

# Tipton Elementary School District

## AGENDA

### SPECIAL BOARD MEETING

Tuesday, January 30, 2024

6:00 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. **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. Presentations are limited to 3 minutes per person and 15 minutes per topic.

2.1 Community Relations/Citizen Comments

2.2 Correspondence

School Board Appreciation Dinner

3. **ADMINISTRATIVE: Action items:**

3.1 School Accountability Report Card 2022-2023

3.2 Sub Contractor Change to Kaweah Electric LLC, Porterville, CA

3.3 Consider/Approve Purchase of a 2009 Thomas Built Bus

4. **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.**

4.1 Education Code sections 35146, 48918, 48900 et seq., 48912(b) and 49060 et seq., and 20 U.S.C. section 1232g

Student Discipline Matter or Other Confidential Student Matters

5. **Reconvene to Open Session**

6. **Report out from Closed Session**

7. **ADJOURNMENT:**

**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: January 29, 2024**

# **Distrito escolar primario de Tipton**

## **AGENDA**

### **REUNIÓN ESPECIAL DE LA JUNTA**

**Martes, 30 de enero de 2024.**

**6:00 p. m. Sala de juntas del distrito**

#### **1. LLAME PARA ORDENAR - SALUDO A LA BANDERA**

De conformidad con la Ley de Estadounidenses con Discapacidades y la Ley Brown, si necesita asistencia especial para participar en la reunión, incluido el recibo de la agenda y los documentos en el paquete de la agenda en un formato alternativo, comuníquese con la oficina del Distrito Escolar Primario Tipton al (559) 752-4213. La notificación 48 horas antes de la reunión permitirá al distrito hacer arreglos razonables para garantizar la accesibilidad a esta reunión (28CFR35.102-35, 104 ADA Título II) y permitirá la preparación de documentos en un formato alternativo apropiado.

#### **2. COMENTARIOS DEL PÚBLICO:**

Para garantizar que los miembros del público tengan una oportunidad significativa de dirigirse a la junta sobre los puntos de la agenda que están dentro de la jurisdicción de la Junta, los puntos de la agenda pueden abordarse ya sea en la parte de la agenda que contiene comentarios del público o en el momento en que se aborda el asunto. asumida por la Junta. Las presentaciones están limitadas a 3 minutos por persona y 15 minutos por tema.

**2.1** Relaciones comunitarias/comentarios de los ciudadanos

**2.2** Correspondencia

Cena de agradecimiento a la junta escolar

#### **3. ADMINISTRATIVO: Elementos de acción:**

**3.1** Informe de Responsabilidad Escolar 2022-2023

**3.2** Cambio de subcontratista a Kaweah Electric LLC, Porterville, CA

**3.3** Considerar/aprobar la compra de un autobús construido por Thomas del año 2009

**4. Suspender la sesión a puerta cerrada:** La Junta considerará y podrá actuar sobre cualquiera de los siguientes puntos en sesión a puerta cerrada. Cualquier acción tomada será reportada. públicamente al final de la sesión cerrada como lo exige la ley.

**4.1** Código de Educación, secciones 35146, 48918, 48900 et seq., 48912(b) y 49060 et seq., y 20 U.S.C. sección 1232g

Asuntos de disciplina estudiantil u otros asuntos estudiantiles confidenciales

**5. Volver a reunirse para la sesión abierta**

**6. Informe de la sesión cerrada**

**7. APLAZAMIENTO:**

**Aviso:** Si se distribuyen documentos a los miembros de la junta sobre un tema de la agenda dentro de las 72 horas posteriores a una reunión regular de la junta, al mismo tiempo los documentos estarán disponibles para inspección pública en la oficina del distrito ubicada en 370 N. Evans Road, Tipton CA. 93272, teléfono 752-4213.

**Agenda publicada: 29 de enero de 2024**

**2. PUBLIC INPUT:**

- 2.2 Correspondence  
School Board Appreciation Dinner



TULARE-KINGS SERVICE CENTER COUNCIL  
CTA / NEA

# School Board Appreciation Dinner

Thursday, February 8, 2024  
6:00 PM

Marriott at the Convention Center  
300 S Court Street, Visalia, CA 93291

Register Online Today  
[www.tksec.org](http://www.tksec.org)

Please complete your registration by  
February 1, 2024

Contact the UniServ office if you have any questions  
559-733-7706



**3. ADMINISTRATIVE: Action items:**

**3.1 School Accountability Report Card 2022-2023**

# Tipton Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## 2023-24 School Contact Information

<b>School Name</b>	Tipton Elementary School
<b>Street</b>	370 North Evans Rd
<b>City, State, Zip</b>	Tipton, CA 93272
<b>Phone Number</b>	(559) 752-4213
<b>Principal</b>	Dr. Cherie Solian
<b>Email Address</b>	csolian@tipton.k12.ca.us
<b>School Website</b>	<a href="https://tiptonschool.org">https://tiptonschool.org</a>
<b>County-District-School (CDS) Code</b>	54 72215 6054431

## 2023-24 District Contact Information

<b>District Name</b>	Tipton Elementary School District
<b>Phone Number</b>	(559) 752-4213
<b>Superintendent</b>	Stacey Bettencourt
<b>Email Address</b>	sbettencourt@tipton.k12.ca.us
<b>District Website</b>	<a href="https://tiptonschool.org">https://tiptonschool.org</a>

## 2023-24 School Description and Mission Statement

### Principal's Message

Tipton Elementary School District is the main hub of the community. The school is a safe, caring place for students. The grounds and buildings reflect the pride of ownership of both the students and staff. Technology has been an emphasis for several years. In all TK through 8th grade classrooms, we have implemented a 1 to 1 Chromebook initiative, 6 iPads in each K-1 classroom, an ESports lab, as well as a 3D printer. 6-8th grade students are given a hotspot and Chromebook for at-home use. Our teachers each have a laptop and printer set up in their classrooms.

Tipton Elementary School's staff has always been committed to providing each student with learning opportunities. Students are held to high expectations and the staff work toward providing an instructional program that is aligned to the California State Standards in English language arts and mathematics. Each teacher is fully credentialed and each possesses the training and certification to work with second-language students.

Tipton Elementary School's philosophy of education is to provide a continuation of essential learning. It is our ultimate goal to provide each student with basic facts and experiences. These will aid our youth in becoming self-sufficient individuals mentally, physically, socially, and morally so that they can meet the demands of a rapidly changing society. It is essential to instill in each student the importance of individual worth and to create a positive self-image through personal development in initiative, resourcefulness, and responsibility.

Students and staff have made steady progress this year in addressing the needs of students. The staff has continued to emphasize teaching the standards that will enable students to make adequate progress on the CAASPP assessment.

### Vision Statement

Tipton Elementary's vision is to provide quality instruction that integrates character development and academic achievement for all students.

### Mission Statement

At Tipton Elementary, we are developing a culture of high expectations, academic excellence, and self-efficacy. Character education is of vital importance to the process. We want our students to have the knowledge, skills, and morality to lead our

## 2023-24 School Description and Mission Statement

society into the future. It is our responsibility to guide them through this process.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	51
Grade 2	56
Grade 3	41
Grade 4	61
Grade 5	60
Grade 6	49
Grade 7	59
Grade 8	72
Total Enrollment	519

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
American Indian or Alaska Native	0.2%
Asian	1.3%
Black or African American	0.4%
Hispanic or Latino	93.6%
Two or More Races	0.2%
White	4.2%
English Learners	64.7%
Foster Youth	1%
Homeless	5%
Migrant	3.3%
Socioeconomically Disadvantaged	92.5%
Students with Disabilities	3.7%

## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.90	95.83	22.90	95.83	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.17	1.00	4.17	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	23.90	100.00	23.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.30	94.11	26.30	94.11	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.57	1.00	3.57	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	0.89	0.20	0.89	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	1.43	0.40	1.43	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	28.00	100.00	28.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.40
<b>Total Out-of-Field Teachers</b>	0.00	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Tipton Elementary School District has purchased Standards-aligned textbooks and instructional materials in the core curriculum areas of reading/language arts, math, science, history/ social science, health, and science laboratory equipment. The District can verify each student has access to his or her own copy of Standards-aligned textbooks and instructional materials for use in the classroom and at home.

<b>Year and month in which the data were collected</b>	09/2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt, Journeys CA Grade (TK-5) 2019 Adoption	Yes	0%
	McGraw Hill, Study Sync (Grade 6-8) 2019 Adoption		
<b>Mathematics</b>	GO Math! Houghton Mifflin Harcourt (K-8) Adopted 2014	Yes	0%
<b>Science</b>	Amplify Science Adopted 2021 Grades: K-8	Yes	0%
<b>History-Social Science</b>	Studies Weekly, California Studies Weekly Grade (K-5) 2019 Adoption	Yes	0%
	Discovery Education, Discovery Education Social Science Techbook (6-8) Adopted 2018		

## School Facility Conditions and Planned Improvements

Tipton Elementary School was originally built in 1874. The current school site was built in 1959. In November of 2014 the community of Tipton approved a general obligation bond for site modernization, health, safety, and energy efficiency improvements, modernization of outdated classrooms, restrooms, and school facilities, and construction of a multipurpose room for school and community use. Construction of the multipurpose room was completed in August of 2018.

The remainder of the 19.2-acre campus is well maintained. The school's athletic facilities include a track, soccer fields, and basketball courts that are open to the public after school hours. Every building on campus is alarmed for security after school hours.

Covert cameras are in place to film all movements during and after school hours. The only gate that remains open during the school day is the front gate, leading to the office.

The District takes pride in the cleanliness and adequacy of the school grounds, building, and restroom, including any maintenance needed to ensure quick and prompt repairs. The overall emphasis of the District is to maintain appropriate facilities for our students.

**Year and month of the most recent FIT report**

November 30, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Ceiling tiles need to be replaced in rooms 105, 304, 201, 602, 603, 604, 606, 607, 608, and the front office.

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Sink faucets in rooms 404 ,304, 204, 107, 106, and 110 need maintenance.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	36	41	36	41	47	46
<b>Mathematics</b> (grades 3-8 and 11)	22	23	22	23	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	348	344	98.85	1.15	40.99
<b>Female</b>	174	174	100.00	0.00	47.13
<b>Male</b>	174	170	97.70	2.30	34.71
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	323	319	98.76	1.24	42.01
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	18	18	100.00	0.00	22.22
<b>English Learners</b>	166	164	98.80	1.20	20.73
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	22	21	95.45	4.55	42.86
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	320	316	98.75	1.25	41.14
<b>Students Receiving Migrant Education Services</b>	14	13	92.86	7.14	30.77
<b>Students with Disabilities</b>	18	18	100.00	0.00	5.56

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	348	346	99.43	0.57	23.41
<b>Female</b>	174	174	100.00	0.00	20.69
<b>Male</b>	174	172	98.85	1.15	26.16
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	323	321	99.38	0.62	23.36
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	18	18	100.00	0.00	16.67
<b>English Learners</b>	166	166	100.00	0.00	14.46
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	22	22	100.00	0.00	31.82
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	320	318	99.38	0.62	22.64
<b>Students Receiving Migrant Education Services</b>	14	14	100.00	0.00	0.00
<b>Students with Disabilities</b>	18	18	100.00	0.00	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.36	17.29	16.36	17.29	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	133	100.00	0.00	17.29
Female	68	68	100.00	0.00	17.65
Male	65	65	100.00	0.00	16.92
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	123	123	100.00	0.00	18.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	53	53	100.00	0.00	7.55
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	126	100.00	0.00	17.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	100%	100%	100%	100%
Grade 7	97%	97%	97%	97%	97%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

All families are encouraged to become informed and actively involved. We invite everyone to attend and participate in our School Site Council, English Learner Advisory Committee, PSO, Back-to-School Night, Kindergarten Orientations, Open House, informational meetings, and student performances throughout the year. We encourage parents to volunteer in classrooms, the library, or chaperone field trips. Teachers also have parent nights discussing a wide variety of topics that will assist parents and their children. 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 of 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.

The Parent Staff Organization (PSO) operates during the school year to provide help and support for various programs at the school. The school Fall Festival is the main fundraiser for the PSO. Funds earned during the school year are used to help with class parties, field trips, and other co-curricular activities.

For more information on how to become involved at the school, please contact Principal Dr. Cherie Solian at (559) 752-4213.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	542	531	99	18.6
Female	268	262	49	18.7
Male	274	269	50	18.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	7	7	3	42.9
Black or African American	3	3	1	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	508	497	93	18.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	22	22	1	4.5
English Learners	351	346	65	18.8
Foster Youth	5	5	2	40.0
Homeless	42	35	9	25.7
Socioeconomically Disadvantaged	500	490	95	19.4
Students Receiving Migrant Education Services	21	21	1	4.8
Students with Disabilities	27	26	4	15.4

### C. Engagement

#### State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.53	5.72	0.00	3.53	5.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.18	0.00	0.00	0.18	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.72	0.18
Female	2.61	0
Male	8.76	0.36
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.12	0.2
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	18.18	0
English Learners	5.41	0.28
Foster Youth	0	0
Homeless	2.38	0
Socioeconomically Disadvantaged	5.8	0.2
Students Receiving Migrant Education Services	4.76	0
Students with Disabilities	11.11	0

## 2023-24 School Safety Plan

Our School Safety Plan was revised and updated in Fall of 2023 and will be taken to the Board for approval by February 2024. The team consists of the Superintendent, Principal, Resource Teacher, Instructional Coach, Supervisor of Maintenance, Operations Transportation, other staff members, and parents. The school also connects with local law enforcement and the local Fire Department to provide input and guidance on the school safety plan. The Safety Plan will provide explicit directions for every emergency situation that could occur on campus. Parents interested in obtaining a complete copy of the plan may request one from the Principal, Dr. Cherie Solian.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	18	3	8	
2	22		12	
3	18	12		
4	19	4	10	
5	22	4	10	
6	24		18	
Other	23		2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	1	
1	20	18		
2	15	15		
3	16	20		
4	19	18		
5	18	18		
6	14	26	6	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	17	18	0	0
2	19	15	0	0
3	14	15	0	0
4	20	12	6	0
5	20	18	0	0
6	13	27	0	0
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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



## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,262	2,239	13,023	81,469.76
District	N/A	N/A	13,023	\$81,470
Percent Difference - School Site and District	N/A	N/A	0.0	2.2
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	54.5	13.4

## Fiscal Year 2022-23 Types of Services Funded

- Provide highly qualified highly trained staff in all TK-8 classrooms with a teacher to pupil ratio of less than or equal to 24:1. Small class sizes allow our teachers to build quality relationships with our students and to develop a deeper understanding of their individual needs.
- Provide reading intervention support for students who are performing below grade level with the purpose of accelerating student learning and closing the achievement gap. Our intervention approach is data driven and employs flexible groupings based on student need. Our local data has demonstrated strong growth for our students who participate in this intervention.
- Provide our students with access to a variety of technology in order to develop 21st century knowledge and skills.
- Provide our students with access to computer based programs that will individualize instruction in order to accelerate their learning.
- Provide all students with access to rich reading material and other media for both instructional and recreational purposes with the goal of engaging students in powerful reading experiences.
- Provide Parent Liaison to assist families.
- Provide Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach.
- Provide access to enrichment programs and electives focused around Science, Technology, Engineering, Arts, and Mathematics. In order to create a collegial school culture of inclusivity the TESD has committed to improving school attendance, reducing suspensions and expulsions, as well as increasing parent participation and voice in local decision making. In order to achieve these goals we will provide the following direct services to our students and school community:
  - Provide a LVN to assist with student health issues and family outreach.
  - Provide school sponsored parent events, meetings, and workshops in order to increase participation in school decision making.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$55,221	\$48,481
<b>Mid-Range Teacher Salary</b>	\$74,948	\$73,129
<b>Highest Teacher Salary</b>	\$96,321	\$99,406
<b>Average Principal Salary (Elementary)</b>	\$113,899	\$117,381
<b>Average Principal Salary (Middle)</b>	\$0	\$128,158
<b>Average Principal Salary (High)</b>	\$0	
<b>Superintendent Salary</b>	\$137,025	\$138,991
<b>Percent of Budget for Teacher Salaries</b>	32.75%	29.34%
<b>Percent of Budget for Administrative Salaries</b>	5.1%	5.99%

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10

**3. ADMINISTRATIVE: Action items:**

**3.2 Sub Contractor Change to Kaweah Electric LLC, Porterville, CA**



**MICHAM INC**  
**ORAL E. MICHAM INC.**

CALIF. STATE LICENSE NO. 327785

(559) 564-5010 / FAX (559) 564-5012  
P.O. BOX 745 WOODLAKE, CA 93286



December 27, 2023

Mangini Associates, Inc.

4320 W. Mineral King Ave.

Visalia, Ca.93291

Project: New Tipton Elementary TK Classroom

Re: Sub-Contractor Change

Michael,

We are replacing the listed Electrical Sub-Contractor ASB Electric, Bakersfield Ca., License 906653, D.I.R 1000045988 due to ASB Electric refusing to enter into a contract on this project. We will be replacing ASB Electric with Kaweah Electric LLC, Porterville, Ca., License 941306, D.I.R 100004937

If you have any questions or need additional information, please do not hesitate to contact my office.

Regards,

Steve Tindle

Vice President, Oral E. Micham, inc.

CC: OEM File

Ken Fitzgerald Attorney

**3. ADMINISTRATIVE: Action items:**

**3.3** Consider/Approve Purchase of a 2009 Thomas Built Bus

**N&R Diesel Repair**  
**P.O. Box 983**  
**Tipton, CA 93272**

Date:	Jan 25, 2024		
Customer Name:	Tipton Elementary School		
Contact:	Fausto Martin	Cust. PO	
Street Address	370 N. Evans Rd	Phone:	559-804-7299
City:	Tipton	Email	fmartin@tipton.k12.c a.us
State:	CA		
Zip:	93272		

**Description of Vehicle**

Make,Model,Year	Thomas Built Bus C.	Registration:	Exempt
Vin#	!T7YU4E2591107354	Color	Yellow
Body Type	School Bus	Passengers:	65

**Price Includes:**

Sales Price	\$25,000
Total Due on Transaction	\$25,000

**Comments:**

**Includes 130 Point inspection**  
**Repairs and Fresh Oil Change**  
**Deliver to Tipton, CA**

**N&R Diesel Repair**  
**Tipton, CA. 93272**

**2009 Thomas Built Bus**

Unit Number:

VIN Number: 1T7YUE2591107354

YEAR: 2009

TYPE: TYPE D

MAKE: THOMAS

MODEL:M2009

BODY STYLE: TRANSIT SCHOOL BUS

PASSENGER CAPACITY: 65

ODOMETER READING: 88,000

TRANSMISSION: AUTOMATIC

ENGINE: ISC285

FUEL TYPE: DIESEL

CONDITION: USED

EXTERIOR COLOR: YELLOW

INTERIOR COLOR: BLUE

**VEHICLE OVERVIEW**

2009 Thomas Built Bus: School bus seats 65 passenger capacity. Built with a Cummins rear engine, automatic transmission, air brakes, and spring suspension. It is equipped with an electric door, heater system, audio system, and PA system.

For more information, to lease, or to purchase contact N&R Diesel repair.

**FEATURE & OPTIONS**

Air Brakes, Audio System, Electric, Entrance Door, Heater System, Spring Suspension, Seat Belt Equipped