

Tipton Elementary School District

AGENDA

REGULAR BOARD MEETING

Tuesday, November 2, 2021
7:00 p.m. District Board 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. **Open Public Hearing** on Educator Effectiveness Grant

2.1 Open for Public Questions and Comments

2.2 Close Public Hearing

3. **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.

3.1 Community Relations/Citizen Comments-

3.2 Reports by Employee Units CTA/CSEA-

3.3 Correspondence

2021 Fall Institute

4. **CONSENT CALENDAR: Action items:**

4.1 Minutes of the Regular Board Meeting, October 5, 2021

4.2 Minutes of the Special Board Meeting, October 19, 2021

4.3 Conference, Field Trip, Fund Raiser and Facilities Requests

4.4 Agreement with TCOE for Heath/School Nursing Services

4.5 Agreement with Document Tracking Services (DTS)

5. **ADMINISTRATIVE: Action items:**

5.1 Setting Date for Annual Organizational Meeting

5.2 2021 Federal Addendum

6. **FINANCE: Action items:**

6.1 Vendor Payments

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

7.1 MOT--FOOD SERVICE—PROJECTS

7.2 Early Intervention Success Spotlight (Dr. Solian)

8. **ANY OTHER BUSINESS:**
 - 8.1 Review Board Policy for September

9. **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.**
 - 9.1 Government Code Section 54957
Public Employee Appointment/Employment
Title: ASES Instructional Aide
 - 9.2 Government Code section 54957.6
Conference with Labor Negotiators
Agency Designated Representative: Stacey Bettencourt, Superintendent
Employee Organization: CSEA

10. **Reconvene to Open Session**

11. **Report out from Closed Session**

12. **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 29, 2021

2. **Open Public Hearing** on Educator Effectiveness Grant

2.1 Open for Public Questions and Comments

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tipton Elementary School District	Cherie Solian Principal	csolian@tipton.k12.ca.us (559)752-4213

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in [Assembly Bill 130, Chapter 44, Section 22](#) and [Assembly Bill 167, Chapter 252, Section 9](#) and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
135,406

The following table provides the LEA’s expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized	Induction mentors help new teachers to develop an individualized induction program that is focused on extensive support in their first and second year of teaching. They help to build habits of mind for best practices for new teachers.	9,000

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<p>around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.</p>		
<p>2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.</p>	<ul style="list-style-type: none"> • Nancy Akhavan Consulting, Inc- Literacy Walk Throughs- Teacher Support in Early Interventions. Teachers will understand the components that lead to effective instruction in literacy. The purpose for reading is not just to pass a test or answer questions. • The purpose for reading is to construct meaning, deepen understanding about the world and apply knowledge about important ideas and issues. • The teacher selects some reading texts and students select some texts. • Students read different texts than other students. • Students use 'tools' their teachers have helped them learn to digest and understand text of varying difficulty. • Reading is a social activity, not solitary. • Reading is related to action, such as research or advocacy. 	<p>24,000</p>
<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	<p>Theater Company June Summer Camp (grades 1-6) Students will have an opportunity to learn and perform during the Theatre Company's Summer Camp. Students grades 1-6, will help young performers develop their stage skills through three weeks of performance training.</p>	<p>20,000</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>The Summer Camp will be conducted by Bethany Rader and Theatre Company On-Stage directors Andres Garcia and Karly Butler-Shirk. The team will work with the participants on refining their voice, dance and acting skills.</p> <p>Slick Rock Film Festival (grades 7-8) The Slick Rock Student Film Festival is Central California's premier film competition for middle and high school students in Fresno, Kern, Kings, Madera, Mariposa, Merced, and Tulare counties. It is a program of the Tulare County Office of Education with support from the Tulare & Kings Counties Suicide Prevention Task Force.</p> <p>Slick Rock challenges students to meet industry standards in the technical aspects of film production. The competition is divided into two levels: middle school and high school. Each level offers a variety of film genres for participation</p> <p>Reading Revolution (grades 7-8) Reading Revolution is a fun reading competition designed to promote literacy and the joy of reading for students in grades 4-8, regardless of ability. The goal is for students to experience a variety of quality literature and nonfiction, while increasing reading comprehension and promoting collaboration and teamwork. Teams of four students read, discuss, and practice quizzing each other in preparation for the actual competition, during which students will answer questions in a variety of formats and with varying levels of difficulty.</p> <p>Science Olympiad (grades 3-6) Science Olympiad tournaments are rigorous academic interscholastic competitions that consist of a series of individual and team events for which students prepare throughout the year. These events are balanced</p>	

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>between the various science disciplines of biology, earth science, chemistry, physics and technology. There is also a balance between science facts, process, skills and applications.</p> <p>Expanding your Horizons (grades 7-8) Students will attend workshops presented by women whose careers involve mathematics, science, engineering or technology. These hands-on seminars provide an opportunity for young women to experiment in specific areas of interest, such as engineering or chemistry. Students will not be limited on the number of virtual sessions they may attend.</p>	
<p>4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.</p>		
<p>5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.</p>	<p>Motivational Speaker/Author- (staff & students)</p> <p>Motivational speakers are highly impactful at school assemblies. With audiences looking for guidance, these powerful orators will inspire confidence, calm exam nerves and serve as a role model to students and staff. Motivational speakers are professional dedicated to giving the district a return on its investment, thanks to their commitment to inspiring others. The speaker will take the time to learn the school's goals, and research the district's vision and mission. They will craft a tailored presentation with the district in mind.</p> <p>Though teachers serve a valuable role at assemblies, motivational speakers offer a completely different perspective. Speaking from various industries, experiences and backgrounds, they offer audiences an insight into different professions that they may not have otherwise considered.</p>	<p>32,406</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>For audiences who feel underrepresented, whether through race, gender, sexuality or ability, these speakers relate to their struggles and share what makes them unique. They say: “I have done it, and so can you”. This vital message can inspire confidence and self-acceptance in students and staff, who may feel pressure to fit in with their peers.</p> <p>Motivational speakers are often defined by their vulnerability and authenticity. They are not ashamed by their failures, but instead use them to fuel the successes they enjoy today. For many students or staff members, the pandemic has created turning point for their confidence – this makes these speakers an important beacon of hope, when students/staff need it the most.</p>	
<p>6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.</p>	<p>Amplify Coaching Sessions- Just in time coaching This coaching will improve implementation of Amplify science with an onsite coaching visit for your teachers and/or leaders! Participants can choose from a variety of topics that include, but are not limited to: lesson modeling and debrief (conducted by an Amplify science coach), grade-level planning, classroom observations, and leadership consultation. The flexible onsite coaching design allows for a collaborative approach to support effective program implementation.</p>	<p>30,000</p>
<p>7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated</p>	<p>Latino Literacy Project</p>	<p>20,000</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<p>language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.</p>	<p>The Latino Literacy Project for Elementary school is a family reading program (Family Stories / Cuentos Familiares) that can be used to read with the entire family. It uses books that are appropriate for reading levels grades 1-4 – depending on the literacy levels of the student. It teaches parents the importance of establishing a family reading routine with their children, how to share the book and it helps both parents and school age children learn English vocabulary, together as a family.</p> <p>The Latino Literacy Project for Middle school is an effective interactive parent-child program that is designed to build early college awareness by exploring the cultural and familial situations that arise within Latino families. By telling the story of one family’s journey from middle school to college, Graciela’s Dream introduces families to the college-going process and demonstrates how to turn the dream of college into a reality. This language-accessible college planner incorporates cultural and learning-style differences in order to involve families in the college-application process. Graciela’s Dream helps place underserved students and their families into the “college information loop.”</p> <p>The program includes an engaging chapter book (in both English and Spanish) with illustrations and an interactive parent- student journal that introduces key educational terms. A step-by-step Teacher’s Guide with English As A Second Language curriculum is also included. Parents and their middle or high school kids will meet once a week for 6 sessions to read the chapter book and learn about how to prepare for college. They will be provided with a journal activity that will help them to discuss their concerns and understand better the process of preparing for college while developing English-language skills.</p>	

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>Rosetta Stone Rosetta Stone is an individualized program that personalizes language learning through the Adaptive Blended Learning Model, while incorporating scaffolded instruction and Speech Recognition Engine technology. Individualized learning paths empower students to take ownership of their own language development.</p>	
<p>8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).</p>		
<p>9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.</p>		
<p>10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.</p>		
Subtotal		135,406.00

Educator Effectiveness Block Grant Plan Instructions

Introduction

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at <https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

Purpose and Requirements

As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
 - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
 - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

(1) **Coaching and mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

(3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.

(4) Strategies to implement **social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being**.

(5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c)*.

(9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA

Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table

The table is in three parts, **Allowable Use of Funds**, **Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds

The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)

- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, report detailed expenditure information to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.

3. Public Input:

3.3 Correspondence
2021 Fall Institute



2021 FALL INSTITUTE

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

WEDNESDAY, NOVEMBER 17, 2021 • TULARE COUNTY OFFICE OF EDUCATION

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

RSVP by Monday, November 8

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

Tulare County Office of Education

**Redwood Conference Center
6200 S. Mooney Blvd., Visalia**

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

tcsba

**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 8.

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: tulare.k12oms.org/1529-209383

Access Code: 2021FALL

Mail payment to:

Tulare County Office of Education

Attn: Fall Institute

PO Box 5091

Visalia, CA 93278-5091

4. CONSENT CALENDAR: Action items:

4.1 Minutes of the Regular Board Meeting, October 5, 2021

Tipton Elementary School District

Minutes

REGULAR BOARD MEETING

Tuesday, October 5, 2021

7:00 p.m. District Board 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, Iva Sousa, John Cardoza and Greg Rice. Absent: Fernando Cunha. Guest: Megan Rice and Connie Sanchez.

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

Review and Approval of Budget, Fiscal Year 2020-2021

No comments

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

3.1 Minutes Regular Board Meeting September 14, 2021

3.2 Minutes Special Board Meeting September 27, 2021

3.3 Conference, Field Trip, Fund Raiser and Facilities Requests

3.4 Agreement with TCOE for LVN Services

3.5 Agreement with TCOE for Professional Services

Motion to approve Consent Calendar was made by Iva Sousa and second by John Cardoza.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1

Yea - Iva Sousa, Shelley Heeger, John Cardoza, and Greg Rice

No - 0

Abstain -0

Absent - Fernando Cunha

4. **ADMINISTRATIVE: Action items:**

4.1 School Works Agreement for Developer Fee Justification Study

Motion to approve School Works Agreement for Developer Fee Justification Study was made by Iva Sousa and second by John Cardoza.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1

Yea - Iva Sousa, Shelley Heeger, John Cardoza, and Greg Rice

No - 0

Abstain –0

Absent – Fernando Cunha

4.2 Purchase of Adopted Science Curriculum with Amplify for \$125,354.49

Motion to approve Purchase of Adopted Science Curriculum with Amplify for \$125,354.49 was made by John Cardoza and second by Shelley Heeger.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1

Yea - Iva Sousa, Shelley Heeger, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent – Fernando Cunha

4.3 Central California Food Bank Backpack Program Partner Agreement with Tipton School

Motion to approve Central California Food Bank Backpack Program Partner Agreement with Tipton School was made by Iva Sousa and second by John Cardoza.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1

Yea - Iva Sousa, Shelley Heeger, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent – Fernando Cunha

4.4 Consideration and Approval of Board Resolution No. 2021-2022-04, in the Matter of Intent to Provide Leave for Staff For Reasons Relating to Coronavirus (COVID-19)

Motion to approve Board Resolution No. 2021-2022-04, in the Matter of Intent to Provide Leave for Staff For Reasons Relating to Coronavirus (COVID-19) was made by Shelley Heeger and second by John Cardoza.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1

Yea - Iva Sousa, Shelley Heeger, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent – Fernando Cunha

5. FINANCE: Action items:

5.1 Vendor Payments

Motion to approve Vendor Payments was made by Shelley Heeger and second by John Cardoza.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1

Yea - Iva Sousa, Shelley Heeger, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent – Fernando Cunha

5.2 Budget Revisions

Motion to approve Budget Revisions was made by Iva Sousa and second by Shelley Heeger.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1
Yea - Iva Sousa, Shelley Heeger, John Cardoza, and Greg Rice
No – 0
Abstain –0
Absent – Fernando Cunha

6. INFORMATION: (Verbal Reports & presentations)

6.1 MOT--FOOD SERVICE—PROJECTS

Mrs. Stacey Bettencourt shared with the Board a picture of the Tuff Shed and cost breakdown. Ms. Connie Sanchez shared the need for the shed and what would be placed inside.

6.2 California School Dashboard Local Indicators

Mrs. Stacey Bettencourt gave an overview of the California School Dashboard Local Indicators.

7. Adjourn to Closed Session: 7:50 pm

8. Reconvene to open session: 8:37 pm

9. Report out from Closed Session:

7.1 Education Code section 35146
Student transfers, inter District request, etc

Motion to approve Student #21-22027 request for interdistrict was made by Iva Sousa and second by John Cardoza.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1
Yea - Iva Sousa, Shelley Heeger, John Cardoza, and Greg Rice
No – 0
Abstain –0
Absent – Fernando Cunha

Motion to approve Student #21-2209 request for interdistrict was made by Iva Sousa and second by John Cardoza.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1
Yea - Iva Sousa, Shelley Heeger, John Cardoza, and Greg Rice
No – 0
Abstain –0
Absent – Fernando Cunha

7.2 Government Code section 54957 Public Employee Discipline/Dismissal/Release

Motion to ratify employee 2114863947, ASES Instructional Aides resignation effective October 5, 2021 and accepted by the Superintendent on September 27, 2021 was made by Iva Sousa and second by John Cardoza.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1

Yea - Iva Sousa, Shelley Heeger, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent – Fernando Cunha

7.3 Government Code Section 54957

Public Employee Appointment/Employment

Title: Instructional Aide

Motion to approve Byanca Contreras as Instructional Aide was made by by Iva Sousa and second by John Cardoza.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1

Yea - Iva Sousa, Shelley Heeger, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent – Fernando Cunha

10. Adjournment 8:38 pm

Minutes approved November 2, 2021

Greg Rice, President

Iva Sousa, Clerk

Stacey Bettencourt, Secretary

4. CONSENT CALENDAR: Action items:

4.2 Minutes of the Special Board Meeting, October 19, 2021

**TIPTON ELEMENTARY SCHOOL DISTRICT
SPECIAL BOARD MEETING
MINUTES**

Tuesday, October 19, 2021
6:00 p.m. District Board Room

1. Call to order- Flag Salute

Board President, Greg Rice called the meeting to order at 6:00 pm and led the flag salute. Board Members present: Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice. Absent: Shelley Heeger. Guest: Cherie Solian.

2. Public Input:

2.1 Community Relations/Citizen Comments

2.2 Reports by Employee Units CTA/CSEA

No Comments

3. ADMINISTRATIVE: Action items:

3.1 2021 ESSER III Expenditure Plan

Motion to approve the 2021 ESSER III Expenditure Plan was made by John Cardoza and second by Fernando Cunha.

Vote Yea 4 / No 0 / Abstain 0 / Absent 1

Yea - Iva Sousa, Fernando Cunha, John Cardoza, and Greg Rice

No – 0

Abstain –0

Absent – Shelley Heeger

4. Adjourn to Closed Session: 6:20 pm

5. Reconvene to Open Session 8:39 pm

6. Report out from Closed Session

4.1 Government Code section 54957.6

Conference with Labor Negotiators

Agency Designated Representative: Stacey Bettencourt, Superintendent

Employee Organization: CTA

Discussion only

4.2 Government Code section 54957.6

Conference with Labor Negotiators

Agency Designated Representative: Stacey Bettencourt, Superintendent

Employee Organization: CSEA

Discussion only

7. **Adjournment: 8:40 pm**

Minutes approved November 2, 2021

Greg Rice, President

Iva Sousa, Clerk

Stacey Bettencourt, Secretary

4. CONSENT CALENDAR: Action items:

4.3 Conference, Field Trip, Fund Raiser and Facilities Requests

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Lampe GRADE 6th-8th

CLASSES ATTENDING Drama Class

DATE OF TRIP 11/18/21 NUMBER OF PUPILS 21 ADULTS 1

DESTINATION Encore Theatre - Tulare

BUS TO LEAVE SCHOOL AT 6pm RETURN AT 10pm

BUS ROUTING AND STOPS

Tipton School to Encore Theatre (Tulare)
and back!

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: Drama students have the opportunity to watch a live production at a theatre... same play we will be doing here at school in the spring!

OTHER INFORMATION/STAFF CHAPARONE REQUEST: Theatre giving us 1/2 off ticket price for the evening!

COST \$ 8 per student x 21 = \$168.00 / \$8.00 (me) = TOTAL \$176.00

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES _____ NO HOW MANY _____

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES _____ NO HOW MANY _____

SIGNATURE OF TEACHER IN CHARGE Jan Lampe

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT Shirley Bliss

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Nuckels GRADE 68

CLASSES ATTENDING My

DATE OF TRIP 11/9/21 NUMBER OF PUPILS 21 ADULTS 1

DESTINATION Van Buren Dairy (Tipton)

BUS TO LEAVE SCHOOL AT 12:40 RETURN AT 2:30

BUS ROUTING AND STOPS

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: Hands on learning

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$ _____

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES _____ NO HOW MANY _____

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES _____ NO HOW MANY _____

SIGNATURE OF TEACHER IN CHARGE Michelle Nuckels

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT Steve Blum

Tipton Elementary School District

Name of Club: Student Council

Request for Fundraiser Approval and Revenue Projection

School Year: 2021-2022

Date form submitted: 10/15/2021

Submitted by: Debbie Gilbert

PROPOSED ACTIVITY:

Name of activity or type of fundraiser: Dance

Location of activity: Student Court

Facilities needed: _____

Items to be sold: Nachos, drinks, other small items

Date of activity: 10-22-2021

Time of activity: From 6 ~~am~~ /p.m. To: 8:30 ~~am~~ /p.m.

Item/Ticket selling price: \$ 3⁰⁰ entrance

Cash Box required? Yes No

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

ASB purchase order required? Yes No

How much income is anticipated? \$ 500 how much expense is anticipated? \$ 450

How will profit be used? School activities

Fundraiser Contact Person: Debbie Gilbert

Phone Number: _____

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

Approved by:

Principal/Superintendent: [Signature]

Business Manager/ASB Administrator: [Signature]

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: Sixth Grade SCICON

Request for Fundraiser Approval and Revenue Projection

School Year: 2021-2022

Date form submitted: 10/26/2021 Submitted by: Janet Uresti

PROPOSED ACTIVITY:

Name of activity or type of fundraiser: Krispy Kreme Doughnut Sale

Location of activity: Tipton Elementary School

Facilities needed: Multi Purpose Room

Items to be sold: Krispy Kreme Doughnuts (will be presold)

Date of activity: 12/14/2021

Time of activity: From 6:30 a.m./p.m. To: 8:00 a.m./p.m.

Pre-sale items

Item/Ticket selling price: \$ 14 per dozen

Cash Box required? Yes No

Number of items purchased for sale: _____ @ \$ 14.00 each = \$ _____

ASB purchase order required? Yes No

How much income is anticipated? \$ 1,000 how much expense is anticipated? \$ _____

How will profit be used? To help pay for students to attend SCICON.

Fundraiser Contact Person: Janet Uresti

Phone Number: 559-359-0338

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

Approved by:

Principal/Superintendent: 

Business Manager/ASB Administrator: 

Reason for disapproval, if applicable: _____

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

Tax ID# 94-2191905

4. CONSENT CALENDAR: Action items:

4.4 Agreement with TCOE for Health/School Nursing Services

For TCOE Office Use	
Vendor #	_____
Req. #	_____
PO #	_____
Contract #	220344

AGENCY AGREEMENT

THIS AGREEMENT, is entered into between the **Tulare County Superintendent of Schools**, referred to as **SUPERINTENDENT** and Tipton School District, referred to as **DISTRICT**.

ACCORDINGLY, IT IS AGREED:

1. **TERM:** This Agreement shall become effective as of August 1, 2021 and shall expire on June 30, 2022.

2. **SERVICES:** SUPERINTENDENT shall provide **Health/School Nursing services** as set forth: (See attach Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT the actual cost of such services to the extent they are allowable of **10 days** not to exceed the sum of **\$9,832.00**.

4. **METHOD OF PAYMENT:**
 - a. SUPERINTENDENT must submit itemized invoices to DISTRICT for the cost of the services.
 - b. SUPERINTENDENT is responsible for maintaining verifiable records for all expenditures.

5. **INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6. **TERMINATION:** The district shall give sufficient advance notice of the termination of this agreement, so that TCOE may satisfy the reduction of certification staff (California Education Code 44949 and 44955) requirements.

THE PARTIES, having read and considered the above provisions, indicate their agreement by their authorized signatures below.


DISTRICT

Tipton School District
P.O. Box 787
Tipton, CA 93272

SUPERINTENDENT

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

By: 
Date: 10/8/2021

By:  *Tim Hire*
Date: 9-24-21

TCOE Program Information

Contact Person and Phone No.: Christina Rodriguez, Program Manager, (559) 651-0130, ext. 3710
Division: Instructional Services
Program Title: School Health Programs
Budget Number: 010-00040-0-000000-000000-86770-0-0-0

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

EXHIBIT A

SCOPE OF SERVICES

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by district.)

District agrees to pay Superintendent the sum of **\$9,832.00** for **Health/School Nursing services for 10 days** as provided in this Agreement. Salary and benefits are estimated and will be adjusted to actual costs. Pursuant to Education Code Section 1752, Superintendent shall transfer this sum from the funds of DISTRICT to the County School Service Fund after **March 1, 2022**.

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

Provide a qualified staff member(s) pursuant to Education Code section 44872, 44267.5, and 44877 to perform health/school nursing services including:

- Conducting medical case finding, screening and referral activities related to health defects of pupils.
- Referring parents of pupils needing medical care or welfare assistance to appropriate resources.
- Conducting a program directed toward the control of communicable diseases in the school and community.
- Serving as a health education resource person to staff and pupils.

EXHIBIT A

FEE SCHEDULE

The contract total for services to be provided are estimated to be \$9,832.00, including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

4. CONSENT CALENDAR: Action items:

4.5 Agreement with Document Tracking Services (DTS)



LICENSING AGREEMENT

This Agreement effective **December 15, 2021**, 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 19, 2021

Licensee

By:

Date:

Shirley Bellanca
10/19/2021

Tipton Elementary School District



Exhibit A

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

1. 2022 School Accountability Report Card, English & Spanish (Custom Template)
2. 2022 School Plan for Student Achievement (CDE Template)
3. 2022 Local Control and Accountability Plan (CDE Template)
4. Others to be identified as needed.

5. ADMINISTRATIVE: Action items:

5.1 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

September 13, 2021

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 10 AND DECEMBER 25, 2021** [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 15th 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 10, 2021 and December 25, 2021 this year.

Pursuant to Education Code §35143, the organizational meeting SHALL 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 the county superintendent of schools, all board members, and members-elect, 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 your district's 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 2, 2021, this board determined that the annual organizational meeting will take place as follows:

Annual Organizational Meeting of the Tipton Elementary School District

Date: December 14, 2021

Time: 7:00 a.m. p.m.

Location *(Include location/site name, room # and complete address or Zoom link below)*

Tipton Elementary School
District Board Room
370 N Evans Rd.
Tipton, CA 93272

5. ADMINISTRATIVE: Action items:

5.2 2021 Federal Addendum

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

Tipton Elementary School District

CDS Code:

54 72215 6054431

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity 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 LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Tipton Elementary School District has allocated its federal budget so that the majority of the cost supports the employment of staff. The purpose of the extra support staff is to provide and enhance our students with extra resources and supplemental materials which include intervention, small group instruction as well as support for new immigrant arrivals and English language learners. Our resource teacher provides support in curriculum and instruction and assessment for both teachers and students. The resource teacher helps lead academic intervention for struggling and disadvantaged students. The resource teacher in conjunction with the principal developed a professional development plan aligned to student and teacher needs. In order to engage and support our community and parent stakeholders and provide the necessary support needed the district hired a parent liaison to facilitate parent education and to increase parent engagement in our school community.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The goal of the LCAP and Federal Addendum is to support and provide academic support, high quality instruction and support intervention for our disadvantaged, English Learners and unduplicated students. Both state and federal plans include actions to provide supplemental materials and access to technology and technology based programs in order to differentiate instruction. We are utilizing both state and federal funding to support our parents with access to trainings and social opportunities to become more comfortable and involved in the school process.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In 2018-2019 TESD conducted a thorough data collection and analysis process. Through the analysis of state and local assessments it was determined that EL students under performed when compared to other sub groups and school wide average especially in mathematics. It has been determined locally that small group support and intervention along with computer based programs to assist with differentiated instruction would be the best strategy to support this identified sub group. This includes support from instructional aides who deliver intervention and language support. We have shared these findings with our stakeholders which include School Site Council, parent advisory council, staff and the leadership cohort. After examining teacher and class data the following has been determined: Low-income, minority students are not taught disproportionately by ineffective, inexperienced or out-of-field teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 3 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.

Tipton Elementary School believes in the importance of good communication between the home and the school in building a successful learning environment for all students. It is our desire to provide multiple opportunities for parents, students and school staff to establish strong, meaningful and lasting connections. Our Parent 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.

PART I. SCHOOL PARENTAL INVOLVEMENT POLICY

Tipton Elementary School has involved the parents of participating students in the joint development and agreement of its School Parent Involvement Policy and its school wide plan, in an organized, ongoing, and timely manner:

- Tipton Elementary School holds regular English Learners Advisory Committee (ELAC), and School Site Council (SSC) meetings to plan for the improvement of the Title I program.
- After annual elections are done for ELAC and SSC, a review of the meeting times and dates are then considered to accommodate participants' work schedules.

- The Parent Involvement Policy is distributed in the registration packets to each student or upon enrollment of all new students.
- The Parent Involvement Policy will be made available to local community agencies that request a copy.
- During the Fall semester of every school year, the school will collaborate with parent groups to review and update the parent involvement policy to reflect the changes in school culture and Program Improvement status.
- Tipton Elementary School will convene an annual meeting to inform parents of the following:
 - That their child's school participates in Title I;
 - About the requirements and rights to be involved in Title I;
 - About the resources provided through their school's participation in Title I; and
 - The use of Teleparent, and letters home to inform parents of time/place of the annual Title I meeting.
- Tipton Elementary School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- Tipton Elementary School will provide opportunities for parents to make suggestions and to participate in decisions relating to their child's education, (i.e. School Site Council membership, ELAC membership, and parent surveys)
- Tipton Elementary School will submit any parent comments if the school wide plan is not satisfactory to parents of participating children:
 - SSC will review such comments and consider ways to resolve the disputed sections of the school plan.

PART II. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Tipton Elementary School will jointly develop and incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- The parent compact is disseminated to returning students in the registration packet issued in August and given to new students at the beginning of the school year in their enrollment packets.
- Signed compacts are collected and filed annually.

Tipton Elementary School will provide a supportive and effective learning environment with high standards of conduct for all students.

- Tipton Elementary School will provide student-centered instruction based on California State Standards, the district curriculum, and research-based methodologies to address all learning styles and modalities.
- Tipton Elementary School staff will maintain regular communication with parents about their student's academic progress and the school's behavior expectations; frequent progress reports are sent to parents.
- Tipton Elementary School will provide parents with reasonable access to staff through formal parent/teacher conferences and classroom observations, as well as opportunities to volunteer on the school campus.

Tipton Elementary School parents will ensure that their child attends school on time every day prepared to learn and has appropriate sleep, nutrition, clothing and school supplies.

- Tipton Elementary School parents will monitor homework completion and collaborate with teachers, and school staff in decisions relating to their child's education.
- Tipton Elementary School parents will set positive behavior and attire expectations and reinforce school policies about respecting people and property.

Tipton Elementary students will take responsibility for their learning by coming to class on time and in full disposition to

learn, behave and cooperate with their teachers and peers.

- Tipton Elementary students will maximize opportunities to understand the subject area material, using strategies that best support their learning style and completing and returning their assignments on time.
- Tipton Elementary students will dress appropriately and behave responsibly by respecting the personal rights and property of themselves and others.

PART III. BUILDING CAPACITY FOR INVOLVEMENT

Tipton Elementary, under the Title I mandate, is committed to building parent involvement to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities:

- Tipton Elementary will provide formal parent conferences twice a year. At these meetings parents are provided with information regarding their child's progress towards proficiency in the state academic achievement standards.
- Tipton Elementary will provide information on student mastery of the state content standards through student progress reports, report cards, state and local assessment results, and work samples.
- Tipton Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as Back to School Night; SSC and ELAC meetings; Parent-Teacher Conferences; Open House; district-sponsored workshops (which include communication techniques, parenting skills, literacy and math training), informational flyers and pamphlets, and using technology, as appropriate, to foster parental involvement.
- Tipton Elementary shall present professional development to the entire staff on developing effective communication between staff and parents in order to promote an equal partnership between the home and school.
- Tipton Elementary shall conduct parent involvement activities and parent education workshops to encourage and support parents' participation in the education of their children.
- Tipton Elementary will, to the extent feasible and appropriate, disseminate information related to the school and parent programs, meetings, and other activities, in an understandable format, and in a language the parents can understand.

• All school information is sent home via student, standard mail or the school's phone master system.

- Tipton Elementary will provide support for parental involvement activities as requested by parent surveys.

PART IV. ACCESSIBILITY

Tipton Elementary will provide opportunities for participation by parents with limited English proficiency, parents with disabilities, and parents of migrant and homeless students.

This includes providing information and school reports in a format, and when possible, in a language such parents understand.

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD is a schoolwide Title I school. TESD has one Instructional Resource Teacher to support differentiation, intervention, and targeted support. In addition to the Instructional Resource Teacher, the school employs several instructional aides that support small group instruction within the classrooms. The specific intervention programs are monitored through progress monitoring of each student. Data review and analysis is done to ensure student learning needs are being met and are designed to best support student learning. In order to ensure alignment of the Federal Addendum and the LCAP goals, initial School Site Council discussion includes LCAP goals and actions along with discussion of the school dashboard data. The School Site Council looks closely at prior year's action effectiveness with a careful eye to ensure they are looking at outcomes rather than simply good intentions of actions and programs. Using this critical eye, data analysis of both state and local academic data outcomes, reflection and input on specific actions, and stakeholder input is taken into account. The SSC then develops newly planned actions (or modifies or continues prior actions) and documents them. The LCAP and Federal Addendum are taken the school Board for approval each year.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD provides additional support for homeless children and youths through our local parent liaison and social worker who assist with the coordination of services and resources for qualified families. This includes but is not limited to providing resources for housing, food, clothing, medical/dental, employment, transportation and counseling programs that are available to assist with a variety of needs. These counseling programs include support for victims of domestic violence, and or sexual abuse and addiction. The district provides an after school program that gives priority enrollment to homeless children and youth. The district provides support and guidance through the help of the social worker and parent liaison with enrolling homeless children and youth and ensuring their emotional and academic success along with supporting families with children who have attendance issues.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and

- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD works in conjunction with the local high school through administrator and teacher articulation meetings held four times a year. Our district hosts high school orientation and registration opportunities for our matriculating families. We connect students to the high school district through a variety activities including attending sporting events and assemblies, as well as visiting high school classrooms to preview future educational opportunities that may be available to them.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD has allocated Title I funds for the following: certificated salaries and benefits for tutoring, parent liaison, social worker, special friends aide, services (web based programs) professional development, materials and supplies, and classified salaries and benefits.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

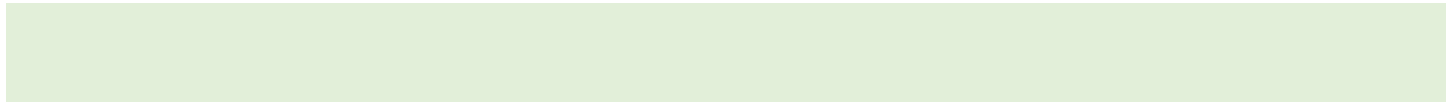


Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

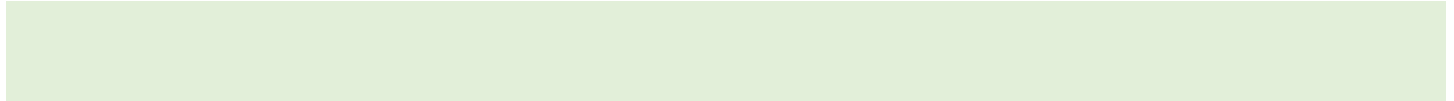


Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:



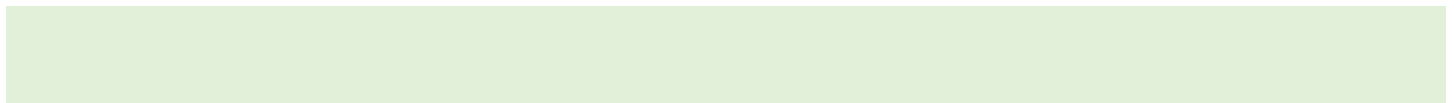
Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:



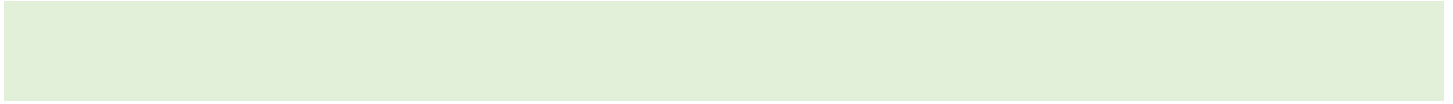
Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

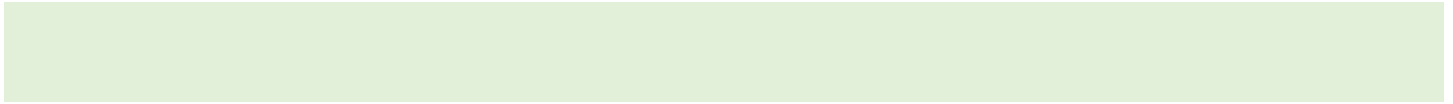


Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

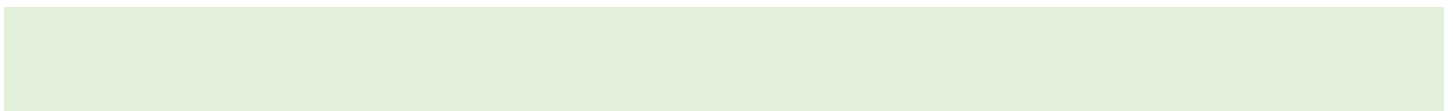


Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

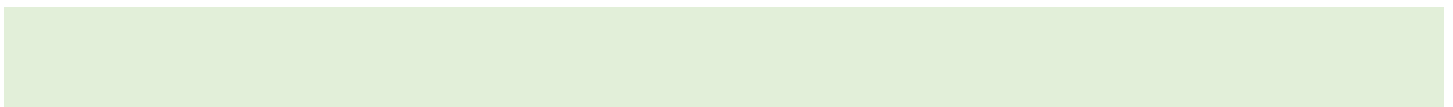


Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:



TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district participates in induction programs for new teachers. Principals have participated in leadership academies, curriculum and instruction along with a variety of professional development at our local county office of education. The superintendent participates in small schools superintendent meetings as well as superintendent leadership meetings. Teachers participate in a variety of professional development opportunities based on the needs of their students and grade level teams. A local resource teacher helps to provide guidance and support in areas where teachers feel they need additional help. Through leadership meetings teachers and staff evaluate current conditions and data and make determinations for the best next steps.

TESD provides professional growth and improvement by working with the Tulare County Office of Education's resource support division and their consultants. In the past we have focused our professional development around literacy and differentiated instruction. Through this work we have implemented guided reading, writing workshop, developmental reading assessment, accelerated reader and the STAR assessment platform. Moving forward the district's focus will shift to address the identified achievement gaps of EL learners in mathematics.

TESD's resource teacher will provide support to students and teachers by providing curriculum support, demonstrations, data analysis and student intervention. The resource teacher will also be an important member of the districts improvement cohort which is focused on closing the achievement gap explained above.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Tipton Elementary School District is a single school district and all Title II funds will be used to support students, teachers and paraprofessionals in closing the achievement gap. Through quarterly site council, parent advisory and staff leadership meetings this plan has been developed to best meet the needs of all stakeholders. Our goal is to increase student achievement at a steady and consistent rate.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The TESD collects and analyzes assessment data from both state and local sources. This includes CAASPP, CAST, CAA, and local assessments STAR reading and math, DRA and writing. Teachers collaborate around student and grade level needs and the district leads assessment analysis tasks throughout the year. During these meetings teachers identify strengths and weaknesses and report out their findings. Our paraprofessionals work to support student needs that have been identified through the data analysis process by providing small group and intervention individual support.

In consultation with teachers, parents and staff the district has determined that teachers and student support in closing recognized achievement gaps is our highest priority. Through quarterly site council, parent advisory and staff leadership meetings this plan has been developed to best meet the needs of all stakeholders. Our goal is to increase student achievement at a steady and consistent rate.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD provides curriculum support and development, the creation and implementation of professional development plans, and on going data analysis and necessary adjustments through the support of the resource teacher.

We have identified an achievement gap for English Learners in math. In order to address this need the resource teacher along with an advisory cohort has developed a plan to include the following in order to assist English Learners in math. More effective vertical alignment, vocabulary development, number talks, problem solving and three read protocol will be the professional development focus for 2019-2020 and beyond.

Our instructional aide and resource teacher along with our teachers receive professional development on ELPAC and trainings that assist students with meeting the ELD standards. Additional trainings are provided to the resource teacher in the ELD comment of the core curriculum program. The resource teacher will provide in class support for the implementation of integrated ELD practices.

One Instructional aide is designated to provide small group and individual support for new comers and emerging learners who need more intensive language support in thinking, listening, speaking, reading, writing and math based on language proficiency levels. This is support for comers with small group intervention in reading and language development. The district will provide after school opportunities for immigrant students along with a summer school enrichment program. These enrichment opportunities give English Learners multiple chances to interact with other students in meaningful ways, learn how English works, and practice using foundational literacy skills.

EL students have access to computer-based programs that provide oral and written direction in primary language while instructing and building English skills. These programs include Lexia, Rosetta Stone and Accelerated Reader.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district will provide after school opportunities for immigrant students along with a summer school enrichment program. Immigrant students have access to computer based programs that provide direction in primary language while instructing and building English skills. These programs include Lexia, Rosetta Stone and Accelerated Reader. A district paraprofessional is designated to provide small group and individual support for new arrivals and recent arrivals who need more intensive language support in all subject areas. This paraprofessional provides parent outreach and communication to ensure that families and students are being effectively served and supported. Referrals to other support services including social work, school nurse, or parent liaison can be made if necessary.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funds from Title III will be used to supplement services beyond that of base and LCAP funds to specifically focus on the needs of English Learners. While core materials and classroom teachers are required for student instruction, the additional staff and services provided with Title III funds provide an extra layer of support to teachers and parents of English Learners and direct services to students with the goal of accelerated language acquisition and increased student achievement. Through on going data analysis and consultation with school leadership and stakeholders including parents, we have identified the need to provide more support for EL students, especially in math. With guidance from administration the resource teacher has implemented the research based programs; guided reading, Reading Mastery and Language for Learning to provide language and reading support for EL students who are under achieving. Students who have been identified as having a greater need may be deployed throughout the day to receive individual differentiated instruction based on their language and academic need. For the 2021-22 school year the resource teacher will continue to expand our support and program offering to better address the identified achievement gaps as explained previously explained.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Subgrant funds will largely be used to provide personnel at the district to support and guide administrators and instructional staff in the implementation of a continuous improvement cycle focused on English Language Development and Content Achievement through Designated and Integrated ELD and use of data to guide instruction. TESD has consistently outscored the state average on both CELDT and now ELPAC achievement. We review and discuss these results with all stakeholders in a variety of formats throughout the year. We believe our strong core program meets the needs of most EL students. We will continue to diligently examine state level data to ensure that our students are meeting state achievement expectations for EL students. The TESD staff administers DRA and STAR reading and math assessments throughout the year. These results are disaggregated and discussed in grade level teams. As part of ELPAC accountability the district annually analyzes and tracks the reclassification rate of EL students. Based on this process we are able to determine if our EL students are making adequate growth and if instructional changes need to be implemented.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TESD is committed to provide a well-rounded education with effective technology. The title IV funds will be utilized to purchase the devices necessary to provide high quality web based curriculum, instruction and intervention. In addition to these classroom needs our elective course work related to journalism, game design, STEM, agriculture, typing, speech and design all rely on high quality technology. This entitlement will assist us with the purchase of necessary supplies needed to continue the implementation of these programs.

The objectives and intended outcomes of the aforementioned activities are to give all students access to core curriculum, prepare students with career skills, and engage students in the learning environment. TESD will evaluate the effectiveness by trimester by analyzing district benchmark results, measuring community involvement during family engagement nights, and analyzing monthly chronic absenteeism reports.

6. FINANCE: Action items:

6.1 Vendor Payments

APY List

Date Paid between 09/28/2021 and 10/25/2021

Vendor No	Vendor Name	Reference Number	Payment Date	Invoice Number/Desc.	AccountCode	Amount	COVID Expenses
13456	A & G TELEPHONE SERVICE, INC.	220389	10/01/2021	7100	010-81500-0-00000-81000-56000-0-0000	\$225.00	
13986	ACSA'S FOUNDATION FOR ED. ADM.	220387	10/01/2021	000-98-1290	010-00000-0-00000-71000-53000-0-0000	\$1,000.00	
13036	AMERICAN FIDELITY	220508	10/15/2021	SEPTEMBER 2021	010-00000-0-00000-00000-95024-0-0000	\$402.65	
12788	ARAMARK UNIFORM SERVICES INC	220391	10/01/2021	503000371214	010-00000-0-00000-81000-56000-0-0000	\$460.33	
12788	ARAMARK UNIFORM SERVICES INC	220392	10/01/2021	503000347406	010-00000-0-00000-81000-56000-0-0000	\$446.97	
12788	ARAMARK UNIFORM SERVICES INC	220490	10/15/2021	503000375409	010-00000-0-00000-81000-56000-0-0000	\$460.33	
12788	ARAMARK UNIFORM SERVICES INC	220491	10/15/2021	503000380842	010-00000-0-00000-81000-56000-0-0000	\$460.33	
13904	AT&T	220390	10/01/2021	9391028859	010-00000-0-00000-81000-59000-0-0000	\$192.35	
13904	AT&T	220493	10/15/2021	9391028859	010-00000-0-00000-81000-59000-0-0000	\$21.74	
14404	AT&T	220492	10/15/2021	0826963964-092521	010-00000-0-00000-82000-59000-0-0000	\$64.92	
14101	B&B PEST CONTROL SERVICE	220459	10/08/2021	01-TIP-09-21	010-00000-0-00000-81000-58000-0-0000	\$170.00	
14037	CALIFORNIA BUSINESS MACHINES	220466	10/08/2021	280878	010-11000-0-11100-10000-43000-0-0000	\$411.39	
12548	CALIFORNIA TURF EQUIP. & SUPP.	220458	10/08/2021	519037	010-81500-0-00000-81000-43000-0-0000	\$553.61	
14374	CARDMEMBER SERVICE	220541	10/15/2021	9190 BETTENCOURT	010-00000-0-00000-71000-58000-0-0000	\$179.88	
14374	CARDMEMBER SERVICE	220542	10/15/2021	9190 BETTENCOURT	010-00000-0-00000-72000-59000-0-0000	\$10.87	
14375	CARDMEMBER SERVICE	220468	10/08/2021	9281 SOLIAN	010-00000-0-00000-72000-59000-0-0000	\$9.67	
14375	CARDMEMBER SERVICE	220469	10/08/2021	9281 SOLIAN	010-00000-0-00000-72000-59000-0-0000	\$296.38	
14375	CARDMEMBER SERVICE	220470	10/08/2021	9281 SOLIAN	010-00000-0-00000-72000-59000-0-0000	\$249.10	
14459	CARDMEMBER SERVICE	220532	10/15/2021	1091 CUNHA	010-00000-0-00000-72000-59000-0-0000	\$1,388.50	
14374	CARDMEMBER SERVICE	220543	10/15/2021	9190 BETTENCOURT	010-07200-0-11100-10000-43000-0-0201	\$689.70	
14459	CARDMEMBER SERVICE	220539	10/15/2021	1091 CUNHA	010-07200-0-11100-10000-58000-0-0107	\$1,107.00	
14459	CARDMEMBER SERVICE	220540	10/15/2021	1091 CUNHA	010-07200-0-11100-24900-43000-0-0102	\$36.90	
14459	CARDMEMBER SERVICE	220535	10/15/2021	1091 CUNHA	010-07230-0-00000-36000-58000-0-0000	\$1.00	
14459	CARDMEMBER SERVICE	220536	10/15/2021	1091 CUNHA	010-07230-0-00000-36000-58000-0-0000	\$2.31	
14459	CARDMEMBER SERVICE	220537	10/15/2021	1091 CUNHA	010-07230-0-00000-36000-58000-0-0000	\$1.15	
14459	CARDMEMBER SERVICE	220538	10/15/2021	1091 CUNHA	010-07230-0-00000-36000-58000-0-0000	\$50.00	
14374	CARDMEMBER SERVICE	220544	10/15/2021	9190 BETTENCOURT	010-32120-0-11100-10000-43000-0-0000	\$14.95	COVID Funds/ESSER II
14459	CARDMEMBER SERVICE	220533	10/15/2021	1091 CUNHA	010-32120-0-11100-10000-43000-0-0000	\$230.49	COVID Funds/ESSER II
13619	CDW GOVERNMENT, INC.	220465	10/08/2021	K558757	010-07200-0-11100-24900-43000-0-0102	\$499.78	
13389	CLASSIC CHARTER	220487	10/08/2021	154089	010-07200-0-11100-10000-58000-0-0107	\$2,000.00	
14425	CREATIVE BUS SALES	220475	10/08/2021	5215871	010-07230-0-00000-36000-58000-0-0000	\$107.75	
13459	DELL MARKETING L.P.	220467	10/08/2021	10521158575	010-07200-0-11100-24900-43000-0-0102	\$95.67	
13181	DEMCO	220494	10/15/2021	7011204	010-07200-0-11100-24203-43000-0-0115	\$1,543.79	
14462	EBSCO INFORMATION SERVICES, LL	220457	10/08/2021	0531076	010-07200-0-11100-24203-43000-0-0115	\$384.64	
5481	EMPLOYMENT DEVELOPMENT DEPT.	220509	10/15/2021	94238433 Q3.2021	010-00000-0-00000-00000-95025-0-0000	\$4,922.75	
14102	FOLLETT SCHOOL SOLUTIONS, INC.	220495	10/15/2021	344206F	010-07200-0-11100-10000-43000-0-0103	\$57.22	
14146	GINA M. MAGANA	220545	10/15/2021	REIMB.SUPPLIES	010-30100-0-11100-10000-43000-0-0000	\$59.00	
14146	GINA M. MAGANA	220510	10/15/2021	REIMB.TRAINING	010-32120-0-11100-10000-58000-0-0000	\$50.00	COVID Funds/ESSER II
13957	INFINITY COMM. & CONSUL., INC.	220476	10/08/2021	12969	010-00000-0-00000-71000-58000-0-0000	\$3,375.00	
14244	J & E DIESEL	220506	10/15/2021	INV0491	010-07230-0-00000-36000-58000-0-0000	\$1,184.32	
14467	LORENA SANCHEZ	220489	10/15/2021	REIMB.LIVESCAN	010-00000-0-00000-72000-58000-0-0000	\$57.00	
13961	LOWE'S	220449	10/08/2021	992817	010-07200-0-11100-10000-43000-0-0103	\$784.41	
13961	LOWE'S	220450	10/08/2021	901673	010-81500-0-00000-81000-43000-0-0000	\$100.85	
13961	LOWE'S	220451	10/08/2021	908330	010-81500-0-00000-81000-43000-0-0000	\$164.24	
13961	LOWE'S	220452	10/08/2021	908045	010-81500-0-00000-81000-43000-0-0000	\$43.47	
14466	MERCEDES GARICA	220488	10/15/2021	REIMB.LIVESCAN	010-00000-0-00000-72000-58000-0-0000	\$64.00	
12836	OFFICE DEPOT, INC.	220409	10/01/2021	191644090001	010-00000-0-00000-72000-43000-0-0000	\$3.01	
12836	OFFICE DEPOT, INC.	220005	10/01/2021	193262668001	010-00000-0-00000-72000-43000-0-0000	(\$330.99)	
12836	OFFICE DEPOT, INC.	220410	10/01/2021	191644093001	010-00000-0-00000-72000-43000-0-0000	\$18.01	
12836	OFFICE DEPOT, INC.	220411	10/01/2021	191643672001	010-00000-0-00000-72000-43000-0-0000	\$330.99	
12836	OFFICE DEPOT, INC.	220480	10/08/2021	191654277001	010-07200-0-11100-10000-43000-0-0103	\$60.82	
12836	OFFICE DEPOT, INC.	220406	10/01/2021	190817729001	010-07200-0-11100-24203-43000-0-0115	\$78.31	
12836	OFFICE DEPOT, INC.	220420	10/01/2021	193504106001	010-07200-0-11100-24900-43000-0-0102	\$92.65	
12836	OFFICE DEPOT, INC.	220421	10/01/2021	193497911001	010-07200-0-11100-24900-43000-0-0102	\$51.91	

12836	OFFICE DEPOT, INC.	220398	10/01/2021	186955307002	010-11000-0-11100-10000-43000-0-0000	\$32.22	
12836	OFFICE DEPOT, INC.	220399	10/01/2021	191778666001	010-11000-0-11100-10000-43000-0-0000	\$56.44	
12836	OFFICE DEPOT, INC.	220400	10/01/2021	193357363001	010-11000-0-11100-10000-43000-0-0000	\$90.34	
12836	OFFICE DEPOT, INC.	220401	10/01/2021	185443697002	010-11000-0-11100-10000-43000-0-0000	\$32.87	
12836	OFFICE DEPOT, INC.	220402	10/01/2021	186502583001	010-11000-0-11100-10000-43000-0-0000	\$115.30	
12836	OFFICE DEPOT, INC.	220403	10/01/2021	190541957001	010-11000-0-11100-10000-43000-0-0000	\$137.95	
12836	OFFICE DEPOT, INC.	220404	10/01/2021	194337510001	010-11000-0-11100-10000-43000-0-0000	\$91.72	
12836	OFFICE DEPOT, INC.	220405	10/01/2021	193501771001	010-11000-0-11100-10000-43000-0-0000	\$54.28	
12836	OFFICE DEPOT, INC.	220412	10/01/2021	185162273002	010-11000-0-11100-10000-43000-0-0000	\$4.30	
12836	OFFICE DEPOT, INC.	220413	10/01/2021	185162273001	010-11000-0-11100-10000-43000-0-0000	\$15.74	
12836	OFFICE DEPOT, INC.	220414	10/01/2021	187677743001	010-11000-0-11100-10000-43000-0-0000	\$149.80	
12836	OFFICE DEPOT, INC.	220415	10/01/2021	185157998002	010-11000-0-11100-10000-43000-0-0000	\$1.57	
12836	OFFICE DEPOT, INC.	220416	10/01/2021	185157998003	010-11000-0-11100-10000-43000-0-0000	\$3.65	
12836	OFFICE DEPOT, INC.	220417	10/01/2021	187677743002	010-11000-0-11100-10000-43000-0-0000	\$13.59	
12836	OFFICE DEPOT, INC.	220418	10/01/2021	185157998004	010-11000-0-11100-10000-43000-0-0000	\$2.10	
12836	OFFICE DEPOT, INC.	220477	10/08/2021	195571891001	010-11000-0-11100-10000-43000-0-0000	\$122.48	
12836	OFFICE DEPOT, INC.	220478	10/08/2021	200416618001	010-11000-0-11100-10000-43000-0-0000	\$76.98	
12836	OFFICE DEPOT, INC.	220479	10/08/2021	200899575001	010-11000-0-11100-10000-43000-0-0000	\$42.99	
12836	OFFICE DEPOT, INC.	220407	10/01/2021	192695260001	010-30100-0-11100-10000-43000-0-0000	\$34.96	
12836	OFFICE DEPOT, INC.	220408	10/01/2021	192683560001	010-30100-0-11100-10000-43000-0-0000	\$32.85	
12836	OFFICE DEPOT, INC.	220483	10/08/2021	192695261001	010-30100-0-11100-10000-43000-0-0000	\$17.43	
12836	OFFICE DEPOT, INC.	220481	10/08/2021	194329509001	010-30100-0-11100-10000-43000-0-0000	\$21.36	
12836	OFFICE DEPOT, INC.	220482	10/08/2021	194328432001	010-30100-0-11100-10000-43000-0-0000	\$34.34	
12836	OFFICE DEPOT, INC.	220422	10/01/2021	190228261001	010-60100-0-11100-10000-43000-0-0000	\$63.01	
12836	OFFICE DEPOT, INC.	220425	10/01/2021	190130954001	010-60100-0-11100-10000-43000-0-0000	\$84.09	
12836	OFFICE DEPOT, INC.	220426	10/01/2021	186956945001	010-60100-0-11100-10000-43000-0-0000	\$262.46	
12836	OFFICE DEPOT, INC.	220427	10/01/2021	186771051001	010-60100-0-11100-10000-43000-0-0000	\$135.39	
12836	OFFICE DEPOT, INC.	220423	10/01/2021	190130954002	010-60100-0-11100-10000-43000-0-0000	\$19.98	
12836	OFFICE DEPOT, INC.	220424	10/01/2021	190228264001	010-60100-0-11100-10000-43000-0-0000	\$20.46	
14324	PACIFIC WESTERN BANK PAYMENTS	220546	10/19/2021	04090109152-01000	010-99900-0-00000-91000-74380-0-0000	\$20,708.70	
14273	PITNEY BOWES INC	220439	10/01/2021	17392399	010-00000-0-00000-72000-59000-0-0000	\$115.25	
14396	S & S AG AND AUTO PARTS	220437	10/01/2021	039766	010-07230-0-00000-36000-43000-0-0000	\$26.92	
14396	S & S AG AND AUTO PARTS	220438	10/01/2021	039212	010-07230-0-00000-36000-43000-0-0000	\$68.00	
12434	SCHOLASTIC INC	220513	10/15/2021	31715143	010-90336-0-11100-10000-43000-0-0000	\$444.79	
13596	SCHOOL NURSE SUPPLY	220512	10/15/2021	0856278-IN	010-56400-0-11100-10000-43000-0-0000	\$231.46	
14308	SHI INTERNATIONAL CORP	220434	10/01/2021	B14035110	010-07200-0-11100-24900-43000-0-0102	\$186.44	
14111	SISC	220486	10/08/2021	OCTHW RET.BRD.ACT	010-00000-0-00000-00000-95024-0-0000	\$68,577.69	
14111	SISC	220485	10/08/2021	OCT HW RET.BRD.ACT	010-00000-0-00000-00000-95028-0-0000	\$6,954.60	
14111	SISC	220484	10/08/2021	OCT HW RET.BRD.ACT	010-00000-0-00000-71000-34020-0-0000	\$7,362.40	
5388	SOUTHERN CAL GAS	220393	10/01/2021	108 416 9100 8	010-00000-0-00000-81000-55000-0-0000	\$255.24	
5383	SOUTHERN CALIF EDISON CO	220394	10/01/2021	700142519619	010-99900-0-00000-81000-55000-0-0000	\$903.46	
5383	SOUTHERN CALIF EDISON CO	220395	10/01/2021	700140798877	010-99900-0-00000-81000-55000-0-0000	\$12,928.87	
13902	SOUTHWEST SCH. & OFFICE SUPPLY	220432	10/01/2021	PINV0864031	010-00000-0-11100-10000-43000-0-0000	\$3.54	
13902	SOUTHWEST SCH. & OFFICE SUPPLY	220433	10/01/2021	PINV0862150	010-00000-0-11100-10000-43000-0-0000	\$259.41	
13902	SOUTHWEST SCH. & OFFICE SUPPLY	220435	10/01/2021	PINV0862453	010-00000-0-11100-10000-43000-0-0000	\$1,243.87	
13902	SOUTHWEST SCH. & OFFICE SUPPLY	220436	10/01/2021	PINV0862453	010-00000-0-11100-10000-43000-0-0000	\$215.07	
13130	SYSCO FOOD SERVICES	220006	10/01/2021	284914930	010-00000-0-11100-10000-43000-0-0000	(\$40.06)	
13130	SYSCO FOOD SERVICES	220440	10/01/2021	284911532	010-00000-0-11100-10000-43000-0-0000	\$331.51	
13130	SYSCO FOOD SERVICES	220441	10/01/2021	284918638	010-60100-0-11100-10000-43000-0-0000	\$924.10	
14369	THE HOME DEPOT PRO	220396	10/01/2021	640818910	010-32120-0-00000-81000-43000-0-0000	\$1,297.26	
12264	TIPTON AUTO PARTS	220520	10/15/2021	29616	010-81500-0-00000-81000-43000-0-0000	\$29.95	
12264	TIPTON AUTO PARTS	220521	10/15/2021	29903	010-81500-0-00000-81000-43000-0-0000	\$20.39	
12264	TIPTON AUTO PARTS	220523	10/15/2021	30115	010-81500-0-00000-81000-43000-0-0000	\$107.70	
12264	TIPTON AUTO PARTS	220517	10/15/2021	29024	010-81500-0-00000-81000-43000-0-0000	\$26.20	
12264	TIPTON AUTO PARTS	220519	10/15/2021	29560	010-81500-0-00000-81000-43000-0-0000	\$42.99	
12264	TIPTON AUTO PARTS	220518	10/15/2021	29199	010-81500-0-00000-81000-43000-0-0000	\$11.83	
12264	TIPTON AUTO PARTS	220522	10/15/2021	30106	010-81500-0-00000-81000-43000-0-0000	\$32.11	
12264	TIPTON AUTO PARTS	220524	10/15/2021	30266	010-81500-0-00000-81000-43000-0-0000	\$31.30	
12264	TIPTON AUTO PARTS	220525	10/15/2021	30921	010-81500-0-00000-81000-43000-0-0000	\$23.06	
12264	TIPTON AUTO PARTS	220527	10/15/2021	31293	010-81500-0-00000-81000-43000-0-0000	\$38.76	
12264	TIPTON AUTO PARTS	220526	10/15/2021	31093	010-81500-0-00000-81000-43000-0-0000	\$30.14	
12264	TIPTON AUTO PARTS	220528	10/15/2021	31386	010-81500-0-00000-81000-43000-0-0000	\$1.79	
5760	TIPTON COMMUNITY SERVICES DIST	220456	10/08/2021	10040002	010-00000-0-00000-81000-55000-0-0000	\$1,074.81	COVID Funds/ESSER II

14414	T-MOBILE USA INC.	220516	10/15/2021	970029235	010-32120-0-11100-10000-59000-0-0000	\$1,068.54	COVID Funds/ESSER II
12324	TULE TRASH COMPANY	220473	10/08/2021	115467	010-00000-0-00000-81000-55000-0-0000	\$1,135.98	
14424	U.S. BANK EQUIPMENT FINANCE	220447	10/08/2021	454014358	010-00000-0-00000-72000-58000-0-0000	\$266.13	
14424	U.S. BANK EQUIPMENT FINANCE	220448	10/08/2021	454014358	010-00000-0-11100-10000-58000-0-0000	\$798.42	
13496	VALLEY PACIFIC PET. SERV., INC	220455	10/08/2021	21-456930	010-07230-0-00000-36000-43000-0-0000	\$1,537.32	
13496	VALLEY PACIFIC PET. SERV., INC	220531	10/15/2021	21-468672	010-07230-0-00000-36000-43000-0-0000	\$1,334.46	
13333	VERIZON WIRELESS	220397	10/01/2021	9888823133	010-00000-0-00000-81000-59000-0-0000	\$510.00	
14257	WILMINGTON TRUST	220388	10/01/2021	20210908-48182-A	010-00000-0-00000-72000-58000-0-0000	\$1,000.00	

010-General Fund Total Expenditures: \$158,827.17

14101	B&B PEST CONTROL SERVICE	220460	10/08/2021	01-TIP-09-21	130-53100-0-00000-37000-58000-0-0000	\$40.00
14459	CARDMEMBER SERVICE	220534	10/15/2021	1091 CUNHA	130-53100-0-00000-37000-43000-0-0000	\$156.30
14452	COAST CITRUS DISTRIBUTORS	220461	10/08/2021	01088247	130-53100-0-00000-37000-47000-0-0000	\$449.50
14452	COAST CITRUS DISTRIBUTORS	220462	10/08/2021	01087839	130-53100-0-00000-37000-47000-0-0000	\$545.00
14452	COAST CITRUS DISTRIBUTORS	220463	10/08/2021	01087235	130-53100-0-00000-37000-47000-0-0000	\$381.00
14452	COAST CITRUS DISTRIBUTORS	220464	10/08/2021	01086286	130-53100-0-00000-37000-47000-0-0000	\$181.50
12921	GOLD STAR FOODS INC.	220496	10/15/2021	4145043	130-53100-0-00000-37000-47000-0-0000	\$159.75
12921	GOLD STAR FOODS INC.	220497	10/15/2021	4220800	130-53100-0-00000-37000-47000-0-0000	\$51.30
12921	GOLD STAR FOODS INC.	220500	10/15/2021	4208460	130-53100-0-00000-37000-47000-0-0000	\$835.53
12921	GOLD STAR FOODS INC.	220498	10/15/2021	4145121	130-53100-0-00000-37000-47000-0-0000	\$135.00
12921	GOLD STAR FOODS INC.	220499	10/15/2021	4208342	130-53100-0-00000-37000-47000-0-0000	\$40.50
12921	GOLD STAR FOODS INC.	220501	10/15/2021	4221642	130-53100-0-00000-37000-47000-0-0000	\$31.50
12921	GOLD STAR FOODS INC.	220008	10/15/2021	1417492	130-53100-0-00000-37000-47000-0-0000	(\$27.00)
12921	GOLD STAR FOODS INC.	220502	10/15/2021	4150610	130-53100-0-00000-37000-58000-0-0000	\$7.20
12921	GOLD STAR FOODS INC.	220503	10/15/2021	4150913	130-53100-0-00000-37000-58000-0-0000	\$4.50
12921	GOLD STAR FOODS INC.	220504	10/15/2021	4274350	130-53100-0-00000-37000-58000-0-0000	\$149.40
12921	GOLD STAR FOODS INC.	220505	10/15/2021	4273894	130-53100-0-00000-37000-58000-0-0000	\$9.90
14287	P & R Paper Supply Company, In	220428	10/01/2021	11003490-00	130-53100-0-00000-37000-43000-0-0000	\$1,600.78
14287	P & R Paper Supply Company, In	220511	10/15/2021	11013266-00	130-53100-0-00000-37000-43000-0-0000	\$470.86
14287	P & R Paper Supply Company, In	220009	10/15/2021	11014162-00	130-53100-0-00000-37000-43000-0-0000	(\$73.40)
14431	PIXLEY UNION SCHOOL DISTRICT	220507	10/15/2021	2	130-53100-0-00000-37000-53000-0-0000	\$250.00
13191	PRODUCERS DAIRY FOODS	220430	10/01/2021	48085110765-09737	130-53100-0-00000-37000-47000-0-0000	\$1,594.25
13191	PRODUCERS DAIRY FOODS	220429	10/01/2021	48085106652	130-53100-0-00000-37000-47000-0-0000	\$649.29
13191	PRODUCERS DAIRY FOODS	220431	10/01/2021	48085111608-3208	130-53100-0-00000-37000-47000-0-0000	\$1,781.59
13130	SYSCO FOOD SERVICES	220515	10/15/2021	284907864	130-53100-0-00000-37000-43000-0-0000	\$27.26
13130	SYSCO FOOD SERVICES	220442	10/01/2021	284897026	130-53100-0-00000-37000-47000-0-0000	\$818.82
13130	SYSCO FOOD SERVICES	220444	10/01/2021	284911533	130-53100-0-00000-37000-47000-0-0000	\$209.95
13130	SYSCO FOOD SERVICES	220445	10/01/2021	284911531	130-53100-0-00000-37000-47000-0-0000	\$108.39
13130	SYSCO FOOD SERVICES	220446	10/01/2021	284918639	130-53100-0-00000-37000-47000-0-0000	\$5,300.18
13130	SYSCO FOOD SERVICES	220443	10/01/2021	284904859	130-53100-0-00000-37000-47000-0-0000	\$3,218.65
13130	SYSCO FOOD SERVICES	220007	10/01/2021	1707855	130-53100-0-00000-37000-47000-0-0000	(\$199.00)
13130	SYSCO FOOD SERVICES	220514	10/15/2021	284928075	130-53100-0-00000-37000-47000-0-0000	\$810.33
12324	TULE TRASH COMPANY	220471	10/08/2021	115466	130-53100-0-00000-81000-55000-0-0000	\$1,266.93
13412	US SOAP WEST, LLC	220529	10/15/2021	35373	130-53100-0-00000-37000-43000-0-0000	\$77.04
13412	US SOAP WEST, LLC	220530	10/15/2021	35448	130-53100-0-00000-37000-58000-0-0000	\$228.62
12650	VALLEY FOOD SERVICE	220454	10/08/2021	404457	130-53100-0-00000-37000-47000-0-0000	\$412.80
12650	VALLEY FOOD SERVICE	220453	10/08/2021	404838	130-53100-0-00000-37000-47000-0-0000	\$1,048.67

130-Cafeteria Fund Total Expenditures: \$22,752.89

13607	MANGINI ASSOCIATES, INC.	220474	10/08/2021	11861	351-78100-0-00000-85000-62000-0-0000	\$4,620.00
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351-County Facilities Fund (Modernization): \$4,620.00

Total Payments \$186,200.06

8. ANY OTHER BUSINESS:

8.1 Review Board Policy for September

COVID-19 MITIGATION PLAN

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal or state law and/or order or local order may conflict with this policy, the law or order shall govern.

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 5141.22 - Infectious Diseases)

(cf. 9310 - Board Policies)

To limit the impact of the pandemic on the education of district students, the district shall implement learning recovery, social-emotional support, and other measures and strategies designed to keep students learning and engaged in the instructional program.

COVID-19 Safety Plan

The Superintendent or designee shall establish, implement, and maintain a COVID-19 safety plan that complies with any mandatory public health guidance of the California Department of Public Health (CDPH), the COVID-19 prevention program ("CPP") consistent with the regulations of the California Division of Occupational Safety and Health, any orders of state or local health authorities, and any other applicable law and/or health order(s). The Superintendent or designee shall ensure, at a minimum, that the COVID-19 safety plan complies with all mandatory guidance and gives priority to recommended practices that are identified as being particularly effective at COVID-19 mitigation. The Superintendent or designee shall regularly review public health guidance to ensure that the district's COVID-19 mitigation strategies are current with public health mandates or recommendations.

The district's COVID-19 safety plan shall be posted on the district's web site.

Reporting to the Public Health Department

Upon learning that a school employee or student who has tested positive for COVID-19 was present on campus while infectious, the Superintendent or designee shall immediately, and in no case later than 24 hours after learning of the positive case, notify the local health officer or the local health officer's representative about the positive case. The notification shall be made even if the individual who tested positive has not provided prior consent to the disclosure of personally identifiable information and shall include all of the following information, if known: (Education Code 32090)

1. Identifying information of the individual who tested positive, including full name, address, telephone number, and date of birth
2. The date of the positive test, the school(s) at which the individual was present, and the date the individual was last onsite at the school(s)
3. The name, address, and telephone number of the person making the report

If a school has two or more outbreaks of COVID-19 and is subject to a safety review by CDPH pursuant to Education Code 32090, the Superintendent or designee shall cooperate fully with the review.

Statewide Instructional Mode Survey

On or before the second and fourth Monday of each month, the Superintendent or designee shall submit to the California Collaborative for Educational (CCEE) information required under Education Code 32091, in accordance with the form and procedures determined by CCEE.

Stakeholder Engagement and Community Relations

The district shall solicit input from stakeholders on how to best support students following the learning disruptions of the pandemic through appropriate methods, which may include surveys, community and family meetings, and other methods identified by the Superintendent or designee.

The Superintendent or designee shall collaborate with local health authorities to ensure that parents/guardians are provided with the information needed to ensure that public health guidance is observed in the home as well as in school, such as information about isolation and quarantine requirements, face mask requirements, symptom checks prior to school attendance, and who to contact when students have symptoms and/or were exposed.

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding community transmission levels, district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for COVID-19 mitigation strategies. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

Learning Recovery and Social-Emotional Support

The Superintendent or designee shall develop a plan for assessing students' current academic levels early in the school year to ensure that each student is provided with appropriate opportunities for learning recovery based on need. The plan may include:

1. Use of interim or diagnostic assessments
2. Review of available data from assessments within the California Assessment of Student Performance and Progress
3. Review of attendance data from the 2020-2021 school year
4. Review of prior year grades
5. Discussion of student needs and strengths with parents/guardians and former teachers

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5141.5 - Mental Health)

(cf. 5141.52 - Suicide Prevention)

(cf. 5147 - Dropout Prevention)

(cf. 6120 - Response to Instruction and Intervention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6159 - Individualized Education Program)

(cf. 6164.5 - Student Success Teams)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

(cf. 6184 - Continuation Education)

The Superintendent or designee shall develop and implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social emotional well-being, and to the maximum extent permissible meals and snacks, to eligible students. (Education Code 43522)

Supplemental Instruction and Support

The district shall provide students with evidence-based supports and interventions in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports through a program of engaging learning experiences in a positive school climate. (Education Code 43522)

Targeted and intensive supports may include: (Education Code 43522)

1. Extending instructional learning time based on student learning needs including through summer school or intersessional instructional programs

2. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff
3. Learning recovery programs and materials designed to accelerate student academic proficiency, English language proficiency, or both
4. Integrated student supports to address other barriers to learning, such as:
 - a. The provision of health, counseling, or mental health services
 - b. Access to school meal programs
 - c. Access to before and after school programs
 - d. Programs to address student trauma and social-emotional learning
 - e. Referrals for support for family or student needs
5. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports
6. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
7. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning
8. Other interventions identified by the Superintendent or designee

(cf. 6164.2 - Guidance/Counseling Services)

To ensure schoolwide implementation of the district's tiered framework of supports, the Superintendent or designee shall plan staff development that includes: (Education Code 43522)

1. Accelerated learning strategies and effective techniques for closing learning gaps, including training in facilitating quality learning opportunities for all students
2. Strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs

Reengagement for Chronically Absent Students

The Superintendent or designee shall implement strategies for identifying, locating, and reengaging students who were chronically absent or disengaged during the 2020-21 school year, including students who were kindergarten-age but who did not enroll in kindergarten. Strategies for reengaging students may include:

1. Personal outreach to families, including by staff who are known to families

2. Door-to-door campaigns
3. The use of social media to spread awareness about the implementation of COVID-19 mitigation strategies
4. Welcoming and supporting students who experienced chronic absenteeism due to the COVID-19 pandemic or who are returning to school after a long absence

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or is subject to a quarantine order to stay home in accordance with state and local health orders.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.11 - Attendance Supervision)

The Superintendent or designee shall ensure continuity of instruction for students who may be under a quarantine order to stay home, by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff except as allowed by law. (Education Code 49450)

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

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on their medical condition or COVID status, exposure, or high-risk status.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)

Legal Reference:

EDUCATION CODE

32090-32095 *COVID-19 reporting and public health requirements*
43520-43525 *In-person instruction and expanded learning opportunities grants*
44978 *Sick leave for certificated employees*
45191 *Leave of absence for illness and injury, classified employees*
48205 *Excused absences*
48213 *Prior parent notification of exclusion; exemption*
48240 *Supervisors of attendance*
49451 *Exemption from physical exam; exclusion from attendance*

GOVERNMENT CODE

11135 *Nondiscrimination in programs or activities funded by state*
54950-54963 *The Brown Act*
12945.1-12945.2 *California Family Rights Act*

HEALTH AND SAFETY CODE

120175-120255 *Functions and duties of local health officers*
120230 *Exclusion from attendance*
120275 *Violations of quarantine order*
131080 *Advice to and control of local health authorities*

CODE OF REGULATIONS, TITLE 2

11087-11098 *California Family Rights Act*

CODE OF REGULATIONS, TITLE 5

202 *Exclusion from attendance*
306 *Explanation of absence*
420-421 *Record of verification of absence due to illness and other causes*

CODE OF REGULATIONS, TITLE 8

3205 *COVID-19 prevention*

Management Resources:

CSBA PUBLICATIONS

Sample School Board Resolution on Grading During Emergency School Closures
The Resource Guide: Turning Crisis into Opportunity, Delegate Assembly Report, May 2021
Understanding and Addressing Disruptions to Learning During the COVID-19 Pandemic, May 2021

CALIFORNIA COLLABORATION FOR EDUCATIONAL EXCELLENCE PUBLICATIONS

Statewide Instructional Mode Survey Frequently Asked Questions (FAQs), September 14, 2021

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Return to In-Person Instruction and Continuity of Services Plan Template

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year, September 1, 2021

Requirement for Universal Masking Indoors at K-12 Schools, August 23, 2021

State Public Health Officer Order of August 11, 2021

State Public Health Officer Order of June 11, 2021

Management Resources: (see next page)

COVID-19 MITIGATION PLAN (continued)

Management Resources continued:

CALIFORNIA DIVISION OF OCCUPATIONAL SAFETY AND HEALTH PUBLICATIONS

COVID-19 Prevention Emergency Temporary Standards - Fact Sheets, Model Written Program and Other Resources

CALIFORNIANS TOGETHER PUBLICATIONS

Teaching and Learning During Uncertain Times: A Review of Learning Continuity Plans

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Guidance for COVID-19 Prevention in K-12 Schools, August 5, 2021

INSTITUTE OF EDUCATION SCIENCES PUBLICATIONS

Addressing Trauma in Educational Settings, Module 1: Impacts and Symptoms of Trauma and Relevant Strategies to Support Students, Webinar, November 2020

NATIONAL CENTER FOR LEARNING DISABILITIES PUBLICATIONS

Promising Practices to Accelerate Learning for Students with Disabilities During COVID-19 and Beyond

NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION PUBLICATIONS

Coronavirus Communications Crisis for Public Schools guide

OFFICE OF MANAGEMENT AND BUDGET PUBLICATIONS

Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by the Novel Coronavirus (COVID-19) Due to Loss of Operations, Memorandum M-20-17, March 19, 2020

Evidence-Based Practices for Assessing Students' Social and Emotional Well-Being, February 2021

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Confronting COVID-19-Related Harassment in Schools, August 2021

ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools, August 2021

ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs, August 2021

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families, July 2021

WEB SITES

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

California Collaborative for Educational Excellence: <https://ccee-ca.org>

California Department of Education: <http://www.cde.ca.gov>

California Department of Public Health: <https://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <https://www.cdc.gov/coronavirus/2019-ncov>

California Division of Occupational Safety and Health: <https://www.dir.ca.gov/dosh>

California Interscholastic Federation: <https://cifstate.org/covid-19/index>

Office of the Governor: <https://www.gov.ca.gov>

Office of Management and Budget: <https://www.whitehouse.gov/omb>

State of California Safe Schools for All Hub: <https://schools.covid19.ca.gov>

U.S. Department of Labor: <https://www.dol.gov>

World Health Organization: <https://www.who.int>

Policy
adopted:
Business and Noninstructional Operations

CSBA POLICY MANUAL UPDATE
September 2021
BP 3516.5(a)

EMERGENCY SCHEDULES

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5142 - Safety)
(cf. 6112 - School Day)

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

(cf. 3580 - District Records)
(cf. 6111 - School Calendar)

For school closures due to emergency events occurring after September 1, 2021, the Superintendent or designee shall develop a plan for offering independent study within 10 days of school closure to any student impacted by the emergency condition. The plan shall also address the establishment, within a reasonable time, of independent study master agreements as specified in BP 6158 - Independent Study. The plan shall require reopening in person as soon as possible once allowable under the direction from the city or county health officer. The Superintendent or designee shall certify that the district has a plan for independent study in the affidavit submitted to the SPI pursuant to Education Code 46392. (Education Code 46393)

(cf. 6158 - Independent Study)

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 3542 - School Bus Drivers)
(cf. 3543 - Transportation Safety and Emergencies)

EMERGENCY SCHEDULES (continued)

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely notice in advance of any resulting changes in the school calendar or school day schedule.

Legal Reference:

EDUCATION CODE

41420 *Required length of school term*

41422 *Schools not maintained for 175 days*

46010 *Total days of attendance*

46100- 46208 *Attendance; maximum credit; minimum day*

46390 *Calculation of ADA in emergency*

46391 *Lost or destroyed ADA records*

46392 *Decreased attendance in emergency situation*

46393 *Certification of plan for independent study*

VEHICLE CODE

34501.6 *School buses; reduced visibility*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

90-01 *Average Daily Attendance Credit During Periods of Emergency, February 10, 2005*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Frequently Asked Questions - Form J-13A

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

STAFF DEVELOPMENT

The Governing Board believes that, in order to maximize student learning, achievement, and well-being, certificated staff members must be continuously learning and improving relevant skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, become informed about changes in pedagogy and subject matter, and strengthen practices related to social-emotional development and learning.

(cf. 6111 - School Calendar)

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4131.1 - Teacher Support and Guidance)

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

(cf. 4115 - Evaluation/Supervision)

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

(cf. 3100 - Budget)

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the

Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

200 Educational equity

218 Lesbian, gay, bisexual, transgender, queer, and questioning student resources

220 Prohibition of discrimination

44032 Travel expense payment

44259.5 Standards for teacher preparation

44277 Professional growth programs for individual teachers

44300 Emergency permits

44325-44328 District interns

44450-44468 University internship program

44830.3 District interns 45028 Salary schedule and exceptions

48980 Notification of parents/guardians; schedule of minimum days

51745-51749.6 Independent study

52060-52077 Local control and accountability plan

56240-56245 Staff development; service to persons with disabilities

99200-99204 Subject matter projects

GOVERNMENT CODE

3543.2 Scope of representation of employee organization

11135 Discrimination

PENAL CODE

422.55 Hate crime

CODE OF REGULATIONS, TITLE 5

13025-13044 Professional development and program improvement

80021 Short-term staff permit

80021.1 Provisional internship permit

80023-80026.6 Emergency permits

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

6601-6692 Preparing, training, and recruiting high quality teachers and principals

UNITED STATES CODE TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

12101-12213 Americans with Disabilities Act

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Dec. No. 804, 14 PERC P21085

Management Resources:

CSBA PUBLICATIONS

Governing to the Core: Professional Development for Common Core, Governance Brief, May 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Digital Learning Integration and Standards Guidance, June 2021

Social and Emotional Learning in California, A Guide to Resources, October 2018

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Standards for the Teaching Profession (CSTP), 2009

WEB SITES

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

California Department of Education, Professional Learning: <http://www.cde.ca.gov/pd>

California Department of Education, Supporting LGBTQ+ Students:

<https://www.cde.ca.gov/pd/ee/supportlgbtq.asp>

California Subject Matter Project: <http://csmj.ucop.edu>

Collaborative for Academic, Social, and Emotional Learning: <https://casel.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Public Employment Relations Board: <https://perb.ca.gov>

Policy
adopted:

CSBA POLICY MANUAL UPDATE
September 2021

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)

(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

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

(cf. 5145.6 - Parental Notifications)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

(cf. 6162.51 - State Academic Achievement Tests)

Legal Reference: (see next page)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

Legal Reference:

EDUCATION CODE

44265.5 Professional preparation for teachers of impaired students

56000-56885 Special education programs, especially:

56043 Timelines affecting special education programs

56195.8 Adoption of policies

56300-56305 Identification of individuals with disabilities

56320-56330 Assessment

56333-56338 Eligibility criteria for specific learning disabilities

56340-56347 Instructional planning and individualized education program

56381 Reassessment of students

56425-56432 Early education for individuals with disabilities

56441.11 Eligibility criteria, children ages 3-5

56445 Transition to grade school; reassessment

56500-56509 Procedural safeguards

GOVERNMENT CODE

95000-95029.5 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3021-3029 Identification, referral and assessment

3030-3031 Eligibility criteria

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act, especially:

1412 State eligibility

1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.818 Individuals with Disabilities Education Act, especially:

300.301-300.306 Evaluations and reevaluations

300.323 When IEPs must be in effect

300.502 Independent educational evaluation

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

COURT DECISIONS

Timothy O. v. Paso Robles Unified School District (9th Cir. 2016) 822 F.3d 1105

M.M. v. Lafayette School District (9th Cir. 2014) 767 F.3d 842

Compton Unified School District v. Addison, (9th Cir. 2010) 598 F.3d 1181

N.B. and C.B. v. Hellgate Elementary School District (9th Cir. 2008) 541 F.3d 1202

Hood v. Encinitas Union School District (2007) 486 F.3d 1099

Management Resources: (see next page)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Practitioners' Guide for Educating English Learners with Disabilities, 2019

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families, July 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

Referrals for Special Education Services

The Superintendent or designee shall ensure that the district's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

(cf. 6120 - Response to Instruction and Intervention)
(cf. 6164.5 - Student Success Teams)

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff for an initial evaluation shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

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The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

(cf. 6159 - Individualized Education Program)

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code section 52164.1. (5 CCR 3022)

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.502, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8.

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3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

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(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.41 - Children with Disabilities Enrolled by their Parents in Private School)

Parent/Guardian Consent for Evaluations

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

Informed parental consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time
4. Understands that if the parent/guardian revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)

The district shall maintain a record of its attempts to obtain consent, which may include:

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received

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3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, the district shall make reasonable efforts to obtain the informed consent from the parent of the student for an initial evaluation to determine whether the student is a student with a disability. The district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with state law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or reevaluation, or before administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

Conduct of the Evaluation

Within 60 calendar days of receiving parental consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a determination whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student

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schooldays reconvene and a meeting to develop an IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56043, 56344; 34 CFR 300.301, 300.323)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56320, 56322)

In addition, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Education Code 56321; 20 USC 1414; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

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The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist
5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

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As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

Evaluation Report

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning

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5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability as defined in 5 CCR 3030 and 34 CFR 300.8 and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

Independent Educational Evaluation

An *independent educational evaluation* is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

Public expense means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

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The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, including the location of the evaluation and the qualifications of the examiner, that the district uses for a district-initiated evaluation. (34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless the district demonstrates at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (Education Code 56329; 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (Education Code 56329; 34 CFR 300.502)

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian

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and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade, as the case may be, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs. (Education Code 56445)

(cf. 5148.3 - Preschool/Early Childhood Education)