

# **Tipton Elementary School District**

## **AGENDA**

### **REGULAR BOARD MEETING**

Tuesday, November 5, 2019

7:00 p.m. District Conference Room

**1. Call to order- Flag Salute**

**In compliance with the Americans with Disabilities Act and the Brown Act, if you need special assistance to participate in the meeting, including the receipt of the agenda and documents in the agenda package in an alternate format, please contact the Tipton Elementary School District office at (559) 752-4213. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting (28CFR35.102-35, 104 ADA Title II), and allow for the preparation of documents in appropriate alternate format**

**2. Public Input:**

In order to ensure that Members of the public are provided a meaningful opportunity to address the board on agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public input portion of the agenda, or at the time the matter is taken up by the Board. Board presentations are limited to 3 minutes per person and 15 minutes per topic.

**2.1** Community Relations/Citizen Comments-

**2.2** Reports by Employee Units CTA/CSEA-

**2.3** Correspondence

2019 Fall Institute

**2.4** Ms. Desiree Heinks – Presenting CA Education Partners Goals/Improvement Work

**3. CONSENT CALENDAR: Action items:**

**3.1** Minutes of the Regular Board Meeting, October 1, 2019

**3.2** Conference, Field Trip, Fund Raiser and Facilities Requests

**3.3** Discard Library Materials and Books

**4. ADMINISTRATIVE: Action items:**

**4.1** Setting Date for Annual Organizational Meeting

**4.2** Approval of Infinity Communications and Consulting for Level Two E-rate Services

**4.3** Approval of Resolution #2019-2020-06 In the Matter of Meal Sales to Nonstudents

**4.4** Memorandum of Understanding Between Tulare County Superintendent of Schools and Tipton School District – Participation of the Tobacco Law Enforcement Prop 56 Grant Program

**4.5** Agreement #2019-2020-07 for Professional Services for Mary Jane Pharis

**4.6** Approval of Resolution #2019-2020-08 A Resolution of the Board of Directors of the Tipton Elementary School District Authorizing the General Manager to Submit an Application to the San Joaquin Valley Air Pollution Control District Public Benefit Grants Program

**4.7** Agreement with Document Tracking Services

**4.8** Agreement with M Green and Company for Auditing Services

- 4.9 Say Something Anonymous Reporting System (SS-ARS) Memorandum of Understanding between Sandy Hook Promise Foundation and the School Districts (Affiliates(s) or Districts(s) listed as Signatories to the MOU who are affiliates of the Tulare County Office of Education
- 4.10 SY2020-21 Annual Renewal of Services Super Co-op A California USDA Foods Cooperative
- 4.11 Approval of the 2019-20 School Plan for Student Achievement (SPSA)
5. **FINANCE: Action items:**
  - 5.1 Vendor Payments
  - 5.2 Budget Revisions
6. **INFORMATION: (Verbal Reports & presentations)**
  - 6.1 MOT--FOOD SERVICE—PROJECTS
7. **Adjourn to Closed Session: The Board will consider and may act upon any of the following items in closed session. Any action taken will be reported publicly at the end of closed session as required by law.**
  - 7.1 Education Code section 35146  
Student transfers, inter District request, etc
  - 7.2 Government Code Section 54957  
Public Employee Appointment/Employment  
Title: Instructional Aide
  - 7.3 Government Code 54957  
Public Employee Discipline/Dismissal/ Release/ Resignation
8. **Reconvene to Open Session**
9. **Report out from Closed Session**
10. **Adjournment**

**The Board upon discussion and a vote of agreement may make any item an action item.**

**Notice: If documents are distributed to Board Members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 370 N. Evans Road, Tipton CA. 93272, telephone 752-4213.**

**Agenda posted October 31, 2019**

## **2. Public Input:**

### **2.3 Correspondence 2019 Fall Institute**



# 2019 FALL INSTITUTE

*for School Board Members, School Administrators &  
County Committee on School District Organization*

**THURSDAY, NOVEMBER 14, 2019 • TULARE COUNTY OFFICE OF EDUCATION**

Don't miss this wonderful event for School Board Members, Administrators and County Committee Members featuring Andrea Ball, JD with Ball/Frost Group, LLC. The event also features informative breakout sessions on current educational and legal matters, plus dinner and entertainment!

## **SPECIAL GUEST SPEAKER**

Andrea Ball, President and Advocate, Ball/Frost Group, works tirelessly to forge legislative, budget and funding policies that benefit California's students and strengthen schools. Before Ball/Frost Group, she served as director of government relations for the Long Beach Unified School District, and as legislative advocate for CSBA, where she was the lead advocate on the state budget and Local Control Funding Formula. Andrea also served as deputy superintendent of Government Affairs for the former State Superintendent of Public Instruction.

## **RSVP BY THURSDAY, NOVEMBER 7**

For information, contact Marlene Moreno at (559) 733-6302 or marlenem@tcoe.org or visit [tcoe.org/FallInstitute](http://tcoe.org/FallInstitute).

## **TULARE COUNTY OFFICE OF EDUCATION**

Redwood Conference Center  
6200 S. Mooney Blvd., Visalia

**NEW VENUE!**

5:00 p.m. - Registration & Hors d'Oeuvres  
5:30 p.m. - Breakout Session I  
6:25 p.m. - Breakout Session II  
7:15 p.m. - Dinner/Program

*sponsored by*

**Tulare County  
Office of Education**

*Tim A. Hire, County Superintendent of Schools*



**Tulare County  
School Boards Association**

## **SCHOOL ADMINISTRATORS AND GUESTS: \$40.00 PER PERSON**

Please make checks payable to: TCOE. No refunds will be made after November 7.

*County Committee on School District Organization and School Board Members attend at no cost as guests of the County Superintendent of Schools. No-shows will be billed \$40.00 per person.*

**REGISTER ONLINE AT: [HTTP://TULARE.K12OMS.ORG/1529-174064](http://TULARE.K12OMS.ORG/1529-174064)**

**Access Code: 2019FALL**

Mail payment to:

Tulare County Office of Education

Attn: Fall Institute

PO Box 5091

Visalia, CA 93278-5091



**3. CONSENT CALENDAR: Action items:**

**3.1** Minutes of the Regular Board Meeting, October 1,  
2019

# Tipton Elementary School District Minutes

## REGULAR BOARD MEETING

Tuesday, October 1, 2019

7:00 p.m. District Conference Room

1. **Call to order- Flag Salute**

*Board President, Greg Rice, called the meeting to order at 7:00 pm and led the flag salute. Board Members present: Shelley Heeger, John Cardoza and Greg Rice. Absent: Iva Sousa and Fernando Cunha. Guests: Dr. Cherie Solian, Maryann Henry and Fausto Martin.*

2. **Public Input:**

2.1 Community Relations/ Citizen Comments

2.2 Reports by Employee Units CTA/CSEA

2.3 Correspondence

Local Control Accountability Plan (LCAP) Approval Letter

Review and Approval of Budget, Fiscal Year 2019-2020

No comments made

3. **CONSENT CALENDAR: Action items:**

3.1 Minutes Regular Board Meeting September 3, 2019

3.2 Conference, Field Trip, Fund Raiser and Facilities Requests

3.3 Discard Library Books

*Motion to approve the consent calendar was made by Shelly Heeger and second by John Cardoza.*

*Vote Yea 3/ No 0/ Abstain 0/ Absent 2*

*Yea - Shelley Heeger, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – Iva Sousa and Fernando Cunha*

4. **ADMINISTRATIVE: Action items:**

4.1 Approval of Quarterly Board Policies

*Motion to approve Quarterly Board Policies was made by Shelly Heeger and second by John Cardoza.*

*Vote Yea 3/ No 0/ Abstain 0/ Absent 2*

*Yea - Shelley Heeger, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – Iva Sousa and Fernando Cunha*

4.2 Reschedule Regular Board Meeting from December 3, 2019 to December 10, 2019

*Motion to Reschedule the Regular Board Meeting from December 3, 2019 to December 10, 2019 was made by Shelly Heeger and second by John Cardoza.*

*Vote Yea 3/ No 0/ Abstain 0/ Absent 2*  
*Yea - Shelley Heeger, John Cardoza and Greg Rice*  
*No – 0*  
*Abstain – 0*  
*Absent – Iva Sousa and Fernando Cunha*

**5. FINANCE: Action items:**

**5.1 Vendor Payments**

*Motion to approve Vendor Payments was made by Shelly Heeger and second by John Cardoza.*  
*Vote Yea 3/ No 0/ Abstain 0/ Absent 2*  
*Yea - Shelley Heeger, John Cardoza and Greg Rice*  
*No – 0*  
*Abstain – 0*  
*Absent – Iva Sousa and Fernando Cunha*

**5.2 Budget Revisions**

*Motion to approve Budget Revisions was made by Shelly Heeger and second by John Cardoza.*  
*Vote Yea 3/ No 0/ Abstain 0/ Absent 2*  
*Yea - Shelley Heeger, John Cardoza and Greg Rice*  
*No – 0*  
*Abstain – 0*  
*Absent – Iva Sousa and Fernando Cunha*

**6. INFORMATION: (Verbal Reports & presentations)**

**6.1 MOT--FOOD SERVICE—PROJECTS**

*Mr. Fausto Martin shared with the Board all the upcoming field trips for October. Mr. Martin also shared with the Board that Bus # 4 had an SCR valve recall. Mr. Martin shared with the Board that Quality Landscape had finished their work except for replacing a few trees. They completed their last day of maintenance on the yard and now it will be the schools responsibility to take care of it. He also shared that the solar panels would be washed in October.*

*Mrs. Stacey Bettencourt invited the Board to work at the fall carnival on October 25, 2019. Mrs. Bettencourt shared with the Board that the school would be having Dad's and Donuts on October 10, 2019 in the old cafeteria. She also shared that there was a Steering Committee Meeting for VROOM and Save the Children that included parents from Tipton as well as another school on October 3, 2019.*

*Ms. Maryann Henry shared with the Board that the auditors will be here on October 17, 2019 and that we submitted the final expenditures and planning report to the state for Prop 39.*

**6.2 California School Dashboard Fall 2019 Local Indicators**

*Dr. Cherie Solian shared and updated the Board on the California School Dashboard Fall 2019 Local Indicators. She updated the Board on Local Priority 1, 2, 3, 6 and 7.*

**7. Any Other Business:**

8. **Adjourn to Closed Session:** 7:28 pm

9. **Reconvene to open session:** 8:31 pm

10. **Report out from Closed Session:**

8.1 Government Code Section 54957

PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT

Title: Cook Helper

*Motion to approve Cecilia Salcedo as cook helper was made by Shelly Heeger and second by John Cardoza.*

*Vote Yea 3/ No 0/ Abstain 0/ Absent 2*

*Yea - Shelley Heeger, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – Iva Sousa and Fernando Cunha*

11. **Adjournment 8:32 pm**

**Minutes approved November 5, 2019**

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Greg Rice, President

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Iva Sousa, Clerk

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Stacey Bettencourt, Secretary



**3. CONSENT CALENDAR: Action items:**

**3.2 Conference, Field Trip, Fund Raiser and Facilities Requests**

# Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Michelle Nucks GRADE 6-8

CLASSES ATTENDING Ag in the Classroom

DATE OF TRIP 11/5/19 NUMBER OF PUPILS 22 ADULTS 2

DESTINATION Tulare Cotton Gin

BUS TO LEAVE SCHOOL AT 12:45 RETURN AT 3:00

BUS ROUTING AND STOPS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: \_\_\_\_\_

TRIP RELEVENCY: Hands on learning (Cotton Unit)

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$ GAS

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES \_\_\_\_\_ NO  HOW MANY \_\_\_\_\_

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES \_\_\_\_\_ NO  HOW MANY \_\_\_\_\_

SIGNATURE OF TEACHER IN CHARGE Michelle Nucks

TRIP AUTHORIZED BY SCHOOL BOARD YES \_\_\_\_\_ NO \_\_\_\_\_

SIGNATURE OF SUPERINTENDENT [Signature]

(22 kids (6-8)  
eat lunch at 12:30)

# Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Michelle Nuckols GRADE 6-8

CLASSES ATTENDING Ag In The Classroom

DATE OF TRIP 10/29/19 NUMBER OF PUPILS 22 ADULTS 2

DESTINATION Van Bock Dairy (Tipton <sup>Avu Rd</sup> 152/152)

BUS TO LEAVE SCHOOL AT 1:00 RETURN AT 3:00

BUS ROUTING AND STOPS

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USE THE BACK OF THIS PAPER IF ROUTNING NEEDS MORE SPACE

PRELIMINARY STEPS: \_\_\_\_\_

TRIP RELEVENCY: Hands On learning (Dairy Unit)

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

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COST \$ GAS

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES \_\_\_\_\_ NO  HOW MANY \_\_\_\_\_

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES \_\_\_\_\_ NO  HOW MANY \_\_\_\_\_

SIGNATURE OF TEACHER IN CHARGE Michelle Nuckols

TRIP AUTHORIZED BY SCHOOL BOARD YES \_\_\_\_\_ NO \_\_\_\_\_

SIGNATURE OF SUPERINTENDENT Shirley Burt

Tipton Elementary School District



Name of Club: Library

Request for Fundraiser Approval and Revenue Projection

School Year: 2019-2020

Date form submitted: 9/19/19 Submitted by: Megan Rice

PROPOSED ACTIVITY:

Name of activity or type of fundraiser: Scholastic Book Fair

Location of activity: Library

Facilities needed: Library & tables

Items to be sold: BOOKS, Pencils, Book marks etc.

Date of activity: 10/22 - 10/25

Time of activity: From 7:30 a.m./p.m. To: 4:00 a.m./p.m.

Item/Ticket selling price: \$ Varies

Cash Box Requests →

Cash Box required?  Yes  No

Number of items purchased for sale: NA @ \$ NA each = \$ NA

ASB purchase order required? Yes  No

How much income is anticipated? \$ \_\_\_\_\_ how much expense is anticipated? \$ \_\_\_\_\_

How will profit be used? For Books - Earning are in "Scholastic Dollars"

Fundraiser Contact Person: Megan Rice

Phone Number: (559) 752-4213

Submit Form to Principal/Superintendent (Principal/Superintendent forward form to Business Office)

Approved by:

Principal/Superintendent: Cherise L.

Business Manager/ASB Administrator: Maryann Denny 10/7/19

Reason for disapproval, if applicable: \_\_\_\_\_

Note: Fundraising Event Profit form is due two weeks after close of activity/fundraiser.

Tax ID# 94-2191905

Tipton Elementary School District



Name of Club: Tipton Cheer

Request for Fundraiser Approval and Revenue Projection

School Year: 2019-2020

Date form submitted: 10/9/19

Submitted by: Hurtado

PROPOSED ACTIVITY:

Name of activity or type of fundraiser: Pumpkin Pie Slice Sale

Location of activity: Cafeteria

Facilities needed: -

Items to be sold: pumpkin pie slices

Date of activity: 11/20/19

Time of activity: From ~~12:00~~ <sup>3:05</sup> a.m. (p.m.) To: ~~3:00~~ <sup>3:30</sup> a.m. (p.m.)

Item/Ticket selling price: \$ 1.00 / slice

Cash Box required? Yes  No

Number of items purchased for sale: 10 @ \$ 7.99 each = \$ 79.90

ASB purchase order required? Yes  No

How much income is anticipated? \$ 140- how much expense is anticipated? \$ 79.90

How will profit be used? To fund cheer leading uniforms

Fundraiser Contact Person: Hurtado

Phone Number: 752-4213

Submit Form to Principal/Superintendent (Principal/Superintendent forward form to Business Office)

Approved by: [Signature]  
Principal/Superintendent:

Business Manager/ASB Administrator: [Signature] 10/9/19

Reason for disapproval, if applicable: \_\_\_\_\_

Tipton Elementary School District



Name of Club: Tipton Cheer

Request for Fundraiser Approval and Revenue Projection

School Year: 2019-2020

Date form submitted: 10/9/19 Submitted by: Hurtado

PROPOSED ACTIVITY:

Name of activity or type of fundraiser: Pie in the Face

Location of activity: Outdoor stage or student court

Facilities needed: playground

Items to be sold: Whipped cream pie tins

Date of activity: 10/30/19

Time of activity: From 12:45 a.m./p.m. To: 1:15 a.m./p.m.

Item/Ticket selling price: \$ 3.00

Cash Box required? Yes  No

Number of items purchased for sale: — @ \$ — each = \$ Whipped Cream donated

ASB purchase order required? Yes  No

How much income is anticipated? \$ ~100- how much expense is anticipated? \$ 0

How will profit be used? to fund cheerleading uniforms

Fundraiser Contact Person: Hurtado

Phone Number: 752-4213

Submit Form to Principal/Superintendent (Principal/Superintendent forward form to Business Office)

Approved by:

Principal/Superintendent: [Signature]

Business Manager/ASB Administrator: [Signature] 10/9/19

Reason for disapproval, if applicable: \_\_\_\_\_

Note: Fundraising Event Profit form is due two weeks after close of activity/fundraiser.

Tipton Elementary School District



Name of Club: Tipton Cheer

Request for Fundraiser Approval and Revenue Projection

School Year: 2019-2020

Date form submitted: 10/9/19 Submitted by: Hurtado

PROPOSED ACTIVITY:

Name of activity or type of fundraiser: Hot Chocolate sales

Location of activity: student court

Facilities needed: -

Items to be sold: Cups of hot chocolate

Date of activity: 11/1 - 12/19/19

Time of activity: From 10:05 (a.m.)/p.m. To: 10:20 (a.m.)/p.m.

Item/Ticket selling price: \$ .50

Cash Box required? Yes  No

Number of items purchased for sale: 20 @ \$ 4.95 each = \$ 97.60

ASB purchase order required? Yes  No

How much income is anticipated? \$ 6000 how much expense is anticipated? \$ 5000

How will profit be used? To fund cheerleading uniforms

Fundraiser Contact Person: Hurtado

Phone Number: 752-4213

Submit Form to Principal/Superintendent (Principal/Superintendent forward form to Business Office)

Approved by: [Signature]  
Principal/Superintendent:

Business Manager/ASB Administrator: Maryann Oberg 10/9/19

Reason for disapproval, if applicable: \_\_\_\_\_

Tipton Elementary School District



Name of Club: Tipton Cheer

Request for Fundraiser Approval and Revenue Projection

School Year: 2019-2020

Date form submitted: 10/9/19

Submitted by: Hurtado

PROPOSED ACTIVITY:

Name of activity or type of fundraiser: Pumpkin Pie Sale

Location of activity: throughout the community

Facilities needed: X

Items to be sold: Pumpkin Pies

Date of activity: 11/1 - 11/20

Time of activity: From \_\_\_\_\_ a.m./p.m. To: \_\_\_\_\_ a.m. /p.m.

Item/Ticket selling price: \$ 8<sup>00</sup>

Cash Box required? Yes  No

Number of items purchased for sale: 60 @ \$ 4<sup>00</sup> each = \$ 240<sup>-</sup>

ASB purchase order required? Yes  No

How much income is anticipated? \$ 480<sup>-</sup> how much expense is anticipated? \$ 240<sup>-</sup>

How will profit be used? To fund cheerleading uniforms

Fundraiser Contact Person: Hurtado

Phone Number: 752-4213

Submit Form to Principal/Superintendent (Principal/Superintendent forward form to Business Office)

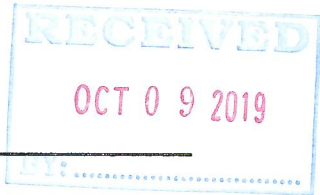
Approved by: [Signature]  
Principal/Superintendent:

Business Manager/ASB Administrator: [Signature] 10/9/19

Reason for disapproval, if applicable: \_\_\_\_\_



Tipton Elementary School District



Name of Club: Cheerleading

Request for Fundraiser Approval and Revenue Projection

School Year: 2019-2020

Date form submitted: 10/9/19

Submitted by: Hurtado

PROPOSED ACTIVITY:

Name of activity or type of fundraiser: Candy grams

Location of activity: student court

Facilities needed: -

Items to be sold: reindeer candy grams

Date of activity: 12/11-12/18

Time of activity: From 9:45 a.m./p.m.

To: 10:15 a.m./p.m.

Item/Ticket selling price: \$ 1.00

Cash Box required? Yes  No

Number of items purchased for sale: see back @ \$ \_\_\_\_\_ each = \$ 24<sup>00</sup>/200 sold

ASB purchase order required? Yes  No

How much income is anticipated? \$ 400<sup>00</sup> how much expense is anticipated? \$ 48<sup>00</sup>

How will profit be used? To fund cheerleading uniforms and competition cost

Fundraiser Contact Person: Hurtado

Phone Number: 752-4213

Submit Form to Principal/Superintendent (Principal/Superintendent forward form to Business Office)

Approved by: [Signature]

Principal/Superintendent:

Business Manager/ASB Administrator: [Signature] 10/9/19

Reason for disapproval, if applicable: \_\_\_\_\_

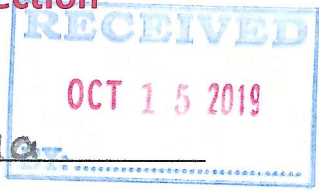
Note: Fundraising Event Profit form is due two weeks after close of activity/fundraiser.

Tipton Elementary School District

Name of Club: 4th grade

Request for Fundraiser Approval and Revenue Projection

School Year: 2019-2020



Date form submitted: 10.14.19 Submitted by: Mrs. Liua

PROPOSED ACTIVITY:

Name of activity or type of fundraiser: Flower Power

Location of activity: Community of Tipton

Facilities needed: None

Items to be sold: Flower bulbs

Date of activity: ~~10-30-15-2019~~ 02-03-20-2020 | Campaigns '18

Time of activity: From 3 a.m./p.m. To: 8 a.m./p.m. - afterschool hours

Item/Ticket selling price: \$ 10-58

Cash Box required? Yes No

? Number of items purchased for sale: \_\_\_\_\_ @ \$ \_\_\_\_\_ each = \$ \_\_\_\_\_ ?

ASB purchase order required? Yes No

How much income is anticipated? \$ 50% profit how much expense is anticipated? \$ \_\_\_\_\_

How will profit be used? For 4th grade mission field trip/Casade Fruta

Fundraiser Contact Person: Bernadette Liua

Phone Number: 559-309-0326

Submit Form to Principal/Superintendent (Principal/Superintendent forward form to Business Office)

Approved by:

Principal/Superintendent: [Signature]

Business Manager/ASB Adiministrator: Margaret King 10/12/19

Reason for disapproval, if applicable: \_\_\_\_\_

Note: Fundraising Event Profit form is due two weeks after close of activity/fundraiser.



Dear Fundraising Chairperson,

Thank you for your interest in the Flower Power Fundraising program and for requesting further information. Amaryllis make great Christmas gifts, or even just a way to brighten up your house in those dreary winter months. These are sold as a growing kit, complete with pot and soil. Just follow the simple instructions and you will be enjoying beautiful blooms in just a couple of weeks. This highly profitable, extremely easy-to-conduct program was designed to help organizations just like yours see its dreams become reality. These organizations include but are not limited to schools, churches, youth groups, dance teams, marching bands, sports teams, scout troops, and many other civic and non-profit organizations. Please take a minute to read some of the key reasons why fundraising with us is a great idea!

## Why Grow Green?

### *Unique and Appealing "Green" Products for your Supporters!*

Enough with the wrapping paper, candles, cookie dough, and magazine sales already! Why not sell something people can actually use which will last and beautify the community in which they live? Our fundraising program offers your supporters the unique opportunity to purchase top-quality, environmentally-friendly flower bulbs at reasonable prices while supporting a worthy cause. This makes them extremely simple to sell! One glance at the color brochure and you will see the great blooming flowers that you and your friends, family, neighbors, and co-workers won't be able to resist!

A great benefit to selling flower bulbs is that your supporters will be frequently reminded of your wonderful organization as they watch the bulbs grow and bloom.

### *Keep 50% of the "Green" Collected from EVERY Sale!*

We know your organization needs financial assistance. What other reason would you have for doing a fundraiser, right? That's why we've priced all of our flower bulb packages at prices low enough to make them easy to sell and **still return a 50% profit on every sale!** This means that if only 10 people in your organization each sell five average orders, your cause will earn \$1000!

And at Flower Power Fundraising, we believe a fundraiser should not only be fun to sell, but it should also be easy to run! That's why we've worked out a program that allows you to keep your 50% immediately and simply send us the rest...Could it get any simpler than that?

### *Simple, Fast, and FREE Delivery on ALL Orders!*

The entire goal of the Flower Power Fundraising program is to assist your organization in earning as much as it can, keeping your profits as high as possible. For this very reason, we ship your organization's entire order **completely free.** This gives your supporters more money to spend on more bulbs while eliminating the shipping costs. This then results in more profit for you! All bulb kits come with complete planting instructions and care information.

### *Online Option-Direct Ship to Customer*

Direct your customers to your personalized online Fundraising site, promote your site on social media, school newsletter etc. and sit back and watch the sales come in. We ship the orders directly to your customers for a \$6 shipping fee and send you a check for 50% of the sales when your online site closes. Contact us for more information about this option.

### *Growing Green Exists to Help Your Organization Grow*

This program was designed to accomplish two main goals: to provide your supporters with the best quality bulb products possible and to assist you in having your best and most successful fundraiser ever. Our staff is compiled of fundraising experts who are ready to answer your questions and assist you in making this fundraiser as simple and straightforward as possible.

To get your fundraising program up and running, simply give us a call at **1.888-833-1486**, visit our website, or send us an email to [customerservice@flowerpowerfundraising.com](mailto:customerservice@flowerpowerfundraising.com). We'll then send you as many fundraising materials you require to get your campaign growing! The fundraising kit will include:

- Full-Color Brochures for Every Participant
- Chairperson's Checklist
- Chairperson's Master Order Form
- Other Beneficial Fundraising Tips and Materials

We greatly appreciate your interest in our program and look forward to assisting you in having a fun and worthwhile fundraiser!

Sincerely,

*Flower Power Fundraising Staff*

PLEASE NOTE: The Amaryllis Bulbs offered in this current brochure are for planting indoors as soon as they arrive (November-January) and will bloom 4-8 weeks after planting. Shipping for these items begins in Late October. **The last order date for this program is November 15.** All orders will be processed within 10-14 business days and will arrive in time for Christmas! **Have fun, good luck, and feel free to call us with any questions you may have!**

#### **Flower Power Fundraising**

8480 N 87<sup>th</sup> St, Milwaukee, WI 53224 | Phone: 1-888-833-1486 | [flowerpowerfundraising.com](http://flowerpowerfundraising.com)  
[customerservice@flowerpowerfundraising.com](mailto:customerservice@flowerpowerfundraising.com)

**3. CONSENT CALENDAR: Action items:**

**3.3 Discard Library Materials and Books**

# Memo

To: Mrs. Bettencourt  
From: Megan Rice  
Date: October 28, 2019  
Re: Library Surplus

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Attached is a list of books and library materials that have been weeded from the Library Collection due to the fact that these books were torn, missing pages, damaged, irrelevant, out of date, etc.

**Weeding Project:** Several of our library shelves are double stacked with books, which can lead to books being damaged much more quickly and also make locating specific titles much more difficult. There are a number of book titles that are out of date or simply have not been circulated in 8+ years. This weeding project is in effort to make our library of better quality resources. This will also allow us to see which areas we may be lacking relevant sources in and create room for the new titles we add each year.

Books that are severely damaged and worn will be disposed of. Those books that are still in readable condition I would like to give the teachers a chance to take them for their classroom libraries. After they have taken what they wish, I would then like to disperse the remaining books to the students at a future date. All of the books listed have been stamped with “discard”, our barcode and labels have been removed, and removed from our library system.

In effort to keep our library materials & teacher resources current and up-to-date the following materials/resources are being removed from our collection.

After the following materials have been declared as a surplus teacher’s & staff will have an opportunity to take any materials. All materials will have “Tipton Elementary School” blacked out and barcodes removed (where applicable). Media items not taken by staff will be recycled or disposed of.

If you should have any further questions, please let me know.

Thank you,

Megan Rice

October 28, 2019

**Tipton Elementary School Library**  
**Discarded/Weeded Library Materials**

**Title/Author/Number of copies**

**VHS Cases (all)**

**BOOKS**

Bear / Miles, Ellen

Blaire / Castle, Jennifer

Bully for you teddy Roosevelt / Fritz, Jean

Foot book, the / Dr. Seuss

Harriet tubman, Sabin, Francene

Hellen keller / Davidson, Margaret

Husky with a heart / Baglio, Ben M.

Jackie robinson: a life of courage / Brandt, Keith

Junie b., first grader: aloha-ha-ha / Park, Barbara

Killing of a leader: Dr. Martin Luther King, the / Hamilton, Sue L.

Life of Benjamin Banneker, the / Litwin, Laura Baskes

Middle school, the worst years of my life / Patterson, James

Mighty robot: the mecha-monkeys from mars / Pilkey, Dav

Ocean adventure, an /

Pirates: a nonfiction companion to pirates past noon / Osborne, Will / 4

Prince of the elves / Kibuishi, Kazu

Read me a story, please / Cooling, Wendy

Reptile room, the / Snicket, Lemony

Scholastic year in sports 2019 / Buckley Jr., James

Snowmen at Christmas / Buehner, Caralyn

**VHS**

101 Dalmations  
101 Dalmations (animated)  
1600 pennsylvania avenue  
About sharks  
Abraham lincoln  
Abraham Lincoln: the great emancipator  
Abuela's weave  
Abuelita's paradise  
Acorn the nature nut  
Adding & subtracting decimals  
Adding & subtracting integers  
Adding fractions  
Addition & subtraction  
Adventures in art  
Adventure s in asia  
Adventures of scamper the penguin, the  
Adventures of tom sawyer  
Aesop's fables  
Aesop's fables V 1-2  
Africa: wilds of madagascar  
African and African-American folktales  
Air pollution  
Air: a first look  
Aladdin and the king of thieves  
Alaska highway, the  
Alexander and the terrible, horrible, no good, very bad day  
Alexander the great  
Alexander, who used to be rich last sunday  
Algebra I / 2  
Algebra I: evolution of numbers  
All about climate & seasons  
All about directions  
All about meteorology  
All about old mcdonald's farm  
All about rain, snow, sleet & hail  
All about wind & clouds  
Almost painless guide to constitution, the  
Amazing north america  
America becomes a world power  
America rock  
America's early years  
American civil war, the  
American frontier, the  
American Indians, a brief history  
American legends  
American vision, the



Among the wild chimpanzees  
Amphibian  
Amphibians  
Ancient aegean  
Ancient africa  
Ancient athens  
Ancient china  
Ancient Egypt / 4  
Ancient Greece / 4  
Ancient inca  
Ancient maya / 2  
Ancient Mesopotamia / 2  
Ancient rome / 3  
Ancient tribes  
And then what happened, paul revere  
Angry: ten ways to cool off  
Animal appetites  
Animal babies / 2  
Animal builders  
Animal disguises  
Animal homes  
Animal Journeys  
Animal lifestyles  
Animal migration  
Animal senses  
Animal survivors  
Animal weapons  
Animals A – Z: Exploring the world of animals  
Animals and how they live  
Animals of the rainforest  
Animals on the farm  
Ann’s wonderful sail  
Anne of green gables V1  
Anne of green gables V2  
Antarctic antics  
Ape  
Aquatic habitats  
Arab world, the  
Arctic & antarctic  
Are you my mother  
Aristocats  
Armored animals  
Art with joy: jack-o-lantern  
Art with joy: rabbit  
Art with joy: sunflower  
Arthropods: the conquerors  
Arthur writes a story  
Arthur’s perfect Christmas  
Asia  
Astronomy and chronography  
At home with zoo animals  
Atomic bomb, the

Atoms

Awesome animal builders

Aztecs & the mayans

Aztecs & the mayans: a journey back in time, the

Babar

Baber and father Christmas

Baber returns

Baby animal fun / 2

Baby animals: catch me if you can

Baby animals on the farm

Baby animals from the wild

Baby Bentley bee

Baby farm: animals and friends

Balto

Basic drawing: hand, eye, art

Basics of geography II: climate and natural resources

Basics of geography II: water and landforms

Bats

Beagle brigade

Bear

Beatrice's goat

Beauty & the beast / 2

Bedknobs and broomsticks

Beethoven

Being an explorer

Ben wagner

Benji the hunted

Berenstain bears, the

Best bad thing, the

Best Christmas pageant ever, the

Best of school house of rock, the / 2

Bill cosby: I am what I am where did they go

Bill of rights / 4

Bill of rights, the

Biology of algae, the

Biology of arthropods, the

Biology of bacteria, the

Biology of cnidarians, the

Biology of flatworms, the

Biology of fungi, the

Biology of lakes, ponds, & wetlands, the

Biology of molluscs, the

Biology of plants, the

Biology of protists, the / 2

Biology of seashores, the

Biology of sponges, the

Biology of viruses, the

Biosphere, the

Bird

Birds

Birds of prey

Birth of a legend: tale of an egg  
Birthday basket for tia, a  
Black beauty / 2  
Black death, the  
Body by design: form & function  
Bones and muscles  
Born of fire  
Boston tea party, the  
Boxes for katji  
Breakfast: most important meal of the day  
Bridge to terabithia  
Bugs don't bug us  
Buffalo soldiers  
Building blocks of good character / 2  
Building character  
Building connection to the past  
Butter battle book  
Butter cream gang, the / 2  
Butter cream gang in secret of treasure island,  
the  
Butterfly, the  
Butterfly & moth  
Byzantium: the lost empire V 1-2  
Caddie woodlawn  
California  
Cameramen who dared  
Camp candy x-mas  
Canidarians: behavior on the move  
Canterville ghost, the  
Careers in math: from astronauts to architects  
Casper / 2  
Castles throughout time V 1-5  
Cat  
Cat in the hat, the / 2  
Caterpillar and the polliwog, the  
Cell movement and transport  
Cell processes  
Cells  
Cells: the building blocks of life  
Cell: unit of life, the  
Central lowlands, the  
Cesar chavez  
Champions of the land  
Charlie brown thanksgiving, a / 2  
Charlotte's web  
Charlotte's web 2  
Chicka chicka 1,2,3  
Chicken run  
Choices and changes / 2  
Christmas around the world  
Christmas every day  
Christmas fantasy, a

Christmas tapestry  
Christmas wish, the  
Christopher columbus  
Christy: return to cutter gap  
Chucklewood critters  
Cinderella  
Circulation and respiration  
Circulatory and respiratory system  
City boy  
Civil war journal V1-6  
Civilizations of early America V 1-2  
Classifying animals  
Classifying living things  
Click clack moo: cows that type  
Climate and seasons  
Clone age, the  
Clouds  
Clouds and patterns of the weather  
Coastal biomes: where the land meets the sea  
Color and light  
Commas  
Complete history of U.S. wars V1-4  
Computer careers for artists  
Conquest of the incas  
Continents of the world series: Africa  
Continents of the world series: Antarctica  
Continents of the world series: Asia  
Continents of the world series: Australia  
Continents of the world series: Europe  
Continents of the world series: North America  
Continents of the world series: South America  
Coral reef biomes: essential and endangered  
Cortes and pizarro  
Coyote summer  
Creative reading & writing with roald dahl  
Cremation of sam mcgee, the  
Crimebusters  
Cry in the wild, a  
Cyber-stalking & bullying / 2  
Daniel boone and the wilderness road  
Daredevil ducks  
Dark crystal, the  
Death of the dinosaur, the  
Death penalty, the  
Deep sea dive  
Dem bones  
Dental care for children  
Desert / 2  
Desperate measures  
Developing good study skills  
Diary of a spider  
Diary of anne frank, the

Did I ever tell you how lucky you are  
Dig those dinos  
Digestion and excretion  
Digestive system  
Digging dinosaurs V 1-2  
Digging for dinosaurs  
Dinosaur  
Dinosaur ate my homework, a  
Dinosaur: a fun-filled trip back in time  
Dinosaurs and other creature features  
Dinosaurs, dinosaurs  
Dinosaurs today  
Dividing fractions & review of fractions  
DNA obsession  
Doctor, the  
Dog  
Dog days of the west  
Dolphins  
Donald in mathmagic land  
Dooby dooby moo  
Dr. rabbit and the legend of tooth kingdom  
Dr. Seuss's ABC  
Dr. Seuss's sleep book  
Dr. Seuss's the 5000 fingers of Dr. T  
Duck for president  
Duck tales: daredevil ducks  
Dwight d. Eisenhower: commander-in-chief  
Earth to mars: the next frontier  
Earth-moon system  
Earthquake V 1-4  
Earthquakes: understanding the hazards  
Earth's changing surface  
East, the  
Ebola: the plague fighters  
Ecosystems and biomes  
Ed, the orphan elephant  
Egypt: quest for eternity / 2  
Egyptian culture  
Egyptians, the  
Electricity  
Elements, the  
Elephant / 2  
Elephants of amboseli  
Emperor's new clothes, the / 2  
Empty pot, the  
Endangered animals: survivors on the brink  
Ending punctuation  
English explorers  
English grammar  
Erosion: landslide  
Evidence of change

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|---|---|
| Executive branch, the                                       | Fireboat: the heroic adventures of the john j. harvey |
| Explorers: how the west was fun                             | First clue: Tale of a tooth, the                      |
| Exploring our solar system                                  | Frist look at farm animals, a                         |
| Exponents & the order of operations                         | First look at mammals                                 |
| Eye of Thomas Jefferson, the                                | First thanksgiving, the                               |
| Eyes on the prize: ain't scared of your jails (1960-1961)   | Fitness is fun  |
| Eyes on the prize: awakenings (1954-1956)                   | Five lionni classics                                  |
| Eyes on the prize: bridge to freedom (1965)                 | Flags of America                                      |
| Eyes on the prize: fighting back (1957-1962)                | Flags of the United States                            |
| Eyes on the prize: Mississippi, is this America (1962-1964) | Flesh on the bones                                    |
| Eyes on the prize: no easy walk (1961-1963)                 | Flight  |
| Face the music  | Flowers   |
| Factors: a doorway through                                  | Food chain  |
| Families of china   | Food machine, the                                     |
| Families of egypt   | Forces and motion                                     |
| Families of japan   | Forces shaping the earth                              |
| Families of the world: egypt                                | Forecasting and weather instruments                   |
| Families of the world: japan                                | Forest, a   |
| Families of the world: mexico                               | Forests   |
| Fault line: san francisco                                   | Fossil rush: tale of a bone, the                      |
| Ferdinand magellan  | Fossils   |
| Fern gully: the last rainforest                             | Fractions, decimals, & percents                       |
| Fields of gold  | Fred penner and the cat's meow band                   |
| Fire station  | Freedom and loss: wilderness and industry             |
|   | Freedom of the press                                  |

French explorers  
 Frog prince, the  
 Frog, where are you  
 Froggie went a-courting  
 Frogs: facts and folklore  
 From ear to hear  
 From the mixed-up files of Mrs. Basil E. Frankweiler  
 Frontier, the  
 Fundamentals of genetics  
 Genetics  
 Genetics in action  
 Genetics in our lives  
 Geography: five themes for planet earth  
 Geology of north America  
 Geometry 1 & 2  
 George washington's teeth  
 Germs and what they do  
 Getting my start in art  
 Getting started with geography  
 Ghosts of dickens' past: the untold story of a simple act of charity, the  
 Giant birds of the air: tale of a feather  
 Gift of love  
 Giggle, giggle, quack  
 Give thanks: a native American good morning message  
 Gladiators  
 Glands and hormones  
 Going baty  
 Going to the doctors  
 Gold rush / 2  
 Goldrush: a real life Alaskan adventure  
 Gone west  
 Good hygiene  
 Good manners matter  
 Graphing in the coordinate plane  
 Great apes  
 Great depression: boom and bustin America, the  
 Great Egyptians: Akhenaten, the rebel pharaoh & the mystery of tutankhamen, the  
 Great Egyptians: Hatshepsut, the queen of who would be king, the  
 Great Egyptians: Ramses the great, the  
 Great Egyptians: sneferu, king of the pyramids, the  
 Great pharaohs of Egypt, the V 1-4  
 Great shake-up, the  
 Great steamboat race, the  
 Great wall of china, the / 2  
 Great white man-eating shark  
 Great women in American history  
 Greece and rome 1200 BC – AD 200  
 Greeks, the

Green eggs and ham & other stories / 2  
Grinch grinch the cat in the hat  
Grinch night  
Ground hog day  
Hail caesar augustus  
Hail Caesar contantine  
Hail Caesar julius  
Hail to the chief: electing the president  
Halloween is Grinch night  
Hannibal  
Happy birthday, moon, and other stories for young children  
Harcourt science Grade 1 / 2  
Harold and the purple crayon  
Have a heart / 2  
Healthy habits for life  
Heat and energy  
Heat and living beings  
Heat and temperature  
Heat, wind and pressure  
Henry hudson  
Heredity  
Hiawatha  
Hidden scars, silent wounds: understanding self injury  
Hiroshima maiden  
History and functions of congress  
History of exploration, the  
History of the middle ages, A  
History rock  
History's ancient legacies II  
Holes  
Holiday facts & fun  
Holiday special, the  
Home sweet home: a race in space  
Honesty and responsibility  
Hoover-bloob highway, the  
Hop on pop  
Horse  
Horton hatches the egg  
Horton hears a who  
Hot dogs and cool cats  
How animals get their food  
How big is my universe  
How cells are controlled  
How cells obtain energy  
How cells reproduce  
How much is a million / 2  
How we breath  
How the Grinch stole Christmas / 2  
How to appreciate poetry  
Hubble: secrets from space  
Human body



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| Human machine                            | Introduction to cells                                       |
| Hunt for the great white shark           | Introduction to fractions                                   |
| Hurricane & tornadoes                    | Introduction to the metric system                           |
| Hurricanes                               | Inventing flight  |
| I am not going to get up today           | Invisible world, the  |
| I dig fossils                            | Iroquois: Indians of the northeast                          |
| I Love you like crazy cakes              | Ish   |
| Identity theft: protecting your identity | Island  |
| Iggy pig's lid                           | Island of the blue dolphin                                  |
| Igneous & metamorphic rocks              | Israel  |
| Importance of plants                     | Is your mama a llama  |
| In search of Dr. Seuss                   | Jack & the beanstalk / 2                                    |
| Incredible human machine, the V 1 -2     | Jackie robinson story, the                                  |
| Incredible journey, the                  | James and the giant peach                                   |
| Incredible world of insects, the         | Japan   |
| Indian in the cupboard                   | Japan news stories  |
| Indians of California / 2                | Japanese American internment camps: human rights violations |
| Indians of the northwest                 | Jazz fly, the   |
| Indians of the plains                    | Johnny appleseed  |
| Indians of the southeast                 | Johnny tremain  |
| Indians of the southwest                 | Joseph and the amazing technicolor dreamcoat                |
| Inheritance, the                         | Joseph had a little overcoat                                |
| Inner planets, the                       | Journey back to africa                                      |
| Insect                                   | Journey of the one and only declaration of independence     |
| Insects: facts and folklore              | Journey through geologic time, a                            |
| Introduction to algebra I                |   |

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|--|---------------------------------------|
| Judicial branch, the                     | Lewis & clark                         |
| Julius caesar                            | Liberty                               |
| Jungle                                   | Liberty and justice                   |
| Keeping the promise                      | Librarian from the black lagoon, the  |
| Keeping your job, self-management skills | Life                                  |
| Kidneys                                  | Life and mind of albert Einstein, the |
| Kids for character                       | Life in the sea, the / 2              |
| Kids sing christmas                      | Life through time                     |
| Kingdom of plants, the                   | Life's greatest miracle               |
| Klondike fever                           | Light                                 |
| Knight, the                              | Lilo & stitch's island of adventures  |
| Knights                                  | Lion king II, the                     |
| Knights and armor                        | Lion the witch and the wardrobe, the  |
| Kwanzaa: an African American celebration | Lions of the African night            |
| Land before time, the                    | Little duck tale, a                   |
| Land of the tiger                        | Little fox, the                       |
| Last of the mohicans, the                | Little rascals, the                   |
| Latin American women artists 1915-1995   | Living fossils                        |
| Legend of the first thanksgiving         | Living in ancient egypt               |
| Legislative branch, the                  | Living in ancient Greece              |
| Lenses and mirrors                       | Living sea, the                       |
| Leonardo da vinci                        | Living treasures of japan             |
| Leonardo: to know how to see             | Locomotion in the ocean               |
| Lessons of the holocaust                 | Lone star kid, the                    |
| Let's explore a dessert                  | Long and short vowels / 2             |
| Let's explore a meadow                   | Long division                         |

Lorax, the

Madeline in london

Madeline's rescue

Madeline's rescue and other stories about madeline / 2

Magic of baby animals, the

Magic of cells, the

Magnetism, seismometry, shipbuilding

Making of a doctor, the

Making of tens, the

Mammal

Mammals

Mammals V 1 & 2

Mammals and their young

Man who walked between the towers, the

Mapping

Mapping your world

Marco polo

Marine life

Mark twain

Martin Luther King, Jr. day

Matter and energy

Matter and motion

Matter in action: elements, compounds, and mixtures

Matter in action: solid, liquid, and gases

Maurice sendak library, the

Mayflower pilgrims, the

Mayflower voyagers, the

Mean, mean, marguerite, my best friend  
Somalia: ruby dee

Measurement

Measuring in science

Meet the mummy

Memorial day / veterans day

Mental math: doubles and their neighbors

Merchant, the

Meteorology

Metric conversions

Metric mass and volume

Michelangelo

Micronutrients

Microscopic life forms

Middle east, the

Middle east: land and people

Mike mulligan and his steam shovel

Millions & millions of bubbles

Minerals and their properties

Mini-beasts

Minorities in america

Miracle of life, the

Miracle worker, the

Miss rumphius

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|---|---|
| Mission life                            | Myths & legends of ancient Rome         |
| Mitten, the                             | Native americans                        |
| Mole's christmas                        | Native americans: myths                 |
| Monk, the                               | Native americans: people of the desert  |
| Monkey business and other family fun    | Native americans: people of the forest  |
| Monsters emerge, the                    | Native peoples of the eastern woodlands |
| Moon was at the fiesta, the             | Native peoples of the northwest         |
| More dinosaurs                          | Native peoples of the plains            |
| More perfect union, a                   | Native peoples of the southwest         |
| Most wonderful egg in the world, the    | Nature myths                            |
| Monster                                 | Nature of electricity, the              |
| Mother holle                            | Nature of light                         |
| Mountain                                | Nature of the beast                     |
| Mouse and the motorcycle, the           | Negative & fractional powers            |
| Mozart                                  | Nervous and endocrine systems           |
| Mulan                                   | Nervous system                          |
| Multiplication and division             | Nez perce indians                       |
| Multiplication and division of integers | Night before Christmas, the             |
| Multiplication rock                     | Nighttime animals / 2                   |
| Multiplying and diving decimals         | Noble, the                              |
| Multiplying fractions                   | North America V 1-2                     |
| Muscle & bone                           | Northlands, the                         |
| Muscles                                 | Nouns                                   |
| Muscular & skeletal systems             | Number patterns 1 & 2                   |
| Mysterious bee, the                     | Number theory                           |
| Myths & legends of ancient greece       | Nutcracker,the                          |

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|---|--|
| Nutrition                               | Peter pan                                    |
| Ocean animals                           | Peter, paul, & mommy, too / 2                |
| Oceans, weather and climate             | Phenomenon of sound, the                     |
| Of time, tombs, and treasure            | Photosynthesis                               |
| Oliver & company                        | Photosynthesis and plant responses           |
| One fine day                            | Picasso: the early years                     |
| One fish, two fish, red fish, blue fish | Pinocchio                                    |
| One terrific thanksgiving               | Pioneers                                     |
| Oregon trail, the / 2                   | Plant  |
| Otherwise known as Sheila the great     | Plant and animal interdependency             |
| Our atmosphere                          | Plant biodiversity                           |
| Our lips are sealed                     | Plant parts                                  |
| Outer planets, the                      | Plant parts and their uses                   |
| Owl moon and other stories              | Plant reproduction / 2                       |
| Ozzie & the O                           | Plant structure and growth                   |
| Pacific edge, the                       | Plant structure and function                 |
| Parts of speech                         | Planets                                      |
| Patterns: a secret code                 | Planets, the                                 |
| Patterns: math monsters                 | Planets: wanderers of the night              |
| Paul bunyan                             | Planting a rainbow                           |
| Paul Gauguin: the savage dream          | Plants and people: a beneficial relationship |
| Peas in a pod                           | Plants o the rainforest                      |
| Pebble and the penguin, the             | Plants that never ever bloom                 |
| People and the environment              | Plants: a first look                         |
| People of the rainforest                | Plate tectonics                              |
| Percent problems                        | Pledge is a promise, a                       |

Pocahontas - biography

Pocket for corduroy, a / 2

Poetry lounge: self-expression through the spoken word, the

Poisonous animals

Pokemon: heroes

Pokemon: mewtwo returns

Pokemon: Poke-friends

Polar prowl

Pollution

Pond & river

Ponderosa, the

Pontiac chief of the Ottawa: 1750-1765

Pontoffel pock & his magic piano

Pony express, the

Portuguese explorers

Practical guide to the universe: asteroids

Practical guide to the universe: fire and ice

Practical guide to the universe: the planet earth

Practical guide to the universe: stars and stardust

Practical guide to the universe: the sun

Prancer

Prehistoric life / 3

Prehistoric planet: dino dynasty I & II

Presidents day

Preventing child sexual abuse

Prince and the pooch, the

Prince Caspian and the voyage of the dawn trader

Princess and the pea, the

Printmaking, ar,a,emts, & rocketry, government

Prisoner of zenda

Probability

Problem-solving techniques

Pronouns

Properties of matter / 3

Quebec and the atlantic provinces

Quest for treasure

Raging rapids: the power of water

Railroads, robbers & rebels

Rain forest / 4

Rain & snow

Rainbow fish, the

Ralph S. mouse / 2

Ratios & proportions

Real American cowboy, the

Real ben franklin, the

Real Thomas Jefferson, the

Realm of the alligator

Reason for a flower, the

Recycling

Red hen, the

Red shoes, the  
Rediscovering America: buffalo soldiers  
Remembering September 11<sup>th</sup>  
Renaissance, the  
Renaissance: a world reborn  
Renaissance: the artist  
Renaissance: the dissenter  
Renaissance: the prince  
Renaissance: the scientist  
Renaissance: the warrior  
Reptile  
Reptiles  
Residential child care: special nutritional problems  
Respiratory and circulatory systems, the  
Return of Jafar, the  
Revolutionary war, the  
Right to bear arms, the  
Right to privacy  
River biomes: essential and endangered  
Road to the White House: how we elect our president, the  
Roaring twenties, the  
Roberto: the insect architect  
Robin Hood  
Rock and mineral  
Rock cycle, the / 2  
Rocks  
Rocks and minerals / 2  
Rocks and the rock cycle  
Rocky mountains  
Roll of thunder, hear my cry  
Roller coaster physics  
Roman empire, the  
Romans, the  
Romeo and Juliet  
Rosemary Wells Library, the  
Route 66  
Rudolph the red-nosed reindeer  
Rumpelstiltskin  
Runaway  
Runaway Ralph  
Sacajawea  
Safety in science  
Salem witch trials, the  
Sam and the lucky money  
Santa's Christmas crash  
Santa's pocket watch  
Savage sun  
Save the panda  
Scary, slithering creatures in the water  
Science of supersight, the  
Science rock / 2

|   |   |
|---|---|
| Scientific processes series observation and data          | Short “u” and long “u”                  |
| Scrambled states of America                               | Sight / 2                               |
| Seashore / 2  | Sign of the beaver, the                 |
| Search for the great apes                                 | Silver chair, the                       |
| Season of the cheetah                                     | Simple machines                         |
| Seeds and plants  | Skeleton / 2                            |
| Secret of n.i.m.h., the                                   | Skin                                    |
| Secret weapons  | Skylark                                 |
| Secret weapons and great escapes                          | Slavery and the making of America V 1-2 |
| Secrets of animal survival                                | Sleeping beauty                         |
| Secrets of lost empires / 4                               | Smell and taste                         |
| Secrets of the mummy                                      | Snakes                                  |
| Secrets of the titanic                                    | Snow                                    |
| Sedimentary rocks   | Snow white                              |
| Seeing the light  | Snow white and the seven dwarfs         |
| Serf, the   | Snowflake bentley                       |
| Seventh fire: the struggle for aboriginal government, the | Snowman, the / 2                        |
| Shamu & you exploring the world of fish                   | Snowman’s dilemma                       |
| Shamu & you exploring the world of mammals / 3            | Social structure in the middle ages     |
| Shape of the land, the                                    | Solar energy                            |
| Shapes  | Solar system                            |
| Sharing and kindness                                      | Solar system, the                       |
| Shark   | Solving simple equations                |
| Shiloh  | Song for the season, a                  |
| Shrek   | Sound: light, sound, & waves            |
|   | Souder                                  |



Spanish explorers  
Sparky's ABC's of firesafety  
Spirit of crazy horse  
Star-spangled banner, the  
Star-spangled banner: our nation's flag  
Stargazers  
Stars, stars, stars  
Statistics  
Steal away  
Stitch  
Stone fox  
Stone soup  
Stories from the black tradition / 2  
Storms  
Story about ping, the  
Story of cheese in California, the  
Story of christmas, the  
Story of the national anthem, the  
Story of the statue of liberty, the  
Strange creatures of the night  
Strega nonna  
Striking back  
Strong chemistry  
Stuart little  
Stuart little 2  
Subtracting fractions  
Summer of the monkeys  
Summer of the swans, the  
Survival  
Survivor MD / 2  
Survivors from the past: living fossils  
Swinging safari  
Systems of living things  
Tail in twain, a  
Tale of peter rabbit, the  
Tale of two cities, a  
Tales of gulliver's travels  
Talking about sea turtles  
Tallgrass prairie  
Tarzan  
Teacher from the black lagoon, the  
Teeth: the better to eat with  
Telling the weather  
Temperate deciduous forests  
Testing miss malarkey  
Thank you, sarah  
Thankfulness and gentleness  
There was an old lady who swallowed a fly  
Thomas and the magic railroad  
Three billy goats gruff, the  
Three questions, the  
Tigers

|                                    |   |
|------------------------------------|---|
| Tikki tikki tembo                  | Understanding: oceans                                     |
| Tom and jerry: the magic ring      | Understanding: viruses                                    |
| Tom and huck                       | Understanding: volcanoes                                  |
| Tomb of Tutankhamun, the           | Universe, the   |
| Tomie dePaola live in concert      | Universe within, the                                      |
| Tops & bottoms                     | Unknown world, the  |
| Totally tropical rain forest       | Unlovable: creepy, crawly creatures in your backyard, the |
| Totem poles: the stories they tell | Using maps and globes                                     |
| Touring china                      | Using the calculator                                      |
| Transforming formulas              | U.S. government in action                                 |
| Trashy town                        | Vicking: seafarers & explorers                            |
| Tree                               | Vikings, the / 2  |
| Tropical birds                     | Velveteen rabbit, the                                     |
| Tropical rainforest                | Verbs   |
| Tuck everlasting                   | Volcano   |
| Turtles                            | Volcano watchers  |
| Twelve days of Christmas, the      | Volcanoes and earthquakes                                 |
| Ugly duckling, the / 2             | Walking across egypt                                      |
| Ultimate journey, the              | Walt whitman  |
| Underground railroad, the          | Washington crossing delaware                              |
| Understanding and making maps      | Water, water  |
| Understanding electricity          | Watershed   |
| Understanding the comma            | Waves: light, sound, & waves                              |
| Understanding: bacteria            | Weather / 3   |
| Understanding: fire                | Weather and climate / 3                                   |
| Understanding: magnetism           |   |

Weather and space

Weather: a first look

Weathering and soils

Web of life, the

Wednesday;s surprise

West africa

Wetland

Wetland biomes: essential and engangered

Whales

What ever happened to the dinosaurs

What is a flag

What is america

What is democracy

What's a bully

What's in space: The earth, the moon, and space fight

What's inside the earth

What's inside your body: Heart and blood/digestion and respiration

Wheels on the bus, the

When an elephant goes to a party; When kangaroo goes to school

Where animals live

Where do animals go in winter

Where do you think you're going, Christopher columbus

Where's waldo

Who's stepping on plymouth rock

Whole child, the / 2

Why exercise

Wild about books

Wild christmas reindeer, the

Will you sign here, john hancock

Wind

Wind in the willows, the

Windrunner

Windwalker

Winnie the pooh and tigger too

Winning london

Winter's end

Wizard of oz, the

Wonder of baby animals, the

Wonders down under

Wonders of growing plants

Wonders of watercolor

Wonders of weather

Wondrous candle, the

World of plants, the

World war I

World war II: the axis

World war II: the road to war

World war II: the world at war

Wubbulous world of Dr. Seuss: the cat's adventures, the

Wubbulous world of Dr. Seuss: the cat's  
playhouse, the

Yertle the turtle and other stories

Yokut indian basketry art

Young of the wild

You're a good sport, Charlie brown

Your body: your health

Your genes: your future

Your science fair project

**4. ADMINISTRATIVE: Action items:**

**4.1 Setting Date for Annual Organizational Meeting**

# Tulare County Office of Education

*Committed to Students, Support & Service*

**Tim A. Hire**  
County  
Superintendent  
of Schools

P.O. Box 5091  
Visalia, California  
93278-5091

(559) 733-6300  
tcoe.org

**Administration**  
(559) 733-6301  
fax (559) 627-5219

**Business Services**  
(559) 733-6474  
fax (559) 737-4378

**Human Resources**  
(559) 733-6306  
fax (559) 627-4670

**Instructional Services**  
(559) 302-3633  
fax (559) 739-0310

**Special Services**  
(559) 730-2910  
fax (559) 730-2511

## *Main Locations*

**Administration  
Building & Conference  
Center**  
6200 S. Mooney Blvd.  
Visalia

**Doe Avenue Complex**  
7000 Doe Ave.  
Visalia

**Liberty Center/  
Planetarium &  
Science Center**  
11535 Ave. 264  
Visalia

October 7, 2019

To: District Superintendents

From: Tim A. Hire, Tulare County Superintendent of Schools 

Subject: **DECEMBER BOARD MEETING(S) AND SETTING THE DATE FOR THE ANNUAL ORGANIZATIONAL MEETING BETWEEN DECEMBER 13 AND DECEMBER 27, 2019** [Ed. Code §35143]

**\*\*NOTE: Due to a change in the law that became effective January 1, 2019, organizational meetings must be held during a 15-day window beginning on the SECOND FRIDAY in December. BE ADVISED that this may cause scheduling problems due to the requirement that First Interim Reports must be reviewed and adopted by your governing board by December 15<sup>th</sup> of each year. Your district may have to hold 2 meetings in December going forward. Please plan accordingly.\*\***

At its regular November board meeting, your governing board should set the date for the annual organizational meeting, to be held between December 13, 2019 and December 27, 2019 this year.

Pursuant to Education Code §35143, the organizational meeting **MUST** be held in the 15-day period beginning on the **second Friday in December**. During election years, this coincides with the beginning of the term for newly elected board members and the end of term for departing board members.

At the organizational meeting a regular schedule of meetings for the coming year is adopted; new officers are elected for the following calendar year; and, if it is an election year, new board members are sworn in pursuant to Education Code §5017 and §5328.

Section 35143 also requires districts to notify all board members, members-elect and the county superintendent of schools, in writing, at least 15 days prior to the meeting, of the date and time of the annual organizational meeting. The attached form is provided for your convenience in meeting this requirement. **Please send the form to my office, attn.: Shelly DiCenzo, immediately following the November meeting.** The form may also be used to notify your board members and members-elect.

TAH/sd

Attachment: Notification of Annual Organizational Meeting

**NOTIFICATION OF ANNUAL ORGANIZATIONAL MEETING**

To: (1) Tulare County Superintendent of Schools, Attention: Shelly DiCenzo  
(2) Governing Board Members and Members-Elect of this District

Subject: **NOTIFICATION OF DATE AND TIME OF THE ANNUAL ORGANIZATIONAL MEETING** [Education Code §35143]

At a regular meeting of the governing board held on November 5, 2019, this board determined that the annual organizational meeting will take place as follows:

Annual Organizational Meeting of the Tipton Elementary School District

Date: December \_\_\_\_, 2019

Time: \_\_\_\_\_  a.m.  p.m.

Location

Tipton Elementary School

Board Room

370 North Evans Road

Tipton, CA 93272

**4. ADMINISTRATIVE: Action items:**

**4.2** Approval of Infinity Communications and Consulting for Level Two E-rate Services





COMMUNICATIONS AND CONSULTING

PROJECT ATTACHMENT #0292-19C  
TIPTON ELEMENTARY SCHOOL DISTRICT

Master Agreement No: 0292

SERVICES: CATEGORY TWO E-RATE RFP/APPLICATION MANAGEMENT

**INFINITY'S RESPONSIBILITIES**

Infinity shall perform the following tasks for our Category Two RFP and E-rate Application Management Services:

Procurement Consulting, including:

1. Coordinate with the Client to determine the "Procurement Programming" requirements, including, overall project scope, procurement objectives, and E-rate program compliance.
2. Present to the Client, for their approval, a procurement process and "Bidding Document" format that addresses both the Local/State and E-rate program rules and regulations.
3. Develop a "Bid Schedule" that complies with the Client's and the E-rate Program's procurement and award of contract requirements.

Bid Document Development, including:

1. Develop a "Bidding Document" based on the Client's specific procurement programming requirements. Bidding Document provided by Infinity to include; Bidder's Instructions, Procurement Compliance language, E-rate Program Compliance language, General Conditions, and Bid Forms.
2. Integrate the Client's provided "Design Documents" into the "Bidding Document" to produce a complete Request for Proposal (RFP). The "Design Document" provided by the Client will include, at a minimum, the following; scope of work, equipment and/or performance specifications, and a depiction of the existing affected site and/or system conditions.

Bid Process Management, including:

1. Oversight and management of the procurement process to ensure compliance with "bidding documents and E-rate procurement requirements.
2. Assist the Client in the preparation of a "Notice of Advertisement" and/or Form 470 publication language.
3. Publish the Request for Proposal (Bidding and Design Documents) on Infinity's "Projects" website.
4. Maintain a "Bidder's List" and document library for each project.
5. Assist the District in the response to prospective bidder's Pre-Bid request for information. Prepare and distribute project clarification(s) and addenda(s) to address questions from prospective bidders.
6. Organize and conduct opening of bid response(s). All bid openings will be conducted at Infinity's office, unless otherwise directed by the Client.

E-rate Application Management, including:

1. Consult with the Client to determine the filing strategy that best suits their needs.
2. Prepare and submit to the Client, for their certification, the following program forms; Form 470, Form 471, and Form 486.
3. Monitor and inform the Client of their Application and Funding Commitment status.
4. Coordinate with the Client and Service Provider to respond to Program Integrity Assurance (PIA) questions.
5. Assist the Client, if requested, in the preparation of program auditor's requested documentation.
6. Provide the Client with one (1) Electronic and one (1) Hardcopy copy of all pre-Form 471 "Bidding Documents", bid evaluations, and contracts, as required for Document Retention per the E-rate program.
7. Prepare and submit the Service Delivery Extension and/or Invoice Deadline Extension request(s).
8. Prepare and submit the Form 500 for certification and approval.
9. Prepare and submit **One (1)** Applicant Reimbursement Form 472 for certification and approval, per project.

**Excluded from Infinity's Service Offering:**

- System design, project engineering, drafting, and/or technical spec writing services.
- On-site services, including but not limited Job-Walks, Site Assessments, etc.
- E-rate Service Substitutions requests

Additional Services requested by the Client of Infinity to perform, other than those listed above and/or in the quantity listed above, will be billed to the Client at an Hourly rate plus actual and necessary expenses, per the attached *Compensation and Reimbursable Expenses Schedule*.



### **CLIENT RESPONSIBILITIES**

The Client's responsibilities, for the successful completion of our **Category Two RFP and E-rate Application Management Services**, shall include:

1. Appoint and identify a representative to act on their behalf whom has the authority to render decisions.
2. Respond to requests from Infinity, no later than three (3) business days upon receipt of written request from Infinity, as not to cause unreasonable delay in the progress of Infinity's services.
3. Furnish all legal, insurance and accounting services, that may be reasonably necessary, that meet the Client's own needs and interests.
4. Provide reasonable access to the site and Client's personnel to allow Infinity to perform the work detailed in this agreement.
5. Provide Infinity with all "Design Documents" required for the successful completion of the agreed service, including, but not limited to; a scope of work for the requested services, equipment and/or performance specifications, project drawings and/or system single-line diagrams.
  - a. The Client accepts the sole responsibility and liability for the quality and accuracy of the "Design Documents" provided to Infinity.
6. Grant Infinity permission and license to distribute the provided "Design Documents" to perform the work described in this agreement.
7. Provide Infinity with all E-rate "Supporting Documents" required for the successful completion of the agreed service, including, but not limited to; Approved Free & Reduced Lunch numbers, Approved Technology Plan, Budget Information, Copy of CIPA Compliance, Evaluation of Bid Responses, Board Meeting Minutes, Copy of Executed Agreements, etc.
8. Provide a Letter of Authorization (LOA), authorizing Infinity, to act on the Client's behalf to file E-rate forms and respond to the USAC's request for information.
9. Sign and certify the E-rate forms required for the Client's application for funding, in a timely manner, as not to cause a failure to comply with the E-rate Program's time sensitive deadlines.
10. Comply with all of Schools and Libraries Division's (SLD) E-rate program rules and requirements, including but not limited to:
  - a. Conduct an "Open and Competitive" bid process, to comply with all applicable Local/State/Federal bidding laws.
  - b. Wait a minimum of 28 days after the posting of the Form 470 or the release of the RFP, whichever comes later, before selecting a Service Provider or executing a Contract.
  - c. Conduct a non-bias bid evaluation, per the E-rate Program's "Evaluations of Bid" requirements, with the cost of E-rate eligible goods and services as the highest weighted factor.
  - d. Award a contract the successful Bidder prior to submitting a request for funding (Form 471).
  - e. Maintain and update an "Equipment Asset Register" (EAR). The EAR shall detail the make, model, serial number, and location of all equipment purchased with the support of the Universal Services Fund (E-rate Program). The Client will provide Infinity a copy of the EAR for compliance with the "Inventory" section of E-rate's "Document Retention Policy".
11. Retain documents, for each funding request, related to the "Pre-bidding Process", "Bidding Process", "Award of Contracts", "Application Process", "Purchase and Delivery of Service", "Invoicing", "Inventory", and "Forms and Rules Compliance" for a period of at least 10 years from the last date of service.

**\* In the event, something unforeseen happens that is not covered under PROJECT ATTACHMENT #0292-19C with this contract, an additional fee will be negotiated before any additional services are provided.**

### **TERM OF CONTRACT:**

This Agreement is for a term of **1 year**, with an expiration date of **September 30, 2020**.

Infinity's fee will be a one-time flat rate fee of **\$2,500.00**, for Category Two RFP Management Services.

Infinity's fee will be a one-time flat rate fee of **\$1,500.00**, for Category Two E-rate Application Management Services.

If additional services are requested by the Client that require a change order, Infinity will bill **5%** of the change order amount.



COMMUNICATIONS AND CONSULTING

Standard Hourly Rates Schedule

For additional works that is required outside the scope of the original project, the hourly rates listed will be charged. Standard Hourly Rates are subject to review and adjustment. The hourly rates effective on the date of the Agreement are:

Table with 2 columns: Job Title and Hourly Rate. Includes Principal (\$175.00/hour), Sr. Systems Designer (\$155.00/hour), Systems Designer (\$125.00/hour), CAD Operator (\$75.00/hour), Sr. Project Manager (\$155.00/hour), Project Manager (\$95.00/hour), Design Team Coordinator (\$75.00/hour), Erate Compliance Consultant (\$140.00/hour), Erate Specialist, III (\$90.00/hour), Erate Specialist, II (\$75.00/hour), Erate Specialist, I (\$55.00/hour), and Support Staff (\$50.00/hour).

Reimbursable Expenses Schedule

Reimbursable Expense rates are subject to annual review and adjustment. The rates effective on the date of the Agreement are:

Table with 2 columns: Expense Category and Rate. Includes Newspaper Advertisement (at cost + 15%), 8"x11" Copies/Impression (\$0.05/sheet), Blue Print Copies (at cost + 15%), Reproducible Copies (Mylar) (at cost + 15%), Reproducible Copies (Paper) (at cost + 15%), Long Distance Phone Calls (at cost + 15%), Legal Counsel (at cost + 15%), Travel Expenses: Mileage (auto) (\$0.58/mile), Airfare (at cost + 15%), Meals (at cost + 15%), Lodging (at cost + 15%), and Standard Labor Rate (See Hourly Rate Schedule Above).

IN WITNESS THEREOF, the parties hereto have executed this Agreement on the date written below.

Infinity Communications & Consulting, Inc.

Signature: [Handwritten Signature]
Date: 09/27/19
Name: Martin Skiby
Title: Chief Operating Officer
Address/City/State/Zip: P.O. Box 999, Bakersfield, Ca. 93302
Federal Tax ID#: 82-0573429

Tipton Elementary School District
Signature: [Handwritten Signature]
Date: 9/27/19
Name: Stacey Bettenwurst
Title: Superintendent
Address/City/State/Zip: PO Box 787 Tipton, CA 93272
Federal Tax ID#: 91-1883652

**4. ADMINISTRATIVE: Action items:**

**4.3** Approval of Resolution #2019-2020-06 In the Matter of Meal Sales to Nonstudents

BEFORE THE GOVERNING BOARD  
OF TIPTON ELEMENTARY SCHOOL DISTRICT (“DISTRICT”)  
TULARE COUNTY, CALIFORNIA

In the Matter of Meal Sales to )      RESOLUTION NO: 2019-2020-06  
Nonstudents )  
\_\_\_\_\_ )

WHEREAS, Education Code section 38082 authorizes the District to sell meals to students, District employees, Board members, and employees of the District; and

WHEREAS, Education Code section 38082 also authorizes the Board to authorize by formal resolution the sale of meals to other individuals or organizations at a price established by the Board; and

WHEREAS, the District intends to allow the sale of meals to parents/guardians, volunteers, students’ siblings, and other individuals, who are on campus for a legitimate purpose during scheduled school events; and

WHEREAS, any meals served to nonstudents must be based on the cost of providing food services consistent with Education Code section 38084 and 42 U.S.C. 1760, and shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (“U.S.D.A.”) foods.

NOW, THEREFORE, BE IT RESOLVED that the Board hereby authorizes the sale of meals to nonstudents consistent with the recitals set forth above.

BE IT FURTHER RESOLVED that the Superintendent is hereby delegated authority to calculate the prices to be charged for meals sold to non-students during these scheduled school events based on the costs of providing food services consistent with Education Code section 38084 and 42 U.S.C. 1760.

The foregoing Resolution was adopted at a regularly called meeting of the Governing Board of the Tipton Elementary School District (“District”) on the 5<sup>th</sup> day of November, 2019 by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Greg Rice, President of Governing Board  
Tipton Elementary School District  
Tulare County, California

I, Iva Sousa, Clerk of the Board of Trustees of the Tipton Elementary School District (“District”), do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Trustees during its meeting held on November 5, 2019.

---

Iva Sousa, Clerk of Governing Board  
Tipton Elementary School District (“District”)  
Tulare County, California

**4. ADMINISTRATIVE: Action items:**

**4.4** Memorandum of Understanding Between Tulare County Superintendent of Schools and Tipton School District – Participation of the Tobacco Law Enforcement Prop 56 Grant Program

**MEMORANDUM OF UNDERSTANDING**  
Between  
**TULARE COUNTY SUPERINTENDENT OF SCHOOLS**  
and  
**TIPTON SCHOOL DISTRICT**

**THIS MEMORANDUM OF UNDERSTANDING (MOU)** is entered into between the TULARE COUNTY SUPERINTENDENT OF SCHOOLS, on behalf of CHOICES Prevention Program of Tulare County Office of Education (TCOE), hereinafter referred to as "SUPERINTENDENT," and, TIPTON SCHOOL DISTRICT hereinafter referred to as "DISTRICT."

SUPERINTENDENT and DISTRICT agree to the following:

**TERM OF AGREEMENT**

This agreement shall cover the period **August, 2019, to June 30, 2020.**

Any changes to the MOU shall be signed by both SUPERINTENDENT and DISTRICT, considered an amendment to this MOU, and will include all other terms and conditions of this MOU.

**SCOPE OF SERVICES**

This MOU shall cover the participation of the Tobacco Law Enforcement Prop 56 Grant Program at Tipton School District. The primary goal of this program is to reduce tobacco use by students in Tulare County. In addition, provide education and training to retailers in walking distance to schools on laws and licensing. Through this program, the DISTRICT will receive prevention education to be administered to student grades ~~6-8~~ *5th-8th*.



## EXHIBIT A

**SUPERINTENDENT** intends to coordinate with the DISTRICT and Tulare County Sheriff Department for the Tobacco Law Enforcement Prop 56. To accomplish this, the following support is needed from the DISTRICT:

- DISTRICT will identify school sites and classes where the selected prevention education will be administered to student's grades 5-8.
- DISTRICT will coordinate with school principal to ensure staff remains in classroom during the instruction period when SUPERINTENDENT is providing instruction.
- DISTRICT will ensure school sites have an adequate classroom for instruction and the teaching environment is conducive to positive learning.
- DISTRICT will assist in identification of local retailers within walking distance of the schools. These retailers should include any locations where tobacco sales to minors have occurred.
- DISTRICT will provide student who have been identified as violating the tobacco-free policy. This shall include all Behavior data and type of infraction (minor and major).
- DISTRICT will support SUPERINTENDENT with the evaluation tools (i.e.; California Healthy Kids Survey) dissemination to students. SUPERINTENDENT will coordinate evaluations to align with the DISTRICT calendar.
- DISTRICT will provide SUPERINTENDENT dates for the additional Parent Education Nights; School Assemblies and other awareness outreach activities.

**THE REPRESENTATIVES** specified below, or the representative's designee, shall administer this MOU for SUPERINTENDENT and DISTRICT.

The person signing this MOU for the DISTRICT hereby represents and warrants that he/she is fully authorized to sign this MOU on behalf of the DISTRICT and to bind the DISTRICT to the performance of its obligations hereunder.

The parties, having read and considered the provisions set forth in this MOU; indicate their agreement by their authorized signatures below:

TULARE COUNTY SUPERINTENDENT  
OF SCHOOLS

Tim A. Hire,  
County Superintendent of Schools  
Tulare County Office of Education  
P.O. Box 5091  
Visalia, CA 93278-5091

By:  \_\_\_\_\_

Date: 10/3/19 \_\_\_\_\_

DISTRICT SUPERINTENDENT

Stacey Bettencourt,  
Superintendent  
Tipton School District  
370 N Evans  
Tipton, CA 93272

By:  \_\_\_\_\_

Date: 10/9/19 \_\_\_\_\_

**4. ADMINISTRATIVE: Action items:**

**4.5** Agreement #2019-2020-07 for Professional Services  
for Mary Jane Pharis

**TIPTON ELEMENTARY SCHOOL DISTRICT  
AGREEMENT FOR PROFESSIONAL SERVICES**

**2019-20 -07  
Agreement No**

This Agreement is entered into between the Tipton Elementary School District hereinafter referred to as the "District," and hereinafter referred to as the "Contractor" and dated, for reference, **Mary Jane Pharis**.

The parties agree as follows:

1. CONSULTANT SERVICES Contractor agrees to perform during the term of this Agreement, the tasks, obligations and services set forth in the "Scope of Services" attached to and incorporated into this Agreement as "Appendix A".
2. PAYMENT Contractor agrees to undertake the work defined in Appendix A for:
  - b. **Payment at the rate of \$280 per day or \$35.00 per hour for periods of less than one day.**

In addition to these rates, Tipton Elementary School District will, reimburse Contractor for actual and necessary travel expenses, which will include meals and lodging only if overnight stay is required. Car travel outside of Tulare County or by air will not be reimbursed unless previously approved by an authorized agent, Superintendent.

All payments will be based on invoices submitted to the Tipton Elementary School District by Contractor and approved by the District's authorized representative.

Contractor will invoice the District not more frequently than monthly for services performed and expenses incurred during the previous month. The District will render payment thirty (30) days of receipt of invoice, except that if payment is based on a total price under (a) above, the District will retain ten percent ( 10%) of the total contract amount (other than travel expenses) until all services under this Agreement have been completed satisfactorily.

3. TERM OF AGREEMENT The term of this Agreement begins on **August 1, 2019** and ends **June 5, 2020**. Extension or renewal requires approval of the Superintendent or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the Agreement without approval of the Superintendent or authorized representative.

This Agreement may be terminated by the District at any time on 15 days prior written notice to the Contractor. In the event of termination for reasons other than cause, the District will pay the Contractor for work done up to the time of termination. In the event of termination for cause, Contractor need be compensated only to the extent required by law.

4. TIME FOR PERFORMANCE All services required of the Contractor will be completed on or before the specified end of the term.
5. RECORDS Contractor will maintain full and accurate records in connection with this Agreement and will make them available to the District for inspection at any time. Contractor's work product produced under this Agreement shall be the property of the District.
6. STATUS OF CONTRACTOR The District and Contractor agree that Contractor, in performing the services specified in this Agreement, shall act as an independent Contractor and shall have control of all work and the manner in which it is performed. Contractor shall be free to contract for similar service to be performed for other employers while under contract with the District. Contractor will not accept such engagements, which interfere with performance under this Agreement. Contractor is not entitled to participate in any pension plan, insurance, bonus or similar benefits the District provides for its employees.

It is further agreed that Contractor shall:

- be responsible for setting their own work schedule and work hours;
  - provide for their own supplies, tools or instruments used at work;
  - work out of their own home, office or business establishment and not from a set location at any District site; and
  - abide by any and all factors affecting independent contractor status.
7. **HOLD HARMLESS** Contractor shall hold Tipton Elementary School District, its officers, agents, and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of Contractor, its officers, agents or employees taken under this Agreement.
8. **COMPLIANCE WITH LAWS** Contractor shall comply with all applicable federal, state and local laws, rules, regulations and ordinances involving its employees, including workers' compensation and tax laws.
9. **MODIFICATION OR ASSIGNMENT.** This Agreement may not be assigned by either party without the express written consent of the other. No modification shall be effective unless approved in writing by the Superintendent or authorized agent and authorized representatives of the parties and their business addresses as follows:

IN WITNESS THEREOF, the parties hereto have executed this Agreement on the date written below.

CONTRACTOR

Mary Jane Pharis 10/15/19  
Signature Date

Mary Jane Pharis  
Print Name Phone #

TIPTON ELEMENTARY SCHOOL DISTRICT

Stacey Butcher 10/15/19  
Approved by Date

Stacey Butcher Superintendent  
Print Name Title

\_\_\_\_\_  
Social Security No/ Employee ID Number

22537 Ave. 178  
Address

Porterville  
City

|   |                               |
|---|-------------------------------|
| <b>OFFICE USE ONLY:</b>   |                               |
| Requested by: District Administrator _____  | Date _____                    |
| Source of funding _____   | Budget Classification _____   |
| <b>SUBMIT INVOICE TO:</b>   |                               |
| Fingerprint Clearance: Yes ___ No ___   | T.B. Clearance Yes ___ No ___ |
| Business Office<br>Tipton Elementary School District<br>P.O. Box 787<br>Tipton, CA. 93272 |                               |

**4. ADMINISTRATIVE: Action items:**

- 4.6** Approval of Resolution #2019-2020-08 A Resolution of the Board of Directors of the Tipton Elementary School District Authorizing the General manager to Submit an Application to the San Joaquin Valley Air Pollution Control District Public Benefit Grants Program

**RESOLUTION**

**#2019-2020-08**

**A RESOLUTION OF THE BOARD OF DIRECTORS  
OF THE TIPTON ELEMENTARY SCHOOL DISTRICT**

**AUTHORIZING THE GENERAL MANAGER  
TO SUBMIT AN APPLICATION TO THE SAN JOAQUIN VALLEY AIR  
POLLUTION CONTROL DISTRICT PUBLIC BENEFIT GRANTS PROGRAM**

---

**WHEREAS**, the Board of Directors of the Tipton Elementary School District seeks to reduce the amount of air pollutants produced by the District in operation of its facilities, and in particular carbon monoxide and other harmful emissions from gas powered vehicles used by District employees in performance of their duties; and

**WHEREAS**, the District seeks grant monies from the San Joaquin Valley Air Pollution Control District Public Benefit Grants Program to purchase electric or other alternative fuel vehicles for use by District employees in the performance of their duties thereby benefiting the public through a reduction in vehicle emissions; and

**WHEREAS**, the Board of Directors of the Tipton Elementary School District desires and hereby does authorize the General Manager to submit a New Alternative Fuel Vehicle Purchase Application on behalf of the District.

**NOW, THEREFORE**, be it resolved by the Board of Directors of  
The Tipton Elementary School District as follows:

1. The Superintendent of the District, Stacey Bettencourt, is authorized by the Board of Directors to submit a Public Benefit Grants Program New Alternative Fuel Vehicle Purchase Application and any other documents related to or supporting the application to the San Joaquin Valley Air Pollution Control District on behalf of the Tipton Elementary School District.

\* \* \* \* \*

Passed and adopted by the Board of Directors of the Tipton Elementary School District at their meeting held on this 5<sup>th</sup> day of November 2019, by the following vote:

AYES:

NOES:

ABSENT:

ATTEST:

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Greg Rice, President of the  
Tipton Elementary School District

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Stacey Bettencourt, Secretary to the Board  
of Directors of the Tipton Elementary School District



**4. ADMINISTRATIVE: Action items:**

**4.7** Agreement with Document Tracking Services



## LICENSING AGREEMENT

This Agreement effective **December 15, 2019**, is made and entered into by **Tipton Elementary School District** as Licensee and Document Tracking Services (DTS) as Licensor each a "Party" and collectively the "Parties".

Licensee desires that DTS provide a license to use DTS proprietary web-based application in accordance with the following provisions:

- A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.
  - (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
  - (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.
- B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.
- C. Term of License. The term of the Agreement is for **two (2) years** from the effective date (as noted in paragraph one) of the license agreement.
- D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.
- E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.
- F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.
  - (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.
- G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.
- H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.



- I. License Fee. Licensee shall pay an **annual fee of \$375 for two (2) years.**
- J. Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0.**
- K. Payment Terms. Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- L. Number of Documents. The maximum number of documents per school district is limited to **five (5).**
- M. Warranty. Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- N. Definitions.
  - (i) Document. A document is defined as **a)** a specific template provided by CDE or; **b)** any specific word document or forms that have different fields or school references such as elementary, middle or high schools\* submitted by District or CDE; or **c)** individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.
    - \* Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.
  - (ii) Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.
- O. Document Setup Fee. DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.
- P. Additional Fees. Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is \$39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.
- Q. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Director  
Document Tracking Services  
10225 Barnes Canyon Road, Suite A200  
San Diego, CA 92121  
858-784-0960 - Phone  
858-587-4640 - Corporate Fax

Date: October 15, 2019

Licensee Stacey Bettensund  
By: Stacey Bettensund  
Date: 10/15/19

Tipton Elementary School District



## **Exhibit A**

The following are standard documents to be used in conjunction with the license.

1. 2019 School Accountability Report Card, English & Spanish (Custom Template)
2. 2019 School Plan for Student Achievement (CDE Template)
3. 2019 Local Control and Accountability Plan (CDE Template)
4. Others to be identified as needed.

**4. ADMINISTRATIVE: Action items:**

**4.8** Agreement with M Green and Company for Auditing Services



# M. Green and Company LLP

CERTIFIED PUBLIC ACCOUNTANTS

REBECCA AGREANO, C.P.A.

MARLA D. BORGES, C.P.A.

NICOLE A. CENTOFANTI, C.P.A.

WM. KENT JENSEN, C.P.A.

KATHLEEN M. LAMPE, C.P.A.

R. IAN PARKER, C.P.A.

MARY L. QUILLIN, C.P.A.

ELAINE D. REULE, C.P.A., C.F.E.

GIUSEPPE SCALIA, C.P.A.

NATALIE H. SIEGEL, C.P.A.

ROSALIND WONG, C.P.A.

LARRY W. AYERS, C.P.A.

JAMES G. DWYER, C.P.A.

KEVIN M. GREEN, C.P.A.

GREG GROEN, C.P.A.

LYNN M. LAMPE, C.P.A., C.F.E.

ALAN S. MOORE, C.P.A.

D. CHRIS NEESE, E.A.

KENNETH B. NUNES, C.P.A.

KEITH M. SPRAGUE, C.P.A.

KENNETH W. WHITE, JR., C.P.A.

NORIKO A. AWBREY, C.P.A.

TYLER J. CODAY, C.P.A.

BRENDA A. DADDINO, C.P.A.

JASON A. FRY, C.P.A., M.S.A.

MANNY GONZALEZ, C.P.A.

JASMAN S. KHOSA, C.P.A.

TRACY L. MCINTYRE, C.P.A.

KRYSTAL PARREIRA, C.P.A., M.S.A.

RACHEL L. SCHROEDER, C.P.A.

GINILU VANDERWALL, C.P.A.

KRISTI WEAVER, C.P.A.

Hanford  
Lindsay  
Tulare  
Visalia

June 30, 2019

Board of Trustees, Citizen's Bond Oversight  
Committee and Management  
Tipton Elementary School District  
370 N. Evans Road  
Tipton, California 93272

We are pleased to confirm our understanding of the services we are to provide Tipton Elementary School District for the year ended June 30, 2019. We will audit the financial statements of the 2014 Measure C General Obligation Bond Fund, including the related notes to the financial statements, of Tipton Elementary School District as of and for the year ended June 30, 2019. As part of our engagement, we will review the District's compliance with requirements established as part of the 2014 Measure C General Obligation Bond issuance. The purpose is to verify that the use of the funds is within the scope of the published materials with Measure C ballot specifying the intended use of the funds and to satisfy the requirements for a "financial and performance audit" as referred to in Proposition 39 subparagraph (c) of paragraph (3) of subdivision (b) of section 1 of Article XIII A of the California Constitution and Section 15272 and 15286 of the California Education Code.

## Financial Audit Objectives

The objective of our audit is the expression of an opinion as to whether your General Obligation Bond Fund for 2014 Measure C financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and to report on the fairness of the additional information referred to above when considered in relation to the Bond Fund financial statements as a whole. The objective also includes reporting on—

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

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The report will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of the accounting records of Tipton Elementary School District and other procedures we consider necessary to enable us to express such an opinion. We will issue a written report upon completion of our audit of Tipton Elementary School District's Bond Fund financial statements. Our report will be addressed to Management, the Board of Trustees and Citizen's Bond Oversight Committee for Measure C of Tipton Elementary School District. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the Bond Fund financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue reports, or withdrawing from the engagement.

#### **Performance Audit Objectives**

The objective of our performance audit is to determine that the District expended 2014 Measure C General Obligation Bond Funds for the year ended June 30, 2019 only for the purposes approved by the voters and only on the specific projects developed by the District's Board of Trustees and listed in the Exhibit A Bond Project List in its Resolution 2014-15-05 which became a part of the ballot measure, in accordance with the requirement of Education Code Section 15286 and the California Constitution. We will issue a written report upon completion of our performance audit. Our report will be addressed to the Management and Board of Trustees and Citizen's Bond Oversight Committee for Measure C. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.



### **Audit Procedures—General**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

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

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We may request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by auditing standards generally accepted in the United States of America.

### **Audit Procedures—Internal Control**

Our audit will include obtaining an understanding of the government and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

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

#### **Audit Procedures—Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Tipton Elementary School District's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants including Proposition 39 and provisions of Measure C. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

#### **Other Services**

We will also assist in preparing the financial statements, related notes and other supplementary information of Tipton Elementary School District's 2014 Measure C General Obligation Bond Fund in conformity with accounting principles generally accepted in the United States of America based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. Other services we will provide as part of this engagement include posting client approved journal entries and proposing standard, adjusting or correcting journal entries. We will perform the services in accordance with applicable professional standards. The other services are limited to the services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedures or take any action that could be construed as assuming management responsibilities.

#### **Management Responsibilities**

Management is responsible for (1) designing, implementing, establishing and maintaining effective internal controls, including evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements and all accompanying information in conformity with accounting principles generally accepted in the United States of America, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for the accuracy; and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

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

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse that we report.

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

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

With regard to using the auditors' report, you understand that you must obtain our prior written consent to reproduce or use our report in bond offering official statements or other documents.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

You agree to assume all management responsibilities relating to the 2014 Measure C General Obligation Bond Fund financial statements, related notes, and other supplementary information, posting client approved journal entries and proposing standard, and adjusting or correcting journal entries. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, related notes, and other supplementary information, and other services as previously defined and that you have reviewed and approved the financial statements, related notes, and other supplementary information and other services previously defined prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Management is also responsible for the design, implementation and administration of applicable policies that may be required under the *Affordable Care Act*. As M. Green and Company LLP is not rendering any legal services as part of our engagement, we will not be responsible for advising you with respect to the legal or regulatory aspects of your District's compliance with the *Affordable Care Act*.

Management is also responsible for appointing a Citizen's Bond Oversight Committee and for providing them with an annual financial and performance audit regarding the Bonds.

#### **Engagement Administration, Fees, and Other**

Our firm, as well as other accounting firms, participates in the AICPA's peer review program covering our audit and accounting practices. Under this program, our system of quality control is subjected to a peer review by a team of certified public accountants approved by the state administering entity. As part of this peer review, the team will review a sample of our work. It is possible that the work we perform for you may be selected for their review. If it is, the team is bound by professional standards to keep all information confidential.

We understand that your employees will prepare all cash or other confirmations, audit worksheets and schedules we request and will locate any documents selected by us for testing. We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If for whatever reason your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

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

The audit documentation for this engagement is the property of M. Green and Company LLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State Controller's Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of M. Green and Company, LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties or its designee may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

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

The audit shall be commenced as soon as mutually agreeable and shall be completed and a final report filed with the requisite agencies no later than the 31st day of January following the close of the fiscal year. Rebecca Agredano, CPA is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it. To ensure that M. Green and Company LLP's independence is not impaired under the AICPA Code of Professional Conduct, you agree to inform the engagement partner before entering into any substantive employment discussions with any of our personnel.

Our fee for these services will be based on the amount of time required at our billing rates, adjusted for the difficulty and potential risk of the work, plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee for the audit, including expenses will not exceed \$4,400. Our billing rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your engagement. This fee is based on anticipated cooperation from your personnel and the assumption that any unexpected circumstances, such as significant changes in audit guide procedures, implementation of or assistance with new GASB statements, or significant summarization procedures, will not be encountered during the audit. Any requests for additional work outside the scope of the audit will be billed at our standard audit rates, including the request to be available to present the annual audit report at a school board meeting.

All invoices will be due and payable upon presentation, and failure to pay them within a reasonable time (usually thirty (30) days), will relieve us from responsibility to perform further services. Financing charges will be added at 1.5 percent per month on all accounts unpaid over sixty (60) days after they are billed. Tipton Elementary School District acknowledges and agrees that we are not required to continue work in the event of Tipton Elementary School District's failure to pay on a timely basis for services rendered as required by this engagement letter.

Tipton Elementary School District further acknowledges and agrees that in the event we stop work or withdraw from this engagement as a result of Tipton Elementary School District's failure to pay on a timely basis for services rendered as required by this engagement letter, we shall not be liable to Tipton Elementary School District for any damages that occur as a result of our ceasing to render services. We may require a retainer or retainers, which will be applied to current billings as billed. If we elect to terminate our services, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination.

In addition, you further agree that in the event our firm or any of its employees or agents is called as a witness or requested to provide any information whether oral, written or electronic in any judicial, quasi-judicial, or administrative hearing or trial regarding information or communications that you have provided to this firm, or any documents and workpapers prepared by M. Green and Company LLP in accordance with the terms of this agreement, you agree to pay any and all reasonable expenses including fees and costs for our time at our rates adjusted for the difficulty and potential risk of the work, as well as any legal or other fees that we incur as a result of such appearance or production of documents.

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

In recognition of the relative risks and benefits of this agreement to both client and the accounting firm, the client and the accounting firm have discussed and have agreed on the fair allocation of risk between them. As such, the client agrees, to the fullest extent permitted by law, to limit the liability of the accounting firm to the client for any and all claims, losses, costs and damages of any nature whatsoever, so that the total aggregate liability of the accounting firm to the client shall not be greater than the total fee for services rendered under this agreement. The client and the accounting firm intend and agree that this limitation applies to any and all liability or cause of action against the accounting firm, however alleged or arising, unless otherwise prohibited by law.

If any dispute arises among the parties hereto, the parties agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its applicable rules for resolving professional accounting and related services disputes before resorting to litigation. Costs of any mediation proceeding shall be shared equally by all parties.

Client and accountant both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the applicable rules for resolving professional accounting and related services disputes of the American Arbitration Association except that under all circumstances the arbitrator must follow the laws of California. Such arbitration shall be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT, IN THE EVENT OF A DISPUTE OVER FEES CHARGED BY THE ACCOUNTANT, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION. The prevailing party shall be entitled to an award of reasonable attorneys' fees and costs incurred in connection with the arbitration of the dispute in an amount to be determined by the arbitrator.

As your CPA firm, we collect:

- Information provided by you from worksheets, documents, and discussions.
- Information that we develop as part of your engagement.

As your CPA firm, we are required to keep all information about our engagement confidential so we will not disclose any information about you unless we have your approval or are required/permitted by law. This applies even if you are no longer a client.

As your CPA firm, we are committed to the safekeeping of your confidential information and we maintain physical, electronic, and procedural safeguards to protect your information.

The documentation for this engagement is the property of M. Green and Company LLP and constitutes confidential information. It is our company policy to keep records related to client engagements for seven years. However, M. Green and Company LLP (typically) does not keep any original client records, so we will return those to you at the completion of the services rendered under your engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies.

By your signature below, you acknowledge and agree that upon the expiration of the seven year period, M. Green and Company LLP may destroy our records related to your engagement.

We have provided you with a copy of our most recent external peer review report and any subsequent reports received during the contract period. Accordingly, our 2017 peer review report accompanies this letter.

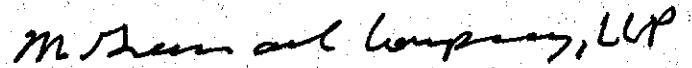
Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

We will be pleased to discuss this letter with you at any time.

Board of Trustees, Citizens Oversight  
Committee and Management  
Tipton Elementary School District  
June 30, 2019  
Page 10

We appreciate the opportunity to be of service to Tipton Elementary School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



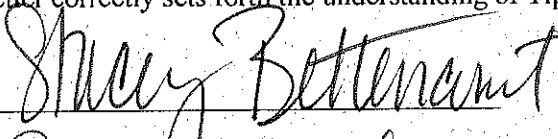
M. GREEN AND COMPANY LLP  
Certified Public Accountants

RLA  
Enclosures

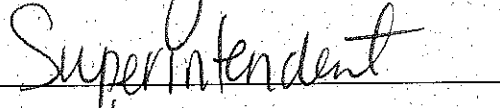
RESPONSE:

This letter correctly sets forth the understanding of Tipton Elementary School District.

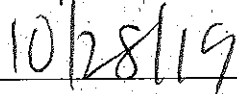
By:



Title:



Date:





**4. ADMINISTRATIVE: Action items:**

**4.9** Say Something Anonymous Reporting System (SS-ARS) Memorandum of Understanding between Sandy Hook Promise Foundation and the School Districts (Affiliates(s) or Districts(s) listed as Signatories to the MOU who are affiliates of the Tulare County Office of Education



**Say Something Anonymous Reporting System (SS-ARS) Memorandum of Understanding (MOU) between Sandy Hook Promise Foundation and the School Districts (Affiliate(s) or District(s) listed as Signatories to the MOU who are affiliates of the Tulare County Office of Education**

This Memorandum of Understanding ("MOU") is entered into by Sandy Hook Promise Foundation ("SHPF"), a non-profit IRC 501(c) (3) organization, located at 13 Church Hill Road, Newtown, Connecticut 06470, and Affiliates delineated on the attached signature page. SHPF and Affiliates may also each be referred to herein individually as a "Party" or collectively as the "Parties."

1. PURPOSE.

SHPF and Affiliates agree to educate middle and high school students about SHPF's no-cost Say Something Anonymous Reporting System (SS-ARS) on or about October 2019. SS-ARS teaches students how to look for warning signs, signals and threats, especially in social media, from individuals who may want to hurt themselves or others and to Say Something to a trusted adult or by using the Anonymous Reporting System (App, Website or 24/7 Crisis Telephone Line) to get them help.

2. DUTIES.

The Parties shall perform the duties described generally below, attached hereto and made a part hereof.

A. SHPF will perform the following duties:

- i. Program coordination and delivery: From setup, delivery, materials/collateral, etc ... SHPF will provide full student, educator and administrator training on SS-ARS.
- ii. Program sustainability: Provide support, activities and framework (if needed) to embed SS-ARS into a new or existing student club and provide ongoing awareness materials (posters, stickers, etc) at no cost to Affiliates.
- iii. Compliance: SHPF shall adhere and comply with Affiliates' guidelines, policies, and applicable federal and State laws.
- iv. SS-ARS Program Specifics: SHPF agrees with SS-ARS Agreement (Exhibit A) and corresponding Terms of Use (Exhibit B), Privacy Agreement (Exhibit C), Life Safety and Non-Life Safety Tip Definitions (Exhibit D) and Reporting Process and Protocols (Exhibit E).
- v. Background Checks: All SHPF employees, agents and volunteers who may have contact with students will undergo and must pass a background checks before interacting with students. Copies of the background checks shall be provided to each Affiliate.

B. Affiliates will perform the following duties:

- i. Communication: Affiliates will communicate the benefits of SS-ARS, provide support with scheduling and outreach and, where needed, communication on presentations/training.
- ii. Recruitment: Affiliates will help identify "adult champions" within each school receiving training (for example - educator, administrator) who will coordinate and be the main contact with SHPF staff.
- iii. Liaison: Affiliates' representatives will participate in agreed upon communication calls and/or meetings



with SHPF for updates.

- iv. Policies and Procedures: Affiliates will inform SHPF on the relevant Affiliates' policies and procedures applicable to the services SHPF is providing. Affiliates to coordinate visitor passes for Program Coordinator, Presenters and, as needed, SHPF support staff.
- v. Special Event Support: Affiliates to support identified and agreed to special events and SHPF "Call to Action" Weeks including VIP management, media management and venue management.
- vi. SS-ARS Program Specific: Affiliates agree with SS-ARS Agreement (Exhibit A) and corresponding Terms of Use (Exhibit B), Privacy Agreement (Exhibit C), Life Safety and Non-Life Safety Tip Definitions (Exhibit D) and Reporting Process and Protocols (Exhibit E)

3. FUNDING. SHPF shall fund program development, implementation and sustainability. This MOU does not include or anticipate the exchange of any funds between the Parties excluding materials and collateral requested above and beyond allocated amounts provided to each school. Note: SHPF does not cover the cost of educators and/or administrators time away from the classroom or school as well as meals or snacks during training sessions.

4. TERM AND TERMINATION. This MOU shall be effective from the date the last Party signs through June 30, 2022. This MOU may be terminated, in whole or in part, by any Party hereto, upon thirty (30) calendar days' advance written notice to the other Party. However, the MOU shall remain in effect for all other entities. This MOU may be amended at any time by the mutual agreement of the Parties; provided, however, that before any amendment shall be operative or valid, it shall be reduced to writing and signed by the authorized representatives of the Parties, including any amendments to any and all Exhibits of this MOU.

#### 5. CONFIDENTIALITY

- A. SHPF shall not use any communications or information obtained from Affiliates for any purpose other than the performance of this MOU, without the individual Affiliates' written prior consent. SHPF understands and agrees that it is subject to all Affiliates' policies relating to the confidentiality of student information. SHPF acknowledges and agrees to comply with the Family Educational Rights and Privacy Act ("FERPA") and all state and federal laws relating to the confidentiality of student records.
- B. At the conclusion of the performance of this MOU, SHPF shall return to Affiliates all written materials constituting or incorporating any communications or information obtained from Affiliates. Upon individual Affiliate's specific written approval, SHPF may retain copies of such materials, subject to the requirements of Subsection 5(A), above.
- C. SHPF may disclose to any sub-contractor, or individual Affiliate's approved third parties, any information otherwise subject to Subsection 5(A), above, that is reasonably required for the performance of the sub-contractor's work under this MOU. Prior to any such disclosure, SHPF shall obtain the sub-contractor's written MOU to the requirements of Subsection 5(A), above and shall provide a copy of such MOU to Affiliates.
- D. SHPF represents that it shall not publish or cause to be disseminated through any press release, public statement, or marketing or selling effort any information which relates to this MOU, nor shall SHPF make representations about the Affiliates in oral or written form without the prior written approval of individual Affiliates.



- E. SHPF's obligation of confidentiality with respect to information submitted or disclosed to SHPF by Affiliates hereunder shall survive termination of this MOU.
6. LIABILITY. The Affiliates, including its employees, agents, volunteers, and Board of Trustees both individually and collectively, shall have no liability whatsoever for the actions of, or failure to act by, or with respect to any claim or cause of action that arises from the actions of omissions or for any SHPF officers, employees, agents, volunteers, subcontractors, or assigns or with respect to personal injury or property damage sustained by SHPF, its officers, employees, agents, volunteers, or subcontractors in the performance of this MOU, whether caused by the Affiliates, their officers, employees, or by third persons. SHPF covenants and agrees that SHPF shall be solely responsible for and with respect to any claim or cause of action arising out of or with respect to any act, omission or failure to act by the SHPF or its employees, agents, officers, volunteers, or subcontractors.
7. INDEPENDENT CONTRACTOR. While engaged in performance of this MOU, the SHPF is an independent contractor and is not an officer, agent, or employee of the Affiliates. SHPF is not entitled to benefits of any kind to which Affiliates' employees are entitled, including but not limited to unemployment compensation, worker' compensation, health insurance and retirement benefits. SHPF assumes full responsibility for the acts and/or omissions of SHPF's employees or agents as they relate to performance of this MOU. SHPF assumes full responsibility for workers' compensation insurance, and payment of all federal, state and local taxes or contributions, including but not limited to unemployment insurance, social security, Medicare and income taxes with respect to SHPF and SHPF's employees and agents. SHPF warrants its compliance with the criteria established by the U.S. Internal Revenue Service (I.R.S.) for qualification as an independent contractor, including but not limited to being hired on a temporary basis, having some discretion in scheduling time to complete contract work, working for more than one employer at a time, and acquiring and maintaining its own office space and equipment. SHPF agrees to indemnify Affiliates for all costs and any penalties arising from audits by state and/or federal tax entities related to services provided by SHPF's employees and agents under this MOU.
8. CONFLICT OF INTEREST. SHPF represents that SHPF has no existing financial interest and will not acquire any such interest, direct or indirect, which could conflict in any manner or degree with the performance of services required under this MOU and that no person having any such interest shall be subcontracted in connection with this MOU or employed by SHPF. SHPF shall not conduct or solicit any Affiliate business while on Affiliate property or time.
- A. SHPF will also take all necessary steps to avoid the appearance of a conflict of interest and shall have a duty to disclose to the Affiliates prior to entering into this MOU any and all circumstances existing at such time which pose a potential conflict of interest.
- B. SHPF warrants that it has not directly or indirectly offered or given, and will not directly or indirectly offer or give, to any employee, agent, or representative of Affiliates any cash or noncash gratuity or payment with view toward securing any business from Affiliates or influencing such person with respect to the conditions, or performance of any contracts with or orders from Affiliates, including without limitation this MOU. Any breach of this warranty shall be a material breach of each and every contract between Affiliates and SHPF.
- C. Should a conflict of interest issue arise, SHPF agrees to fully cooperate in any inquiry and to provide the Affiliates with all documents or other information reasonably necessary to enable the Affiliates to determine whether or not a conflict of interest existed or exists.
- D. Failure to comply with the provisions of this section shall constitute grounds for immediate termination of this MOU, notwithstanding Section 4, "Term and Termination," above, in addition to whatever other remedies the Affiliates may have.



9. EQUAL EMPLOYMENT OPPORTUNITY. It is the policy of the Affiliates that, in connection with all work performed under Affiliates MOUs, there shall be no discrimination against any employee or applicant for employment because of race, color, religious creed, national origin, ancestry, marital status, sex, sexual orientation, age, disability or medical condition and, therefore, the SHPF agrees to comply with applicable federal and state laws. In addition, the SHPF agrees to require like compliance by its employees, agents, and all sub-contractors employed on the work.

10. NON-DISCRIMINATION. The Affiliates prohibit discrimination, harassment, intimidation and/or bullying and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance. The SHPF agrees to comply with applicable federal and state laws. In addition, the SHPF agrees to require like compliance by its employees, agents, and all sub-contractors employed on the work.

11. GOVERNING LAW. The validity, interpretation and performance of this MOU shall be determined according to the laws of San Diego County, California.

12. FINGERPRINTING and BACKGROUND CHECKS. The SHPF shall perform the following acts:

A. As required by Affiliates, SHPF shall have all current and subsequent employees, agents and volunteers of who may enter a school site during the time that students are present submit their fingerprints in a manner authorized and required by Affiliates;

B. Prohibit employees, agents and volunteers of SHPF from coming into contact with students until Affiliates and/or SHPF have ascertained that the employee, agent or volunteer has not been convicted of a felony;

C. Certify in writing to the Affiliates that neither SHPF nor any of SHPF's employees, agents or volunteers who may enter a school site during the time that students are present have been convicted of a felony; and

D. As required, provide a list of the names of SHPF's employees, agents and volunteers who may have contact with students to the Affiliates administrator for this MOU.

13. INSURANCE SHPF shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this MOU, the following insurance coverage from a licensed, admitted or authorized insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficiently estimated to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with SHPF's fulfillment of any of its obligations under this MOU:

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$1,000,000 per occurrence
- \$ 100,000 fire damage
- \$ 5,000 med expenses
- \$1,000,000 personal & adv. injury
- \$3,000,000 general aggregate
- \$3,000,000 products/completed operations aggregate

B. **Business Auto Liability Insurance** for owned scheduled, non-owned or hired automobiles with a combined single limit of no less than \$1 million per occurrence.



- C. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering SHPF's full liability under applicable state and federal laws, as follows:
  - Part A – Statutory Limits
  - Part B - Employers Liability: \$1,000,000/\$1,000,000/\$1,000,000
  
- D. **Errors & Omissions** (Professional Liability) coverage, as follows:
  - \$1,000,000 per occurrence/ \$1,000,000 aggregate
  
- E. **Sexual Abuse and Molestation** coverage, as follows:
  - \$1,000,000 per occurrence/\$1,000,000 aggregate
  
- G. SHPF, upon execution of this MOU and periodically thereafter upon request, shall furnish the Affiliates with certificates of insurance evidencing such coverage. SHPF shall name each Affiliate as additionally insured and SHPF agrees to provide policy endorsements stating, "such policies are primary and any insurance carried by District is secondary and noncontributing with such policies."

14. **INDEMNIFICATION.** SHPF shall indemnify and hold harmless Affiliates and its Board Members, administrators, employees, agents, and attorneys (collectively, "Indemnitees") against all liability, loss, damage, claims, suits, actions and expense (including reasonable attorneys' fees) resulting from, arising out of or in connection to this MOU or its performance, whether such loss, expense, damage or liability was proximately caused in whole or in part by the negligent or willful act or omission of SHPF, including, without limitation, its agents, employees, sub-contractors, volunteers, or anyone employed directly or indirectly by it.

By entering into this MOU, Affiliates and their respective Board Members, administrators, employees, agents, attorneys or representatives have not agreed to indemnify SHPF, third party beneficiaries or any individuals and/or entities against any liability, loss, damage, claims, suits, actions and expense (including attorneys' fees) resulting from, arising out of or in connection to this MOU or its performance, whether such loss, expense, damage or liability was proximately caused in whole or in part by the negligent or willful act or omission of SHPF, including without limitations, its agents, employees, sub-contractors, volunteers, or anyone employed directly or indirectly by it.

15. **NOTICES.** All notices to be given, or documents, samples, or other materials to be delivered by either Party to the other pursuant to this MOU will be sent by prepaid first-class mail, electronic mail, telephone facsimile, or hand-delivered, to the addresses set forth below. Any such notices, documents, samples, or other materials will be deemed to have been given or delivered forty-eight (48) hours after posting, if sent by first class mail; when received, if sent by electronic mail or telephone facsimile; or when delivered, if delivered by hand.

To SHPF:

Name: Anatheia Simpkins  
Title: Deputy National Director, SS-ARS  
Company: Sandy Hook Promise  
Address: 13 Church Hill Road, Newtown, CT 06470  
Telephone: 202.516.1018  
Facsimile: N/A  
Email: [anatheia.simpkins@sandyhookpromise.org](mailto:anatheia.simpkins@sandyhookpromise.org)

To Affiliates: see attached signature page



16. DISPUTE RESOLUTION. Should any problem or conflict arise in the course of the delivery of services under this MOU, it is understood that the parties will work with each other to accomplish an effective resolution through discussion.

17. ENTIRE MOU/AMENDMENT. This MOU, all exhibits to this MOU constitute the entire agreement between the parties to the MOU and supersede any prior or contemporaneous written or oral understanding or agreement, and may be amended only by written amendment executed by both parties to this MOU, as described in Section 4, above.

[SIGNATURE PAGE FOLLOWS]



Sandy Hook  
**PROMISE**

**SANDY HOOK PROMISE FOUNDATION**

*Anathea Simpkins*

10/11/19

Anathea Simpkins, Deputy Director, SS-ARS, Sandy Hook Promise Foundation

Date

**AFFILIATES OF TULARE COUNTY OFFICE OF EDUCATION**

Gary Mekeel, Superintendent, Alpaugh Unified School District

Date

Rob Hudson, Superintendent, Alta Vista School District

Date

Carole Mederos, Superintendent, Buena Vista Elementary School District

Date

Sergio Mendoza, Superintendent, Burton Elementary School District

Date

Yolanda Valdez, Superintendent, Cutler-Orosi Joint Unified School District

Date

Joe Hernandez, Superintendent, Dinuba Unified

Date

Philip Nystrom, Superintendent, Earlimart

Date

George Eddy, Superintendent, Exeter Unified

Date

Paul Sevillano, Superintendent, Farmersville Unified

Date

Melanie Matta, Superintendent, Hope

Date





|   |      |
|---|------|
| Tom Byars, Superintendent, Hot Springs Elementary       | Date |
| Sherry Martin, Superintendent, Kings River Union        | Date |
| Anjelica Zermeno, Principal, La Sierra Military Academy | Date |
| Keri Montoya, Superintendent, Liberty                   | Date |
| Tom Rooney, Superintendent, Lindsay                     | Date |
| Chris Meyer, Superintendent, Monson-Sultana             | Date |
| Heather Pilgrim, Superintendent, Oak Valley             | Date |
| Derrick Bravo, Superintendent, Outside Creek            | Date |
| Phil Anderson, Superintendent, Palo Verde               | Date |
| Monty Dunbar, Superintendent, Pixley                    | Date |
| Mark Odsather, Superintendent, Pleasant View            | Date |
| Nate Nelson, Superintendent, Porterville Unified        | Date |



|   |                  |
|---|------------------|
| Mario Milan, Superintendent, Richgrove                      | Date             |
| Carol Borba, Superintendent, Rockford                       | Date             |
| Courtney Castle, Superintendent, Saucelito,                 | Date             |
| Perry Jensen, Superintendent, Sequola Union                 | Date             |
| Connie Owens, Superintendent, Springville                   | Date             |
| Chris Kemper, Superintendent, Stone Coral                   | Date             |
| Shelly Long, Superintendent, Strathmore Union               | Date             |
| Terri Rufert, Superintendent, Sundale Union                 | Date             |
| Steve Tsuboi, Superintendent, Sunnyside Union               | Date             |
| Nicole Rocha, Administrator, TCOE Court/Community           | Date             |
| Guadalupe Roma, Superintendent, Terra Bella Union           | Date             |
| Donya Wheeler, Superintendent, The Academies Charters       | Date             |
| Sue Sherwood, Superintendent, Three Rivers                  | Date             |
| <i>Cherie Solian</i><br>Cherie Solian, Principal, Tipton    | 10/24/19<br>Date |
| Tammy Aldaco, Asst. Superintendent, Tulare Joint Union High | Date             |



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Eric Thiessen, Principal, University Prep High

Date

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Lori Lackey, Superintendent, Valley Life Charter

Date

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Tamara Ravalin, Superintendent, Visalia Unified

Date

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Deanna Cardoza, Superintendent, Waukena Joint Union

Date

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Alfonso Gamino, Superintendent, Woodlake Unified

Date

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Lou Saephan, Superintendent, Woodville Union

Date



## EXHIBIT A – SS-ARS PROGRAM SPECIFICS

SHPF and Affiliates agree to this agreement as follows:

SHPF will perform the following duties:

1. SHPF shall provide training and support of SS-ARS to Affiliates' students and assigned personnel on the Affiliates' contact list. SHPF will manage and maintain the 24/7 call center, App and Website for students, educators, administrators and parents of Affiliates' students to use to submit anonymous tips. Students will not require an account or be required to provide any identifying information in order to submit anonymous tips.
2. SHPF shall implement SS-ARS by retaining qualified persons (Instructors), digital-download instruction and interactive training video to provide training and technical assistance to Affiliates.
3. SHPF shall manage the 24/7 call center and provide them with Affiliates' developed and approved Life Safety and Non-Life Safety Tip Definitions (Exhibit D), Reporting Process and Protocols (Exhibit E) and contact list.
4. SHPF 24/7 Call Center will, per Affiliates direction, triage all tip submissions prior to trafficking to Affiliates.
5. SHPF 24/7 Call Center will provide crisis management to any tip submission per Affiliates' developed and approved Life Safety and Non-Life Safety Tip Definitions (Exhibit D), Reporting Process and Protocols (Exhibit E), state and federal laws.
6. SHPF shall share and/or provide immediate, direct access to Affiliate all information gathered using SS-ARS – including number of participants, schools, tip details and dispositions.
7. SHPF will provide prompt, support of SS-ARS via phone, in-person and/or email and make available prompt and reasonable online training for all types of users who may interact with the system.
8. SHPF shall not under any circumstances sell any SS-ARS information or other data or information received or generated as a result of this agreement to any advertiser or third party. Furthermore, and except as to Affiliate district, SHPF shall always maintain the anonymity of all data and other information received in connection with the SS-ARS program, including the identity of anyone providing a tip and the specifics of any incident responded to or averted unless otherwise demanded under state or federal law.
9. SHPF grants to Affiliates a limited, non-exclusive, non-transferable, revocable subscription SS-ARS license during the term of this MOU, solely for Affiliates' purposes – including (a) to use, perform, and digitally display SS-ARS and (b) to access, display, search, analyze, reformat, download, and print reports of any submissions and/or results generated by the authorized use of SS-ARS.
10. SHPF will provide each user identified on Affiliate's contact list with a unique username and password to enable such users to access SS-ARS pursuant to this agreement. SHPF may alternatively provide an assigned Affiliate Administrator with a unique username and password, which such Administrator will use to create and issue additional unique usernames and passwords for Affiliate's additional users. SHPF may change or update these username and passwords, with notice to Affiliate. Each username and password may only be used to access SS-ARS during one (1) concurrent login session. SHPF reserves the right to terminate any username and password which SHPF reasonably determines may have been used by an unauthorized third party or by any user or individual other than the user to whom such username and password was originally assigned.



## EXHIBIT A – SS-ARS PROGRAM SPECIFICS (CONTINUED)

Affiliates will perform the following duties:

1. Affiliates to provide SHPF with their definition of Life Safety and Non-Life Safety Tip Definitions (Exhibit D) for use by SHPF call center to triage all tip submissions.
2. Affiliates to provide and update SHPF with the Reporting Process and Protocols (Exhibit E) and contact list for the SHPF call center to follow for all tip submissions.
3. Affiliates acknowledge and agree with SS-ARS Terms of Use (Exhibit B) and Privacy Agreement (Exhibit C) provided to the Affiliates' users upon use of SS-ARS App and Website. Users of the 24/7 Call Center will be provided on-line links to both if requested.
4. Affiliates acknowledge and agree that only users are entitled to receive a username and password and to access the Services. Affiliates will provide to SHPF information and other assistance as necessary to enable SHPF to establish usernames for users, and Affiliates will verify all user requests for account passwords. Affiliates will ensure that each username and password issued to a user will be used only by that user. Affiliates are responsible for maintaining the confidentiality of all users' usernames and passwords, and are solely responsible for all activities that occur under these usernames. Affiliates agree (a) not to allow a third party to use its account, usernames or passwords at any time, and (b) to promptly notify SHPF in writing of any actual or suspected unauthorized use of its account, usernames or passwords, or any other breach or suspected breach of the obligations contained in this Section. In the event of a data breach, SHPF shall timely notify Affiliates, take prompt and deliberate action in response to the breach, and provide all such notifications as required under law, as well as perform any other legally required functions in response to the data breach.
5. Affiliates acknowledge and agree to act upon all known SS-ARS submissions in accordance with Affiliates policies and procedures.



## EXHIBIT B – SS-ARS TERMS OF USE

The Say Something mobile application (“App”), SaySomething.net website (“Site”), and 844-5-SAYNOW Telephone (“Phone”) anonymous reporting system products and services are offered by Sandy Hook Promise Foundation (“SHPF”) through its service providers AnderSoft Software, LLC (“AnderSoft”) and JCS Switchboard (collectively “Technology and Service Providers”).

By downloading the Say Something App, accessing the Site at [www.saysomething.net](http://www.saysomething.net), and/or calling the 24/7 Phone at 844-5SAYNOW, you indicate that you understand and agree to be bound by the following Terms of Use. IF YOU DO NOT AGREE WITH ALL THE PROVISIONS OF THESE TERMS OF USE, DO NOT ACCESS OR USE THE APP, SITE OR PHONE.

- 1. Eligibility.** Anyone under 11 years old is strictly prohibited from accessing and/or creating an account.
- 2. Changes to Terms of Use.** SHPF reserves the right, in our sole discretion, to change, modify, add, or remove portions of the Terms of Use at any time. You agree to review the Terms of Use periodically. Your continued use of the Say Something App, Site and Website after any such changes become effective constitutes your acceptance of such updated and/or revised Terms of Use.
- 3. Online Privacy Policy.** The Say Something App, Site and Phone privacy policy describes our practices concerning information that you provide or that we may collect, and by accepting these Terms of Use, you consent to our collection, use, disclosure and transfer of information in compliance with our privacy policy.
- 4. Say Something App and Site Licensee.** Subject to these Terms of Use, you are hereby granted a non-exclusive, limited, non-transferable, freely revocable license to use the App and Site for your personal, non-commercial use only and as permitted by the features of the App. SHPF reserves all rights not expressly granted herein in the App and Site and as defined below. SHPF and/or AnderSoft may terminate this license at any time for any reason or no reason. Except as expressly authorized in this Section 4, you agree not to display, distribute, license, perform, publish, reproduce, duplicate, copy, create derivative works from, modify, sell, resell, exploit, transfer or upload for any commercial purposes, any portion of the App or Site, including in each case any content contained therein, other than the content that you legally upload to the App and/or Site.
- 5. Mobile Services.** To the extent you access the App or Site through a mobile device, your wireless service carrier’s standard charges, data rates and other fees may apply. In addition, downloading, installing, or using certain mobile services may be prohibited or restricted by your carrier, and not all mobile services may work with all carriers or devices.
- 6. Say Something App Password and School Affiliation**

To operate the app, the user agrees to create a password and select his or her affiliated school. SHPF strongly encourages users to set “difficult” passwords (use a combination of numbers, symbols, and upper and lower case letters). Password and school affiliation can be changed within the setup section of the App. You are solely responsible for the activity that occurs on your account, and you must keep your account password secure. You agree to notify SHPF immediately by email at [saysomething@sandyhookpromise.org](mailto:saysomething@sandyhookpromise.org) of any unauthorized use of your account. SHPF and our Technology and Service Providers will not be liable for any losses caused by any unauthorized use of your account.



## EXHIBIT B – SS-ARS TERMS OF USE (CONTINUED)

### 7. Tip Submission and Related Policies

Tip submission is done through use of the App, Site or Phone. You can write and speak (Phone only) the tip and/or submit photographs, videos, audio files or other content or information. You acknowledge and agree that tips may be disclosed to law enforcement, your selected affiliated school, and other third parties as we deem appropriate in our sole discretion to protect your personal safety or the safety of others or prevent any unlawful, harmful, inappropriate or dangerous activity. By submitting a tip, you acknowledge and agree that SHPF, its Technology and Service Providers and your selected affiliated school, are authorized but not obligated to take any steps they deem appropriate in their sole discretion to follow up on such tips. **SHPF, ITS TECHNOLOGY AND SERVICE PROVIDERS AND YOUR SELECTED AFFILIATED SCHOOL ARE NOT RESPONSIBLE AND SHALL HAVE NO LIABILITY TO YOU OR ANYONE ELSE, WITH RESPECT TO ANY TIP YOU CHOOSE TO SUBMIT USING THE APP, SITE OR PHONE, OR WITH RESPECT TO ANY ACTION OR INACTION UNDERTAKEN OR NOT UNDERTAKEN IN RESPONSE TO YOUR TIP.** You are solely responsible for any submitted tip you report through the App, Site or Phone, including any submitted tip that is viewed as being obscene, offensive, inappropriate, defamatory, untruthful, illicit, harassing, threatening, stalking, discriminatory, abusive, or profane. SHPF and its Technology and Service Providers reserve the right to reject and/or remove any submitted tip.

The following additional policies and rules apply:

- a. Always call 911 immediately in the event of an emergency. The App, Site and Phone are not a substitute for reporting incidents of concern to law enforcement, medical and emergency personnel.
- b. You and your submitted tip are subject to applicable laws, regulations, and your affiliated school's policies.
- c. You agree not to engage in illegal, inappropriate, or other prohibited activities in connection with the app or website, including without limitation: (i) copying, distributing, or disclosing any part of the App or Site in any form; (ii) using any automated system, such as robots to access and submit a tip that results in multiple submissions; (iii) attempting to interfere with, compromise the system integrity or security or decipher any transmissions to or from the servers running the app or website; (iv) taking any action that imposes, or may impose at our sole discretion an unreasonable or disproportionately large load on our infrastructure; (v) uploading invalid data, viruses, worms, or other software agents through the App or Site; (vi) using the App, Site or Phone for any commercial advertising or solicitation purposes; and (vii) impersonating another person or otherwise misrepresenting your affiliation with a person or entity, or conducting fraud.
- d. SHPF and/or its Technology and Service Providers reserve the right to investigate and take appropriate legal action against anyone who, in SHPF's and/or its Technology and Service Providers sole discretion, violates these Terms, including without limitation, removing the offending content from the Say Something App and/or Site, suspending or terminating the account of such violators and reporting you to the law enforcement authorities.

### 8. Our Proprietary Rights

Except for your submitted tip only, the App, Site, Phone and all materials therein or transferred thereby, including, without limitation, software, images, text, graphics, illustrations, logos, patents, trademarks, service marks, copyrights, photographs, audio, videos, and all intellectual property rights related thereto, are the exclusive property of SHPF, and where applicable, its Technology and Service Providers. Except as explicitly provided herein, nothing herein shall be deemed to create a license in or under any such intellectual property rights, and you agree not to sell, license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit or create derivative works from the Say Something App, Site or Phone or any content thereon. Use of the App, Site or Phone content for any purpose not expressly permitted by these Terms of Use is strictly prohibited. You agree not to copy, modify, create a derivative work of, reverse engineer, reverse assemble or otherwise attempt to discover any source code, sell, assign, sublicense, or otherwise transfer any right in the technology and software underlying the App, Site or Phone.



## EXHIBIT B – SS-ARS TERMS OF USE (CONTINUED)

The Say Something, Say Something Anonymous Reporting System (SS-ARS), and Sandy Hook Promise Foundation names, logos and other trademarks are the sole and exclusive property of SHPPF. The AnderSoft names, logos, and other trademarks are the sole and exclusive property of AnderSoft. Nothing in these Terms or the App, Site or Phone should be construed as granting, by implication, estoppel, or otherwise, any license or right to use any of foregoing trademarks or other trademarks displayed through the App, Site or Phone without SHPPF's and/or AnderSoft's prior written permission in each instance. As between you and SHPPF and/or AnderSoft, all goodwill generated from the use of such trademarks will inure to SHPPF's and/or AnderSoft's exclusive benefit.

You acknowledge and agree that any questions, comments, suggestions, ideas, feedback, and other information about the App, Site or Phone ("Feedback") you provide to SHPPF or our Technology and Service Providers is non-confidential, and SHPPF will be entitled to the unrestricted use and dissemination of this Feedback for any purpose, commercial or otherwise, without acknowledgment or compensation to you.

### 9. App Store Providers Terms

Apple Inc., Google, Inc., or Microsoft Corporation will be a third-party beneficiary to these Terms of Use if you access them for applications developed for Apple iOS, Android, or Microsoft Windows-powered mobile devices, respectively. These third-party beneficiaries are not parties to this agreement and are not responsible for the provision or support of the app in any manner. Your access to the app is subject to terms set forth in the applicable third-party beneficiary's terms of service. The following additional terms apply to your use of the app obtained through the Apple Store:

- a. You will only use the App in connection with a device that you own or control;
- b. You acknowledge and agree that Apple has no obligation whatsoever to furnish any maintenance and support services with respect to the App;
- c. You acknowledge and agree that SHPPF, and not Apple, is responsible for addressing any claims you or any third party may have in relation to the application;
- d. You acknowledge and agree that, in the event of any third-party claim that the App or your possession and use of the App infringes that third party's intellectual property rights, SHPPF, and not Apple, will be responsible for the investigation, defense, settlement and discharge of any such infringement claim; and
- e. Both you and SHPPF acknowledge and agree that, in your use of the App, you will comply with any applicable third-party terms of agreement which may affect or be affected by such use.

### 10. Indemnity

You agree to defend, indemnify and hold harmless SHPPF, its Technology and Service Providers, and its and their affiliates, officers, directors, employees, contractors, agents, representatives and licensors from and against any and all claims, damages, obligations, losses, liabilities, costs or debt, and expenses (including but not limited to attorney's fees) arising from: (a) your use of and access to the App, Site and Phone, including any data or content transmitted or received by you; (b) your violation of any term of these Terms of Use; (c) your violation of any third-party right, including without limitation any right of privacy or intellectual property rights; (d) your violation of any applicable law, rule, regulation or affiliated school policy; (e) any claim or damages that arise as a result of any of your submitted tips; or (f) any other party's access and use of the App, Site or Phone using your password, case number or other appropriate security code. We reserve the right to assume the exclusive defense and control of any matter subject to indemnification by you, and in such case, you agree to cooperate with our defense of such claim and to reimburse us for the reasonable costs and expenses thereof. If you are a California resident, you waive





## EXHIBIT B – SS-ARS TERMS OF USE (CONTINUED)

California Civil Code Section 1542, which says: "A general release does not extend to claims which the creditor does not know or suspect to exist in his favor at the time of executing the release, which if known by him must have materially affected his settlement with the debtor." If you are a resident of another jurisdiction, you waive any comparable statute or doctrine.

### 11. No Warranty

YOUR USE OF THE APP, SITE OR PHONE ARE AT YOUR SOLE RISK. ANY INFORMATION OR DATA WITHIN THE APP OR SITE MAY NOT BE ACCURATE. SAY SOMETHING APP, SITE AND PHONE ARE PROVIDED 'AS IS' AND WE AND OUR TECHNOLOGY AND SERVICE PROVIDERS MAKE NO REPRESENTATIONS OR WARRANTIES OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. SHPF AND OUR TECHNOLOGY AND SERVICE PROVIDERS DO NOT WARRANT THAT THE APP, SITE OR PHONE WILL BE UNINTERRUPTED, TIMELY, SECURE, OR FREE FROM DEFECTS OR ERRORS, OR THAT THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE APP, SITE OR PHONE WILL BE ACCURATE OR RELIABLE. ANY RELIANCE YOU PLACE ON SUCH INFORMATION IS THEREFORE STRICTLY AT YOUR OWN RISK. BY DOWNLOADING THE APP AND/OR ACCESSING THE SITE OR PHONE YOU EXPRESSLY AGREE TO HOLD SHPF AND ITS TECHNOLOGY AND SERVICE PROVIDERS HARMLESS FROM ANY LOSS, HARM, INJURY, OR DAMAGE WHATSOEVER ARISING FROM OR ARISING OUT OF YOUR USE. THE APP, SITE AND PHONE ARE PROVIDED FOR CONVENIENCE ONLY, AND SHPF AND ITS TECHNOLOGY AND SERVICE PROVIDERS MAKE NO REPRESENTATION OR WARRANTY THAT ANY ACTION WILL BE TAKEN IN RESPONSE TO ANY TIPS SUBMITTED OR THAT ANY ACTIONS UNDERTAKEN WILL BE ABLE TO ADDRESS THE SITUATION REPORTED OR PREVENT ANY HARM.

### 12. Limitation of Liability

TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT SHALL SHPF, ITS TECHNOLOGY AND SERVICE PROVIDERS OR ANY OF THEIR AFFILIATES, OFFICERS, DIRECTORS, EMPLOYEES, EMPLOYEES, AGENTS, REPRESENTATIVES, SUPPLIERS OR LICENSORS BE LIABLE FOR ANY DIRECT, INDIRECT, PUNITIVE, INCIDENTAL, SPECIAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, INCLUDING WITHOUT LIMITATION DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA OR OTHER INTANGIBLE LOSSES, THAT RESULT FROM THE USE OF, OR INABILITY TO USE, THE APP, SITE OR PHONE OR FROM ANY ACTIONS OR INACTIONS WITH RESPECT TO INFORMATION REPORTED THEREON. UNDER NO CIRCUMSTANCES WILL SHPF BE RESPONSIBLE FOR ANY DAMAGE, LOSS OR INJURY RESULTING FROM HACKING, TAMPERING OR OTHER UNAUTHORIZED ACCESS OR USE OF THE APP, SITE OR PHONE OR THE INFORMATION CONTAINED THEREIN.

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CONDUCT OF ANY THIRD PARTY. IN NO EVENT SHALL SHPF, ITS TECHNOLOGY AND SERVICE PROVIDERS OR ANY OF THEIR AFFILIATES, AGENTS, DIRECTORS, EMPLOYEES, SUPPLIERS, OR LICENSORS BE LIABLE TO YOU FOR



## EXHIBIT B – SS-ARS TERMS OF USE (CONTINUED)

ANY CLAIMS, PROCEEDINGS, LIABILITIES, OBLIGATIONS, DAMAGES, LOSSES OR COSTS IN AN AMOUNT EXCEEDING \$100.00.

THIS LIMITATION OF LIABILITY SECTION APPLIES WHETHER THE ALLEGED LIABILITY IS BASED ON CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, OR ANY OTHER BASIS, EVEN IF SHPF HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE. THE FOREGOING LIMITATION OF LIABILITY SHALL APPLY TO THE FULLEST EXTENT PERMITTED BY LAW IN THE APPLICABLE JURISDICTION.

SOME STATES DO NOT ALLOW THE EXCLUSION OF IMPLIED WARRANTIES OR THE EXCLUSION OR LIMITATION OF INCIDENTAL OR CONSEQUENTIAL DAMAGES, SO THE ABOVE LIMITATIONS OR EXCLUSIONS MAY NOT APPLY TO YOU. THIS AGREEMENT GIVES YOU SPECIFIC LEGAL RIGHTS, AND YOU MAY ALSO HAVE OTHER RIGHTS WHICH VARY FROM STATE TO STATE. THE DISCLAIMERS, EXCLUSIONS, AND LIMITATIONS OF LIABILITY UNDER THIS AGREEMENT WILL NOT APPLY TO THE EXTENT PROHIBITED BY APPLICABLE LAW. IF YOU ARE DISSATISFIED WITH ANY PORTION OF THE APP, SITE OR PHONE OR WITH THESE TERMS, YOUR SOLE AND EXCLUSIVE REMEDY IS TO DISCONTINUE USE OF OUR SERVICES.

**13. Governing Law.** You hereby submit to the exclusive jurisdiction of, and waive any venue objections against, federal and state courts located in San Diego County, California.

**14. Third Party Beneficiary.** The Technology and Service Providers are third-party beneficiaries to this Agreement between SHPF and Affiliates and is entitled to the rights and benefits hereunder, including without limitation the limitation of liability and indemnification provisions, and may directly enforce the provisions hereof as if any one of the Technology and Service Providers were a party to this Agreement.

**15. General.** These Terms of Use constitute the entire agreement between you and SHPF and govern your use of the App, Site and Phone, superseding any prior agreements between you and SHPF with respect to the subject hereof. The failure of SHPF to exercise or enforce any right or provision of these Terms of Use will not constitute a waiver of such right or provision. If any provision of these Terms of Use is found by a court of competent jurisdiction to be invalid, the parties nevertheless agree that the court should endeavor to give effect to the parties' intentions as reflected in the provision, and the other provisions of these Terms remain in full force and effect. You agree that regardless of any statute or law to the contrary, any claim or cause of action arising out of or related to use of the App, Site or Phone or these Terms of Use must be filed within one (1) year after such claim or cause of action arose or be forever barred. SHPF may assign or transfer these Terms of Use, in whole or in part, without restriction. The section titles in these Terms of Use are for convenience only and have no legal or contractual effect. Notices to you may be made via either email or regular mail. We may also provide notices to you of changes to these Terms of Use or other matters by displaying notices or links to notices generally on the App, Site or by message with use of the Phone.

**16. Contact Us.** Please contact us at the following address:  
Sandy Hook Promise  
13 Church Hill Road  
Newtown, CT 06470  
Or contact us by email at [programs@sandyhookpromise.org](mailto:programs@sandyhookpromise.org)

Last modified on: July, 2017.



## EXHIBIT C – SS-ARS PRIVACY AGREEMENT

This Privacy Policy describes how we at Sandy Hook Promise (“SHPF”), together with our partners AnderSoft Software, LLC and JCS Switchboard (collectively, our “Partners”), collect, use, share and maintain information from you when you use our Say Something mobile app (the “App”) or related website, [www.saysomething.net](http://www.saysomething.net) (the “Site”) and telephone crisis line, 844-5-SAYNOW (the “Phone”). The App, Site and Phone are designed to maximize your privacy, by providing you with a means to anonymously report events or issues of concern to you. Accordingly, we do not require you to provide any personally identifiable information when you use the App, Site or Phone. However, you may provide such information at your discretion.

By using the App, Site and/or the Phone, you consent to the use, disclosure, transfer and processing of information we collect from you as set forth in this Privacy Policy.

Please note that when you use the App, Site or Phone, you may connect with your school, which, along with SHPF, helps triage and act on the information you provide. Once the information is received by your school, it will no longer be governed by this Privacy Policy. If you wish to know about the data privacy practices of your school, please contact officials directly.

### **What information do we collect?**

Information You Provide: SHPF and our Partners collect information from you when you provide it through the App, Site and/or Phone. You provide information, for example, when you initially select a school; report and/or update a tip; submit pictures, videos, audio files, or other content; make informational inquiries using topic tabs on the App and website and, update your school location (via the App only).

### **How do we use this information?**

SHPF and our Partners may use the information we collect for legitimate purposes, such as:

- o helping you in an emergency, such as by directing your tips and other communications to operators and responding via secure, anonymous live chat;
- o providing you with additional or added products, services, or information as it relates to your submission;
- o providing you with information about the App, Site or Phone required notices;
- o improving the App, Site or Phone services we provide, such as by using analytics to improve and enhance the performance and ease of use;
- o generating and analyzing statistics about your anonymous use of the App, Site and/or the Phone;
- o detecting, preventing, and responding to fraud, intellectual property infringement, violations of our Terms of Use, violations of law, or other misuse of the App, Site and/or Phone; and
- o to support our business performance and operations (*e.g.*, reports, trends, etc.).

### **When and to whom do we disclose the information?**

We disclose the information you provide through the App, Site or Phone to the affiliated school you designate on the App, Site or on the Phone.



## EXHIBIT C – SS-ARS PRIVACY AGREEMENT (CONTINUED)

We also may disclose information we collect from you:

- to public safety officials and other government entities on an emergency basis or when requested by you;
- as required by law, such as to comply with a subpoena or other legal process, or to comply with government reporting obligations;
- when we believe in good faith that disclosure is necessary (a) to protect our rights, the integrity of the App, Site and Phone, the rights of the schools with which we partner, or your safety or the safety of others, or (b) to detect, prevent, or respond to fraud, intellectual property infringement, violations of our Terms and Conditions for the App, Site and Phone, violations of law, or other misuse of the App, Site and/or Phone; and
- to another organization in the event we were to combine with or be acquired by that organization.

We do not share any personal information with third parties for their marketing purposes.

### **Security of Collected Information**

SHPF and our Partners use reasonable efforts to maintain the security, confidentiality, and integrity of information we collect through the App, Site and Phone. Your account on the App is password-protected, so unless you share your password, only you can access and view the information in the account. You are responsible for maintaining the secrecy of your password and any account information.

### **Information from Children**

Because our site is a serious tool used to help prevent violence and victimization in schools, we do not allow anyone under the age of 11 to use our App, Site or Phone. If you believe we have received information from someone under age 11, please contact us at the email address provided at the end of this Policy.

### **Retention of Information**

We are not obligated to you to retain your information. We may retain your submitted tip and information regarding your affiliated school for as long as necessary to fulfill the purposes described in this Privacy Policy, as required by law, or for legitimate business purposes to the extent permitted by applicable law.

### **Changes to this Privacy Policy**

We may update this Privacy Policy periodically and without prior notice to you, to reflect changes in our information practices. Whenever we update the Policy, we will post new (revised) Privacy Policy within the App or on the Site.

### **Contact us**

If you have any questions about this Privacy Policy or our use of your information collected through the App or the Site, please contact us at [saynow@sandyhookpromise.org](mailto:saynow@sandyhookpromise.org).

Last modified on: July, 2017.



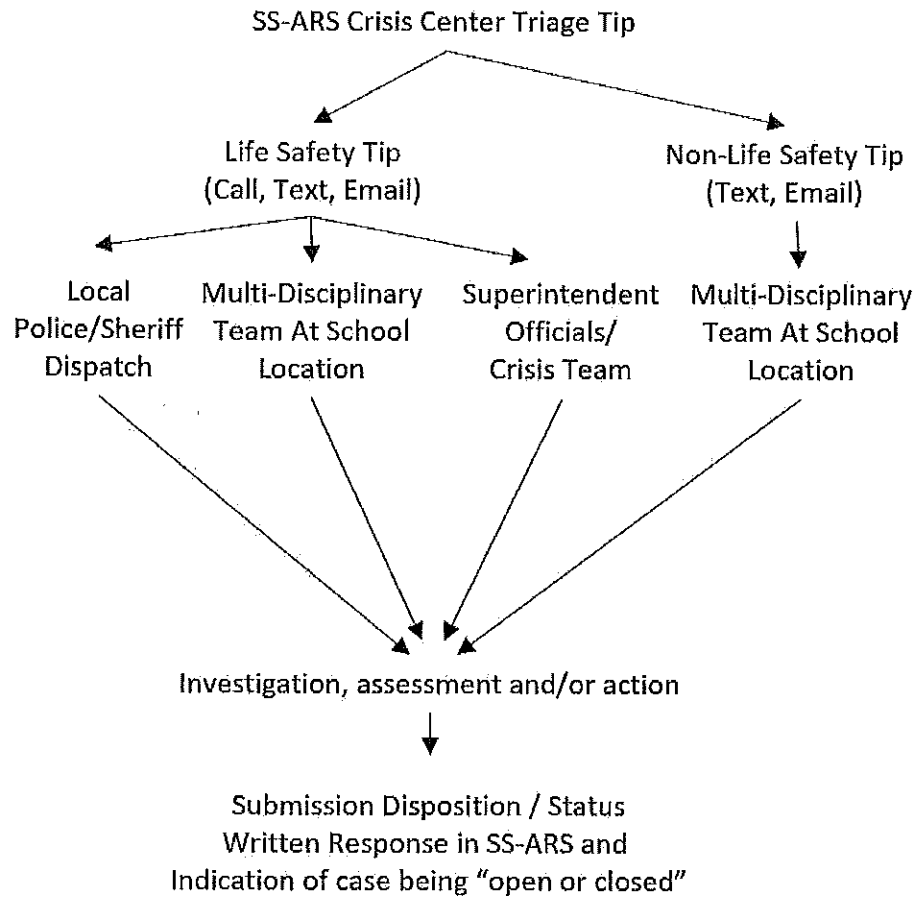
**EXHIBIT D – SS-ARS LIFE SAFETY AND NON-LIFE SAFETY TIP DEFINITIONS**

| <b>Life Safety and Non-Life Safety Definitions</b>       |  |
|--|--|
| <b>Life Safety – IMMEDIATE and IN-PROGRESS</b>           | <b>Non-Life Safety</b>                                   |
| Have attempted suicide and are requesting help           | Bullying / Cyber-Bullying / General Teasing              |
| Intend/threaten/ideate to commit suicide                 | Sexting – words and/or photos                            |
| Intend/threaten/ideate to harm another person            | Distribution of inappropriate photos                     |
| Intend/threaten/ideate to harm building/property         | Anger issues / management                                |
| Bodily injury and/or emergency condition                 | Depression / anxiety                                     |
| Active shooter or presence of explosive device           | Discrimination   |
| Presence of weapons (eg guns, knives, explosive)         | Truancy / Skipping School                                |
| Drug use, distribution/sale and/or substance abuse       | Graffiti and/or other defacing of property               |
| Physical abuse   | Planned parties  |
| Terrorism threat and/or ideation                         | General school complaint                                 |
| Human Trafficking  | Theft – NOT active/in progress                           |
| Dating violence  | Breaks District Code of Conduct – eg academic misconduct |
| Individual is unconscious / unresponsive                 | In appropriate behavior, language, gestures              |
| Planned attack, shooting, fight/assault                  | General harassment students, staff                       |
| Reckless driving on school property                      | Inappropriate bus behavior                               |
| Drunk and/or disorderly/dangerous conduct                | Inappropriate use of technology / school equipment       |
| Emergency building condition – fire, collapse, explosion | Forgery / falsifying documents                           |
| Theft / Vandalism – active/in progress                   | Inappropriate / intimidating physical contact            |
| Animal cruelty   | Mean/cruel behavior toward others                        |
| Domestic violence / victimization                        | Possession of lighter, matches                           |
| Gang violence / formation / threats                      | Threat / ideation of performing false alarm              |
| Sexual assault – Rape                                    | Smoking tobacco, e-cigs, vapes                           |
| Missing / Lost Student, Educator and/or Administrator    | Vandalism  |
| Child Predator   | Creating a hostile environment                           |
|  | Cannabis / Other Drug Paraphernalia                      |
|  | Alcohol possession or use                                |
|  | Intention, discussion and/or planning of any hazing      |
|  | Eating Disorder / Anorexic / Bulimia                     |
|  | Drug use NOT in progress                                 |
|  | Verbal Abuse   |
|  | Sexual Harassment  |
|  | Hate crime / Hate speech                                 |



**EXHIBIT E – REPORTING PROCESS AND PROTOCOLS**

**Standard Protocol and Process**



**4. ADMINISTRATIVE: Action items:**

**4.10** SY2020-21 Annual Renewal of Services Super  
Co-op A California USDA Foods Cooperative



SY2020-21 Annual Renewal of Services  
 Super Co-Op  
 A California USDA Foods Cooperative



Member District: Tipton Elementary School District

Please check (✓) your response:

|   |   |
|---|---|
| ✓ | We plan to CONTINUE membership with Super Co-Op for SY2020-21.  |
|   | We do NOT plan to continue membership with Super Co-Op for SY2020-21.<br>What alternate USDA Foods delivery method do you plan to use?<br>_____ |

San Mateo-Foster City School District is the Lead Agency of the Super Co-Op and hereby given authority to contract for USDA Foods and related services on behalf of Member Districts.

The parties agree as follows:

1. Both parties must remain eligible Recipient Agencies for receipt of United States Department of Agriculture (USDA) donated commodity foods (USDA Foods) as determined by the California Department of Education (CDE), Nutrition Services Division.
2. Through this written agreement, the Lead Agency is assigned control of the Member District's fair share of USDA Foods entitlement for SY2020-21. The Lead Agency is responsible for ordering, receiving, storing, and distribution of Direct Delivery USDA Foods on behalf of the Member District.
3. Lead Agency is responsible to maintain an inventory management system for all USDA Foods Direct Delivery items received and stored on behalf of the Member District. The Member District is responsible to maintain an inventory management system for all USDA Foods Direct Delivery or processed items after delivery to the Member District.
4. Both parties are responsible for compliance with USDA and the CDE, Nutrition Services Division policies and regulations.
5. SY2020-21 Fees:  
 Membership Fees are paid by Member District directly to the Lead Agency, billed in July 2020.  
 Annual Renewal Fee beginning the 2nd year of membership shall be 0.3% of the current year USDA Foods estimated entitlement on July 1.  
 State Administrative Fee of \$0.90 per case/unit of USDA Foods direct delivery (brown box) and diverted to processors.  
 Delivery fees as per member district selected distributors.  
 All fees are subject to change, as approved by the Super Co-Op Governing Council.  
 Member District agrees to remit all Super Co-Op fees promptly upon receipt of invoice.
6. Member District agrees to abide by the current Super Co-Op Governing Rules, Brown Box Storage Policy, and other rules or policies as approved by the Governing Council.

7. Member District acknowledges that Super Co-Op is currently in the process of changing its legal entity status, potentially to a joint powers authority. Should Super Co-Op legal entity status change for any reason whatsoever during the duration of this renewal of services agreement, the agreement may be assumed by the successor joint powers authority or other legal entity and the terms of the renewal will be fulfilled for the duration of the contract period by that entity.
8. Should a loss of USDA Foods being held for the Member District occur, due to/ but not limited to theft, spoilage, etc., the Lead Agency is responsible to the CDE, Nutrition Services Division and/or the USDA for the Fair Market Value of that food item(s). Both the Member District and Lead Agency shall be responsible to maintain insurance coverage or contract provisions for insurance coverage with third party vendors that move or house USDA Foods at the fair market value.
9. Member District shall respond to pre-planners and offerings promptly.
10. Member District shall read all correspondence from the Super Co-Op and respond promptly as indicated.
11. Member District shall maintain accurate contact information with the Super Co-Op to assure proper routing of invoices and correspondence.
12. Member District agrees to complete the annual Food Distribution Program Annual Commodity Contract Packet in CNIPs when notified by the California Department of Education, typically in June of each year.
13. Member District agrees to verify Value Pass Through (VPT) for all processed USDA Foods purchased and monitor entitlement balance ensuring that processed product is reported correctly by distributors or processors. Discrepancies shall be addressed promptly with USDA Foods distributor and/or processor.
14. In the event of a change in Lead Agency, this Agreement shall convey to the new Agency.
15. Termination of the Assignment of USDA Foods shall be made in writing to the Lead Agency no later than December 10 to take effect the following June 30.
16. Provide current contact information for three (3) individuals at your district/agency:

| Nutrition Services Director |                            |
|-----------------------------|----------------------------|
| Name                        | Connie Sanchez             |
| Title                       | Food Service Manager       |
| Telephone                   | (559) 752-4213 ext 712     |
| Email                       | csanchez2@tipton.k12.ca.us |

| Accounts Payable Contact |                         |
|--------------------------|-------------------------|
| Name                     | Maryann Henry           |
| Title                    | Business Manager        |
| Telephone                | 559-752-4213 X702       |
| Email                    | mhenry@tipton.k12.ca.us |

| Additional Contact for USDA Foods management |                            |
|--|----------------------------|
| Name   | Connie Sanchez             |
| Title  | Food Service Manager       |
| Telephone                                    | (559) 752-4213 ext 712     |
| Email  | csanchez2@tipton.k12.ca.us |

By signing this, I certify that I am an authorized representative of the Member District and agree to adhere to the terms specified herein.

My execution of this Annual Renewal of Services was approved by the Member District's Board of Education at a duly called and noticed Regular Board Meeting on Nov. 5, 2019.

|                 |                          |
|-----------------|--------------------------|
| Member District | Tipton Elementary School |
| Signature       | Stacy Bettencourt        |
| Print Name      | Stacy Bettencourt        |
| Title           | Superintendent           |
| Date            | 10/24/19                 |

|             |                                       |
|-------------|---------------------------------------|
| Lead Agency | San Mateo-Foster City School District |
| Signature   |                                       |
| Print Name  | Andrew Soliz                          |
| Title       | Director Child Nutrition Services     |
| Date        |                                       |

**Return signed copy by December 1, 2019** to Andrew Soliz at the Lead Agency. A signed copy will be returned to you.

Andrew Soliz  
asoliz@smfc.k12.ca.us  
San Mateo-Foster City School District  
1170 Chess Drive, Foster City, CA 94404  
Phone (650) 312-1968

**4. ADMINISTRATIVE: Action items:**

**4.11** Approval of the 2019-20 School Plan for Student Achievement (SPSA)

School Year: 2019-20



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name              | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------------|-----------------------------------|--|---------------------------|
| Tipton Elementary School | 54 72215 6054431                  | October 2, 2019                        | November 5, 2019          |

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The School Plan for Student Achievement is a strategic plan that maximizes the resources available

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Grade-level teams meet once per month to collaborate and plan lessons based on student work. In addition, teachers have early release days on Wednesdays where they have 1.5 hours to analyze data to adjust instruction and plan interventions and enrichment activities to meet students needs.

Teachers are provided professional development throughout the school year. Topics includes: guided reading, mathematics language practices, Number Talks, School City, student data system, Journeys assessment components and pacing guides, as well as a variety of other training to improve instructional practices.

Our core curriculum is focused on reading, language arts, math, science, and history. Transitional Kindergarten through eighth grade are following the Common Core State Standards in English Language Arts, Mathematics, history, and social studies. Teacher have protected time to teach physical education and grades 1-8 are responsible for providing the state-mandated 200 minutes of physical education instruction with a health emphasis every two weeks.

California Assessment of Student Performance and Progress (CAASPP), Developmental Reading Assessment (DRA), Dynamic Inventory of Basic Early Literacy Skills (DIBELS) District writing and math benchmarks, and ongoing classroom assessment and checking for understanding throughout

every lesson of every day are all used to assist teachers in making informed decisions for instruction and intervention/enrichment.

Explicit Direct Instruction is provided to all students in order to deliver clear, concise lesson for first instruction. Teachers use language frames, sentence starters, academic language charts, and graphic organizers to support ELL students in content areas. Our resource teacher has developed an intervention process to support ELL students in the area of mathematics. Small group instruction with leveled readers is provided for ELL students to increase their language proficiency.

ELAC, DELAC, SSC, tutoring, Title I parent night, Family Nights, library book fair events, academic awards celebrations, Fall Festival and community dinner are offered to promote community involvement. School psychologist, social worker, LVN, RN, librarian, administration, teachers, teacher aides, and other classified staff work diligently to support the community and involve stakeholders.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Resource Teacher conducted a Student Math Survey for 3rd-5th grades to determine student attitudes about math. The survey was sent to student email accounts and results were reviewed by the Resource Teacher and the math leadership team to determine students' feelings and views about math. Another survey will be conducted in the spring to see if students' attitudes and perceptions about math have changed after teachers have received and implemented more math talks training.

The Principal will meet with families to inquire about the needs of EL students.....

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted throughout the school year. Classroom observations were recorded and analyzed with the purpose to provide feedback for improvement in instructional practice. Walk through forms were developed and shared to align with the focus on increased student participation in mathematics. Walk through anecdotal notes were immediately shared with teachers to insure timely and relevant data. The notes included both what the teacher said, student responses, and student to student conversations.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Tipton Elementary uses the following assessments to plan instruction, monitor student progress, assign timely interventions for under performing students and evaluate program effectiveness:

- California English Language Development Test (English Language Learners)/ELPAC (English Language Proficiency Assessment for California)
- CAASPP Assessment (3rd -8th)
- Writing Assessments, administered 2 times a year
- Star Reading and Math 3 times a year
- Decoding Power (intervention resource for ELA)
- Small group instruction using Reading Mastery
- STEM (Enrichment for K-5)

DRA (Developmental Reading Assessment K-5)

San Diego/Santa Clara Quick

Technology Based Programs: Accelerated Reader, Lexia, Rosetta Stone, Reflex Math and Prodigy

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- Teachers, Resource Teacher and the school site Principal gather and analyze student achievement data from curriculum embedded formative assessments which are used to monitor student progress and effectiveness of instruction throughout the school year.
- Teachers use student achievement data to identify students in need of additional instruction in grade level standards. Teachers provide this additional assistance by forming flexible groups and providing differentiated instruction.
- The School City Assessment Management System is used to collect and record the data to provide teachers, the resource teacher, and the principal with comprehensible, easy to access student achievement information for use in guiding instruction.
- A school site Resource Specialist and School Psychologist from Tulare County Office of Education, work with the principal and use this data to identify students in need of more intensive services.

ELPAC testing is done once a year and this information is used to place students for designated ELD instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

96% of the teachers at Tipton Elementary are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

96% percent of teachers at TESD are fully credentialed and possesses the training and certification to work with second language learners.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

How Professional Development Needs are Determined:

- Student Performance Data from Assessments is analyzed to determine professional development needs.
- The staff is surveyed on instructional needs.

How Professional Development Needs are Met:

\*Staff professional development is focused on building best practices.

- TESD works with Tulare County Office of Education (TCOE) for on going professional development.
- TESD will have a TCOE Math Consultant on site for 9 sessions to provide professional development in the areas of problem solving and math reasoning.
- Additional staff development days are provided in August and October.
- Select teachers are offered opportunities, contingent on funding, to attend conferences appropriate to the needs of the students they serve.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

TESD Resource teacher offers assistance in the areas of: data collection, intervention groups, curriculum needs, schedule professional development.

TCOE Math Consultant provides step in coaching opportunities, discussion and support on Number Talks, accountable talks, problem solving, and math reasoning.

TCOE Resource Specialist offers differentiated, tiered intervention, intervention collaboration, coordinates services etc.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

TESD has 2 hours each Wednesday afternoon to allow teachers the opportunity to plan, collaborate, and share data on their students.

TESD had designated grade level meeting dates during the month.

TESD has 7 designated days each year where specific professional development is offered for teachers.

# Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teacher knowledge of grade-level course specific standards is ensured through ongoing training for effective teaching of the standards.

TESD uses the state approved standards and curriculum. The following curriculum is used:

a. Mathematics:

Go Math

Houghton Mifflin Harcourt

2014 Adoption

Grades K-8

b. Science:

California Science

Harcourt School Publishing

2008 Adoption

Grades: K-5

Focus on Earth Science

Glencoe McGraw-Hill

2007 Adoption

Grades 6-8

c. History-social science:

California Kindergarten Studies Weekly

Studies Weekly

2019 Adoption

Grades K

California First Grade Studies Weekly

Studies Weekly

2019 Adoption

Grade 1

California Second Grade Studies Weekly

Studies Weekly

2019 Adoption

Grade 2

California Community Grad Studies Weekly

Studies Weekly

2019 Adoption

Grade 3

California Studies Weekly

Studies Weekly

2019 Adoption

Grade 4

California USA Studies Weekly

Studies Weekly

2019 Adoption

Grade 5

Discovery Education Social Science Techbook  
Discovery Education  
2018 Adoption  
Grade: 6th

Discovery Education Social Science Techbook  
Discovery Education  
2018 Adoption  
Grade: 7th

Discovery Education Social Science Techbook  
Discovery Education  
2018 Adoption  
Grade: 8th

d. English language arts, including the English language development component of an adopted program:

Journeys CA  
Houghton Mifflin Harcourt  
2019 Adoption  
Grade TK-5

Study Sync  
McGraw Hill  
2019 Adoption  
Grade 6-8

Benchmark assessments in Reading, Writing and Mathematics are given throughout the school year. The benchmarks are used as formative assessments to adjust instructional practices and to explore as indicators for CAASPP.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers in grades K-8 provide the appropriate number of instructional minutes in mathematics and language arts.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have flexibility in their schedules to accommodate a variety of intervention models including but not limited to push-in, pull-out, and in-class support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students are given access to California State adopted curriculum materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers in grades 1-8 use SBE-adopted and standards-aligned instructional materials to give students access to standards-aligned courses.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Unduplicated and students with special needs were provided access to a large variety of programs in order to support their growth and achievement. Included in this is access to differentiating computer based programs, instructional aides, leveled texts, and highly qualified teachers. Students are also offered small group instruction and intervention, speech and language services when appropriate, provide behavior intervention services as appropriate. On going collaboration with special education and general education staff. Through comprehensive evaluations of district programs and lesson plans all students had access to a broad range of studies. Unduplicated pupils and students with exceptional needs were provided Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) by providing them access to the general education curriculum through a variety of supports and programs to support their growth and achievement. Students received Specialized Academic Instruction (SAI) in their areas of need in the form of small group or individual intervention and through differentiating computer-based programs. They were also given access to support from instructional aides and highly qualified teachers within the classroom. Supports such as leveled texts, audio versions of texts and modified curriculum were utilized with these students. Through comprehensive evaluations of district programs and lesson plans, all students had access to a broad range of studies.

Evidence-based educational practices to raise student achievement

All teachers employ an explicit direct instruction model of teaching.

Teachers collaborate weekly and bi-weekly.

All teachers implement a research-based, standards-based curriculum state adopted.

All teachers utilize assessment data to guide their instruction, identify area of student need, and communicate with students and parents.

All teachers utilize graphic organizers as regular practice.

All teachers attend professional development in-services

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)



Our parent and family involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, the English Learner Advisory Committee and the School Site Council. Through discussion and sharing of common ideas and goals it was agreed on. The family engagement policy is distributed to parents and family members of participating children in the registration packets to each student or upon enrollment of all new students.

The LEA will provide assistance to parents of children served by the school or local educational agency regarding how to monitor a child's progress and work with educators to improve the achievement of their children by explaining test results at SSC/ELAC meetings and at meetings held by our parent liaison. Teachers explain to parents how to monitor progress by the use of our local aeries portal. Parents have access to log in and view grades and test scores for CAASPP/ELPAC at any time. Teachers also have parent nights discussing a wide variety of topics that will assist parents and their children. Teachers also meet with parents twice a year at parent teacher conferences to discuss each students progress as well as meeting with families at our annual back to school night and open house each school year. Parent conference attendance is high and monitored for any trends of low attendance among individual teachers. All parent communication and notifications are provided in both English and Spanish.

Through the help and work of our parent liaison TESD is able to coordinate and integrate parent involvement programs and activities that support parents and students. The goal is to connect parents to a variety of resources and to to understand how important their roll is with their child's education. The parent liaison provides out reach to parents that connect the community and school together and create a welcoming environment. Through discussion at monthly parent meetings the parent liaison is able to develop a plan that best meets the needs of parents based on surveys and discussion. The parent liaison provides training's for parents that address a variety of topics. Feed back is also taken at SSC/ELAC meetings to hear concerns or ideas parent have and ways in which the school can help and support parents and their children.

The LEA will provide reasonable support for parental involvement activities as parents may request by working with the parent liaison or social worker to set up additional support.

The LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand by having small group parent meetings with translators that can explain the data. Visual reports are shown and discussed with parents that make it easier to understand. TESD has translators and hearing assistance devices to help parents who may need additional services. TESD would also provide a sign-language interpreter if needed.

TESD accommodates all of it's families and special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. The school also makes home visits when necessary to help and assist students and families when needed.

TESD provides opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption. The school provides independent work for all students when needing to leave for more than 5 days. Students are encouraged to come once a week to receive additional tutoring services if available. The school supports and communicates with families about how to help serve the children and to provide additional support if necessary upon their return.

TESD works collaboratively with parents and families to develop, review, and monitor the parent engagement policy. Parents, students, teachers complete a school compact annually at the

beginning of each school year. TESD is dedicated to providing a quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with parents and community members. Each student will benefit from supportive, active involvement of all stakeholders. A positive link between home and school will create the most conducive learning condition for every child. These open communication lines will expand and enhance learning opportunities for all stakeholders.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Tipton Elementary School District has a multifaceted approach to ensure that all of our school community stakeholders are informed and consulted. There is an ongoing dialogue with school staff about the LCAP planning and implementation process. This includes discussions during leadership and School Site Council meetings. Parents participate in committee meetings and provide feedback through these meetings as well as the ELAC and School Site Council. All ELAC and SSC meetings have discussions around school wide data and the role of the LCAP in the achievement of unduplicated pupils, as well as the School Plan for Student Achievement. These quarterly meetings that include representatives from a variety of stakeholder groups have played a vital role in the development of the plan and the changes that are being implemented. Students have provided feedback through a survey. School administration reaches out to the greater community by attending and presenting at the Tipton Town Council and the local Kiwanis meetings. Our goal is ensure that all of the voices of Tipton are heard and reflected in the direction of our school.

Tipton Elementary School District outlined a plan to actively involve the stakeholders in the development of the Tipton's Local Control Accountability Plan (LCAP). The involvement included but is not limited to:

- Back to School Night- August 2019

- Open House- May 2020
- CTA/CSEA LCAP Updates March and April 2020
- Board Meetings- September 2019, November 2019, March 2020, June 2020
- ELAC/DLAC- October 2019, December 2019, April 2020, May 2020
- School Site Council- December 2019, January 2020, April 2019, May 2020
- Annual Title I meeting- December 2019
- Kiwanis- once a month
- Consultation with SELPA - May 2019
- Parents are involved in the IEP Process. Their input is taken through the IEP meeting and documented on the present levels notes page as well as the signature page.

Parents are also notified of different special education learning opportunities for parents with exceptional needs.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Tipton Elementary is not identified as 'additional targeted support and improvement' or 'comprehensive support and improvement'.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                       |         |         |                    |         |         |
|--------------------------------|-----------------------|---------|---------|--------------------|---------|---------|
| Student Group                  | Percent of Enrollment |         |         | Number of Students |         |         |
|                                | 2016-17               | 2017-18 | 2018-19 | 2016-17            | 2017-18 | 2018-19 |
| American Indian                | .2%                   | .2%     | 0%      | 1                  | 1       | 0       |
| African American               | .5%                   | .7%     | .55%    | 3                  | 4       | 3       |
| Asian                          | 1.1%                  | .7%     | .36%    | 6                  | 4       | 2       |
| Filipino                       | 0%                    | 0%      | 0%      | 0                  | 0       | 0       |
| Hispanic/Latino                | 90.2%                 | 90%     | 91.6%   | 509                | 530     | 503     |
| Pacific Islander               | 0%                    | 0%      | 0%      | 0                  | 0       | 0       |
| White                          | 2.1%                  | 2.9%    | 2.9%    | 12                 | 17      | 16      |
| Multiple/No Response           | 2.3%                  | 3.1%    | 4.5%    | 33                 | 33      | 21      |
| <b>Total Enrollment</b>        |                       |         |         | 564                | 589     | 549     |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |         |         |
|-----------------------------------|--------------------|---------|---------|
| Grade                             | Number of Students |         |         |
|                                   | 2016-17            | 2017-18 | 2018-19 |
| Kindergarten                      | 81                 | 77      | 70      |
| Grade 1                           | 63                 | 62      | 55      |
| Grade 2                           | 79                 | 64      | 55      |
| Grade 3                           | 60                 | 72      | 59      |
| Grade 4                           | 51                 | 55      | 70      |
| Grade 5                           | 77                 | 48      | 56      |
| Grade 6                           | 61                 | 74      | 44      |
| Grade 7                           | 62                 | 63      | 73      |
| Grade 8                           | 56                 | 63      | 63      |
| <b>Total Enrollment</b>           | 590                | 578     | 545     |

### Conclusions based on this data:

1. The Hispanic/Latino population is the largest at the school site with over 90% of the student population.
2. The total enrollment of the school districts student population for the past two years is 566.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |         |         |                     |         |         |
|---|--------------------|---------|---------|---------------------|---------|---------|
| Student Group                                 | Number of Students |         |         | Percent of Students |         |         |
|   | 2016-17            | 2017-18 | 2018-19 | 2016-17             | 2017-18 | 2018-19 |
| English Learners                              | 363                | 403     | 364     | 69.9                | 68.4    | 66      |
| Fluent English Proficient (FEP)               | 70                 | 77      | 88      | 12.4                | 13.1    | 24      |
| Reclassified Fluent English Proficient (RFEP) | 19                 | 23      | 46      | 5.2                 | 5.8     | 13      |

### Conclusions based on this data:

1. There was a slight increase in the amount of students who were FEP
2. There was significant increase in the number and percent of total students for RFEP.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                      |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|----------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 |
| Grade 3                                | 44                     | 61    | 72    | 44                   | 60    | 69    | 44                        | 60    | 69    | 97.8                 | 98.4  | 95.8  |
| Grade 4                                | 73                     | 50    | 55    | 71                   | 50    | 54    | 71                        | 50    | 54    | 97.3                 | 100   | 98.2  |
| Grade 5                                | 63                     | 74    | 51    | 61                   | 73    | 49    | 61                        | 73    | 49    | 66.1                 | 98.6  | 96.1  |
| Grade 6                                | 62                     | 61    | 74    | 60                   | 59    | 74    | 60                        | 59    | 74    | 96.8                 | 96.7  | 100   |
| Grade 7                                | 53                     | 62    | 63    | 50                   | 61    | 63    | 50                        | 61    | 63    | 94.3                 | 98.4  | 100   |
| Grade 8                                | 61                     | 56    | 63    | 61                   | 54    | 63    | 61                        | 54    | 63    | 100                  | 96.4  | 100   |
| All Grades                             | 356                    | 364   | 378   | 347                  | 357   | 372   | 347                       | 357   | 372   | 91.9                 | 98.1  | 98.4  |

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17 | 17-18 | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 3                              | 2384.            | 2390. | 2403. | 0                   | 10.00 | 15.94 | 25             | 16.67 | 17.39 | 41                    | 36.67 | 39.13 | 34                 | 36.67 | 27.54 |
| Grade 4                              | 2405.            | 2405. | 2415. | 3                   | 4.00  | 7.41  | 11             | 10.00 | 22.22 | 32                    | 28.00 | 16.67 | 54                 | 58.00 | 53.70 |
| Grade 5                              | 2422.            | 2453. | 2442. | 2                   | 8.22  | 4.08  | 16             | 19.18 | 16.33 | 11                    | 23.29 | 38.78 | 70                 | 49.32 | 40.82 |
| Grade 6                              | 2470.            | 2476. | 2513. | 7                   | 5.08  | 12.16 | 17             | 20.34 | 27.03 | 23                    | 33.90 | 36.49 | 53                 | 40.68 | 24.32 |
| Grade 7                              | 2557.            | 2558. | 2538. | 6                   | 18.03 | 7.94  | 52             | 37.70 | 42.86 | 28                    | 22.95 | 23.81 | 14                 | 21.31 | 25.40 |
| Grade 8                              | 2591.            | 2562. | 2567. | 18                  | 7.41  | 11.11 | 44             | 48.15 | 39.68 | 28                    | 25.93 | 25.40 | 10                 | 18.52 | 23.81 |
| All Grades                           | N/A              | N/A   | N/A   | 6                   | 8.96  | 10.22 | 27             | 25.21 | 27.96 | 27                    | 28.29 | 30.38 | 41                 | 37.54 | 31.45 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 7                | 10.00 | 17.39 | 43                    | 35.00 | 50.72 | 50               | 55.00 | 31.88 |
| Grade 4  | 6                | 4.00  | 9.26  | 41                    | 44.00 | 46.30 | 54               | 52.00 | 44.44 |
| Grade 5  | 5                | 4.11  | 14.29 | 28                    | 57.53 | 40.82 | 67               | 38.36 | 44.90 |
| Grade 6  | 7                | 0.00  | 13.51 | 37                    | 42.37 | 48.65 | 57               | 57.63 | 37.84 |
| Grade 7  | 14               | 27.87 | 14.29 | 64                    | 44.26 | 55.56 | 22               | 27.87 | 30.16 |
| Grade 8  | 25               | 9.26  | 19.05 | 57                    | 61.11 | 49.21 | 18               | 29.63 | 31.75 |
| All Grades   | 10               | 9.24  | 14.78 | 44                    | 47.62 | 48.92 | 45               | 43.14 | 36.29 |

| <b>Writing</b>                                |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Producing clear and purposeful writing</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>                            | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>15-16</b>            | <b>16-17</b> | <b>17-18</b> | <b>15-16</b>                 | <b>16-17</b> | <b>17-18</b> | <b>15-16</b>            | <b>16-17</b> | <b>17-18</b> |
| <b>Grade 3</b>                                | 7                       | 10.00        | 8.70         | 64                           | 56.67        | 40.58        | 30                      | 33.33        | 50.72        |
| <b>Grade 4</b>                                | 3                       | 8.00         | 3.70         | 54                           | 46.00        | 42.59        | 44                      | 46.00        | 53.70        |
| <b>Grade 5</b>                                | 3                       | 16.44        | 8.16         | 36                           | 39.73        | 42.86        | 61                      | 43.84        | 48.98        |
| <b>Grade 6</b>                                | 10                      | 11.86        | 18.92        | 32                           | 47.46        | 51.35        | 58                      | 40.68        | 29.73        |
| <b>Grade 7</b>                                | 24                      | 27.87        | 22.22        | 58                           | 57.38        | 50.79        | 18                      | 14.75        | 26.98        |
| <b>Grade 8</b>                                | 44                      | 24.07        | 28.57        | 49                           | 50.00        | 47.62        | 7                       | 25.93        | 23.81        |
| <b>All Grades</b>                             | 15                      | 16.53        | 15.59        | 48                           | 49.30        | 46.24        | 37                      | 34.17        | 38.17        |

| <b>Listening</b>                                    |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Demonstrating effective communication skills</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>                                  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>15-16</b>            | <b>16-17</b> | <b>17-18</b> | <b>15-16</b>                 | <b>16-17</b> | <b>17-18</b> | <b>15-16</b>            | <b>16-17</b> | <b>17-18</b> |
| <b>Grade 3</b>                                      | 5                       | 3.33         | 18.84        | 66                           | 70.00        | 63.77        | 30                      | 26.67        | 17.39        |
| <b>Grade 4</b>                                      | 6                       | 4.00         | 7.41         | 65                           | 58.00        | 68.52        | 30                      | 38.00        | 24.07        |
| <b>Grade 5</b>                                      | 2                       | 10.96        | 6.12         | 46                           | 54.79        | 48.98        | 52                      | 34.25        | 44.90        |
| <b>Grade 6</b>                                      | 5                       | 3.39         | 13.51        | 77                           | 62.71        | 67.57        | 18                      | 33.90        | 18.92        |
| <b>Grade 7</b>                                      | 18                      | 8.20         | 7.94         | 70                           | 73.77        | 69.84        | 12                      | 18.03        | 22.22        |
| <b>Grade 8</b>                                      | 16                      | 7.41         | 12.70        | 70                           | 72.22        | 69.84        | 13                      | 20.37        | 17.46        |
| <b>All Grades</b>                                   | 8                       | 6.44         | 11.56        | 65                           | 64.99        | 65.32        | 26                      | 28.57        | 23.12        |

| <b>Research/Inquiry</b>                                     |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Investigating, analyzing, and presenting information</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>15-16</b>            | <b>16-17</b> | <b>17-18</b> | <b>15-16</b>                 | <b>16-17</b> | <b>17-18</b> | <b>15-16</b>            | <b>16-17</b> | <b>17-18</b> |
| <b>Grade 3</b>  | 11                      | 20.00        | 13.04        | 64                           | 55.00        | 60.87        | 25                      | 25.00        | 26.09        |
| <b>Grade 4</b>  | 1                       | 10.00        | 7.41         | 62                           | 46.00        | 48.15        | 37                      | 44.00        | 44.44        |
| <b>Grade 5</b>  | 8                       | 13.70        | 8.16         | 52                           | 42.47        | 51.02        | 39                      | 43.84        | 40.82        |
| <b>Grade 6</b>  | 15                      | 13.56        | 27.03        | 57                           | 54.24        | 54.05        | 28                      | 32.20        | 18.92        |
| <b>Grade 7</b>  | 28                      | 29.51        | 20.63        | 62                           | 50.82        | 57.14        | 10                      | 19.67        | 22.22        |
| <b>Grade 8</b>  | 31                      | 29.63        | 31.75        | 51                           | 53.70        | 47.62        | 18                      | 16.67        | 20.63        |
| <b>All Grades</b>   | 15                      | 19.33        | 18.82        | 58                           | 50.14        | 53.49        | 27                      | 30.53        | 27.69        |

**Conclusions based on this data:**

- English Language Arts 2018 CAASPP Results Show:  
38.18% of students performed at standard exceeded and/or standard met  
30.38% of students performed at standard nearly met  
31.45% of students performed at standard not met
- Claim 1: Reading  
63.70% of students performed Above, At, or Near in the standard of demonstrating understanding of literary and non-fictional texts.

\* 3rd, 7th, and 8th grades showed that at least 68% of students demonstrated a thorough or partial ability to understand literary and non-fictional texts.

**Claim 2: Writing**

61.83% of students performed Above, At, or Near in the standard of producing clear and purposeful writing.

\* 6th 7th, and 8th grades showed that at least 70% of students demonstrated a thorough or partial ability to produce clear and purposeful writing.

**Claim 3: Listening**

76.88% of students performed Above, At, or Near in the standard of demonstrating effective communication skills.

\* 3rd, 4th, 5th, 6th 7th, and 8th grades showed that at least 75% of students demonstrated a thorough or partial ability to demonstrate effective communication skills.

\*This claim shows to be the strongest for our students.

**Claim 4: Research and Inquiry**

72.31% of students performed Above, At, or Near in the standard of Investigating, analyzing, and presenting information.

\* 3rd, 6th, 7th, and 8th grades showed that at least 73% of students demonstrated a thorough or partial ability to investigate, analyze, and present information.

**3. ELA Needs**

Continued professional development with the newly adopted curriculum.

Continued support for guided reading and writers workshop.

Identify action steps for instruction based on student data analysis. Provide a Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach.

Provide a 3 week summer school enrichment program.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                      |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|----------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 |
| Grade 3                                | 44                     | 61    | 72    | 44                   | 59    | 69    | 44                        | 59    | 69    | 97.8                 | 96.7  | 95.8  |
| Grade 4                                | 73                     | 51    | 55    | 71                   | 51    | 54    | 71                        | 51    | 54    | 97.3                 | 100   | 98.2  |
| Grade 5                                | 62                     | 75    | 51    | 60                   | 74    | 49    | 60                        | 74    | 49    | 96.8                 | 98.7  | 96.1  |
| Grade 6                                | 62                     | 61    | 74    | 60                   | 59    | 74    | 60                        | 59    | 74    | 96.8                 | 96.7  | 100   |
| Grade 7                                | 53                     | 62    | 63    | 50                   | 62    | 63    | 50                        | 62    | 63    | 94.3                 | 100   | 100   |
| Grade 8                                | 61                     | 56    | 64    | 61                   | 54    | 64    | 61                        | 54    | 64    | 100                  | 96.4  | 100   |
| All Grades                             | 355                    | 366   | 379   | 346                  | 359   | 373   | 346                       | 359   | 373   | 97.2                 | 98.1  | 98.4  |

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17 | 17-18 | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 3                              | 2421.            | 2419. | 2407. | 9                   | 16.95 | 13.04 | 27             | 22.03 | 26.09 | 43                    | 28.81 | 26.09 | 20                 | 32.20 | 34.78 |
| Grade 4                              | 2428.            | 2423. | 2435. | 6                   | 5.88  | 5.56  | 15             | 17.65 | 18.52 | 41                    | 33.33 | 29.63 | 38                 | 43.14 | 46.30 |
| Grade 5                              | 2417.            | 2438. | 2424. | 2                   | 4.05  | 4.08  | 7              | 5.41  | 4.08  | 15                    | 28.38 | 18.37 | 77                 | 62.16 | 73.47 |
| Grade 6                              | 2489.            | 2460. | 2485. | 15                  | 10.17 | 9.46  | 10             | 8.47  | 12.16 | 32                    | 27.12 | 36.49 | 43                 | 54.24 | 41.89 |
| Grade 7                              | 2520.            | 2507. | 2511. | 6                   | 17.74 | 12.70 | 26             | 16.13 | 15.87 | 44                    | 20.97 | 31.75 | 24                 | 45.16 | 39.68 |
| Grade 8                              | 2559.            | 2543. | 2543. | 23                  | 20.37 | 23.44 | 18             | 12.96 | 10.94 | 20                    | 29.63 | 23.44 | 39                 | 37.04 | 42.19 |
| All Grades                           | N/A              | N/A   | N/A   | 10                  | 12.26 | 11.80 | 16             | 13.37 | 15.01 | 32                    | 27.86 | 28.15 | 42                 | 46.52 | 45.04 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 25               | 28.81 | 21.74 | 48                    | 42.37 | 31.88 | 27               | 28.81 | 46.38 |
| Grade 4  | 6                | 7.84  | 9.26  | 38                    | 33.33 | 35.19 | 56               | 58.82 | 55.56 |
| Grade 5  | 3                | 2.70  | 4.08  | 10                    | 14.86 | 12.24 | 87               | 82.43 | 83.67 |
| Grade 6  | 22               | 13.56 | 12.16 | 25                    | 22.03 | 31.08 | 53               | 64.41 | 56.76 |
| Grade 7  | 14               | 25.81 | 17.46 | 38                    | 24.19 | 30.16 | 48               | 50.00 | 52.38 |
| Grade 8  | 33               | 27.78 | 25.00 | 23                    | 31.48 | 28.13 | 44               | 40.74 | 46.88 |
| All Grades   | 16               | 17.27 | 15.55 | 29                    | 27.30 | 28.69 | 54               | 55.43 | 55.76 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 7                | 15.25 | 15.94 | 61                    | 45.76 | 47.83 | 32               | 38.98 | 36.23 |
| Grade 4  | 8                | 11.76 | 9.26  | 41                    | 33.33 | 44.44 | 51               | 54.90 | 46.30 |
| Grade 5  | 3                | 6.76  | 4.08  | 22                    | 31.08 | 30.61 | 75               | 62.16 | 65.31 |
| Grade 6  | 17               | 10.17 | 8.11  | 40                    | 25.42 | 43.24 | 43               | 64.41 | 48.65 |
| Grade 7  | 8                | 20.97 | 12.70 | 60                    | 35.48 | 46.03 | 32               | 43.55 | 41.27 |
| Grade 8  | 21               | 16.67 | 21.88 | 52                    | 35.19 | 45.31 | 26               | 48.15 | 32.81 |
| All Grades   | 11               | 13.37 | 12.33 | 45                    | 34.26 | 43.43 | 44               | 52.37 | 44.24 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 20               | 18.64 | 26.09 | 55                    | 50.85 | 42.03 | 25               | 30.51 | 31.88 |
| Grade 4  | 7                | 9.80  | 11.11 | 56                    | 35.29 | 35.19 | 37               | 54.90 | 53.70 |
| Grade 5  | 3                | 6.76  | 2.04  | 25                    | 37.84 | 34.69 | 72               | 55.41 | 63.27 |
| Grade 6  | 8                | 8.47  | 13.51 | 43                    | 33.90 | 37.84 | 48               | 57.63 | 48.65 |
| Grade 7  | 8                | 19.35 | 7.94  | 68                    | 38.71 | 60.32 | 24               | 41.94 | 31.75 |
| Grade 8  | 33               | 20.37 | 25.00 | 46                    | 61.11 | 43.75 | 21               | 18.52 | 31.25 |
| All Grades   | 13               | 13.65 | 15.01 | 48                    | 42.62 | 42.63 | 39               | 43.73 | 42.36 |

**Conclusions based on this data:**

- Math 2018 CAASPP Results Show:  
 26.81% of students performed at standard exceeded and/or standard met  
 28.15% of students performed at standard nearly met  
 45.04% of students performed at standard not met
- Claim 1: Concepts and Procedures  
 44.24% of students performed Above, At or Near the standard applying mathematical concepts and procedures.  
 \* 3rd, 4th, 6th, 7th and 8th grades showed that 43% or more demonstrated a thorough or partial ability to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Claim 2: Problem Solving and Modeling & Data Analysis  
 55.76% of students performed Above, At or Near the standard using appropriate tools and strategies to solve real world and mathematical problems.  
 \*3rd, 7th and 8th grades showed that 60% or more demonstrated a thorough or partial ability to consistently solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

Claim 3: Communicating Reasoning  
 57.64% of students performed Above, At or Near the standard demonstrating ability to support mathematical conclusions.  
 \*3rd, 7th and 8th grade students showed that 68% or more demonstrated a thorough or partial ability to consistently, clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.  
 \*This claim shows to be the strongest for our students.

**3. Math Needs**

Continue with school wide common assessments.

Provide additional Professional Development with Tulare County Office of Education in the areas problem solving and communicating reasoning.

Provide a Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach.

Continue with grade level meetings to analyze student math data and create an action plan for instruction to address student needs and deficiencies.

Provide a 3 week enrichment summer school program.

# School and Student Performance Data

## ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |               |                  |                           |
|--|---------|---------------|------------------|---------------------------|
| Grade Level  | Overall | Oral Language | Written Language | Number of Students Tested |
| Grade K  | 1434.82 | 1442.95       | 1415.95          | 44                        |
| Grade 1  | 1497.38 | 1502.83       | 1497.45          | 47                        |
| Grade 2  | 1521.27 | 1302.3        | 1533.7           | 44                        |
| Grade 3  | 1516.95 | 1416.55       | 1513.07          | 55                        |
| Grade 4  | 1532.19 | 1538.58       | 1525.29          | 31                        |
| Grade 5  | 1539.65 | 1531.70       | 1547.15          | 20                        |
| Grade 6  | 1542.61 | 1531.79       | 1552.88          | 33                        |
| Grade 7  | 1547.67 | 1547.67       | 1562.42          | 24                        |
| Grade 8  | 1585.58 | 1585.58       | 1594.63          | 24                        |
| All Grades   | 1516.37 | 1236.99       | 1516.59          | 322                       |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |       |         |       |         |       |         |       |                          |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|
| Grade Level  | Level 4 |       | Level 3 |       | Level 2 |       | Level 1 |       | Total Number of Students |
|  | #       | %     | #       | %     | #       | %     | #       | %     |                          |
| Grade K  | 14      | 31.82 | 10      | 22.73 | 17      | 38.64 | 4       | 7.27  | 44                       |
| Grade 1  | 30      | 63.83 | 10      | 21.28 | 5       | 10.64 | 2       | 4.26  | 47                       |
| Grade 2  | 33      | 75    | 10      | 22.73 | 1       | 2.27  | 0       | 0     | 44                       |
| Grade 3  | 17      | 30.91 | 25      | 45.45 | 6       | 10.91 | 7       | 12.73 | 55                       |
| Grade 4  | 12      | 38.71 | 15      | 48.39 | 2       | 6.54  | 2       | 6.45  | 31                       |
| Grade 5  | 11      | 55    | 5       | 25    | 1       | 5     | 3       | 15    | 20                       |
| Grade 6  | 13      | 39.39 | 13      | 39.39 | 5       | 15.15 | 2       | 6.06  | 33                       |
| Grade 7  | 11      | 45.83 | 8       | 33.33 | 4       | 16.67 | 1       | 4.17  | 24                       |
| Grade 8  | 15      | 62.5  | 7       | 29.17 | 2       | 8.33  | 0       | 0     | 24                       |

| <b>Oral Language</b>  |                |          |                |          |                |          |                |          |                                 |
|---|----------------|----------|----------------|----------|----------------|----------|----------------|----------|---------------------------------|
| <b>Number and Percentage of Students at Each Performance Level for All Students</b> |                |          |                |          |                |          |                |          |                                 |
| <b>Grade Level</b>  | <b>Level 4</b> |          | <b>Level 3</b> |          | <b>Level 2</b> |          | <b>Level 1</b> |          | <b>Total Number of Students</b> |
|   | <b>#</b>       | <b>%</b> | <b>#</b>       | <b>%</b> | <b>#</b>       | <b>%</b> | <b>#</b>       | <b>%</b> |                                 |
| <b>Grade K</b>  | 15             | 34.09    | 14             | 31.82    | 11             | 25       | 4              | 9.09     | 44                              |
| <b>Grade 1</b>  | 30             | 63.83    | 10             | 21.28    | 5              | 10.64    | 2              | 4.26     | 47                              |
| <b>Grade 2</b>  | 33             | 75       | 8              | 18.18    | 3              | 6.82     | 0              | 0        | 44                              |
| <b>Grade 3</b>  | 35             | 63.64    | 13             | 23.64    | 1              | 1.82     | 6              | 10.91    | 55                              |
| <b>Grade 4</b>  | 23             | 74.19    | 6              | 19.35    | 1              | 3.23     | 1              | 3.23     | 31                              |
| <b>Grade 5</b>  | 15             | 75       | 1              | 5        | 1              | 5        | 3              | 15       | 20                              |
| <b>Grade 6</b>  | 17             | 51.52    | 12             | 36.36    | 4              | 12.12    | 0              | 0        | 33                              |
| <b>Grade 7</b>  | 14             | 58.33    | 6              | 25       | 3              | 12.5     | 1              | 4.17     | 24                              |
| <b>Grade 8</b>  | 16             | 66.67    | 7              | 29.17    | 1              | 4.17     | 0              | 0        | 24                              |
| <b>All Grades</b>   | 199            | 61.8     | 78             | 24.22    | 27             | 8.39     | 18             | 5.59     | 322                             |

| <b>Written Language</b>   |                |          |                |          |                |          |                |          |                                 |
|---|----------------|----------|----------------|----------|----------------|----------|----------------|----------|---------------------------------|
| <b>Number and Percentage of Students at Each Performance Level for All Students</b> |                |          |                |          |                |          |                |          |                                 |
| <b>Grade Level</b>  | <b>Level 4</b> |          | <b>Level 3</b> |          | <b>Level 2</b> |          | <b>Level 1</b> |          | <b>Total Number of Students</b> |
|   | <b>#</b>       | <b>%</b> | <b>#</b>       | <b>%</b> | <b>#</b>       | <b>%</b> | <b>#</b>       | <b>%</b> |                                 |
| <b>Grade K</b>  | 14             | 31.82    | 6              | 13.64    | 20             | 45.45    | 4              | 9.09     | 44                              |
| <b>Grade 1</b>  | 25             | 53.19    | 11             | 23.4     | 6              | 12.77    | 5              | 10.64    | 47                              |
| <b>Grade 2</b>  | 30             | 68.18    | 11             | 25       | 2              | 4.55     | 1              | 2.27     | 44                              |
| <b>Grade 3</b>  | 7              | 12.73    | 19             | 34.55    | 17             | 30.91    | 12             | 21.82    | 55                              |
| <b>Grade 4</b>  | 6              | 19.35    | 13             | 41.94    | 7              | 22.58    | 5              | 16.13    | 31                              |
| <b>Grade 5</b>  | 8              | 40       | 7              | 35       | 3              | 15       | 2              | 10       | 20                              |
| <b>Grade 6</b>  | 10             | 30.3     | 11             | 33.33    | 6              | 18.18    | 6              | 18.18    | 33                              |
| <b>Grade 7</b>  | 12             | 50       | 4              | 16.67    | 5              | 20.83    | 3              | 12.5     | 24                              |
| <b>Grade 8</b>  | 15             | 62.5     | 4              | 16.67    | 5              | 20.83    | 0              | 0        | 24                              |
| <b>All Grades</b>   | 127            | 39.44    | 86             | 26.71    | 71             | 22.05    | 38             | 11.8     | 322                             |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|
| Grade Level  | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |
| Grade K  | 28             | 63.64 | 12                  | 27.27 | 4         | 9.09  | 44                       |
| Grade 1  | 36             | 76.6  | 7                   | 14.89 | 4         | 8.51  | 47                       |
| Grade 2  | 34             | 77.27 | 10                  | 22.73 | 0         | 0     | 44                       |
| Grade 3  | 25             | 45.45 | 23                  | 41.82 | 7         | 12.73 | 55                       |
| Grade 4  | 18             | 58.06 | 12                  | 38.71 | 1         | 3.23  | 31                       |
| Grade 5  | 12             | 60    | 6                   | 30    | 2         | 10    | 20                       |
| Grade 6  | 11             | 33.33 | 21                  | 63.64 | 1         | 3.03  | 33                       |
| Grade 7  | 15             | 62.5  | 9                   | 37.5  | 0         | 0     | 24                       |
| Grade 8  | 15             | 62.5  | 8                   | 33.3  | 1         | 4.17  | 24                       |
| All Grades   | 194            | 60.25 | 108                 | 33.54 | 20        | 6.21  | 322                      |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|
| Grade Level   | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |
| Grade K   | 10             | 22.73 | 27                  | 61.36 | 7         | 15.91 | 44                       |
| Grade 1   | 31             | 65.96 | 12                  | 25.53 | 4         | 8.51  | 47                       |
| Grade 2   | 30             | 68.18 | 14                  | 31.82 | 0         | 0     | 44                       |
| Grade 3   | 41             | 74.55 | 9                   | 16.36 | 5         | 9.09  | 55                       |
| Grade 4   | 25             | 80.65 | 5                   | 16.13 | 1         | 3.23  | 31                       |
| Grade 5   | 14             | 70    | 3                   | 15    | 3         | 15    | 20                       |
| Grade 6   | 19             | 57.58 | 14                  | 42.42 | 0         | 0     | 33                       |
| Grade 7   | 11             | 45.83 | 12                  | 50    | 1         | 4.17  | 24                       |
| Grade 8   | 19             | 79.17 | 5                   | 20.83 |           |       | 24                       |
| All Grades  | 200            | 62.77 | 101                 | 31.37 | 21        | 6.52  | 322                      |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|
| Grade Level  | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |
| Grade K  | 10             | 22.73 | 29                  | 65.91 | 5         | 11.36 | 44                       |
| Grade 1  | 31             | 65.96 | 12                  | 25.53 | 4         | 8.51  | 47                       |
| Grade 2  | 37             | 84.09 | 5                   | 11.36 | 2         | 4.55  | 44                       |
| Grade 3  | 7              | 12.73 | 32                  | 58.18 | 16        | 29.09 | 55                       |
| Grade 4  | 7              | 22.58 | 19                  | 61.29 | 5         | 16.13 | 31                       |
| Grade 5  | 4              | 20    | 13                  | 65    | 3         | 15    | 20                       |
| Grade 6  | 13             | 39.39 | 8                   | 24.24 | 12        | 36.36 | 33                       |
| Grade 7  | 13             | 54.17 | 5                   | 20.83 | 6         | 25    | 24                       |
| Grade 8  | 14             | 58.33 | 6                   | 25    | 4         | 16.67 | 24                       |
| All Grades   | 136            | 42.24 | 129                 | 40.66 | 57        | 17.7  | 322                      |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|
| Grade Level  | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |
| Grade K  | 23             | 52.27 | 19                  | 43.18 | 2         | 4.55  | 44                       |
| Grade 1  | 22             | 46.81 | 20                  | 42.55 | 5         | 10.64 | 47                       |
| Grade 2  | 22             | 50    | 22                  | 50    | 0         | 0     | 44                       |
| Grade 3  | 19             | 34.55 | 28                  | 50.91 | 8         | 14.55 | 55                       |
| Grade 4  | 9              | 29.03 | 19                  | 61.29 | 3         | 9.68  | 31                       |
| Grade 5  | 13             | 65    | 7                   | 35    | 0         | 0     | 20                       |
| Grade 6  | 4              | 12.12 | 27                  | 81.82 | 2         | 6.06  | 33                       |
| Grade 7  | 2              | 8.33  | 21                  | 87.5  | 1         | 4.17  | 24                       |
| Grade 8  | 13             | 54.17 | 11                  | 45.83 | 0         | 0     | 24                       |
| All Grades   | 127            | 39.44 | 174                 | 54.04 | 21        | 6.52  | 322                      |

**Conclusions based on this data:**

1. Overall Language Analysis
  1. From our 322 English Learners we had 48.45% or 156 students scored at level 4 which is well developed.
  2. The next highest with 31.99% or 103 students scored at a level 3 which is moderately developed.
  3. 80.44% or 259 of English learners scored at a level 3 or higher.

Need:

1. Identify all level 1 English Learners in grades 3rd - 7th.
2. Identify the students in grades K-8 who are New Comers
3. Identify the students 3rd - 7th who have been here longer than 2 years.

2. Analysis by Language
  1. The majority of grades K-8 scored 51% or more at level 4 for Oral Language.
  2. Grades 2nd and 8th scored 62% or more at level 4 for Written Language.

#### Analysis by Domain

1. Listening - All grades except 3rd and 6th scored 58% or more at well developed. 6th grade scored 63% somewhat/moderately.
2. Speaking- All grades except K and 7th scored 57% or more at well developed. K and 7th had 50% or more at somewhat/moderately.
3. Reading - 1st, 2nd and 7th scored 54% or more at well developed. K, 3rd, 4th and 5th scored 61% or more at somewhat/moderately.
4. Writing - K, 2nd, 5th and 8th scored 50% or more scored at well developed.



# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

| 2017-18 Student Population |                                 |                  |              |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment           | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 589                        | 90.7%                           | 68.4%            | 0.7%         |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2017-18 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 403   | 68.4%      |
| Foster Youth                                      | 4     | 0.7%       |
| Socioeconomically Disadvantaged                   | 534   | 90.7%      |
| Students with Disabilities                        | 21    | 3.6%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 4     | 0.7%       |
| American Indian              | 1     | 0.2%       |
| Asian                        | 4     | 0.7%       |
| Hispanic                     | 530   | 90.0%      |
| Two or More Races            | 1     | 0.2%       |
| White                        | 17    | 2.9%       |






### Conclusions based on this data:

1. Based on this data, our largest student group is Hispanic.
2. Based on this data, English Learners continue to be a significant student group.
3. Based on this data, the majority of the students served are socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement   | Conditions & Climate   |
|--|---|--|
| <p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>                  | <p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 506 847 533">Orange</p> | <p data-bbox="1177 426 1388 457"><b>Suspension Rate</b></p>  <p data-bbox="1252 506 1330 533">Green</p> |
| <p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="293 703 371 730">Yellow</p>                            |   |  |
| <p data-bbox="154 821 511 852"><b>English Learner Progress</b></p>  <p data-bbox="203 905 462 932">No Performance Color</p> |   |  |

#### Conclusions based on this data:

1. There is a need to improve our chronic absenteeism.

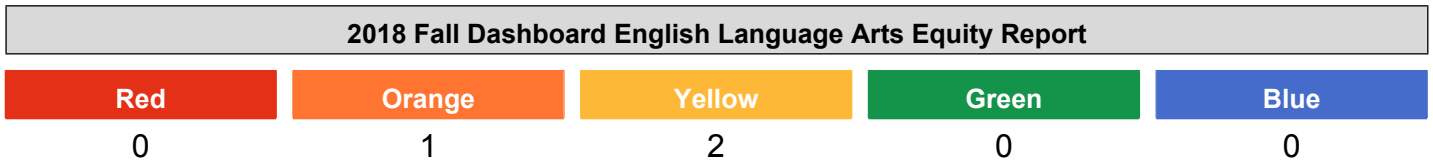
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group   |  |   |
|--|--|---|
| <p><b>All Students</b></p>  Yellow<br>25 points below standard<br>Increased 8.1 points<br>355 students | <p><b>English Learners</b></p>  Orange<br>29.6 points below standard<br>Maintained 1.6 points<br>284 students                | <p><b>Foster Youth</b></p> <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students               |
| <p><b>Homeless</b></p> <br>No Performance Color<br>0 Students   | <p><b>Socioeconomically Disadvantaged</b></p>  Yellow<br>25.8 points below standard<br>Increased 9.6 points<br>339 students | <p><b>Students with Disabilities</b></p> <br>No Performance Color<br>128.6 points below standard<br>Increased 13.2 points<br>19 students |

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

| <b>African American</b>   | <b>American Indian</b>  | <b>Asian</b>   | <b>Filipino</b>   |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 students | <br>No Performance Color<br>0 Students   |
| <b>Hispanic</b>   | <b>Two or More Races</b>  | <b>Pacific Islander</b>  | <b>White</b>  |
| <br>Yellow<br>24.8 points below standard<br>Increased 7.5 points<br>336 students                 | <br>No Performance Color<br>0 Students   | <br>No Performance Color<br>0 Students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

| <b>Current English Learner</b>                                     | <b>Reclassified English Learners</b>                                | <b>English Only</b>   |
|--|---|---|
| 56.9 points below standard<br>Increased 6.1 points<br>195 students | 30.1 points above standard<br>Maintained -0.2 points<br>89 students | 36.4 points below standard<br>Increased 7.4 points<br>55 students |

**Conclusions based on this data:**

1. There was an increase of points from standards met in ELA which showed growth in this area.

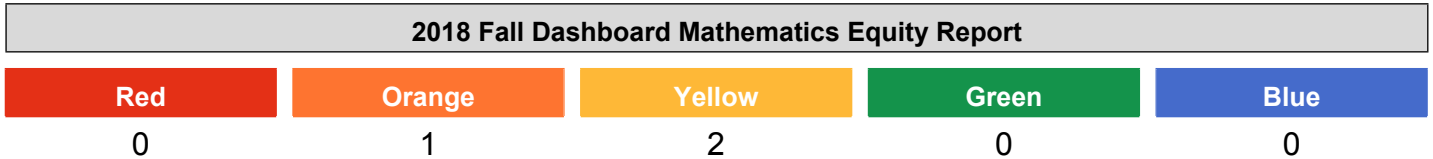
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group   |  |   |
|--|--|---|
| <p><b>All Students</b></p>  Yellow<br>54.3 points below standard<br>Increased 4.3 points<br>354 students | <p><b>English Learners</b></p>  Orange<br>58.3 points below standard<br>Maintained -1.2 points<br>283 students             | <p><b>Foster Youth</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students                |
| <p><b>Homeless</b></p>  No Performance Color<br>0 Students  | <p><b>Socioeconomically Disadvantaged</b></p>  Yellow<br>53.8 points below standard<br>Increased 5 points<br>338 students | <p><b>Students with Disabilities</b></p>  No Performance Color<br>184.3 points below standard<br>Maintained -1.7 points<br>19 students |

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 students | <br>No Performance Color<br>0 Students   |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Yellow<br><span style="background-color: #e0e0e0; padding: 2px;">51.8 points below standard</span><br>Increased 3.7 points<br>335 students | <br>No Performance Color<br>0 Students   | <br>No Performance Color<br>0 Students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner  | Reclassified English Learners   | English Only  |
|--|---|---|
| <span style="background-color: #e0e0e0; padding: 2px;">80.7 points below standard</span><br>Increased 8.2 points<br>194 students | <span style="background-color: #e0e0e0; padding: 2px;">9.5 points below standard</span><br>Declined -14 points<br>89 students | <span style="background-color: #e0e0e0; padding: 2px;">76.9 points below standard</span><br>Declined -9.3 points<br>55 students |

**Conclusions based on this data:**

1. There was a small increase for math yet the distance from standard is still below standard.
2. The English Learner group maintained; however, showed a decrease in points away from standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results |                        |                              |                            |                         |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students  | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 351   | 47.6%                  | 33%                          | 13.7%                      | 5.7%                    |

### Conclusions based on this data:

1. The majority of English Learners are in the well developed or moderately developed performance band, which indicates a positive result in ELPAC.

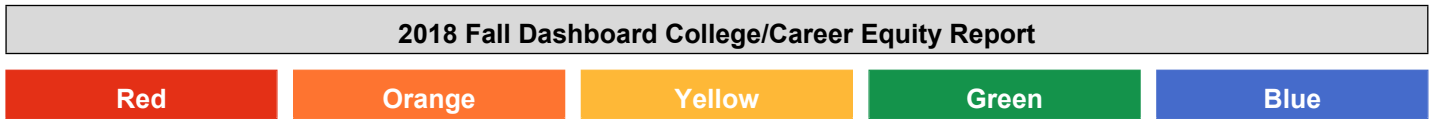
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2018 Fall Dashboard College/Career for All Students/Student Group |                                 |                            |
|---|---------------------------------|----------------------------|
| All Students  | English Learners                | Foster Youth               |
| Homeless  | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity |                   |                  |          |
|--|-------------------|------------------|----------|
| African American                                     | American Indian   | Asian            | Filipino |
| Hispanic   | Two or More Races | Pacific Islander | White    |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance |                      |                      |
|---|----------------------|----------------------|
| Class of 2016   | Class of 2017        | Class of 2018        |
| Prepared  | Prepared             | Prepared             |
| Approaching Prepared                                  | Approaching Prepared | Approaching Prepared |
| Not Prepared  | Not Prepared         | Not Prepared         |

Conclusions based on this data:

- 1.



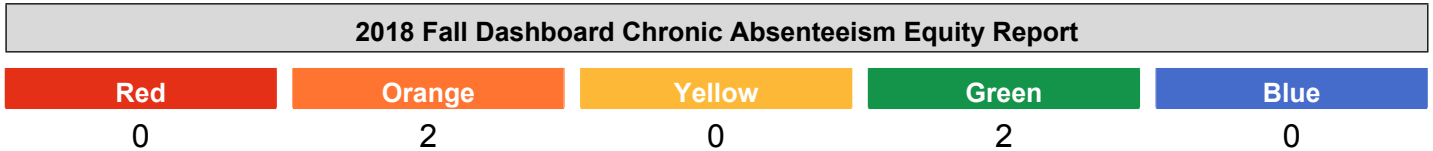
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group  |   |  |
|---|---|--|
| <p><b>All Students</b></p>  Orange<br>6.6% chronically absent<br>Increased 1.8%<br>610 students                        | <p><b>English Learners</b></p>  Green<br>3.9% chronically absent<br>Maintained 0.2%<br>413 students                  | <p><b>Foster Youth</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8 students      |
| <p><b>Homeless</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <p><b>Socioeconomically Disadvantaged</b></p>  Orange<br>6.6% chronically absent<br>Increased 1.7%<br>563 students | <p><b>Students with Disabilities</b></p>  No Performance Color<br>12.5% chronically absent<br>Increased 1.8%<br>24 students |

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>0 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Orange<br>6.6% chronically absent<br>Increased 2.2%<br>547 students                          | <br>Green<br>2.7% chronically absent<br>Declined 6.8%<br>37 students                             | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>0 students | <br>No Performance Color<br>11.8% chronically absent<br>Increased 5.1%<br>17 students            |

**Conclusions based on this data:**

1. There is a high level of chronic absenteeism.
2. Chronically absenteeism has increased with students with disabilities and the white groups.
3. There was a significant decrease in chronic absenteeism for students of two or more races.

# School and Student Performance Data

## Academic Engagement Graduation Rate

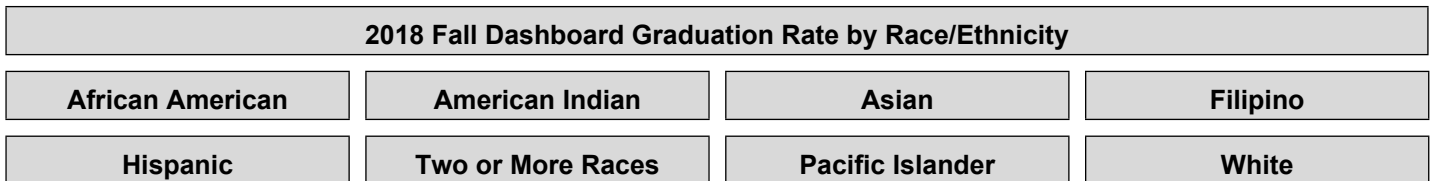
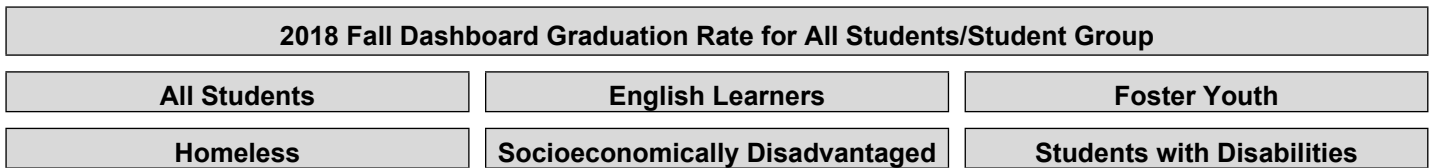
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

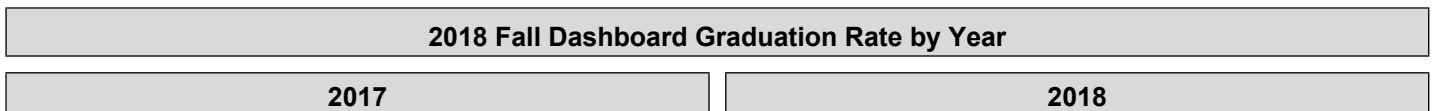
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

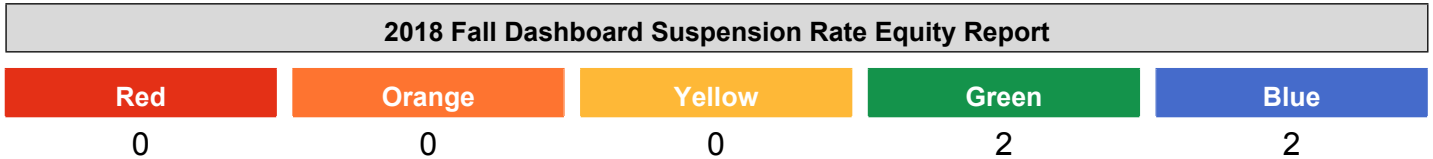
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group  |  |  |
|---|--|--|
| <p><b>All Students</b></p>  <p>Green</p> <p>1.4% suspended at least once</p> <p>Declined -2.7%</p> <p>623 students</p> | <p><b>English Learners</b></p>  <p>Blue</p> <p>1% suspended at least once</p> <p>Declined -1.9%</p> <p>421 students</p>                     | <p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9 students</p>                                   |
| <p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3 students</p>        | <p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>1.4% suspended at least once</p> <p>Declined -2.6%</p> <p>576 students</p> | <p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>4% suspended at least once</p> <p>Declined -10.3%</p> <p>25 students</p> |

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American   | American Indian  | Asian  | Filipino  |
|--|--|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data<br>4 students      | <br>No Performance Color<br>Less than 11 Students - Data<br>1 students  | <br>No Performance Color<br>Less than 11 Students - Data<br>4 students | <br>No Performance Color<br>0 Students   |
| Hispanic   | Two or More Races  | Pacific Islander   | White   |
| <br>Green<br>1.6% suspended at least once<br>Declined -2.5%<br>556 students | <br>Blue<br>0% suspended at least once<br>Declined -2.2%<br>41 students | <br>No Performance Color<br>0 Students                                 | <br>No Performance Color<br>0% suspended at least once<br>Declined -11.1%<br>17 students |

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

| 2016                         | 2017                         | 2018                         |
|------------------------------|------------------------------|------------------------------|
| 3.1% suspended at least once | 4.1% suspended at least once | 1.4% suspended at least once |

**Conclusions based on this data:**

1. Suspension rate has significantly decreased for students with disabilities.
2. Overall there was a notable decrease in suspension rates.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Improve Student Achievement in English Language Arts

## Goal 1

Increase ELA proficiency rate by 5% to 46% and decrease average scale score by 3.2 points from meets, as measured by the California Assessment of Student Performance and Progress (CAASPP) System.

## Identified Need

There was an ELA proficiency progress of 3.14%, falling just short of the goal of a 5% increase in proficiency. The average distance from scale score was 1.6, which is considered 'remained the same'.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome   | Expected Outcome   |
|--|---|--|
| <ol style="list-style-type: none"> <li>Increase ELA proficiency by 5% to 46% as measured by CAASPP.</li> <li>Increase reading proficiency rate by 5% as measured by Accelerated Reader.</li> <li>Increase reading proficiency rate by 5% as measured by DRA.</li> <li>Increase writing proficiency rate by 5% as measured by the TESD mid year writing benchmark.</li> </ol> | <ol style="list-style-type: none"> <li>During the 2018-2019 school year students did not meet their goal to increase ELA proficiency rate by 5% as measured by the CAASPP System. There was ELA proficiency of 3.14%.</li> <li>During the 2018-2019 school year 34% of students measured at or above reading proficiency as measured by Accelerated Reader. There was only a 4% growth from 2017-2019.</li> <li>During the 2018-2019 school year 36% of K-5 students measured at or above proficiency in DRA. There was a 1% growth from, 2017-2018.</li> <li>During the 2018-2019 school year 35% of K-8 students met or exceeded the standard on the TESD mid year writing benchmark. This was a decline of 2% from 2017-2018.</li> </ol> | <ol style="list-style-type: none"> <li>Increase ELA proficiency rate by 5% to 46% as measured by CAASPP.</li> <li>Increase reading proficiency rate by 5% to 39% as measured by Accelerated Reader.</li> <li>Increase proficiency in DRA by 5% to 41% as measured by DRA.</li> <li>Increase proficiency in writing by 3% to 38% as measured by the TESD mid year writing benchmark.</li> </ol> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|                  |                         |                  |

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including English Learners, Foster Youth, and Low Income Students

#### Strategy/Activity

1. Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students.
2. Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts.
3. Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of English Language Arts California State Standards.
4. Provide a Resource Teacher to support implementation of school wide California State Standard based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach.
5. Provide support for field trips based around the California State Standards to help build background knowledge and increase student achievement in English Language Arts.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)  |
|-----------|--|
| 176,948   | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries  |
| 7,500     | Title I Part A: Disadvantaged Students<br>1000-1999: Certificated Personnel Salaries                           |
| 106,243   | Title I Part A: Disadvantaged Students<br>2000-2999: Classified Personnel Salaries                             |
| 25,000    | Title I Part A: Disadvantaged Students<br>5800: Professional/Consulting Services And<br>Operating Expenditures |

|         |   |
|---------|---|
|         |   |
| 15,000  | LCFF - Supplemental<br>4000-4999: Books And Supplies awards   |
| 68,400  | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries librarian                                       |
| 108,072 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries   |
| 16,807  | Title II Part A: Improving Teacher Quality  |
| 10,722  | Title II Part A: Improving Teacher Quality<br>5800: Professional/Consulting Services And Operating Expenditures |
| 20,000  | LCFF - Supplemental<br>5000-5999: Services And Other Operating Expenditures field trips                         |

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including English Learners, Foster Youth, and Low Income Students

### Strategy/Activity

6. Provide students with access to technology and resources for student research and learning in English Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)  |
|-----------|--|
| 55,528    | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries Tech |
| 117,115   | LCFF - Supplemental<br>4000-4999: Books And Supplies devices         |
| 10,000    | LCFF - Supplemental<br>6000-6999: Capital Outlay                     |



|        |  |
|--------|--|
|        |  |
| 20,000 | Title I Part A: Disadvantaged Students<br>Web based programs |

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students, including English Learners, Foster Youth, and Low Income Students

Strategy/Activity

7. Provide all students ancillary English Language Arts materials including leveled books, news magazines, and student workbooks.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)  |
|-----------|--|
| 26,000    | LCFF - Supplemental<br>4000-4999: Books And Supplies             |
| 23,186    | Title I Part A: Disadvantaged Students<br>materials and supplies |

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students, including English Learners, Foster Youth, and Low Income Students

Strategy/Activity

Provide an enrichment summer school program for three weeks in June for approximately 160 students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)                              |
|-----------|--|
| 30,000    | Title I Part A: Disadvantaged Students |

# Annual Review

## SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The focus of goal 1 is to provide increased services and support in ELA for our unduplicated population. We were able to accomplish this the following ways: small group instruction with support from instructional aides, the purchase of ancillary materials to support differentiated instruction, providing a full time librarian to ensure that unduplicated students have access to high quality reading and research materials, and through the administration of a high quality professional development plan. Most of the actions and services were provided. Through on going professional development and a consistently static teaching staff we have been able to sustain a consistent growth rate on CAASPP.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Through the implementation of the actions in Goal 1 we achieved the following: an increase of our 3rd - 8th students meeting or exceeding standards on the ELA portion of the CAASPP. We believe that the implementation of our small group intervention with instructional aides, our differentiated reading support, as well as our computer based programs have propelled our unduplicated population along an accelerated pathway of achievement. Due to a short change in administration the district decided not to hire a resource teacher until the 2019-2020 school year. This teacher has been hired and will start in July 2019. Summer school was not offered due to required make up days due to foggy weather school cancellation during the 2018-2019 school year. There were no major infrastructure projects completed in the 2018- 2019 school year. We purchased less student workbooks due to declining enrollment.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of CAASPP data analysis and consultation of stakeholders we will be adding an action for the 2019-2020 school year. The new action was developed to provide California State Content Standards based science curriculum to facilitate the development of oral language and academic vocabulary. We will continue to implement the actions and services for unduplicated pupils from 2018-2019. Action 6 of hiring a resource teacher will be met for 2019- 2020. We will continue to refine these practices in order to best meet the individual instructional needs of each student. For the 2019-2020 school year we will be using distance from standard for CAASPP instead of the percent of students who met or exceeded standard in order to better align our metric with the California School Dashboard. For the 2019-2020 school year our goal is to increase ELA CAASPP achievement by 5 points in order to decrease our distance from standard to -20. Summer school was not offered due to required make up days due to foggy weather school cancellation during the 2018-2019 school year. Our summer school program will be modified to provide enrichment opportunities and will be moved to the federal addendum for the 2019-2020 school year. Action 8 will be revised to state: Provide enrichment through educational and college readiness field trips

and assemblies to broaden the scope of students' cultural experiences including students with special needs. All budgets were updated to align with 2019-2020 actual projected costs.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Mathematics

## LEA/LCAP Goal

Improve student achievement in mathematics

## Goal 2

Increase math proficiency rate by 5% to 37% and decrease scale score away from meets by 8.6 points, as measured by the California Assessment of Student Performance and Progress (CAASPP) System.

## Identified Need

There is a difference in mathematics achievement with the English Learner population. This group of students has lower numbers of students who have met or exceeded standards.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome  | Expected Outcome   |
|--|--|--|
| <p>1. Increase math proficiency rate by 5% to 37% and decrease scale score away from meets by 8.6 points, as measured by California Assessment of Student Performance and Progress (CAASPP).</p> <p>2. Increase math proficiency rate by 5% as measured by TESD mid year math benchmark.</p> | <p>1. During the 2018-2019 school year, 32% of students met or exceeded state standards as measured by the California Assessment of Student Performance and Progress System.</p> <p>2. In the Spring of 2018-2019, 27% of K-8 students met or exceeded standard on the TESD mid year math benchmark.</p> | <p>1. Increase math proficiency rate by 5% to 37% and decrease scale score away from meets by 8.6 points, as measured by the California Assessment of Student Performance and Progress (CAASPP) System.</p> <p>2. Increase math proficiency from 27% to 32% by the Spring of 2020, as measured by the TESD mid year benchmark.</p> |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, Foster Youth, and Low Income Students.

Strategy/Activity

1. Provide all students with ancillary math materials including manipulative and supplemental workbooks.
2. Provide students with incentives and awards to recognize and encourage increased achievement in math.
3. Provide an enrichment summer school program for three weeks in June for approximately 160 students.
4. Provide resource teacher to develop intervention program for students.
5. Implement a year long professional development plan with a curriculum specialist through Tulare County Office of Education.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)  |
|-----------|--|
|           | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Concentration Expense Reported in Goal 1<br>(materials, awards, technology)                            |
|           | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>Concentration Expense Reported in Goal 1<br>(tech)  |
|           | LCFF - Supplemental<br>6000-6999: Capital Outlay<br>Concentration Expense Reported in Goal 1   |
| 2,000     | LCFF - Supplemental<br>4000-4999: Books And Supplies   |
|           | Title II Part A: Improving Teacher Quality<br>2000-2999: Classified Personnel Salaries<br>Concentration Expense Reported in Goal 1                             |
|           | Title I Part A: Disadvantaged Students<br>5800: Professional/Consulting Services And<br>Operating Expenditures<br>Concentration Expense Reported in Goal 1     |
|           | Title II Part A: Improving Teacher Quality<br>5800: Professional/Consulting Services And<br>Operating Expenditures<br>Concentration Expense Reported in Goal 1 |
|           | Title I Part A: Disadvantaged Students<br>4000-4999: Books And Supplies<br>Concentration Expense Reported in Goal 1  |
|           | Title I Part A: Disadvantaged Students   |

Concentration Expense Reported in Goal 1  
summer school

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

6. Provide support for field trips based around the California State Standards to help build background knowledge and increase student achievement in mathematics.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental  
5000-5999: Services And Other Operating  
Expenditures  
Concentration Expense Reported in Goal 1

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English learners, Foster Youth, and socioeconomically disadvantaged

#### Strategy/Activity

7. Provide students with access to technology and resources for student research and learning in mathematics through the purchase of replacement of technology devices, infrastructure upgrades, and an in house technology support technician.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
tech

LCFF - Supplemental  
4000-4999: Books And Supplies  
devices

LCFF - Supplemental  
6000-6999: Capital Outlay

Title I Part A: Disadvantaged Students

# Annual Review

## SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The focus of Goal 2 is to provide increased services and support in math for our unduplicated population. Students received small group instructional support with instructional aides as well as computer based programs to help accelerate achievement in math. Students also received incentives and awards for displaying growth in math through out the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Through the implementation of the actions of Goal 2 we were able to continue implementation of the school wide common assessment in order to better identify and meet the needs of our students. This tool will continue to help improve and guide the quality of our math instruction and increase student achievement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2019-2020 school year we will be using distance from standard for CAASPP instead of the percent of students who met or exceeded standard in order to better align our metric with the California School Dashboard. For the 2019-2020 school year our goal is to increase Math CAASPP achievement by 7.8 points in order to decrease our distance from standard to -46.5. Our summer school program will be modified to provide enrichment opportunities and will be moved to the federal addendum for the 2019-2020 school year. Action 1 will be changed to state Math instead of English Language Arts. For 2019 - 2020 Goal 2 action 2 will be revised to say Page 18 of 118 provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks. Provide mathematics consultant for 2019-2020 to provide professional development, one:to:one coaching, and data analysis.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

English Learners in English Language Arts and Mathematics

## LEA/LCAP Goal

Improve English Learner achievement in English Language Arts and Mathematics

## Goal 3

Increase California Assessment of Student Performance and Progress (CAASPP) proficiency levels in ELA and Math by 5%

## Identified Need

The 2018-2019 CA School Dashboard ELPAC results: Level 4- Well developed-47.6%, Level 3- Moderately Developed-33%, Level 2- Somewhat Developed- 13.7%, Level 1- Beginning Stage- 5.7%.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome  | Expected Outcome   |
|--|--|--|
| <ol style="list-style-type: none"> <li>Increase California Assessment of Student Performance and Progress by 5% in English Language Arts.</li> <li>Increase California Assessment of Student Performance and Progress by 5% in mathematics.</li> <li>Reclassification Rate</li> <li>CA School Dashboard EL learner indicator</li> <li>Implementation of ELD standards, programs, and services.</li> <li>The percentage of ELs who make progress towards English proficiency on the ELPAC.</li> </ol> | <ol style="list-style-type: none"> <li>ELA CAASPP average scale score, distance from standard proficiency -29.6.</li> <li>Math CAASPP average scale score, distance from standard proficiency -58.3.</li> <li>Reclassification at 26%.</li> <li>CA School Dashboard EL indicator status level of high.</li> <li>100% of students are receiving instruction aligned to the ELD standards</li> <li>Percentage of students making progress towards academic proficiency on ELPAC 50.6%</li> </ol> | <ol style="list-style-type: none"> <li>For the 2019-2020 school year, increase ELA CAASPP achievement for EL students by 5.7 points in order to decrease our distance from standard proficiency to -23.9.</li> <li>For the 2019-2020 school year, increase math CAASPP achievement for EL students by 8.4 points in order to decrease our distance from standard proficiency to -49.9.</li> <li>Increase reclassification numbers by 5% to 31%.</li> <li>Maintain a status of high level.</li> <li>Maintain 100% of students receiving instruction aligned to the ELD standards.</li> <li>Increase number of students who score at performance level of 4 on the ELPAC to 52.6%</li> </ol> |



Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

1. Provide students with access to technology and resources for student research and learning in Mathematics and ELA through the purchase of replacement of technology devices, infrastructure upgrades, and an in house technology support technician.
2. Provide all students with ancillary math and ELA materials including manipulative and supplemental workbooks.
3. Provide students with incentives and awards to recognize and encourage increased achievement in math and ELA.
4. Provide students with small group instruction with an emphasis on English language development with the use of leveled readers, news magazines, and workbooks.
5. Provide an enrichment summer school program for three weeks in June for approximately 160 students.
6. Implement a year long professional development plan in math with a curriculum specialist through Tulare County Office of Education.
7. Provide a STEM enrichment teacher in order to accelerate EL students' acquisition of oral language, and writing proficiency in STEM subject areas.
8. Provide support for field trips based around the California State Standards to help build background knowledge and increase student achievement in mathematics, English, and science.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

102,203

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

LCFF - Supplemental  
4000-4999: Books And Supplies  
Concentration expense reported in goal 1

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Concentration expense reported in goal 1

LCFF - Supplemental  
4000-4999: Books And Supplies

Title I Part A: Disadvantaged Students

|        |   |
|--------|---|
|        | Summer School- Concentration Reported in goal 1   |
| 1,500  | LCFF - Supplemental<br>4000-4999: Books And Supplies  |
|        | LCFF - Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Concentration expense reported in goal 1 |
| 39,221 | Title III   |
|        | None Specified  |

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The focus of Goal 3 is to provide increased services and support for English Learners. We were able to accomplish this in the following ways: Access to computer based programs that differentiate instruction based on the language abilities of each individual student as well as our STEM enrichment class for grades 1st - 5th. There was a 10% increase for EL students on the CAASPP that met or exceeded standard. There was also a 13% increase in the amount of students who were redesignated. We will continue to implement our instructional plan of differentiating instruction in order to meet the needs of all students. Our reclassified student population continues to out perform all students and our goal is to reclassify as many qualified students as possible.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All budgeted actions were implemented and there were no material differences in 2018-2019.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2019-2020 school year metric 6 will be changed to the percent of students who score a performance level of 4 on the ELPAC. Our summer school program will be modified to provide enrichment opportunities and will be moved to the federal addendum for the 2019-2020 school year.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Pupil Attendance

## LEA/LCAP Goal

Improve school climate while increasing pupil attendance and decreasing chronic absenteeism.

## Goal 4

Increase student attendance by .5% and decrease chronic absenteeism by .5%

## Identified Need

Attendance rate increased by .1%, chronic absenteeism increased by 1.8%, and suspension rates declined by 2.7%.

## Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome   |
|---|--|--|
| 1. Average Daily Attendance Rate.<br>2. Chronic Absenteeism Rate.<br>3. Pupil Suspension Rate<br>4. Pupil Expulsion Rate<br>5. Middle school dropout rate<br>6. Healthy Kids Survey<br>7. LCAP parent and employee survey | 1. Average daily attendance rate was 96.6%.<br>2. Chronic absenteeism rate was 8.4%.<br>3. 2018-2019 suspension rate was 1.4%.<br>4. 2018-2019 expulsion rate of 0 unduplicated pupils expelled.<br>5. 2018-2019 dropout rate of 0<br>6. 2017-2018 Healthy Kids Survey was administered to all 5th and 7th grade students, the survey was not administered in 2018-2019<br>7. Survey was administered in 2018-2019 | 1. Average daily attendance rate is expected to increase to 97.1%<br>2. Chronic absenteeism rate is expected to decrease to 6.1%<br>3. Suspension rate is expected to maintain at 1.4%<br>4. Expulsion rate is expected to maintain at 0 unduplicated pupils expelled.<br>5. Dropout rate is expected to maintain at 0 middle school students drop out<br>6. Kids Healthy Survey will be administered in 2019-2020<br>7. LCAP survey will be administered in 2019-2020 |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and employees.

### Strategy/Activity

1. Provide students with incentives and awards to recognize and encourage increased achievement and attendance.
2. Provide additional school psychologist hours to assist with increasing student attendance and decreasing the chronic absentee rate. To assist with establishing a positive school climate and implementation of the SARB process.
3. Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker will help with the implementation of the SARB process.
4. Provide an LVN to assist with student health issues and family outreach.
5. Provide additional counseling support for TK-5th grade students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)  |
|-----------|--|
| 30,000    | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries                                |
|           | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Concentration Expense reported in goal 1 |
| 20,000    | LCFF - Supplemental<br>5800: Professional/Consulting Services And<br>Operating Expenditures      |
| 39,162    | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries                                  |
| 26,000    | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries                                  |

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All actions were implemented for Goal 4. The focus of Goal 4 is to provide increased services and support for our unduplicated pupils by decreasing both the chronic absentee rate as well as the suspension rate. Although we didn't meet this goal for chronic absentee rate our attendance rate did increase a small amount of .1%. Our suspension rate dropped drastically. We accomplished this in a variety of ways. First we used our increased social services and health support in order to follow through with our families on health and attendance concerns. Our increased psychologist and counseling support allowed us to provide increased services for students with behavior and emotional needs. In the 2018 -2019 school year we reduced our unduplicated student suspension rate by 2.7% and our color indicator on the dashboard went from orange to green. We were able to do this by implementing a system of data analysis with an increase in social and emotional support for our students with needs. With constant monitoring and supportive services for students the suspension rate dropped drastically. Although the chronic absenteeism didn't decrease we believe this will improve with time. We are diligent with using our social services and health support to follow through with our families on health and attendance concerns. We will continue to offer services to our families to help support and educate on the importance of school attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our counseling support position will remain through the 2019-2020 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving forward for metric 2 and 3 we will use the CA School Dashboard indicator results as data points to better align our plan with state accountability. All budgets were updated to align with 2019-2020 actual projected costs. For the 2019-2020 school year action 3 will be modified to state: Provided a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker also worked to increase attendance and decrease the chronically absent. The social worker helped with the implementation of the SARB process. In metric 3 we will remove the term unduplicated for 2019-2020.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Parent and Community Involvement

## LEA/LCAP Goal

Improve the participation and increase learning opportunities for parents.

## Goal 5

Provide at least 5 opportunities for parent involvement in district decision making.

## Identified Need

Increase learning opportunities for parents through improved participation and engagement.

## Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome  |
|---|---|---|
| 1. Opportunities for parent involvement in district decision making.<br>2. Opportunities for parent education in school wide programs.<br>3. Number of school sponsored parent events.<br>4. Number of parents, including those of unduplicated pupils and special needs pupils, who attend parent conferences in order to receive and give input regarding their students' academic program and progress | 1. 2018-2019 Provided 4 opportunities for parent involvement in district decision making.<br>2. 2018-2019 Provided 16 opportunities for parent education in school wide programs<br>3. 2018-2019 Provided 7 school sponsored parent events<br>4. 2018-2019 Parent conference rate was 91% | 1. 2019-2020 Provide 5 opportunities for parent involvement in district decision making.<br>2. 2019-2020 Maintain equal or greater number of opportunities for parent education in school wide programs<br>3. 2019-2020 Maintain equal or greater number of school sponsored parent events<br>4. 2019-2020 Increase parent conference rate by 5%. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, Foster Youth, and Special Education student groups.

**Strategy/Activity**

1. Host student/parent engagement nights that help to create a positive school climate, increase capacity and solicit community input.
2. Provide school psychologist 2 days per week to assist with increasing student attendance and decrease the chronic absentee rate. To assist with establishing a positive school climate and implement SARB process.
3. Provide a social worker to assist with parent outreach and establish a positive school climate and increase our capacity for family outreach and student support. The social worker will also work to increase attendance and decrease chronic absenteeism. The social worker will help to implement the SARB process.
4. Provide an LVN to assist with student health issues and family outreach.
5. Provide parents access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication.
6. Provide access to parents liaison for educational and community resource support to increase a positive school climate and increase community input.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)   |
|-----------|---|
| 4,000     | LCFF - Supplemental<br>4000-4999: Books And Supplies  |
|           | LCFF - Supplemental<br>5800: Professional/Consulting Services And<br>Operating Expenditures<br>Concentration Expense reported in goal 4-<br>Psych         |
|           | LCFF - Supplemental<br>5800: Professional/Consulting Services And<br>Operating Expenditures<br>Concentration Expense Reported in Goal 4-<br>Social worker |
|           | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>Concentration Expense Reported in Goal 4   |
| 1,000     | LCFF - Supplemental<br>4000-4999: Books And Supplies  |
| 23,700    | Title I Part A: Disadvantaged Students<br><br>Parent Liaison  |



## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We met our goal by providing opportunities for parent education and feedback regarding our school wide programs as well as opportunities for parents to see their children perform and engage with staff and students. New for 2018-2019 was the opportunity for a parent engagement night for each grade level. This provided parents the opportunity to learn about a variety of things such as math games students and parents could play together, how to read effectively with their child, test preparation for CAASPP and helping parents with the online registration process for high school. These were a few of the engagement activities that parents were able to participate in this year. We also had an increase in the amount of parents who participated in our parent teacher conferences.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All budgeted actions were implemented and there were no major material differences in 2018-2019.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In action 3 the social workers duties were modified to include working to increase attendance and decrease the chronically absent. The social worker helped with the implementation of the SARB process.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description   | Amount         |
|---|----------------|
| Total Funds Provided to the School Through the Consolidated Application | \$333,520      |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0            |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$1,125,307.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs                           | Allocation (\$) |
|--|-----------------|
| Title I Part A: Disadvantaged Students     | \$235,629.00    |
| Title II Part A: Improving Teacher Quality | \$27,529.00     |
| Title III                                  | \$39,221.00     |

Subtotal of additional federal funds included for this school: \$302,379.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| LCFF - Supplemental     | \$822,928.00    |

Subtotal of state or local funds included for this school: \$822,928.00

Total of federal, state, and/or local funds for this school: \$1,125,307.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source                             | Amount     |
|--|------------|
| LCFF - Supplemental                        | 822,928.00 |
| Title I Part A: Disadvantaged Students     | 235,629.00 |
| Title II Part A: Improving Teacher Quality | 27,529.00  |
| Title III                                  | 39,221.00  |

## Expenditures by Budget Reference

| Budget Reference  | Amount     |
|---|------------|
|   | 43,186.00  |
| 1000-1999: Certificated Personnel Salaries                        | 247,775.00 |
| 2000-2999: Classified Personnel Salaries                          | 472,281.00 |
| 4000-4999: Books And Supplies                                     | 166,615.00 |
| 5000-5999: Services And Other Operating Expenditures              | 20,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | 55,722.00  |
| 6000-6999: Capital Outlay   | 10,000.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                           | Funding Source      | Amount     |
|--|---------------------|------------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 240,275.00 |
| 2000-2999: Classified Personnel Salaries   | LCFF - Supplemental | 366,038.00 |
| 4000-4999: Books And Supplies              | LCFF - Supplemental | 166,615.00 |

|   |  |            |
|---|--|------------|
| 5000-5999: Services And Other Operating Expenditures              | LCFF - Supplemental                        | 20,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental                        | 20,000.00  |
| 6000-6999: Capital Outlay   | LCFF - Supplemental                        | 10,000.00  |
|   | Title I Part A: Disadvantaged Students     | 53,700.00  |
|   | Title I Part A: Disadvantaged Students     | 43,186.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title I Part A: Disadvantaged Students     | 7,500.00   |
| 2000-2999: Classified Personnel Salaries                          | Title I Part A: Disadvantaged Students     | 106,243.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Disadvantaged Students     | 25,000.00  |
|   | Title II Part A: Improving Teacher Quality | 16,807.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | Title II Part A: Improving Teacher Quality | 10,722.00  |
|   | Title III                                  | 39,221.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 836,521.00         |
| Goal 2      | 2,000.00           |
| Goal 3      | 142,924.00         |
| Goal 4      | 115,162.00         |
| Goal 5      | 28,700.00          |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

| Name of Members    | Role                       |
|--------------------|----------------------------|
| Cherie Solian      | Principal                  |
| Desiree Heinks     | Classroom Teacher          |
| Julie Lowry        | Classroom Teacher          |
| Stacey Bettencourt | Other School Staff         |
| Gloria Alvarez     | Other School Staff         |
| Marely Alvarez     | Parent or Community Member |
| Blanca Cruz        | Parent or Community Member |
| Edna Perkins       | Parent or Community Member |
| Beatris Samano     | Parent or Community Member |
| Viviana Ramirez    | Parent or Community Member |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 2, 2019.

Attested:

Principal, Cherie Solian on

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

## **5. FINANCE: Action items:**

### **5.1 Vendor Payments**

**APY List****Date Paid between 09/24/2019 and 10/29/2019**

| <b>Vendor No</b> | <b>Vendor Name</b>            | <b>Reference Number</b> | <b>Payment Date</b> | <b>Invoice Number/Desc.</b> | <b>AccountCode</b>              | <b>Amount</b> |
|------------------|-------------------------------|-------------------------|---------------------|-----------------------------|---------------------------------|---------------|
| 13456            | A & G TELEPHONE SERVICE, INC. | 200587                  | 10/18/2019          | 5373                        | 010-81500-0-00000-81000-58000-0 | \$1,077.50    |
| 13456            | A & G TELEPHONE SERVICE, INC. | 200589                  | 10/18/2019          | 5373                        | 010-81500-0-00000-81000-58000-0 | \$865.22      |
| 12944            | AGNALDOS WELDING, INC.        | 200486                  | 10/04/2019          | FC8Vh00010                  | 010-00000-0-00000-72000-58000-0 | \$40.40       |
| 12944            | AGNALDOS WELDING, INC.        | 200484                  | 10/04/2019          | 39470                       | 010-00000-0-00000-81000-43000-0 | \$45.04       |
| 12944            | AGNALDOS WELDING, INC.        | 200019                  | 10/04/2019          | 39490                       | 010-00000-0-00000-81000-56000-0 | (\$160.00)    |
| 12944            | AGNALDOS WELDING, INC.        | 200492                  | 10/04/2019          | 39441                       | 010-00000-0-00000-81000-56000-0 | \$2,428.99    |
| 12944            | AGNALDOS WELDING, INC.        | 200485                  | 10/04/2019          | 39484                       | 010-07230-0-00000-36000-56000-0 | \$88.30       |
| 14391            | AGUIRRE,JESSICA               | 200489                  | 10/04/2019          | REMBRST 9/6                 | 010-90101-0-11100-31300-52000-0 | \$19.95       |
| 13036            | AMERICAN FIDELITY             | 200593                  | 10/18/2019          | SEPTEMBER2019               | 010-00000-0-00000-00000-95024-0 | \$317.04      |
| 12788            | ARAMARK UNIFORM SERVICES INC  | 200373                  | 09/27/2019          | 602258043                   | 010-00000-0-00000-81000-56000-0 | \$409.46      |
| 12788            | ARAMARK UNIFORM SERVICES INC  | 200400                  | 09/27/2019          | 602265233                   | 010-00000-0-00000-81000-56000-0 | \$409.46      |
| 12788            | ARAMARK UNIFORM SERVICES INC  | 200428                  | 10/04/2019          | 602272440                   | 010-00000-0-00000-81000-56000-0 | \$409.46      |
| 12788            | ARAMARK UNIFORM SERVICES INC  | 200496                  | 10/11/2019          | 602279610                   | 010-00000-0-00000-81000-56000-0 | \$438.11      |
| 12788            | ARAMARK UNIFORM SERVICES INC  | 200551                  | 10/18/2019          | 602286869                   | 010-00000-0-00000-81000-56000-0 | \$412.21      |
| 14101            | B&B PEST CONTROL SERVICE      | 200594                  | 10/18/2019          | 01-TIP-09-19                | 010-00000-0-00000-81000-58000-0 | \$170.00      |
| 13867            | BUSWEST                       | 200491                  | 10/04/2019          | XA400020126:01              | 010-07230-0-00000-36000-43000-0 | \$357.05      |
| 12360            | CA Department of Tax and Fee  | 200522                  | 10/11/2019          | 57-415488 Q3-19             | 010-07230-0-00000-36000-58000-0 | \$8.50        |
| 13619            | CDW GOVERNMENT, INC.          | 200429                  | 10/04/2019          | TXR5135                     | 010-07200-0-11100-10000-43000-0 | \$385.94      |
| 13619            | CDW GOVERNMENT, INC.          | 200497                  | 10/11/2019          | VCF4979                     | 010-07200-0-11100-10000-43000-0 | \$416.58      |
| 13619            | CDW GOVERNMENT, INC.          | 200498                  | 10/11/2019          | VDG3416                     | 010-07200-0-11100-10000-43000-0 | \$257.92      |
| 13619            | CDW GOVERNMENT, INC.          | 200595                  | 10/18/2019          | VFN6408                     | 010-07200-0-11100-10000-43000-0 | \$483.80      |
| 13619            | CDW GOVERNMENT, INC.          | 200547                  | 10/18/2019          | VFW7737                     | 010-07200-0-11100-10000-43000-0 | \$414.54      |
| 13619            | CDW GOVERNMENT, INC.          | 200548                  | 10/18/2019          | VGJ9406                     | 010-07200-0-11100-10000-43000-0 | \$545.28      |
| 13619            | CDW GOVERNMENT, INC.          | 200546                  | 10/18/2019          | VFH6061                     | 010-07200-0-11100-10000-43000-0 | \$418.63      |
| 14245            | CENTRAL VALLEY REFRIGERATION  | 200545                  | 10/18/2019          | 27484                       | 010-00000-0-00000-81000-56000-0 | \$337.47      |
| 13389            | CLASSIC CHARTER               | 200495                  | 10/08/2019          | 146989                      | 010-07200-0-11100-10000-58000-0 | \$1,448.00    |
| 13389            | CLASSIC CHARTER               | 200542                  | 10/18/2019          | 145620                      | 010-07200-0-11100-10000-58000-0 | \$1,424.00    |
| 13247            | COALITION FOR ADEQ.SCH.HOUS.  | 200572                  | 10/18/2019          | 130069                      | 010-00000-0-00000-71000-53000-0 | \$193.00      |
| 12602            | COLSON AUTO PARTS             | 200439                  | 10/04/2019          | 963074                      | 010-07230-0-00000-36000-43000-0 | \$399.75      |
| 12602            | COLSON AUTO PARTS             | 200440                  | 10/04/2019          | 961590                      | 010-07230-0-00000-36000-43000-0 | \$195.58      |
| 12602            | COLSON AUTO PARTS             | 200550                  | 10/18/2019          | 963469                      | 010-07230-0-00000-36000-43000-0 | \$38.24       |
| 12602            | COLSON AUTO PARTS             | 200549                  | 10/18/2019          | 964446                      | 010-07230-0-00000-36000-43000-0 | \$13.60       |
| 12602            | COLSON AUTO PARTS             | 200022                  | 10/18/2019          | 964447                      | 010-07230-0-00000-36000-43000-0 | (\$10.23)     |
| 12143            | DEBRA GILBERT                 | 200478                  | 10/04/2019          | REMBRST 9/17-9/18           | 010-90111-0-11100-10000-52000-0 | \$195.58      |
| 13459            | DELL MARKETING L.P.           | 200582                  | 10/18/2019          | 10346655381                 | 010-00000-0-00000-72000-44000-0 | \$788.99      |

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| 13181            | DEMCO                          | 200402                  | 09/27/2019          | 6684581                     | 010-07200-0-11100-24203-43000-0 | \$429.37      |
| 13823            | DEMSEY, FILLIGER & ASSOCIATES  | 200569                  | 10/18/2019          | 20191010001                 | 010-00000-0-00000-72000-58000-0 | \$500.00      |
| 13219            | DEPARTMENT OF JUSTICE          | 200396                  | 09/27/2019          | 401028                      | 010-00000-0-00000-72000-58000-0 | \$128.00      |
| 5481             | EMPLOYMENT DEVELOPMENT DEPT.   | 200523                  | 10/11/2019          | 94238433 Q3-19              | 010-00000-0-00000-00000-95025-0 | \$441.64      |
| 14387            | F & M VISA h                   | 200525                  | 10/11/2019          | 24492157KJHH5890M           | 010-00000-0-00000-72000-52000-0 | \$351.75      |
| 14387            | F & M VISA h                   | 200528                  | 10/11/2019          | 10/02/19 F/CHARGE           | 010-00000-0-00000-72000-58000-0 | \$3.77        |
| 14387            | F & M VISA h                   | 200526                  | 10/11/2019          | 2405523832DZA8YT8           | 010-60100-0-11100-10000-43000-0 | \$193.91      |
| 14387            | F & M VISA h                   | 200527                  | 10/11/2019          | 2405523842DZA8YTF           | 010-60100-0-11100-10000-43000-0 | \$197.24      |
| 14102            | FOLLETT SCHOOL SOLUTIONS, INC. | 200374                  | 09/27/2019          | 1367522                     | 010-00000-0-11100-10000-58000-0 | \$1,636.41    |
| 14102            | FOLLETT SCHOOL SOLUTIONS, INC. | 200397                  | 09/27/2019          | 529868F                     | 010-07200-0-11100-10000-43000-0 | \$239.97      |
| 14102            | FOLLETT SCHOOL SOLUTIONS, INC. | 200403                  | 09/27/2019          | 543953                      | 010-07200-0-11100-24203-43000-0 | \$1,809.69    |
| 13752            | GLORIA ALVAREZ                 | 200570                  | 10/18/2019          | REMRST 10/09                | 010-90336-0-11100-10000-52000-0 | \$21.46       |
| 14315            | HCI SYSTEMS                    | 200469                  | 10/04/2019          | 140469                      | 010-00000-0-00000-81000-58000-0 | \$1,837.21    |
| 14315            | HCI SYSTEMS                    | 200476                  | 10/04/2019          | 140421                      | 010-00000-0-00000-81000-58000-0 | \$1,194.00    |
| 13920            | HEINKS, DESIREE                | 200479                  | 10/04/2019          | REMRST 9/22-9/25            | 010-40350-0-11100-10000-52000-0 | \$1,138.00    |
| 13920            | HEINKS, DESIREE                | 200480                  | 10/04/2019          | REMRST 9/16-9/17            | 010-90111-0-11100-10000-52000-0 | \$476.93      |
| 12476            | HOUGHTON MIFFLIN COMPANY       | 200380                  | 09/27/2019          | 954569204                   | 010-07200-0-11100-10000-42000-0 | \$100.55      |
| 12476            | HOUGHTON MIFFLIN COMPANY       | 200520                  | 10/11/2019          | 954569203                   | 010-07200-0-11100-10000-42000-0 | \$3,228.62    |
| 12476            | HOUGHTON MIFFLIN COMPANY       | 200521                  | 10/11/2019          | 954569203                   | 010-07200-0-11100-10000-42000-0 | \$252.78      |
| 14164            | IEC POWER LLC                  | 200375                  | 09/27/2019          | TESD-OM-INV26               | 010-99900-0-00000-81000-58000-0 | \$2,608.37    |
| 14385            | ILLUMINATE EDUCATION INC       | 200379                  | 09/27/2019          | CINV0000000756              | 010-07200-0-11100-10000-58000-0 | \$5,352.75    |
| 13471            | INDEPENDENT SALES              | 200377                  | 09/27/2019          | 15298                       | 010-81500-0-00000-81000-43000-0 | \$289.91      |
| 13740            | LAURA LANDEROS                 | 200568                  | 10/18/2019          | REMRST 9/12                 | 010-07200-0-00000-24950-43000-0 | \$106.68      |
| 13961            | LOWE'S                         | 200537                  | 10/11/2019          | 919338                      | 010-00000-0-00000-81000-43000-0 | \$107.01      |
| 13961            | LOWE'S                         | 200538                  | 10/11/2019          | 908922                      | 010-00000-0-00000-81000-43000-0 | \$179.14      |
| 13961            | LOWE'S                         | 200539                  | 10/11/2019          | 902381                      | 010-00000-0-00000-81000-43000-0 | \$20.56       |
| 13961            | LOWE'S                         | 200020                  | 10/11/2019          | 915568                      | 010-81500-0-00000-81000-43000-0 | (\$132.65)    |
| 13961            | LOWE'S                         | 200021                  | 10/11/2019          | 1898195                     | 010-81500-0-00000-81000-43000-0 | (\$0.38)      |
| 12270            | LOZANO SMITH                   | 200471                  | 10/04/2019          | 2091506                     | 010-00000-0-00000-71000-58000-0 | \$567.52      |
| 12270            | LOZANO SMITH                   | 200472                  | 10/04/2019          | 2091507                     | 010-00000-0-00000-71000-58000-0 | \$123.38      |
| 12270            | LOZANO SMITH                   | 200474                  | 10/04/2019          | 2091509                     | 010-00000-0-00000-71000-58000-0 | \$271.42      |
| 12270            | LOZANO SMITH                   | 200475                  | 10/04/2019          | 2091510                     | 010-00000-0-00000-71000-58000-0 | \$2,319.45    |
| 12270            | LOZANO SMITH                   | 200473                  | 10/04/2019          | 2091508                     | 010-00000-0-00000-71000-58000-0 | \$1,307.78    |
| 14343            | MARYANN HENRY                  | 200477                  | 10/04/2019          | REMRST 9/17-9/19 conf       | 010-00000-0-00000-72000-52000-0 | \$247.08      |
| 13396            | MAS ENTERPRISES                | 200444                  | 10/04/2019          | 50749                       | 010-07230-0-00000-36000-58000-0 | \$202.48      |
| 14255            | MEGAN RICE                     | 200536                  | 10/11/2019          | REMRST vroom                | 010-90336-0-11100-10000-52000-1 | \$20.88       |
| 13882            | MOBILE MODULAR MGT. CORP.      | 200411                  | 09/27/2019          | 1982371                     | 010-00000-0-00000-81000-56000-0 | \$610.00      |
| 13882            | MOBILE MODULAR MGT. CORP.      | 200412                  | 09/27/2019          | 1982384                     | 010-00000-0-00000-81000-56000-0 | \$610.00      |
| 13882            | MOBILE MODULAR MGT. CORP.      | 200409                  | 09/27/2019          | 1982427                     | 010-00000-0-00000-81000-56000-0 | \$610.00      |
| 12836            | OFFICE DEPOT, INC.             | 200420                  | 09/27/2019          | 374985315001                | 010-00000-0-00000-72000-43000-0 | \$62.48       |

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| 12836            | OFFICE DEPOT, INC.            | 200424                  | 09/27/2019          | 374876741001                | 010-07200-0-11100-10000-43000-0 | \$96.51       |
| 12836            | OFFICE DEPOT, INC.            | 200465                  | 10/04/2019          | 353214193001                | 010-07200-0-11100-10000-43000-0 | \$77.58       |
| 12836            | OFFICE DEPOT, INC.            | 200423                  | 09/27/2019          | 358877813001                | 010-11000-0-11100-10000-43000-0 | \$63.51       |
| 12836            | OFFICE DEPOT, INC.            | 200393                  | 09/27/2019          | 372769443001                | 010-11000-0-11100-10000-43000-0 | \$148.44      |
| 12836            | OFFICE DEPOT, INC.            | 200392                  | 09/27/2019          | 374288051001                | 010-11000-0-11100-10000-43000-0 | \$66.70       |
| 12836            | OFFICE DEPOT, INC.            | 200398                  | 09/27/2019          | 374287752001                | 010-11000-0-11100-10000-43000-0 | \$10.48       |
| 12836            | OFFICE DEPOT, INC.            | 200451                  | 10/04/2019          | 351573338001                | 010-11000-0-11100-10000-43000-0 | \$33.18       |
| 12836            | OFFICE DEPOT, INC.            | 200452                  | 10/04/2019          | 3550802841001               | 010-11000-0-11100-10000-43000-0 | \$8.08        |
| 12836            | OFFICE DEPOT, INC.            | 200015                  | 10/04/2019          | 355082840001                | 010-11000-0-11100-10000-43000-0 | (\$8.08)      |
| 12836            | OFFICE DEPOT, INC.            | 200460                  | 10/04/2019          | 355084692001                | 010-11000-0-11100-10000-43000-0 | \$45.98       |
| 12836            | OFFICE DEPOT, INC.            | 200017                  | 10/04/2019          | 375111025001                | 010-11000-0-11100-10000-43000-0 | (\$23.69)     |
| 12836            | OFFICE DEPOT, INC.            | 200455                  | 10/04/2019          | 360396158001                | 010-11000-0-11100-10000-43000-0 | \$208.43      |
| 12836            | OFFICE DEPOT, INC.            | 200016                  | 10/04/2019          | 358864977001                | 010-11000-0-11100-10000-43000-0 | (\$222.67)    |
| 12836            | OFFICE DEPOT, INC.            | 200461                  | 10/04/2019          | 378994317001                | 010-11000-0-11100-10000-43000-0 | \$20.00       |
| 12836            | OFFICE DEPOT, INC.            | 200462                  | 10/04/2019          | 368174331001                | 010-11000-0-11100-10000-43000-0 | \$17.82       |
| 12836            | OFFICE DEPOT, INC.            | 200463                  | 10/04/2019          | 371729717001                | 010-11000-0-11100-10000-43000-0 | \$38.02       |
| 12836            | OFFICE DEPOT, INC.            | 200464                  | 10/04/2019          | 368653502001                | 010-11000-0-11100-10000-43000-0 | \$23.69       |
| 12836            | OFFICE DEPOT, INC.            | 200500                  | 10/11/2019          | 383276123001                | 010-11000-0-11100-10000-43000-0 | \$88.26       |
| 12836            | OFFICE DEPOT, INC.            | 200499                  | 10/11/2019          | 373365227001                | 010-11000-0-11100-10000-43000-0 | \$56.59       |
| 12836            | OFFICE DEPOT, INC.            | 200559                  | 10/18/2019          | 380994845001                | 010-11000-0-11100-10000-43000-0 | \$60.82       |
| 12836            | OFFICE DEPOT, INC.            | 200560                  | 10/18/2019          | 374288052001                | 010-11000-0-11100-10000-43000-0 | \$7.59        |
| 12836            | OFFICE DEPOT, INC.            | 200421                  | 09/27/2019          | 373425471002                | 010-60100-0-11100-10000-43000-0 | \$6.96        |
| 12836            | OFFICE DEPOT, INC.            | 200422                  | 09/27/2019          | 373425479001                | 010-60100-0-11100-10000-43000-0 | \$34.07       |
| 12836            | OFFICE DEPOT, INC.            | 200394                  | 09/27/2019          | 373425471001                | 010-60100-0-11100-10000-43000-0 | \$188.71      |
| 12836            | OFFICE DEPOT, INC.            | 200395                  | 09/27/2019          | 373365648001                | 010-60100-0-11100-10000-43000-0 | \$72.86       |
| 12836            | OFFICE DEPOT, INC.            | 200453                  | 10/04/2019          | 379055184001                | 010-60100-0-11100-10000-43000-0 | \$24.99       |
| 12836            | OFFICE DEPOT, INC.            | 200454                  | 10/04/2019          | 379054874001                | 010-60100-0-11100-10000-43000-0 | \$33.68       |
| 12836            | OFFICE DEPOT, INC.            | 200456                  | 10/04/2019          | 370183861001                | 010-90336-0-11100-10000-43000-1 | \$161.61      |
| 12836            | OFFICE DEPOT, INC.            | 200458                  | 10/04/2019          | 370169520001                | 010-90336-0-11100-10000-43000-1 | \$50.69       |
| 12836            | OFFICE DEPOT, INC.            | 200457                  | 10/04/2019          | 370183859001                | 010-90336-0-11100-10000-43000-1 | \$564.80      |
| 12836            | OFFICE DEPOT, INC.            | 200459                  | 10/04/2019          | 370183860001                | 010-90336-0-11100-10000-43000-1 | \$57.10       |
| 13562            | ORIENTAL TRADING CO.          | 200558                  | 10/18/2019          | 698415247-01                | 010-07200-0-11100-24203-43000-0 | \$85.74       |
| 14324            | PACIFIC WESTERN BANK PAYMENTS | 200574                  | 10/18/2019          | 04090109152-01000           | 010-99900-0-00000-91000-74380-0 | \$21,991.17   |
| 14273            | PITNEY BOWES INC              | 200414                  | 09/27/2019          | 1013880458                  | 010-00000-0-00000-72000-59000-0 | \$80.81       |
| 14348            | PREMIER WALKIN MED CLINIC     | 200586                  | 10/18/2019          | 46701                       | 010-00000-0-00000-81000-58000-0 | \$90.00       |
| 14179            | PURCHASE POWER                | 200413                  | 09/27/2019          | 8000-9090-0896-7114         | 010-00000-0-00000-72000-59000-0 | \$535.22      |
| 14084            | RAUL BRAVO                    | 200530                  | 10/11/2019          | REMRST FIRST AIDE           | 010-07230-0-00000-36000-58000-0 | \$60.00       |
| 14084            | RAUL BRAVO                    | 200531                  | 10/11/2019          | REMRST 9/14                 | 010-07230-0-00000-36000-58000-0 | \$12.00       |
| 14330            | ROSETTA STONE LTD.            | 200540                  | 10/11/2019          | 10567767                    | 010-42010-0-11100-10000-43000-0 | \$156.24      |
| 14330            | ROSETTA STONE LTD.            | 200535                  | 10/11/2019          | 10567767                    | 010-42010-0-11100-10000-58000-0 | \$825.00      |

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| 12434            | SCHOLASTIC INC                 | 200483                  | 10/04/2019          | M6760506                    | 010-07200-0-11100-24900-43000-0 | \$334.05      |
| 13969            | SCHOOL SERVICES OF CALIF., INC | 200470                  | 10/04/2019          | W105922-IN                  | 010-00000-0-00000-72000-52000-0 | \$325.00      |
| 14111            | SISC                           | 200534                  | 10/11/2019          | SISC 10/2019                | 010-00000-0-00000-00000-95024-0 | \$62,435.83   |
| 14111            | SISC                           | 200532                  | 10/11/2019          | SICC 10/2019                | 010-00000-0-00000-00000-95028-0 | \$6,867.00    |
| 14111            | SISC                           | 200533                  | 10/11/2019          | SISC 10/2019                | 010-00000-0-00000-71000-34020-0 | \$7,242.40    |
| 14392            | SOLAIN,CHERIE                  | 200529                  | 10/11/2019          | REMBRST 9/23-9/24           | 010-00000-0-00000-27000-52000-0 | \$216.92      |
| 14392            | SOLAIN,CHERIE                  | 200488                  | 10/04/2019          | REMBRST 9/16-9/18           | 010-90111-0-11100-10000-52000-0 | \$745.52      |
| 5388             | SOUTHERN CAL GAS               | 200416                  | 09/27/2019          | 108 416 9100 8              | 010-00000-0-00000-81000-55000-0 | \$308.82      |
| 5383             | SOUTHERN CALIF EDISON CO       | 200425                  | 09/27/2019          | 3-003-6474-91               | 010-00000-0-00000-81000-55000-0 | \$795.84      |
| 5383             | SOUTHERN CALIF EDISON CO       | 200433                  | 10/04/2019          | 3-003-6248-80               | 010-99900-0-00000-81000-55000-0 | \$11,529.27   |
| 13902            | SOUTHWEST SCH. & OFFICE SUPPLY | 200415                  | 09/27/2019          | PINV0625540                 | 010-00000-0-00000-72000-44000-0 | \$1,374.46    |
| 13902            | SOUTHWEST SCH. & OFFICE SUPPLY | 200435                  | 10/04/2019          | PINV0631961                 | 010-00000-0-11100-10000-43000-0 | \$3,445.85    |
| 14212            | SPRIGEO INC                    | 200510                  | 10/11/2019          | 1804                        | 010-07200-0-11100-10000-58000-0 | \$395.00      |
| 14320            | STEVENS REFRIGERATION HEAT&AIR | 200378                  | 09/27/2019          | 27027080719                 | 010-81500-0-00000-81000-58000-0 | \$420.81      |
| 13478            | STUDIES WEEKLY, INC.           | 200434                  | 10/04/2019          | 279765                      | 010-07200-0-11100-10000-42000-0 | \$948.63      |
| 13130            | SYSCO FOOD SERVICES            | 200512                  | 10/11/2019          | 284164907                   | 010-00000-0-00000-37000-47000-0 | \$16.33       |
| 13130            | SYSCO FOOD SERVICES            | 200513                  | 10/11/2019          | 284156542                   | 010-00000-0-11100-10000-43000-0 | \$157.68      |
| 13130            | SYSCO FOOD SERVICES            | 200573                  | 10/18/2019          | 284183922                   | 010-00000-0-11100-10000-43000-0 | \$71.53       |
| 13130            | SYSCO FOOD SERVICES            | 200399                  | 09/27/2019          | 284137950                   | 010-60100-0-11100-10000-43000-0 | \$338.42      |
| 13130            | SYSCO FOOD SERVICES            | 200493                  | 10/04/2019          | 284156540                   | 010-60100-0-11100-10000-43000-0 | \$284.52      |
| 13130            | SYSCO FOOD SERVICES            | 200514                  | 10/11/2019          | 284164906                   | 010-60100-0-11100-10000-43000-0 | \$852.45      |
| 13130            | SYSCO FOOD SERVICES            | 200515                  | 10/11/2019          | 284170464                   | 010-60100-0-11100-10000-43000-0 | \$79.34       |
| 13130            | SYSCO FOOD SERVICES            | 200466                  | 10/04/2019          | 284164904                   | 010-90336-0-11100-10000-43000-0 | \$191.03      |
| 13130            | SYSCO FOOD SERVICES            | 200511                  | 10/11/2019          | 284156541                   | 010-90336-0-11100-10000-43000-0 | \$37.68       |
| 11541            | TF TIRE & SERVICE              | 200524                  | 10/11/2019          | TP- 970173                  | 010-07230-0-00000-36000-43000-0 | \$3,611.52    |
| 14369            | THE HOME DEPOT PRO             | 200382                  | 09/27/2019          | 503210981                   | 010-81500-0-00000-81000-43000-0 | \$181.91      |
| 14369            | THE HOME DEPOT PRO             | 200383                  | 09/27/2019          | 508257342                   | 010-81500-0-00000-81000-43000-0 | \$81.09       |
| 14369            | THE HOME DEPOT PRO             | 200381                  | 09/27/2019          | 503251340                   | 010-81500-0-00000-81000-43000-0 | \$2,340.63    |
| 14369            | THE HOME DEPOT PRO             | 200575                  | 10/18/2019          | 514738749                   | 010-81500-0-00000-81000-43000-0 | \$460.15      |
| 14369            | THE HOME DEPOT PRO             | 200577                  | 10/18/2019          | 510738347                   | 010-81500-0-00000-81000-43000-0 | \$172.21      |
| 14369            | THE HOME DEPOT PRO             | 200578                  | 10/18/2019          | 511259806                   | 010-81500-0-00000-81000-43000-0 | \$600.89      |
| 14369            | THE HOME DEPOT PRO             | 200576                  | 10/18/2019          | 512647538                   | 010-81500-0-00000-81000-43000-0 | \$72.99       |
| 14369            | THE HOME DEPOT PRO             | 200579                  | 10/18/2019          | 511461527                   | 010-81500-0-00000-81000-43000-0 | \$112.04      |
| 14369            | THE HOME DEPOT PRO             | 200584                  | 10/18/2019          | 515923217                   | 010-81500-0-00000-81000-43000-0 | \$245.31      |
| 14369            | THE HOME DEPOT PRO             | 200583                  | 10/18/2019          | 511259798                   | 010-81500-0-00000-81000-43000-0 | \$530.68      |
| 14369            | THE HOME DEPOT PRO             | 200585                  | 10/18/2019          | 515923209                   | 010-81500-0-00000-81000-43000-0 | \$319.08      |
| 12264            | TIPTON AUTO PARTS              | 200445                  | 10/04/2019          | 14473                       | 010-07230-0-00000-36000-43000-0 | \$12.91       |
| 12264            | TIPTON AUTO PARTS              | 200446                  | 10/04/2019          | 14523                       | 010-07230-0-00000-36000-43000-0 | \$41.82       |
| 12264            | TIPTON AUTO PARTS              | 200448                  | 10/04/2019          | 15089                       | 010-07230-0-00000-36000-43000-0 | \$2.59        |
| 12264            | TIPTON AUTO PARTS              | 200449                  | 10/04/2019          | 15394                       | 010-07230-0-00000-36000-43000-0 | \$85.08       |

| Vendor No | Vendor Name                    | Reference Number | Payment Date | Invoice Number/Desc. | AccountCode                     | Amount     |
|-----------|--------------------------------|------------------|--------------|----------------------|---------------------------------|------------|
| 12264     | TIPTON AUTO PARTS              | 200450           | 10/04/2019   | 15704                | 010-07230-0-00000-36000-43000-0 | \$25.77    |
| 12264     | TIPTON AUTO PARTS              | 200494           | 10/04/2019   | 14614                | 010-07230-0-00000-36000-43000-0 | \$38.21    |
| 5760      | TIPTON COMMUNITY SERVICES DIST | 200443           | 10/04/2019   | 10040002             | 010-00000-0-00000-81000-55000-0 | \$1,141.96 |
| 5763      | TIPTON SCH REV CASH FUND       | 200592           | 10/18/2019   | 057842-0572          | 010-00000-0-00000-72000-59000-0 | \$6.85     |
| 5763      | TIPTON SCH REV CASH FUND       | 200591           | 10/18/2019   | 40020398             | 010-07200-0-00000-24950-43000-0 | \$92.66    |
| 12324     | TULE TRASH COMPANY             | 200442           | 10/04/2019   | 21645                | 010-00000-0-00000-81000-55000-0 | \$727.29   |
| 12650     | VALLEY PACIFIC PET. SERV., INC | 200376           | 09/27/2019   | 19-691927            | 010-07230-0-00000-36000-43000-0 | \$1,606.71 |
| 12650     | VALLEY PACIFIC PET. SERV., INC | 200436           | 10/04/2019   | 19-6404              | 010-07230-0-00000-36000-43000-0 | \$720.19   |
| 12650     | VALLEY PACIFIC PET. SERV., INC | 200588           | 10/18/2019   | 19-700962            | 010-07230-0-00000-36000-43000-0 | \$2,372.88 |
| 13333     | VERIZON WIRELESS               | 200438           | 10/04/2019   | 9838442196           | 010-00000-0-00000-81000-59000-0 | \$555.36   |
| 13308     | WILLIAM V. MACGILL             | 200567           | 10/18/2019   | IN0691740            | 010-00000-0-11100-10000-43000-0 | \$204.71   |
| 14257     | WILMINGTON TRUST               | 200571           | 10/18/2019   | 20190908-48182-A     | 010-00000-0-00000-72000-58000-0 | \$1,000.00 |
| 14354     | WIZIX TECH GROUP INC           | 200505           | 10/11/2019   | 126734               | 010-00000-0-00000-72000-58000-0 | \$179.11   |
| 14354     | WIZIX TECH GROUP INC           | 200506           | 10/11/2019   | 126732               | 010-00000-0-11100-10000-58000-0 | \$347.00   |
| 14354     | WIZIX TECH GROUP INC           | 200508           | 10/11/2019   | 126736               | 010-00000-0-11100-10000-58000-0 | \$448.51   |
| 14354     | WIZIX TECH GROUP INC           | 200507           | 10/11/2019   | 126735               | 010-00000-0-11100-10000-58000-0 | \$215.52   |

**010-General Fund Total Expenditures:****\$188,765.42****FUND 130 CAFETERIA**

|       |                                |        |            |              |                                 |            |
|-------|--------------------------------|--------|------------|--------------|---------------------------------|------------|
| 12836 | OFFICE DEPOT, INC.             | 200018 | 10/04/2019 | 368341035001 | 130-53100-0-00000-37000-43000-0 | (\$22.61)  |
| 14287 | P & R Paper Supply Company, In | 200503 | 10/11/2019 | 10742088-00  | 130-53100-0-00000-37000-43000-0 | \$620.12   |
| 14287 | P & R Paper Supply Company, In | 200504 | 10/11/2019 | 10742321-00  | 130-53100-0-00000-37000-43000-0 | \$686.75   |
| 13130 | SYSCO FOOD SERVICES            | 200564 | 10/18/2019 | 284167062    | 130-53100-0-00000-37000-43000-0 | \$65.74    |
| 13130 | SYSCO FOOD SERVICES            | 200563 | 10/18/2019 | 284167061    | 130-53100-0-00000-37000-43000-0 | \$537.09   |
| 13130 | SYSCO FOOD SERVICES            | 200565 | 10/18/2019 | 284141517    | 130-53100-0-00000-37000-43000-0 | \$357.56   |
| 13412 | US SOAP WEST, LLC              | 200481 | 10/04/2019 | 23865        | 130-53100-0-00000-37000-43000-0 | \$217.66   |
| 14249 | ZEE MEDICAL SULLIVAN CO        | 200487 | 10/04/2019 | 66264760     | 130-53100-0-00000-37000-43000-0 | \$14.60    |
| 13459 | DELL MARKETING L.P.            | 200580 | 10/18/2019 | 10346655381  | 130-53100-0-00000-37000-44000-0 | \$1,839.37 |
| 14246 | FRESNO PRODUCE INC             | 200404 | 09/27/2019 | 936725       | 130-53100-0-00000-37000-47000-0 | \$598.39   |
| 14246 | FRESNO PRODUCE INC             | 200405 | 09/27/2019 | 936724       | 130-53100-0-00000-37000-47000-0 | \$534.58   |
| 14246 | FRESNO PRODUCE INC             | 200430 | 10/04/2019 | 936726       | 130-53100-0-00000-37000-47000-0 | \$1,115.82 |
| 14246 | FRESNO PRODUCE INC             | 200555 | 10/18/2019 | 936727       | 130-53100-0-00000-37000-47000-0 | \$609.76   |
| 14246 | FRESNO PRODUCE INC             | 200556 | 10/18/2019 | 940098       | 130-53100-0-00000-37000-47000-0 | \$287.97   |
| 14246 | FRESNO PRODUCE INC             | 200557 | 10/18/2019 | 939741       | 130-53100-0-00000-37000-47000-0 | \$21.83    |
| 14246 | FRESNO PRODUCE INC             | 200553 | 10/18/2019 | 941111       | 130-53100-0-00000-37000-47000-0 | \$29.04    |
| 14246 | FRESNO PRODUCE INC             | 200554 | 10/18/2019 | 936728       | 130-53100-0-00000-37000-47000-0 | \$284.03   |
| 14246 | FRESNO PRODUCE INC             | 200023 | 10/18/2019 | 35919        | 130-53100-0-00000-37000-47000-0 | (\$26.58)  |



| <u>Vendor No</u> | <u>Vendor Name</u>       | <u>Reference Number</u> | <u>Payment Date</u> | <u>Invoice Number/Desc.</u> | <u>AccountCode</u>              | <u>Amount</u> |
|------------------|--------------------------|-------------------------|---------------------|-----------------------------|---------------------------------|---------------|
| 12921            | GOLD STAR FOODS INC.     | 200401                  | 09/27/2019          | 2837097                     | 130-53100-0-00000-37000-47000-0 | \$60.30       |
| 12921            | GOLD STAR FOODS INC.     | 200431                  | 10/04/2019          | 2853558                     | 130-53100-0-00000-37000-47000-0 | \$1,726.78    |
| 12921            | GOLD STAR FOODS INC.     | 200432                  | 10/04/2019          | 2853555                     | 130-53100-0-00000-37000-47000-0 | \$81.00       |
| 12921            | GOLD STAR FOODS INC.     | 200552                  | 10/18/2019          | 2853556                     | 130-53100-0-00000-37000-47000-0 | \$730.74      |
| 13191            | PRODUCERS DAIRY FOODS    | 200384                  | 09/27/2019          | 48084904822                 | 130-53100-0-00000-37000-47000-0 | \$699.10      |
| 13191            | PRODUCERS DAIRY FOODS    | 200385                  | 09/27/2019          | 48084906963                 | 130-53100-0-00000-37000-47000-0 | \$532.38      |
| 13191            | PRODUCERS DAIRY FOODS    | 200386                  | 09/27/2019          | 48084908616                 | 130-53100-0-00000-37000-47000-0 | \$561.64      |
| 13191            | PRODUCERS DAIRY FOODS    | 200387                  | 09/27/2019          | 20198202                    | 130-53100-0-00000-37000-47000-0 | \$642.85      |
| 13191            | PRODUCERS DAIRY FOODS    | 200390                  | 09/27/2019          | 48084916399                 | 130-53100-0-00000-37000-47000-0 | \$394.29      |
| 13191            | PRODUCERS DAIRY FOODS    | 200014                  | 09/27/2019          | 2353743                     | 130-53100-0-00000-37000-47000-0 | (\$1,114.54)  |
| 13191            | PRODUCERS DAIRY FOODS    | 200426                  | 09/27/2019          | 48084918606                 | 130-53100-0-00000-37000-47000-0 | \$574.20      |
| 13191            | PRODUCERS DAIRY FOODS    | 200427                  | 09/27/2019          | 48084920861                 | 130-53100-0-00000-37000-47000-0 | \$556.17      |
| 13191            | PRODUCERS DAIRY FOODS    | 200388                  | 09/27/2019          | 8302019                     | 130-53100-0-00000-37000-47000-0 | \$660.96      |
| 13191            | PRODUCERS DAIRY FOODS    | 200389                  | 09/27/2019          | 8272019                     | 130-53100-0-00000-37000-47000-0 | \$385.55      |
| 13191            | PRODUCERS DAIRY FOODS    | 200417                  | 09/27/2019          | 48084917954                 | 130-53100-0-00000-37000-47000-0 | \$521.07      |
| 13191            | PRODUCERS DAIRY FOODS    | 200418                  | 09/27/2019          | 48084916916                 | 130-53100-0-00000-37000-47000-0 | \$347.47      |
| 13191            | PRODUCERS DAIRY FOODS    | 200419                  | 09/27/2019          | 48084919715                 | 130-53100-0-00000-37000-47000-0 | \$359.94      |
| 13191            | PRODUCERS DAIRY FOODS    | 200501                  | 10/11/2019          | 48084921569                 | 130-53100-0-00000-37000-47000-0 | \$510.66      |
| 13191            | PRODUCERS DAIRY FOODS    | 200502                  | 10/11/2019          | 48084922109                 | 130-53100-0-00000-37000-47000-0 | \$365.13      |
| 13191            | PRODUCERS DAIRY FOODS    | 200561                  | 10/18/2019          | 48084922723                 | 130-53100-0-00000-37000-47000-0 | \$533.22      |
| 13191            | PRODUCERS DAIRY FOODS    | 200562                  | 10/18/2019          | 48084924569                 | 130-53100-0-00000-37000-47000-0 | \$485.23      |
| 13130            | SYSCO FOOD SERVICES      | 200467                  | 10/04/2019          | 284164905                   | 130-53100-0-00000-37000-47000-0 | \$2,919.94    |
| 13130            | SYSCO FOOD SERVICES      | 200468                  | 10/04/2019          | 284156540                   | 130-53100-0-00000-37000-47000-0 | \$2,364.76    |
| 13130            | SYSCO FOOD SERVICES      | 200518                  | 10/11/2019          | 284183923                   | 130-53100-0-00000-37000-47000-0 | \$199.41      |
| 13130            | SYSCO FOOD SERVICES      | 200519                  | 10/11/2019          | 284170463                   | 130-53100-0-00000-37000-47000-0 | \$47.75       |
| 13130            | SYSCO FOOD SERVICES      | 200517                  | 10/11/2019          | 284183921                   | 130-53100-0-00000-37000-47000-0 | \$216.75      |
| 13130            | SYSCO FOOD SERVICES      | 200516                  | 10/11/2019          | 284183920                   | 130-53100-0-00000-37000-47000-0 | \$2,344.97    |
| 12650            | VALLEY FOOD SERVICE      | 200490                  | 10/04/2019          | 372021                      | 130-53100-0-00000-37000-47000-0 | \$579.06      |
| 12650            | VALLEY FOOD SERVICE      | 200566                  | 10/18/2019          | 373423                      | 130-53100-0-00000-37000-47000-0 | \$885.93      |
| 14101            | B&B PEST CONTROL SERVICE | 200544                  | 10/18/2019          | 01-TIP-09-19                | 130-53100-0-00000-37000-58000-0 | \$40.00       |
| 12921            | GOLD STAR FOODS INC.     | 200509                  | 10/11/2019          | 2861500                     | 130-53100-0-00000-37000-58000-0 | \$68.40       |
| 12921            | GOLD STAR FOODS INC.     | 200596                  | 10/18/2019          | 2885146                     | 130-53100-0-00000-37000-58000-0 | \$91.80       |
| 12324            | TULE TRASH COMPANY       | 200441                  | 10/04/2019          | 21644                       | 130-53100-0-00000-81000-55000-0 | \$1,131.00    |

**130-Cafeteria Fund Total Expenditures:**

**\$28,275.03**

**TOTAL PAYMENTS**

**\$217,040.45**

## **5. FINANCE: Action items:**

### **5.2 Budget Revisions**

# Budget Revision Report

Bdg Revision Final

Control Number: 102946360

| Account Classification                    |                                 | Approved / Revised | Change Amount | Proposed Budget |
|---|---------------------------------|--------------------|---------------|-----------------|
| <b>Fund: 0100</b>                         | <b>General Fund</b>             |                    |               |                 |
| <b>Expenditures</b>                       |                                 |                    |               |                 |
| <b>Certificated Salaries</b>              |                                 |                    |               |                 |
|   | 010-30100-0-11100-10000-11000-0 | \$6,500.00         | (\$6,500.00)  | \$0.00          |
|   | 010-30100-0-11100-10000-11003-0 | \$0.00             | \$6,500.00    | \$6,500.00      |
|   | <b>Total:</b>                   | \$6,500.00         | \$0.00        | \$6,500.00      |
| <b>Classified Salaries</b>                |                                 |                    |               |                 |
|   | 010-90101-0-11100-31300-22000-0 | \$8,437.00         | (\$200.00)    | \$8,237.00      |
|   | <b>Total:</b>                   | \$8,437.00         | (\$200.00)    | \$8,237.00      |
| <b>Books and Supplies</b>                 |                                 |                    |               |                 |
|   | 010-07200-0-11100-24203-43000-0 | \$5,000.00         | (\$297.00)    | \$4,703.00      |
|   | 010-41270-0-11100-10000-43000-0 | \$7,957.00         | (\$545.28)    | \$7,411.72      |
|   | 010-41270-0-11100-10000-44000-0 | \$0.00             | \$545.28      | \$545.28        |
|   | 010-42010-0-11100-10000-43000-0 | \$3,078.00         | (\$1,000.00)  | \$2,078.00      |
|   | 010-56400-0-11100-10000-43000-0 | \$0.00             | \$300.00      | \$300.00        |
|   | 010-90101-0-11100-31300-43000-0 | \$0.00             | \$75.00       | \$75.00         |
|   | <b>Total:</b>                   | \$16,035.00        | (\$922.00)    | \$15,113.00     |
| <b>Services, Other Operating Expenses</b> |                                 |                    |               |                 |
|   | 010-00000-0-00000-27000-52000-0 | \$0.00             | \$3,000.00    | \$3,000.00      |
|   | 010-00000-0-00000-71000-52000-0 | \$8,000.00         | (\$3,000.00)  | \$5,000.00      |
|   | 010-07200-0-11100-24203-52000-0 | \$0.00             | \$297.00      | \$297.00        |
|   | 010-42010-0-11100-10000-58000-0 | \$0.00             | \$1,000.00    | \$1,000.00      |
|   | 010-56400-0-11100-10000-58000-0 | \$800.00           | (\$300.00)    | \$500.00        |
|   | 010-90101-0-11100-31300-52000-0 | \$0.00             | \$125.00      | \$125.00        |
|   | <b>Total:</b>                   | \$8,800.00         | \$1,122.00    | \$9,922.00      |
| <b>Total Expenditures</b>                 |                                 | \$39,772.00        | \$0.00        | \$39,772.00     |

# Budget Revision Report

Bdg Revision Final

Control Number: 102946360

| Account Classification                                       | Approved / Revised | Change Amount  | Proposed Budget |
|--|--------------------|----------------|-----------------|
| Budgeted Unappropriated Fund Balance before this adjustment: |                    | \$2,816,353.38 |                 |
| Total Adjustment to Unappropriated Fund Balance:             |                    | \$0.00         |                 |
| Budgeted Unappropriated Fund Balance after this adjustment:  |                    | \$2,816,353.38 |                 |

# Budget Revision Report

Bdg Revision Final

Control Number: 102946360

| Account Classification  | Approved / Revised | Change Amount       | Proposed Budget    |
|---|--------------------|---------------------|--------------------|
| <b>Fund: 1400 Deferred Maintenance Fund</b>                         |                    |                     |                    |
| <b>Expenditures</b>   |                    |                     |                    |
| <b>Services, Other Operating Expenses</b>                           |                    |                     |                    |
| 140-06205-0-00000-81000-56000-0                                     | \$0.00             | \$15,000.00         | \$15,000.00        |
| 140-06205-0-00000-81000-58000-0                                     | \$9,000.00         | (\$9,000.00)        | \$0.00             |
| <b>Total:</b>   | <b>\$9,000.00</b>  | <b>\$6,000.00</b>   | <b>\$15,000.00</b> |
| <b>Total Expenditures</b>   | <b>\$9,000.00</b>  | <b>\$6,000.00</b>   | <b>\$15,000.00</b> |
| <b>Budgeted Unappropriated Fund Balance before this adjustment:</b> |                    | <b>\$67,410.61</b>  |                    |
| <b>Total Adjustment to Unappropriated Fund Balance:</b>             |                    | <b>(\$6,000.00)</b> |                    |
| <b>Budgeted Unappropriated Fund Balance after this adjustment:</b>  |                    | <b>\$61,410.61</b>  |                    |

# Budget Revision Report

Bdg Revision Final

Control Number: 102946360

Account Classification

Approved / Revised

Change Amount

Proposed Budget

At a meeting of the school board on \_\_\_\_\_, the board approved the above budget account lines change to those amounts indicated in the proposed budget column.

Authorized by: \_\_\_\_\_

(County Office Use Only)

Updated at County Office on \_\_\_\_/\_\_\_\_/\_\_\_\_ by \_\_\_\_\_