	CATAPULTK 12	R	00	PV	261468	06/05/2026	TR-3022		0	62457043	O 010-00000-0-00000-77000-56000-1-0000	\$1,714.30
Total Payment Amount:												\$1,714.30 *
800	CENTRAL VALLEY CULLIGAN	R	00	PV	261454	06/05/2026	225508		0	62457044	O 010-00000-0-00000-72000-56000-0-0000	\$154.20
	CENTRAL VALLEY CULLIGAN	R	00	PV	261453	06/05/2026	225912		0	62457044	O 130-53100-0-00000-37000-56000-0-0000	\$145.00
Total Payment Amount:												\$299.20 *
1504	COSCO FIRE PROTECTION, INC	R	00	PV	261382	05/29/2026	100077008		0	62454000	O 010-00000-0-00000-81000-55000-0-0000	\$1,481.63
	COSCO FIRE PROTECTION, INC	R	00	PV	261441	06/05/2026	100077216		0	62457045	O 010-00000-0-00000-81000-55000-0-0000	\$2,912.00
Total Payment Amount:												\$4,393.63 *
1066	CVIN LLC	R	00	PV	261436	06/05/2026	75927		0	62457046	O 010-00000-0-00000-77000-59000-1-0000	\$150.00
Total Payment Amount:												\$150.00 *
-279-	DIVISION OF THE STATE ARCHITECT	R	00	PV	261386	05/29/2026	02-15279		0	62454001	O 351-77200-0-00000-85000-62200-0-3000	\$1,784.50
Total Payment Amount:												\$1,784.50 *
1214	EAGLESHIELD PEST CONTROL, INC	R	06	PV	261387	05/29/2026	250530		0	62454002	O 010-00000-0-00000-81000-55000-0-0000	\$435.00
Total Payment Amount:												\$435.00 *
311	EVERON LLC	R	00	PV	261430	06/05/2026	161024188		0	62457047	O 010-00000-0-00000-81000-55000-0-0000	\$222.41
Total Payment Amount:												\$222.41 *
1158	EWING IRRIGATION PRODUCTS, INC	R	00	PV	261388	05/29/2026	30185426		0	62454003	O 010-00000-0-00000-81000-43000-0-0000	\$1,115.07
Total Payment Amount:												\$1,115.07 *
1168	FUEL	R	00	PV	261389	05/29/2026	1288		0	62454004	O 010-26000-0-11100-10000-51000-2-0111	\$43,892.26
	FUEL	R	00	PV	261390	05/29/2026	1287		0	62454004	O 010-26000-0-11100-10000-51000-2-0111	\$44,915.56
Total Payment Amount:												\$88,807.82 *
1301	FLOWER COTTAGE	R	00	PV	261394	05/29/2026	088260		0	62454005	O 010-00000-0-00000-72000-58000-0-0000	\$244.66
Total Payment Amount:												\$244.66 *
888	FRANK'S APPLIANCE INC	R	00	PV	261426	06/05/2026	175600		0	62457048	O 010-81500-0-00000-81101-56000-0-0000	\$149.00
Total Payment Amount:												\$149.00 *
1350	FRONTLINE TECHNOLOGIES GROUP	R	00	PV	261471	06/05/2026	#INVUS23		0	62457049	O 010-00008-0-00000-72000-58000-0-0000	\$5,795.23
Total Payment Amount:												\$5,795.23 *
988	GOLD STAR FOODS	R	00	PV	261391	05/29/2026	10458595		0	62454006	O 130-53100-0-00000-37000-47000-0-0000	\$497.42
Total Payment Amount:												\$497.42 *

Total Payments Report
Detailed Subtotaled by Vendor

Report Date: 06/08/2026
7:19:57AM

DatePaid between 05/18/2026 and 06/05/2026

Vendor No.	Vendor Name	Ven. Type	1099	Ref. Type	Ref. No.	Date Paid	Invoice Number	PO Number	Warrant No.	Status	FD--RE----Y-GO----FN----OB----SI-TY	Amount	
1485	HEALTHY CAMPUS LLC	R	06	PV	261427	06/05/2026	MSJUESD-		0	62457050	O	010-90635-0-11100-10000-58000-2-0000	\$200.00
Total Payment Amount:												\$200.00 *	
1373	identiMetrics, Inc	R	00	PV	261469	06/05/2026	10901		0	62457051	O	010-00008-0-00000-72000-58000-0-0000	\$400.00
Total Payment Amount:												\$400.00 *	
185	J S COMMUNICATIONS	R	00	PV	261443	06/05/2026	26-1657		0	62457052	O	010-07200-0-11100-83000-43000-0-0301	\$1,756.33
Total Payment Amount:												\$1,756.33 *	
1386	JENNIFER ROBLEDO	R	00	PV	261480	06/05/2026	REIMBUR:		0	62457053	O	010-11000-0-11100-10000-43000-2-0000	\$189.38
Total Payment Amount:												\$189.38 *	
1179	JUAN T REYES CONSULTING	R	06	PV	261410	05/29/2026	0011		0	62454007	O	010-00000-0-11100-31100-51000-2-2000	\$10,000.00
Total Payment Amount:												\$10,000.00 *	
226	LOPEZ, MARIA E.	R	00	PV	261466	06/05/2026	REIMBUR:		0	62457054	O	010-00000-0-00000-00000-86990-0-0000	\$16.53
Total Payment Amount:												\$16.53 *	
228	LOZANO SMITH	R	09	PV	261393	05/29/2026	2278113		0	62454008	O	010-00000-0-00000-71100-58000-0-0000	\$102.38
Total Payment Amount:												\$102.38 *	
-280-	LUNCHASSIST	R	06	PV	261472	06/05/2026	3412		0	62457055	O	130-53100-0-00000-37000-58000-0-0000	\$745.00
Total Payment Amount:												\$745.00 *	
1425	MARTINEZ, MIRIAM	R	00	PV	261421	05/29/2026	REIMBUR:		0	62454009	O	010-90635-0-11100-10000-43000-2-0000	\$159.29
	MARTINEZ, MIRIAM	R	00	PV	261422	05/29/2026	REIMBUR:		0	62454009	O	010-90635-0-11100-10000-43000-2-0000	\$19.28
	MARTINEZ, MIRIAM	R	00	PV	261423	05/29/2026	REIMBUR:		0	62454009	O	010-00008-0-11100-10000-43000-0-0000	\$251.92
Total Payment Amount:												\$430.49 *	
1196	MCGEE REFRIGERATION	R	00	PV	261442	06/05/2026	62851		0	62457056	O	010-81500-0-00000-81101-56000-0-0000	\$7,133.24
	MCGEE REFRIGERATION	R	00	PV	261440	06/05/2026	63295		0	62457056	O	130-53100-0-00000-37000-56000-0-0000	\$454.66
Total Payment Amount:												\$7,587.90 *	
1414	MINERAL KING PUBLISHING, INC	R	00	PV	261395	05/29/2026	73178		0	62454010	O	010-00000-0-00000-72000-58000-0-0000	\$260.00
Total Payment Amount:												\$260.00 *	
940	MIRAMONTES, ERICA	R	00	PV	261479	06/05/2026	REIMBUR:		0	62457057	O	010-11000-0-11100-10000-43000-2-0000	\$150.00
	MIRAMONTES, ERICA	R	00	PV	261478	06/05/2026	REIMBUR:		0	62457057	O	010-11000-0-11100-10000-43000-2-0000	\$69.05
	MIRAMONTES, ERICA	R	00	PV	261478	06/05/2026	REIMBUR:		0	62457057	O	010-11000-0-11100-10000-43000-2-0000	\$8.12
Total Payment Amount:												\$227.17 *	
1237	MISSION LINEN SERVICES	R	00	PV	261396	05/29/2026	526061306		0	62454011	O	010-81500-0-00000-81101-56000-0-0000	\$25.27
	MISSION LINEN SERVICES	R	00	PV	261396	05/29/2026	526061306		0	62454011	O	010-00000-0-00000-81000-56000-0-0000	\$25.26
	MISSION LINEN SERVICES	R	00	PV	261399	05/29/2026	526105089		0	62454011	O	010-00000-0-00000-81000-56000-0-0000	\$25.26

Total Payments Report
Detailed Subtotaled by Vendor

Report Date: **06/08/2026**
7:19:57AM

DatePaid between 05/18/2026 and 06/05/2026

Vendor No.	Vendor Name	Ven. Type	1099	Ref. Type	Ref. No.	Date Paid	Invoice Number	PO Number	Warrant No.	Status	FD--RE---Y-GO----FN----OB----SI-TY	Amount	
1237	MISSION LINEN SERVICES	R	00	PV	261399	05/29/2026	526105089		0	62454011	O	010-81500-0-00000-81101-56000-0-0000	\$25.27
	MISSION LINEN SERVICES	R	00	PV	261397	05/29/2026	526042754		0	62454011	O	130-53100-0-00000-37000-43000-0-0000	\$145.73
	MISSION LINEN SERVICES	R	00	PV	261398	05/29/2026	526061307		0	62454011	O	130-53100-0-00000-37000-56000-0-0000	\$128.23
	MISSION LINEN SERVICES	R	00	PV	261400	05/29/2026	526105090		0	62454011	O	130-53100-0-00000-37000-56000-0-0000	\$128.23
	MISSION LINEN SERVICES	R	00	PV	261439	06/05/2026	526150546		0	62457058	O	010-07230-0-00000-36000-56000-0-0000	\$26.15
	MISSION LINEN SERVICES	R	00	PV	261439	06/05/2026	526150546		0	62457058	O	010-81500-0-00000-81101-56000-0-0000	\$26.15
	MISSION LINEN SERVICES	R	00	PV	261438	06/05/2026	526150547		0	62457058	O	130-53100-0-00000-37000-56000-0-0000	\$134.61
Total Payment Amount:												\$690.16 *	
1347	NUESTRO TIEMPO	R	06	PV	261424	05/29/2026	202605		0	62454012	O	010-00000-0-00000-72000-43000-0-0000	\$567.78
Total Payment Amount:												\$567.78 *	
275	OFFICE DEPOT	R	00	PV	261401	05/29/2026	466642847		0	62454013	O	010-07200-0-11100-10000-43000-2-0122	\$1,221.87
Total Payment Amount:												\$1,221.87 *	
1379	P & R PAPER SUPPLY COMPANY	R	00	PV	261392	05/29/2026	41705342		0	62454014	O	130-53100-0-00000-37000-47000-0-0000	\$334.01
Total Payment Amount:												\$334.01 *	
-281-	P G & E	R	00	PV	261434	06/05/2026	754343735		0	62457059	O	010-00000-0-00000-81000-55000-0-0000	\$8,238.07
Total Payment Amount:												\$8,238.07 *	
1271	PARENTSQUARE INC	R	00	PV	261473	06/05/2026	2024-29252		0	62457060	O	010-07200-0-11100-24950-58000-2-0306	\$3,328.00
Total Payment Amount:												\$3,328.00 *	
1494	PAYCHEX	R	00	PV	261404	05/29/2026	15718884		0	62454015	O	010-00008-0-00000-72000-58000-0-0000	\$344.60
Total Payment Amount:												\$344.60 *	
293	PENAS DISPOSAL INC	R	00	PV	261433	06/05/2026	952015		0	62457061	O	010-00000-0-00000-81000-55000-0-0000	\$1,159.18
Total Payment Amount:												\$1,159.18 *	
310	PRODUCERS DAIRY FOODS, INC	R	00	PV	261402	05/29/2026	59609922		0	62454016	O	130-53200-0-00000-37000-47000-0-0000	\$977.64
	PRODUCERS DAIRY FOODS, INC	R	00	PV	261403	05/29/2026	59626781		0	62454016	O	130-53200-0-00000-37000-47000-0-0000	\$714.62
	PRODUCERS DAIRY FOODS, INC	R	00	PV	261464	06/05/2026	349261347		0	62457062	O	130-53100-0-00000-37000-47000-0-0000	\$759.88
Total Payment Amount:												\$2,452.14 *	
1078	RON PAUL DISTRIBUTING	R	00	PV	261405	05/29/2026	254689		0	62454017	O	130-53100-0-00000-37000-47000-0-0000	\$1,288.00
Total Payment Amount:												\$1,288.00 *	
1488	ROSALIND ESQUEDA	R	06	PV	261455	06/05/2026	SERVICES		0	62457063	O	010-07230-0-00000-36000-43000-0-0000	\$170.00
Total Payment Amount:												\$170.00 *	
850	S.W. SCHOOL SUPPLY INC	R	00	CM	260031	05/29/2026	606312561		0	62454018	O	010-11000-0-11100-10000-43000-2-0000	(\$76.98)
	S.W. SCHOOL SUPPLY INC	R	00	PV	261406	05/29/2026	606312561		0	62454018	O	010-11000-0-11100-10000-43000-2-0000	\$1,323.12

Total Payments Report
Detailed Subtotalled by Vendor

Report Date: 06/08/2026
7:19:57AM

DatePaid between 05/18/2026 and 06/05/2026

Vendor No.	Vendor Name	Ven. Type	1099	Ref. Type	Ref. No.	Date Paid	Invoice Number	PO Number	Warrant No.	Status	FD--RE----Y-GO----FN----OB----SI-TY	Amount
Total Payment Amount:												\$1,246.14 *
1007	SCHOOL FACILITY CONSULTANTS	R	00	PV	261411	05/29/2026	0024961		0	62454019O	010-00000-0-00000-71100-58000-0-0000	\$601.25
Total Payment Amount:												\$601.25 *
1079	SILVAS OIL COMPANY, INC	R	00	PV	261435	06/05/2026	629621		0	62457064O	010-07230-0-00000-36000-43000-0-0000	\$1,632.52
	SILVAS OIL COMPANY, INC	R	00	PV	261481	06/05/2026	629809		0	62457064O	010-07230-0-00000-36000-43000-0-0000	\$1,783.66
Total Payment Amount:												\$3,416.18 *
359	SISC	R	00	PV	261425	06/05/2026	JUN INS		0	62457065O	010-00000-0-00000-00000-95024-0-0000	\$64,062.35
	SISC	R	00	PV	261425	06/05/2026	JUN INS		0	62457065O	010-00000-0-00000-00000-95028-0-0000	\$6,039.20
Total Payment Amount:												\$70,101.55 *
1508	SWEETWATER	R	06	PV	261407	05/29/2026	50373482		0	62454020O	010-67700-4-11330-10000-43000-2-0000	\$3,034.74
Total Payment Amount:												\$3,034.74 *
624	SYSCO FOODSERVICES	R	00	PV	261420	05/29/2026	484972554		0	62454021O	010-00000-0-00000-72000-43000-0-0000	\$246.34
	SYSCO FOODSERVICES	R	00	PV	261418	05/29/2026	484989884		0	62454021O	130-53100-0-00000-37000-47000-0-0000	\$1,153.04
	SYSCO FOODSERVICES	R	00	PV	261414	05/29/2026	484972556		0	62454021O	130-53100-0-00000-37000-47000-0-0000	\$2,589.50
	SYSCO FOODSERVICES	R	00	PV	261415	05/29/2026	484972555		0	62454021O	130-53100-0-00000-37000-47000-0-0000	\$37.47
	SYSCO FOODSERVICES	R	00	PV	261413	05/29/2026	484972557		0	62454021O	130-53200-0-00000-37000-47000-0-0000	\$981.81
	SYSCO FOODSERVICES	R	00	PV	261416	05/29/2026	484981355		0	62454021O	130-53100-0-00000-37000-47000-0-0000	\$802.21
	SYSCO FOODSERVICES	R	00	PV	261412	05/29/2026	484972559		0	62454021O	130-53200-0-00000-37000-47000-0-0000	\$348.20
	SYSCO FOODSERVICES	R	00	PV	261417	05/29/2026	484981354		0	62454021O	130-53100-0-00000-37000-47000-0-0000	\$1,114.51
	SYSCO FOODSERVICES	R	00	PV	261419	05/29/2026	484989885		0	62454021O	130-53100-0-00000-37000-47000-0-0000	\$454.20
	SYSCO FOODSERVICES	R	00	PV	261447	06/05/2026	584000590		0	62457066O	130-53100-0-00000-37000-47000-0-0000	\$1,116.60
	SYSCO FOODSERVICES	R	00	PV	261431	06/05/2026	484972558		0	62457066O	130-53100-0-00000-37000-47000-0-0000	\$148.03
Total Payment Amount:												\$8,991.91 *
1433	THE MCLENNAN GROUP, LLC	R	06	PV	261408	05/29/2026	1170		0	62454022O	010-00000-0-00000-71100-58000-0-0000	\$337.50
Total Payment Amount:												\$337.50 *
1294	T-MOBILE	R	00	PV	261409	05/29/2026	969604954		0	62454023O	010-41270-0-11100-24200-58000-1-0000	\$460.00
Total Payment Amount:												\$460.00 *
573	TULARE COUNTY JAIL INDUSTRIES	R	00	PV	261432	06/05/2026	22114		0	62457067O	010-26000-0-11306-42000-43000-0-0111	\$1,301.35
Total Payment Amount:												\$1,301.35 *
611	TULARE COUNTY OFFICE OF EDUCAT	R	00	PV	261448	06/05/2026	263780		0	62457068O	010-07200-0-11100-10000-52000-5-0117	\$3,250.00
	TULARE COUNTY OFFICE OF EDUCAT	R	00	PV	261448	06/05/2026	263780		0	62457068O	010-40350-0-11100-10000-52000-5-0117	\$2,600.00
Total Payment Amount:												\$5,850.00 *

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Total Payments Report
Detailed Subtotaled by Vendor

Report Date: 06/08/2026
7:19:57AM

DatePaid between 05/18/2026 and 06/05/2026

Vendor No.	Vendor Name	Ven. Type	1099	Ref. Type	Ref. No.	Date Paid	Invoice Number	PO Number	Warrant No.	Status	FD--RE----Y-GO----FN----OB----SI-TY	Amount	
903	U.S. BANCORP SERVICE CENTER	R	00	PV	261482	06/05/2026	CORTEZ		0	62457069	O	010-00000-0-00000-72000-43000-0-0000	\$24.00
	U.S. BANCORP SERVICE CENTER	R	00	PV	261482	06/05/2026	CORTEZ		0	62457069	O	010-07200-0-11100-10000-43000-2-0307	\$879.50
	U.S. BANCORP SERVICE CENTER	R	00	PV	261475	06/05/2026	GONZALE		0	62457069	O	010-00000-0-00000-72000-58000-0-0000	\$160.26
	U.S. BANCORP SERVICE CENTER	R	00	PV	261476	06/05/2026	MS ACCOI		0	62457069	O	010-00000-0-00000-72000-58000-0-0000	\$34.26
	U.S. BANCORP SERVICE CENTER	R	00	PV	261477	06/05/2026	MONTEJA		0	62457069	O	010-67700-4-11330-10000-43000-2-0115	\$68.20
	U.S. BANCORP SERVICE CENTER	R	00	PV	261477	06/05/2026	MONTEJA		0	62457069	O	010-67700-4-11330-10000-43000-2-0115	\$68.19
	U.S. BANCORP SERVICE CENTER	R	00	PV	261477	06/05/2026	MONTEJA		0	62457069	O	010-00000-0-00000-31400-43000-0-0000	\$19.05
	U.S. BANCORP SERVICE CENTER	R	00	PV	261482	06/05/2026	CORTEZ		0	62457069	O	010-00000-0-00000-27000-52000-0-0000	\$200.00
	U.S. BANCORP SERVICE CENTER	R	00	PV	261482	06/05/2026	CORTEZ		0	62457069	O	010-58147-6-11100-24950-43000-2-0000	\$45.98
	U.S. BANCORP SERVICE CENTER	R	00	PV	261474	06/05/2026	GONZALE		0	62457069	O	010-00000-0-00000-72000-43000-0-0000	\$100.99
	U.S. BANCORP SERVICE CENTER	R	00	PV	261482	06/05/2026	CORTEZ		0	62457069	O	010-00000-0-00000-72000-43000-0-0000	\$24.43
	U.S. BANCORP SERVICE CENTER	R	00	PV	261482	06/05/2026	CORTEZ		0	62457069	O	010-00000-0-00000-72000-43000-0-0000	\$22.00
	U.S. BANCORP SERVICE CENTER	R	00	PV	261482	06/05/2026	CORTEZ		0	62457069	O	010-00000-0-00000-72000-43000-0-0000	\$44.00
	U.S. BANCORP SERVICE CENTER	R	00	PV	261474	06/05/2026	GONZALE		0	62457069	O	010-00000-0-00000-72000-58000-0-0000	\$180.00
	U.S. BANCORP SERVICE CENTER	R	00	PV	261477	06/05/2026	MONTEJA		0	62457069	O	010-07200-0-11100-10000-43000-2-0118	\$247.60
	U.S. BANCORP SERVICE CENTER	R	00	PV	261477	06/05/2026	MONTEJA		0	62457069	O	010-00000-0-00000-71100-43001-0-0000	\$136.28
	U.S. BANCORP SERVICE CENTER	R	00	CM	260033	06/05/2026	MONTEJA		0	62457069	O	010-67700-4-11330-10000-43000-2-0115	(\$68.19)
	U.S. BANCORP SERVICE CENTER	R	00	PV	261482	06/05/2026	CORTEZ		0	62457069	O	010-58147-6-11100-24950-43000-2-0000	\$71.64
	U.S. BANCORP SERVICE CENTER	R	00	PV	261482	06/05/2026	CORTEZ		0	62457069	O	010-58147-6-11100-24950-43000-2-0000	\$31.47
	U.S. BANCORP SERVICE CENTER	R	00	PV	261477	06/05/2026	MONTEJA		0	62457069	O	010-07200-0-11100-10000-43000-2-0118	\$15.00
												Total Payment Amount:	\$2,304.66 *
1443	UNWIRED BROADBAND LLC	R	00	PV	261429	06/05/2026	INV027332		0	62457070	O	010-00000-0-00000-77000-59000-1-0000	\$349.99
												Total Payment Amount:	\$349.99 *
1515	VILLEGAS, MARIA	R	00	PV	261467	06/05/2026	REIMBUR:		0	62457071	O	010-00000-0-00000-72000-43000-0-0000	\$59.00
												Total Payment Amount:	\$59.00 *
1506	WERNER'S EQUIPMENT	R	06	PV	261428	06/05/2026	000058		0	62457072	O	010-07230-0-00000-36000-43000-0-0000	\$3,010.38
												Total Payment Amount:	\$3,010.38 *
												Total Payment Amount:	\$260,687.50 *

Total Payments Report
Detailed Subtotalled by Vendor

Report Date: 06/08/2026
7:19:57AM

DatePaid between 05/18/2026 and 06/05/2026

Vendor No.	Vendor Name	Ven. Type	1099 Ref. Type	Ref. No.	Date Paid	Invoice Number	PO Number	Warrant No.	Status	FD--RE---Y-GO---FN---OB---SI-TY	Amount
Grand Total Payment Amount:											\$260,687.50 **

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: PERSONNEL

AGENDA ITEM: 11.1 CTE LAB TECHNICIAN JOB DESCRIPTION

ATTACHMENTS: JOB DESCRIPTION

DISCUSSION:

The Superintendent is recommending the approval of the new Job Description for CTE Lab Technician. This new job description is tailored to meet the LCAP that was presented at the June 2, 2026 meeting.

RECOMMENDATION: The Superintendent recommends that the Board approve the Job Description as Presented.

PROPOSED ACTION: APPROVE



**Monsoon-Sultana Joint Union Elementary School District
Career Technical Education (CTE) Lab Technician**

Job Description

Classification: Classified Employee
Reports To: Superintendent/Principal or Designee
Work Year: 181 Days (4 hours per day)
Salary Range: Classified Salary Schedule
FLSA Status: Non-Exempt

Definition

Under the direction of the Superintendent/Principal or designee, the Career Technical Education (CTE) Lab Technician coordinates, supports, and facilitates the day-to-day operations of the district's Career Technical Education Lab. The incumbent provides instructional and technical support for students and staff utilizing the Paxton/Patterson Career Technical Education Labs, maintains equipment and materials, assists with student projects and career exploration activities, monitors student engagement and safety, and ensures the efficient operation of all CTE lab programs.

The CTE Lab Technician plays a key role in helping students explore career pathways while supporting hands-on learning experiences that align with district goals for college and career readiness.

Essential Duties and Responsibilities

Program Operations

- Coordinate and oversee the daily operation of the Career Technical Education Lab.
- Prepare, organize, and maintain Paxton/Patterson instructional modules, equipment, materials, and supplies.
- Assist students in navigating and completing career exploration and hands-on learning activities.

- Support teachers and administrators in implementing CTE curriculum and career pathway experiences.
- Monitor student participation and engagement during lab sessions.
- Ensure all lab activities are conducted in accordance with established safety procedures and district policies.
- Schedule and organize student access to various CTE modules and learning stations.

Student Support

- Provide guidance and assistance to students while they engage in hands-on learning activities.
- Reinforce instructional concepts presented through CTE modules and digital learning platforms.
- Assist students in developing workplace readiness skills, including communication, collaboration, problem-solving, and professionalism.
- Encourage student exploration of career interests and educational pathways.
- Support special events including Career Day, industry presentations, field trips, and student showcases.

Equipment and Facility Management

- Maintain inventory of lab equipment, materials, tools, and supplies.
- Conduct routine inspections of equipment to ensure proper functioning and safety.
- Troubleshoot basic technical issues involving computers, software, and instructional equipment.
- Submit maintenance requests and coordinate repairs as needed.
- Ensure the lab environment remains organized, clean, and conducive to learning.
- Assist in the setup and breakdown of equipment for student activities and special events.

Data Collection and Reporting

- Maintain records related to student participation, module completion, equipment usage, and inventory.
- Assist with collecting data required for grant reporting, program evaluation, and state reporting requirements.
- Prepare reports and summaries as requested by administration.

- Support efforts to measure program effectiveness and student outcomes.

Collaboration and Outreach

- Collaborate with administrators, teachers, counselors, and community partners to strengthen career readiness opportunities.
- Assist in coordinating guest speakers, business partnerships, and industry-related activities.
- Participate in district meetings, trainings, and professional development opportunities.
- Promote positive relationships with students, staff, families, and community stakeholders.

Other Duties

- Perform related duties as assigned to support the overall success of the district and CTE program.
-

Knowledge of

- Career Technical Education programs and career exploration concepts.
 - Paxton/Patterson Lab systems and instructional models (preferred).
 - Basic instructional practices and student supervision techniques.
 - Computer hardware, software applications, and educational technology.
 - Safe operation of classroom and lab equipment.
 - Record-keeping and inventory management practices.
 - Effective communication and interpersonal skills.
 - District policies, procedures, and safety protocols.
-

Ability To

- Establish and maintain effective working relationships with students, staff, families, and community partners.
- Communicate effectively both orally and in writing.
- Organize, prioritize, and manage multiple tasks effectively.
- Learn and operate specialized CTE instructional equipment and software.

- Monitor student behavior and maintain a safe learning environment.
 - Maintain accurate records and prepare reports.
 - Work independently with minimal supervision.
 - Demonstrate flexibility, initiative, and problem-solving skills.
-

Education and Experience

Required:

- High school diploma or equivalent.
- Experience working with children, youth, or educational programs.

Desired:

- Associate's degree or coursework in Career Technical Education, Education, Technology, Business, Industrial Technology, or related field.
 - Experience working in a CTE program, makerspace, STEM lab, workshop, or similar educational environment.
 - Experience with inventory management, technology support, or career readiness programs.
-

Licenses and Certifications

- Valid California Driver's License.
 - CPR/First Aid Certification (or ability to obtain within six months of employment).
-

Physical Requirements

- Ability to stand, walk, bend, reach, and lift up to 50 pounds.
- Ability to operate computers, educational technology, and instructional equipment.
- Ability to work indoors and outdoors as required by program activities.

Working Conditions

- Classroom and laboratory environment.
- Exposure to instructional technology, tools, equipment, and various career exploration modules.
- Occasional evening or weekend activities related to student showcases, Career Day, or community events.

Equal Employment Opportunity employer. The district does not discriminate based upon race, religion, color, national origin, gender (including pregnancy, childbirth, breastfeeding or related medical conditions), sexual orientation, age, or other applicable legally protected characteristics. To request an accommodation, contact your supervisor.

Board approved: June xx, 2026

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: PERSONNEL

AGENDA ITEM: 11.2 CTE LAB TECHNICIAN SALARY SCHEDULE

ATTACHMENTS: PROPOSED SALARY SCHEDULE

DISCUSSION:

The Superintendent is recommending approval of the proposed salary schedule for the CTE Lab Technician position. Salary placement will be determined by education and experience along with qualifications of the candidate.

RECOMMENDATION: The Superintendent recommends that the Board approve the new salary schedule for CTE Lab Technician as presented.

PROPOSED ACTION: APPROVE

**Monson-Sultana Joint Union Elementary
2026-2027 Classified Salary Schedule**

Step	1	2	3	4	5	6	7	8	9	10
Instructional Assistant	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Behavioral IA	\$22.93	\$23.49	\$24.09	\$24.69	\$25.31	\$25.94	\$26.59	\$27.25	\$27.94	\$28.64
CTE Lab Technician	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Library Technician	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Percussion Technician	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Technology Assistant	\$25.87	\$26.53	\$27.18	\$27.86	\$28.54	\$29.27	\$29.98	\$30.75	\$31.52	\$32.30
Office Clerk/Receptionist	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Health Services Aide	\$25.77	\$26.40	\$27.06	\$27.74	\$28.45	\$29.16	\$29.88	\$30.62	\$31.40	\$32.19
Cook I /Cafeteria Clerk	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Food Service Assistant	\$19.75	\$20.24	\$20.74	\$21.25	\$21.79	\$22.36	\$22.90	\$23.47	\$24.07	\$24.68
Grounds/Maintenance	\$ 4,436	\$ 4,550	\$ 4,663	\$ 4,779	\$ 4,897	\$ 5,018	\$ 5,146	\$ 5,276	\$ 5,407	\$ 5,543
Bus Driver/Custodian	\$ 4,261	\$ 4,368	\$ 4,479	\$ 4,589	\$ 4,705	\$ 4,820	\$ 4,942	\$ 5,067	\$ 5,193	\$ 5,322
Bus Driver	\$24.58	\$25.20	\$25.82	\$26.47	\$27.15	\$27.83	\$28.52	\$29.22	\$29.95	\$30.72
Custodian	\$18.52	\$18.98	\$19.44	\$19.93	\$20.45	\$20.94	\$21.48	\$22.01	\$22.57	\$23.12

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Substitute Rates: *	
Bus Driver	\$24.58
Cook	\$21.10
Custodian	\$18.52
Food Service Assistant	\$19.75
Instructional Asst.	\$21.10
Student	\$16.90

* Superintendent has discretion to determine on substitute pay rate based on work experience

Board Approved: June xx, 2026

* Effective January 1, 2026 Minimum Wage

0% Percentage Increase

Longevity Pay:

\$25 per month upon the completion of the 10th year of service

\$50 per month upon the completion of the 15th year of service

The District will process salary payments in accordance with the Tulare County Office of Education's Uniform Salary Payment Schedule

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
June 16, 2026

AGENDA SECTION: **PERSONNEL**

AGENDA ITEM: **11.3 2026-2027 SALARY SCHEDULES**

ATTACHMENTS: **CERTIFICATED SALARY SCHEDULE**
CERTIFICATED MANAGEMENT SALARY SCHEDULE
CLASSIFIED SALARY SCHEDULE
CLASSIFIED CONFIDENTIAL SALARY SCHEDULE
CONFIDENTIAL MANAGEMENT SALARY SCHEDULE

DISCUSSION:

Administration recommends approval of the updated 2026-2027 salary schedules. All schedules represent a 0% increase from the prior fiscal year.

RECOMMENDATION: The Superintendent recommends that the Board **APPROVE** the salary schedules as presented.

PROPOSED ACTION: **APPROVE**

Monson Sultana Joint Union Elementary
 Certificated Salary Schedule
2026-27 AGREED 5 COLUMN SALARY SCHEDULE
0% ON SCHEDULE

Prior Step 1
 Column 1

63,307

Percent Raise	0.00%
	0.00%

Class	I	II	III	IV	V
	BA<30	BA + 30	BA+45	BA+60	BA+75
Step					
1	63,307	65,205	67,489	69,851	74,740
2	64,890	66,835	69,175	71,596	76,609
3	66,512	68,507	70,905	73,387	78,524
4	68,175	70,221	72,678	75,222	80,486
5	69,879	71,976	74,494	77,103	82,499
6		73,775	76,357	79,030	84,562
7		75,619	78,266	81,006	86,676
8		77,511	80,223	83,030	88,843
9		79,448	82,228	85,106	91,064
10			84,284	87,234	93,340
11			86,391	89,415	95,674
12				91,650	98,065
13				93,940	100,518
14				96,290	103,030
15					105,606
16					108,246
17					110,952
18					113,726
19					116,568
20					119,483
21					122,470

Board Approved: June xx, 2026

**Monson-Sultana Joint Union Elementary
2026-2027 Certificated Management Salary Schedule**

Step	1	2	3	4	5
Learning Director 195 days 8 hours per day	124,637	127,753	130,947	134,221	137,576

0 % Percentage Increase

\$ 1,500 Stipend for Master's Degree

****The District will process salary payments in accordance with the Tulare County Office of Education’s Uniform Salary Payment Schedule****

Board Approved: June xx, 2026

Monson-Sultana Joint Union Elementary
2026-2027 Classified Confidential Salary Schedule

Step	1	2	3	4	5	6	7	8	9	10
Administrative Asst. 260 days 8 hours per day	\$6,000	\$6,150	\$6,305	\$6,463	\$6,624	\$6,790	\$6,960	\$7,132	\$7,310	\$7,493

0% Percentage Increase

Longevity Pay:

\$25 per month upon the completion of the 10th year of service

\$50 per month upon the completion of the 15th year of service

\$100 per month upon the completion of the 30th year of service

*****The District will process salary payments in accordance with the Tulare County Office of Education's Uniform Salary Payment Schedule*****

Board Approved: June xx, 2026

**Monson-Sultana Joint Union Elementary
2026-2027 Confidential Management Salary Schedule**

Step	1	2	3	4	5	6	7	8	9	10
Business Manager 260 days 8 hours per day	\$7,988	\$8,188	\$8,392	\$8,602	\$8,817	\$9,037	\$9,264	\$9,495	\$9,732	\$9,975
Food Service Director 11 month 8 hours per day	\$5,124	\$5,251	\$5,382	\$5,517	\$5,654	\$5,796	\$5,941	\$6,089	\$6,241	\$6,397
MOT Director 260 days 8 hours per day	\$5,599	\$5,739	\$5,886	\$6,028	\$6,179	\$6,332	\$6,493	\$6,654	\$6,822	\$7,428
Director of Technology 260 days 8 hours per day	\$7,761	\$7,955	\$8,153	\$8,358	\$8,566	\$8,781	\$9,001	\$9,225	\$9,457	\$9,691

0 % Percentage Increase

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Longevity Pay:

- \$25 per month upon the completion of the 10th year of service
- \$50 per month upon the completion of the 15th year of service
- \$100 per month upon the completion of the 30th year of service

* Includes Vacation and Holiday Day Pay

****The District will process salary payments in accordance with the Tulare County Office of Education's Uniform Salary Payment Schedule****

Board Approved: June xx, 2026

**Monson-Sultana Joint Union Elementary
2026-2027 Classified Salary Schedule**

Step	1	2	3	4	5	6	7	8	9	10
Instructional Assistant	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Behavioral IA	\$22.93	\$23.49	\$24.09	\$24.69	\$25.31	\$25.94	\$26.59	\$27.25	\$27.94	\$28.64
CTE Lab Technician	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Library Technician	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Percussion Technician	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Technology Assistant	\$25.87	\$26.53	\$27.18	\$27.86	\$28.54	\$29.27	\$29.98	\$30.75	\$31.52	\$32.30
Office Clerk/Receptionist	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Health Services Aide	\$25.77	\$26.40	\$27.06	\$27.74	\$28.45	\$29.16	\$29.88	\$30.62	\$31.40	\$32.19
Cook I/Cafeteria Clerk	\$21.10	\$21.63	\$22.18	\$22.73	\$23.30	\$23.88	\$24.47	\$25.08	\$25.71	\$26.37
Food Service Assistant	\$19.75	\$20.24	\$20.74	\$21.25	\$21.79	\$22.36	\$22.90	\$23.47	\$24.07	\$24.68
Grounds/Maintenance	\$ 4,436	\$ 4,550	\$ 4,663	\$ 4,779	\$ 4,897	\$ 5,018	\$ 5,146	\$ 5,276	\$ 5,407	\$ 5,543
Bus Driver/Custodian	\$ 4,261	\$ 4,368	\$ 4,479	\$ 4,589	\$ 4,705	\$ 4,820	\$ 4,942	\$ 5,067	\$ 5,193	\$ 5,322
Bus Driver	\$24.58	\$25.20	\$25.82	\$26.47	\$27.15	\$27.83	\$28.52	\$29.22	\$29.95	\$30.72
Custodian	\$18.52	\$18.98	\$19.44	\$19.93	\$20.45	\$20.94	\$21.48	\$22.01	\$22.57	\$23.12

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Substitute Rates: *

* Superintendent has discretion to determine on substitute pay rate based on work experience

Bus Driver	\$24.58
Cook	\$21.10
Custodian	\$18.52
Food Service Assistant	\$19.75
Instructional Asst.	\$21.10
Student	\$16.90

* Effective January 1, 2026 Minimum Wage

Board Approved: June xx, 2026

0% Percentage Increase

Longevity Pay:

\$25 per month upon the completion of the 10th year of service

\$50 per month upon the completion of the 15th year of service

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