BOARD OF DIRECTORS MEETING MINUTES

Thursday, January 14, 2026
6:00pm
In Person Location: 721 Utica Avenue, Huntington Beach, CA 92648

1. Call to Order - 6:00pm

1.1 Members
Present: *Jeffrey K. Ball, Michele Asay, Katie Soricelli, Bre Lionetti, Clare Anderson*
Absent: -

1.2 Procedural Overview *Dispensed by Mr. Ball*, *Kinetic Academy is a public entity subject to the Brown Act and meetings are conducted according to Robert's Rules of Order.*

2. Preliminary Actions

2.1 Agenda Adoption: *An action to approve the agenda for this Regular Meeting*
Motion:Asay
Second: Anderson
Y/N/A 5/0/0

2.2 Prior Meeting Minutes: *An action to approve the meeting minutes from the prior meeting held November 20th, 2025.*
Motion: Anderson
Second: Soriceli
Y/N/A 5/0/0

3. Organizational Reports

3.1 Financial Report- CSMC *Discussed healthy cash position. Budget revision expected in February. Nick provided the methodology and results of the "what if" scenario to*

determine the strength of middle school, if it were operating independently. The outcome of the research is that the middle school is profitable, netting Kinetic a six figure surplus when compared to the expenses to operate.

3.2 KPO Report- KPO President *Snowflake was successful. Save the date April 18 for evening fundraiser event. Plan to present a formal budget in February and provided resolution to the discrepancy found at year end- mis-classified Venmo transactions.*

3.3 Local Site Council Report- *LSC Chair indicated they paused meetings to reset to a new format which would exclude administrator participation in an effort to get more open collaboration and new voices and ideas. Focusing on new ideas to grow enrollment and National School Choice week.*

3.4 Administrative Reports- *Successes, Challenges, and Highlights were presented for both campuses by each leader (Gallagher & Fischer). Student Services (Vento) presented ADA numbers for the year and information on the Attendance Recovery program. Additionally shared iReady diagnostics showing great growth in student performance. Executive Director (Lionetti) shared the upcoming HBUSD visit scheduled for March, open enrollment has started, and reviewed upcoming professional development.*

4. Oral Communication All Agenda Items *No comments.*

5. Discussion Items/Presentation

Mr. Ball shared his experience with Ednovate and the significant growth in Charter Schools planned for Orange County in the immediate future and in progress.

5.1 School Accountability Report Card *Mrs. Lionetti presented the SARC*

6. Action Items

6.1 Approval of December Financials *Brief discussion of the report and then a motion to approve the December Financials as presented.*

Motion: Anderson
Second: Soriceli
Y/N/A 5/0/0

6.2 Approval of 2024-2025 School Accountability Report Card *Brief discussion of the SARC and then a motion to approve as presented.*

Motion: Asay
Second: Anderson
Y/N/A 5/0/0

6.3 Adoption of Middle School Referral Policy *Brief discussion of the drafted policy and then a motion to adopt the* policy *on referral protocols for addressing pupil behavioral health concerns in grades 7–8.*

Motion: Anderson

Second: Asay

Y/N/A 5/0/0

7. Closed Session

7.1 Conference with Labor Negotiators (Gov. Code section 54957.6.)

Unrepresented Employee: All Staff

8. Return To Open Session *7:49pm*

8.1 Report of Closed Session *No action taken during closed session*

9. New Business *No new business was presented or discussed.*

10. Adjournment *A motion to adjourn at 7:51pm*

Motion:Lionetti

Second: Anderson

Y/N/A 5/0/0

Kinetic Academy
2024-25 School Accountability Report Card
Reported Using Data from the 2024-25 School Year
California Department of Education

Date: February 27, 2026
Phone: (714) 490-4000

District: Anaheim Union-High School District
Address: 1771 Lilina Ave.
Anaheim, CA 92805-3296

Grade Span: 9 - 12

Principal: Breanne Linnitt, Executive Director

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) (https://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs, schools, and student groups are doing on a variety of state and local measures to support improvement in student learning. The Dashboard gets beyond the grades of the schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first come, first served basis. Other factors that can influence how much Internet access may increase the hours of operation, the length of time that a reservation may be used (depending on availability), the types of software programs available or a combination, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those students who demonstrate special talent or publish outstanding academic promise, be admitted to the University of California. To ensure that students are prepared to succeed, the UC sets certain requirements for students preparing for their university education. For more information, see the UC Admissions Information website at http://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specific courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for admission or require students who live outside their campus area to be admitted on a space-available basis. Because of the number of students who apply, a few campuses have higher standards supplemental admission requirements. Students who do not qualify for freshman CSU admission have two admission guarantees available for students who graduate in the top one-third of their high school class and who have completed the CSU admission requirements. For more information, see the CSU admissions website at http://www.calstate.edu/admission/.

About This School

Breanne Linnitt, Executive Director
Principal, Grades Academy

Contact
Kinetic Academy
1771 Lilina Ave.
Anaheim/Orange, CA 92804-3296

Phone: (714) 490-4000
Email: kacademy@kinetic.org
Website: www.kinetic.org

Contact Information (School Year 2025–26)

District Contact Information (2025–26)	
District Name	Anaheim Union-High School District
Phone Number	(714) 999-3068
Superintendent	Dr. Jeffrey Lindsey
Email Address	jlindsey@auhsd.k12.ca.us
Website	www.auhsd.us

School Contact Information (2025–26)	
School Name	Kinetic Academy
Street	1771 Lilina Ave.
City, State, Zip	Anaheim/Orange, CA, 92804-3296
Phone Number	(714) 490-4000
Principal	Breanne Linnitt, Executive Director
Email Address	kacademy@kinetic.org
Website	http://www.kinetic.org/academy.aspx
Grade Span	9 - 12
District Governing School Board (2025–26)	Jennifer Allen, President Jose Alvarez, Clerk Jennifer Cabral Jennifer Fitzgerald Jennifer Fitzgerald Ana Maria Lopez Ana Maria Lopez

School Description and Mission Statement (School Year 2025–26)

Kinetic Academy is a public school that operates under a charter authorized by Huntington Beach City School District to serve grades 7th-8th.

Kinetic Academy's mission approximately 300 students in grades 7th-8th.

Kinetic Academy's mission is to educate and inspire lifelong learners by promoting academic success, community involvement, collaboration, and providing as many varied opportunities for success as possible. Kinetic Academy's vision is to provide a rigorous, relevant, and engaging learning experience for students in grades 7th-8th. Our students will be able to participate in various internships, be an ambassador on campus, technology, and other opportunities. Kinetic Academy, in 2018 Kinetic, its STEAM focuses on integration of science, coding STEAM with the use of not only STEAM content, but also common sense of the STEAM subjects.

Working with Junior Achievement of Orange County, students will learn about economics, personal finance education and personal finance education and of grade levels.

It is our goal that Kinetic Academy's students will become model global citizens by using a service learning strategy that integrates community service with classroom instruction and promotes the ethic of caring. Students will participate in community service projects as part of their curriculum. Students will be required to complete 20 hours of community service to participate in the Kinetic Academy Promotion.

Through a supportive and stimulating school environment with an emphasis on project-based learning, Kinetic Academy's students have become increasingly independent learners, encouraged to think critically and creatively, and to feel not only capable but also responsible for their own learning.

Kinetic Academy seeks to provide so many experiences as possible and expose students to a variety of enrichment opportunities. Over the course of a single academic year, our enrichment offerings can change based on the interests and needs of our students, our staff as well as the diversity of our community. Offerings include foreign language, art, Maker, Robotics, & Speech and Debate. We survey our students to learn their specific interests and endeavor to roll-out our offerings accordingly.

Kinetic Academy provides students with STEAM-based curriculum, Project Lead the Way Curriculum, with CA Standards-aligned curriculum. All education equipment/supply/ materials/ technology that is necessary and consistent based teaching and school learning.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	50
1	50
Grade 2	49
Grade 3	47
Grade 4	37
Grade 5	37
Grade 6	36
Grade 7	28
Grade 8	22
Total enrollment	300

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	45.00%
Male	55.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.33%
Asian	7.00%
Black or African American	1.67%
Filipino	1.33%
Hispanic or Latino	22.33%
Native Hawaiian or Pacific Islander	0.33%
Two or More Races	11.67%
White	55.33%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Prepared to Teach Credentialed for Subject and Student Placement (properly assigned)	16.10	83.91%	214.40	91.85%	22142.40	82.34%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4653.60	1.74%
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	1.50	8.49%	9.00	3.42%	1500.00	4.30%
Credentialed Teachers Assigned Out of Their Field of Study* (when ESSA)	0.85	4.81%	2.75	1.05%	1000.00	3.72%
Unknowns/Incomplete/NA	0.60	4.71%	8.40	3.20%	1501.00	5.87%
Total Teaching Positions	18.40	100.00%	262.55	100.00%	26897.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, a teacher may be counted in more than one category if he/she teaches classes in subjects covered in a variety, subject or grade level. An authorization is defined as the service that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Prepared to Teach Credentialed for Subject and Student Placement (properly assigned)	16.10	80.89%	196.70	91.01%	23020.80	83.05%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5080.40	2.24%
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	1.50	7.53%	7.50	3.47%	1500.00	5.41%
Credentialed Teachers Assigned Out of Their Field of Study* (when ESSA)	0.75	3.66%	1.50	0.70%	1796.80	4.23%
Unknowns/Incomplete/NA	0.25	1.89%	10.80	5.00%	1600.60	5.55%
Total Teaching Positions	18.60	100.00%	216.50	100.00%	27798.60	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, a teacher may be counted in more than one category if he/she teaches classes in subjects covered in a variety, subject or grade level. An authorization is defined as the service that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Prepared to Teach Credentialed for Subject and Student Placement (properly assigned)	15.50	80.88%	189.70	91.01%	23020.80	83.05%
Intern Credential Holders Properly Assigned	1.00	5.30%	1.00	0.48%	5273.60	2.23%
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	1.50	7.83%	3.00	1.44%	1600.00	6.64%
Credentialed Teachers Assigned Out of Their Field of Study* (when ESSA)	1.10	5.72%	5.60	2.72%	1273.60	4.44%
Unknowns/Incomplete/NA	0.00	1.04%	0.00	0.00%	1600.00	5.68%
Total Teaching Positions	19.20	100.00%	208.30	100.00%	27768.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, a teacher may be counted in more than one category if he/she teaches classes in subjects covered in a variety, subject or grade level. An authorization is defined as the service that an educator is authorized to provide to students.

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.60	0.60	1.10
Total number of Teachers	0.60	0.7	1.10

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.2%	20%	30.70%
No credential, permit or waiver (a percentage of all the classes taught by teachers with no record of an assignment to teach)	0%	5.7%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–22)

Not all textbooks and other instructional materials were purchased in the last four years.

Subject	List of Textbooks and Other Instructional Materials/Adoption Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify CKA (2019)	0
Mathematics	Illustrly (2019)	0
Science	Amplify (2019)	0
History-Social Science	TCI (2019)	0
Foreign Language	Dave Welly (2022)	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Equipt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Kinetic Academy operates on two separate campuses. The 7th - 8th Grade is housed in a privately leased space and consists of four buildings which include offices/staff spaces, classrooms, a multipurpose room, and a library. As of the January 2020 FIT, all of the areas listed are in good condition, and no major repairs or improvements are planned.

The 9th - 12th Grade program is housed in a single building of classrooms leased from the Huntington Beach City School District. The middle school campus classrooms and administrative offices are in good condition, and there are no deficiencies noted for repairs or improvement.

Kinetic Academy ensures that site campuses are welcoming, safe, and clean. The custodial staff follows the established cleaning standards as recommended by the State Department of Education and Facilities.

Our staff conducts an annual facility inspection using the Critical Facility Inspection Tool (FIT) Report which is then reported on the school's SARC and LCAP reports. Determination of repair status is based on the most recent SARC inspection as documented on the FIT report.

School Facility Good Repair Status

Using the **most recently collected** facility inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Exceptions noted if "Exemplary" or "Good" condition is not "good" repair
- The year and month in which the data was collected
- The rate for each system inspected

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

For each month of the most recent FIT report, January 2026

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

Overall Facility Rate

Year and month of the most recent FIT report, January 2026

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, California Science Test [CAST], and California Alternate Assessments [CAA] for English language arts/literacy [ELA], mathematics, and science for those students who are eligible for the CAA or who choose to take the CAA and the administration of the CAA, Grid items are aligned with alternate achievement standards, which are based on the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities);
- The CAASPP System encompasses the following assessments for English language arts/literacy (ELA) and mathematics:
  - **Smarter Balanced Summative Assessments** for students in grades three through eight, and grade eleven;
  - **Smarter Balanced Summative Assessments** and **CAA for English language arts/literacy** for grades three through eight and grade eleven;
  - **California Science Test (CAST) and CAA for Science** for grades five, eight, and ten (grade five, elements or tasks);
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state administered assessments Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	District 2021-20	District 2022-19	District 2023-24	District 2024-25	State 2021-20	State 2022-19	State 2023-24	State 2024-25
English Language Arts / Literacy (grades 3-8 and 11)	50%	50%	50%	50%	47%	46%	46%	47%
Mathematics (grades 3-8 and 11)	38%	40%	50%	50%	34%	33%	33%	37%

Note: The percent students meeting or exceeding the state standard in ELA and in math for all students in the school year 2021-22 cannot be calculated.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3) or achieved Level 4 divided by the CAA tested by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state administered assessments Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	205	195	95.12%	*51.79%*
Female	84	84	100.00%	*59.52%*
Male	108	101	93.52%	*44.55%*
American Indian or Alaska Native	0	0	0%	0%
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	28	97.84%	*21.84%*
Native Hawaiian or Pacific Islander	0	0	0%	0%
Two or More Races	23	23	100.00%	*0.00%*
White	131	117	90.69%	*0.00%*
English Learners	0	0	0%	0%
Foster Youth	0	0	0%	0%
Homeless	0	0	0%	0%
Military	0	0	0%	0%
Socioeconomically Disadvantaged	54	47	98.00%	15.96%
Students Receiving Migrant Education Services	0	0	0%	0%
Students with Disabilities	27	24	88.89%	11.11%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell will allow a selected student population to be inferred.

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

CAASPP Test Results in Science for All Students
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021-20	School 2022-19	School 2023-24	School 2024-25	District 2021-20	District 2022-19	District 2023-24	District 2024-25
Science (grades 5, 8 and high school)	49.07%	47.37%	50.00%	50.00%	40.30%	39.70%	39.70%	40.30%

Note: Science test results include the CAST and the CA Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3) or achieved Level 4 on the CA Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell will allow a selected student population to be inferred.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	53	98.15%	*58%*
Female	21	21	100.00%	*57.14%*
Male	33	32	96.97%	*0.00%*
American Indian or Alaska Native	0	0	0%	0%
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.00%	*0.00%*
Native Hawaiian or Pacific Islander	0	0	0%	0%
Two or More Races	--	--	--	--
White	20	20	100.00%	*0.00%*
English Learners	0	0	0%	0%
Foster Youth	0	0	0%	0%
Homeless	0	0	0%	0%
Military	0	0	0%	0%
Socioeconomically Disadvantaged	14	14	100.00%	*0.00%*
Students Receiving Migrant Education Services	0	0	0%	0%
Students with Disabilities	7	7	100.00%	*0.00%*

Note: Rightmost data reflects the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3) divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell will allow a selected student population to be inferred.

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

CAASPP Test Results in Science for All Students
Grade Five

Subject	School 2021-20	School 2022-19	School 2023-24	School 2024-25	District 2021-20	District 2022-19	District 2023-24	District 2024-25
Science (grades 5, 8 and high school)	48.57%	47.37%	50.00%	50.00%	40.30%	39.70%	39.70%	40.30%

Note: Science test results include the CAST and the CA Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3) or achieved Level 4 on the CA Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell will allow a selected student population to be inferred.

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

CAASPP Test Results in Science by Student Group
Grade Five (Spring 2025)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	53	98.15%	*58%*
Female	21	21	100.00%	*57.14%*
Male	33	32	96.97%	*0.00%*
American Indian or Alaska Native	0	0	0%	0%
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.00%	*0.00%*
Native Hawaiian or Pacific Islander	0	0	0%	0%
Two or More Races	--	--	--	--
White	20	20	100.00%	*0.00%*
English Learners	0	0	0%	0%
Foster Youth	0	0	0%	0%
Homeless	0	0	0%	0%
Military	0	0	0%	0%
Socioeconomically Disadvantaged	14	14	100.00%	*0.00%*
Students Receiving Migrant Education Services	0	0	0%	0%
Students with Disabilities	7	7	100.00%	*0.00%*

Note: Rightmost data reflects the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3) divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell will allow a selected student population to be inferred.

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

Career Technical Education (CTE) Participation (School Year 2020–21)

Total applicants for Kinetic Academy's grade levels	1

Career Technical Education (CTE) Participation (School Year 2021–22)

Total applicants for Kinetic Academy's grade levels	1

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils in CTE	0%
Number of Career Technical Education (CTE) Pathways Completed	0
Percent of Pupils Completing CTE Pathways	0%

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils in CTE	0%
Number of Career Technical Education (CTE) Pathways Completed	0
Percent of Pupils Completing CTE Pathways	0%

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils in CTE	0%
Number of Career Technical Education (CTE) Pathways Completed	0
Percent of Pupils Completing CTE Pathways	0%

Course Enrollment/Completion of Courses Required and Even a High School Student Must Take to Meet Minimum Requirements for Admission to the University of California and California State University (UC/CSU)

Course	Percent Enrolled	Percent Completed
All students	100%	0%
Female	100%	0%
Male	100%	0%
American Indian or Alaska Native	100%	0%
Asian	100%	0%
Black or African American	100%	0%
Filipino	100%	0%
Hispanic or Latino	100%	0%
Native Hawaiian or Pacific Islander	100%	0%
Two or More Races	100%	0%
White	100%	0%
English Learners	100%	0%
Foster Youth	100%	0%
Homeless	100%	0%
Military	100%	0%
Socioeconomically Disadvantaged	100%	0%
Students Receiving Migrant Education Services	100%	0%
Students with Disabilities	100%	0%

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

Advanced Placement (AP) Courses

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

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

C. Engagement

State Priority: Parent Involvement

The SARC provides the following information relevant to the State priority: Parent Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and each school site;
- How the school district promotes parent participation in programs for unduplicated pupils and those with exceptional needs;
- Opportunities for volunteering and participation in activities sponsored by the school or the school district;
- Ways in which parents can be involved in governance and other decisions.

Opportunities for Parent Involvement

Kinetic Academy ensures that site campuses are welcoming, safe, and clean. The custodial staff follows the established cleaning standards as recommended by the State Department of Education and Facilities.

Our staff conducts an annual facility inspection using the Critical Facility Inspection Tool (FIT) Report which is then reported on the school's SARC and LCAP reports. Determination of repair status is based on the most recent SARC inspection as documented on the FIT report.

School Facility Good Repair Status

Using the **most recently collected** facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Exceptions noted if "Exemplary" or "Good" condition is not "good" repair
- The year and month in which the data was collected
- The rate for each system inspected

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

For each month of the most recent FIT report, January 2026

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

Overall Facility Rate

Year and month of the most recent FIT report, January 2026

Overall Rating	Good

Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	---

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements
Not applicable for Kinetic Academy's grade levels.

UC/CSU Course Course Title	Percent
2024-25 Pupils Enrolled in Courses Required for UC/CSU Admission	---
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	---

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

At Kinetic Academy, parent input in decision-making has taken place through the following venues:

Kinetic Board of Directors: Monthly Board meetings

Kinetic Parent Organization: comprised of parents that meets monthly.

Local Site Council (Advisory Committee to the Kinetic Board of Directors): comprised of parents, teachers and community members that meets monthly.

COMPLIANCE/SUB-PARENT INCLUSIVE COMMITTEE:

Kinetic Academy provides all parents with numerous opportunities to engage as partners in their child's education, which includes:

School wide annual institutionalized/traditional through PowerSchool

Teachers utilize the PowerSchool platform regularly to communicate with parents about what is going on in the classroom.

Check in Survey at the beginning, middle, and end of the year

Monthly Coffee Chats with school site principals

Parents have the opportunity to meet with teachers to access their child's academic grades, progress, and attendance.

Annual Parent Survey through California Healthy Kids, along with various surveys to target parent engagement and satisfaction throughout the school year.

Monthly One-Outs at local restaurants to engage parents/families

Schedule events that involve parents: PBL Presentations, Awards Assemblies, Back to School Night, Hour of Kindness, Open House, Junior Achievement, Meet the Teacher Night, Family Science Night, Lunch with a Loved One

Parent Volunteer Program: Parents can volunteer

Annual parent questionnaire used to recognize parent volunteers

Monthly Local Site Council meetings take place, another opportunity to engage parents in decision-making

Kinetic Academy's Leadership Team meets with parents, community members, school volunteer and community opportunities. Parents are encouraged to participate.

The school's website is updated regularly and at least school's calendar

Utilize social media to inform parents/public about schedule events.

Kinetic Academy continues to engage all parents that includes providing oral and written translation for parents who need language support and providing reasonable accommodations for parents with special needs.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates;

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Graduation Rate	---	---	---	---	86.4%	87.0%
Dropout Rate	---	---	---	---	8.2%	8.9%

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

Graduation Rate

Dropout Rate

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	363	361	33	9.1%
Female	179	178	12	6.7%
Male	184	182	21	11.5%
Non-Binary	---	---	---	---
American Indian or Alaska Native	---	---	---	---
Asian	26	26	0	0.0%
Black or African American	---	---	---	---
Filipino	---	---	---	---
Hispanic or Latino	80	80	4	5.0%
Native Hawaiian or Pacific Islander	---	---	---	---
Two or More Races	41	41	4	9.8%
White	182	180	20	10.6%
English Learners	---	---	---	---
Foster Youth	---	---	---	---
Homeless	---	---	---	---
Socioeconomically Disadvantaged	128	127	18	15.0%
Students Receiving Migrant Education Services	---	---	---	---
Students with Disabilities	69	69	4	6.2%

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

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local indicators that pertain to the school climate.

Suspensions and Expulsions

Indicator	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Suspensions	1.8%	0.5%	1.8%	1.4%	3.68%	2.94%
Expulsions	0.0%	0.0%	0.00%	0.00%	0.10%	0.08%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.10%	0.00%
Female	0.00%	0.00%
Male	2.17%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.44%	0.00%
White	1.04%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

School Safety Plan (School Year 2025–26)

Kinetic Academy's Leadership Team annually reviews and revises, as needed, the school's Comprehensive School Safety Plan prior to the start of the school year. School staff members are informed of the plan. The plan is posted on the school website. The plan includes procedures for fire, earthquake, and other emergencies, including lockdown, backpack, conducting a fire drill (K), exacts, current classroom student roster, and emergency contact information. The evacuation plan is clearly posted on the wall of every classroom.

The School Safety Plan was reviewed and updated with school staff in August 2025, reviewed by the Local Site Council and board approved in October 2025.

On a regular basis the School Safety Plan is discussed with students and staff and implemented monthly through drills.

The key elements of Kinetic Academy's School Safety Plan include but are not limited to: fire, earthquake, lockdown, and drills that also take place off-site. In addition, we have included the Instructional Continuity Plan.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	0	2	0
1	23.00	0	2	0
2	25.00	2	0	0
3	22.00	0	2	0
4	23.00	0	3	0
5	21.00	2	0	0
6	19.00	2	0	0
Other**	0.00	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	2	0
1	23.00	0	2	0
2	21.00	2	0	0
3	21.00	0	2	0
4	18.00	2	0	0
5	21.00	2	0	0
6	19.00	2	0	0
Other**	---	---	---	---

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	0	2	0
1	23.00	0	2	0
2	23.00	0	2	0
3	24.00	0	2	0
4	19.00	2	0	0
5	18.00	2	0	0
6	20.00	2	0	0
Other**	---	---	---	---

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2025–26)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	4	0	0
Mathematics	18.50	4	0	0
Science	14.50	4	0	0
Social Science	18.50	4	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	3	1	0
Mathematics	21.00	3	1	0
Science	21.00	3	1	0
Social Science	21.00	3	1	0

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	3	2	0
Mathematics	20.00	3	2	0
Science	25.00	1	2	0
Social Science	25.00	1	2	0

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0.25

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	---
Library Media Services Staff (Paraprofessional)	---
Psychologist	0.50
Social Worker	---
Nurse	0.25
Speech Language/Hearing Specialist	0.75
Resource Specialist (non-teaching)	---
Other**	0.50

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (School Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$1564.00	$203.00	$1347.00	$94859.00
District	N/A	N/A	---	$115888.00
Percent Difference - School Site and District	N/A	N/A	---	---
State	N/A	N/A	$11146.18	$100089.00
Percent Difference - School Site and State	N/A	N/A	---	---

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

Types of Services Funded (School Year 2024–25)

Kinetic provided a multitude of supports to students through the 2024-2025 school year:
Intervention for students both in English Language Arts and Math takes place, after school homework support led by credentialed teachers was implemented for both elementary and middle school students.
In-depth projects that provided students with real world learning experiences occurred each trimester. Field trips were held throughout the year for all grade levels starting in kindergarten.
Assemblies that covered social emotional learning, restorative practices took place.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$68607.00	$81016.32
Mid-Range Teacher Salary	$85006.00	$94476.85
Highest Teacher Salary	$103842.00	$123237.00
Average Principal Salary (Elementary)	$130650.00	$152888.33
Average Principal Salary (Middle)	$154500.00	$156687.16
Average Principal Salary (High)	$0.00	$165472.38
Superintendent Salary	$330850.00	$321000.00
Percent of Budget for Teacher Salaries	34.14%	29.76%
Percent of Budget for Administrative Salaries	5.81%	5.74%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 1 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2023–24	2024–25	2026–28
Number TK-12th grade days dedicated to Staff Development and Continuous Improvement	13	14	15

Applicable: 7th - 12 Grade
Board Approved: January 22, 2026

Middle School Referral Policy

SB 153

Governing Board Policy Statement (*EC* Section 49428.2(b)(1))

The Governing Board, at its regularly scheduled meeting held on January 22, 2026, hereby adopts the following policy on referral protocols for addressing pupil behavioral health concerns in grades 7–12. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services.

Addressing the Needs of High-Risk Groups (*EC* Section 49428.2(b)(3))

The Governing Board recognizes the importance of ensuring equitable access to behavioral health supports for all students. The Governing Board hereby adopts this policy to address the needs of high-risk pupil groups, which include but are not limited to the following:

- Pupils with disabilities, mental illness, or substance use disorders.
- Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Pupils experiencing bereavement or loss of a close family member or friend.
- Pupils for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders.

The District staff who oversees the mental and behavioral health needs of students is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Special Education Coordinator and the Director of Student Services.

Student Privacy

Kinetic Academy recognizes and agrees to abide by the variety of federal and state student data privacy laws and regulations (including but not limited to the Family Educational Rights and Privacy Act [FERPA], *EC* Section 49073, et seq., etc.) with which Kinetic Academy must comply in connection with its policy on referral protocols for addressing pupil behavioral health concerns and in connection with implementation of its policy and protocols, including but not limited to any of subsets of its policy, such as those listed below.

Referral Protocols and Procedures

The Governing Board hereby adopts the following referral protocols and procedures relating to referrals to behavioral health professionals and support services:

Needs Assessment

- Administration shall conduct an annual needs assessment to:
    - Identify behavioral health trends
    - Review available resources
    - Detect service gaps within the school community

Capacity Building

- Kinetic Academy shall:
    - Provide professional development on referral pathways and staff roles;
    - Clarify responsibilities among certificated and classified staff; and
    - Maintain partnerships with school-linked behavioral health professionals and community providers

Planning

- Kinetic Academy administration shall:
    - Define referral pathways for crisis and non-crisis concerns;
    - Establish goals and assign responsible roles for each step in the referral process; and
    - Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

Implementation

- Kinetic Academy shall establish step-by-step procedures to:
    - Initiate referrals;
    - Document concerns;
    - Notify parents/guardians consistent with law;
    - Triage level of need;
    - Link pupils to appropriate services; and
    - Schedule follow-up checks.

Evaluation and Continuous Improvement

- Kinetic Academy shall conduct an annual evaluation of referral protocols that includes:
    - Data collection and analysis;
    - Input from staff, families, and community stakeholders; and
    - Targeted improvements based on results.

Training (*EC* Section 49428.2(b)(4), (c)-(e))

Kinetic Academy shall ensure that teachers of pupils in grades 7–12 receive training on pupil behavioral health. Training materials shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both.

- When and how to refer pupils and their families to those services.

Subject to *EC* Section 49428.2(d), the [LEA] shall certify, **on or before July 1, 2029, to the CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with pupils in grades 7–12 have received youth behavioral health training at least once**, in accordance with *EC* Section 49428.2(c)(1)–(5). (Please note: the [LEA] may meet the requirements of *EC* Section 49428.2(c) through an alternative approach by adopting a policy that describes how this approach is consistent with the goals specified in *EC* Section 49428.2(c) but better meets the needs of pupils.)

Authorization and Scope of Practice (*EC* Section 49428.2(b)(5))

In order to ensure that all school employees act only within the authorization or scope of their credential or license, Kinetic Academy shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.

- Direct employees to refer pupils to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with *EC* sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.