

TIPTON ELEMENTARY SCHOOL DISTRICT REGULAR BOARD MEETING

AGENDA

Tuesday, February 6, 2024

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. 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 of First Period Interim Report 2023-2024

3. CONSENT CALENDAR: Action items:

3.1 Minutes of the Regular Board Meeting - January 2, 2024

3.2 Minutes of the Special Board Meeting – January 30, 2024

3.3 Conference, Field Trip, Fund Raiser and Facilities Requests

3.4 Agreement with TCOE for Special Services

3.5 Library Surplus

4. ADMINISTRATIVE: Action items:

4.1 Comprehensive School Safety Plan 2023-2024

(A copy of the plan will be available at the board meeting)

4.2 Setting the Date of the Budget and LCAP Public Hearing. The proposed date is June 4, 2024

4.3 Setting the Date of the Budget and LCAP Approval. The proposed date is June 11, 2024

4.4 2024 Delegate Assembly Ballot Subregion 12-A (Tulare County)

4.5 COVID-19 Safety Plan –*Updated*

4.6 2024-2025 School Calendar

4.7 Memorandum of Understanding by and Between California School Employees

Association and Its Tipton Chapter 765 and the Tipton Elementary School District

5. **FINANCE: Action items:**
 - 5.1 Vendor Payments

6. **INFORMATION: (Verbal Reports & Presentations)**
 - 6.1 MOT--FOOD SERVICE—PROJECTS
 - 6.2 2023-2024 LCAP Mid Year Review – Mrs. Bettencourt
 - 6.3 2023 Dashboard Data Overview and English Learner Update – Ms. Heinks

7. **ANY OTHER BUSINESS:**
 - 7.1 December Board Policy Updates

8. **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.**
 - 8.1 Education Code 35146
Student transfers, inter District etc.
 - 8.2 Government Code Section 54957
Public Employee Discipline/Dismissal/Release/Complaint

9. **RECONVENE TO OPEN SESSION**

10. **REPORT OUT FROM CLOSED SESSION**

11. **ADJOURNMENT**

The Board upon discussion and a vote of agreement, the Board 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: February 1, 2024

DISTRITO ESCOLAR PRIMARIA DE TIPTON

REUNIÓN ORDINARIA DE LA JUNTA

AGENDA

martes, 6 de febrero de 2024

7:00 pm. 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. asumido por la junta directiva. Las presentaciones en la junta están limitadas a 3 minutos por persona y 15 minutos por tema.

2.1 Relaciones comunitarias/comentarios de los ciudadanos

2.2 Informes por Unidades de Empleados CTA/CSEA

2.3 Correspondencia

Revisión del informe provisional del primer período 2023-2024

3. CALENDARIO DE CONSENTIMIENTO: Elementos de acción:

3.1 Acta de la Reunión Ordinaria de Directorio - 2 de enero de 2024

3.2 Acta de la Reunión Extraordinaria de la Junta – 30 de enero de 2024

3.3 Solicitudes de conferencias, excursiones, recaudación de fondos e instalaciones

3.4 Acuerdo con TCOE para Servicios Especiales

3.5 Excedente de biblioteca

4. ADMINISTRATIVO: Elementos de acción:

4.1 Plan Integral de Seguridad Escolar 2023-2024

(Una copia del plan estará disponible en la reunión de la junta)

4.2 Fijación de la Fecha de la Audiencia Pública de Presupuesto y LCAP. La fecha propuesta es junio. 4, 2024

4.3 Fijación de la Fecha de Aprobación del Presupuesto y LCAP. La fecha propuesta es el 11 de junio. 2024

4.4 Subregión 12-A de la boleta de la Asamblea de Delegados de 2024 (Condado de Tulare)

4.5 Plan de Seguridad COVID-19 –Actualizado

4.6 Calendario Escolar 2024-2025

4.7 Memorando de entendimiento por y entre empleados escolares de California

Asociación y su Capítulo 765 de Tipton y el Distrito Escolar Primario de Tipton

5. FINANZAS: Elementos de acción:

5.1 Pagos a proveedores

6. INFORMACIÓN: (Informes verbales y presentaciones)

6.1 MOT--SERVICIO DE ALIMENTOS-PROYECTOS

6.2 Revisión de mitad de año del LCAP 2023-2024 – Sra. Bettencourt

6.3 Descripción general de los datos del panel de 2023 y actualización para los estudiantes de inglés: Sra. Heinks

7. CUALQUIER OTRO NEGOCIO:

7.1 Actualizaciones de las políticas de la Junta de diciembre

8. CLAUSURA A SESIÓN CERRADA: La Junta considerará y podrá actuar sobre cualquiera de los siguientes puntos en sesión cerrada. Cualquier acción tomada se informará públicamente al final de la sesión a puerta cerrada como lo exige la ley.

8.1 Código de Educación 35146

Transferencias de estudiantes, entre distritos, etc.

8.2 Código de Gobierno Sección 54957

Disciplina/Despido/Liberación/Queja de Empleados Públicos

9. REUNIRSE A LA SESIÓN ABIERTA

10. INFORME FUERA DE LA SESIÓN CERRADA

11. APLAZAMIENTO

La Junta, tras una discusión y una votación de acuerdo, puede convertir cualquier punto en un punto de acción.

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: 1 de febrero de 2024

2. PUBLIC INPUT:

2.3 Correspondence

Review of First Period Interim Report 2023-2024

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

January 16, 2024

Stacey Bettencourt, Superintendent
Tipton School District
PO Box 787
Tipton, CA 93272

SUBJECT: REVIEW OF FIRST PERIOD INTERIM REPORT, 2023-24

Dear Stacey:

The county office has reviewed the 2023-24 First Period Interim Report of the Tipton School District, and will be able to certify to the California Department of Education that the district has submitted a positive report for the period ending October 31, 2023.

We find that these documents reflect a satisfactory fiscal position and indicate the district will be able to meet its financial obligations during this fiscal year and the two subsequent years as certified by your governing board. We thank you for the timely filing of your Interim Report with our office. The efforts of your staff in the preparation and submission of this report along with the supporting documentation is appreciated.

Please read our attached addendum for further comments and recommendations.

If you have any concerns or questions about this review, our comments or recommendations, please do not hesitate to call at 733-6474.

Sincerely,



Fernie Marroquin, Ed.D.
Assistant Superintendent, Business Services
Tulare County Office of Education

FM/sd
Encl.

cc: Iva Sousa, Board President
District Business Manager

BACKGROUND

Our review of the district's 2023-24 First Period Interim Report and the comments included are based on information the district had available at the time the Interim Report was prepared. On January 10th the Governor presented his budget proposal for the 2024-25 fiscal year which includes material revisions to the 2023-24 first interim budget assumptions. The Governor's budget for 2024-25 proposes to preserve investments made during unexpected rapid economic growth experienced during the global pandemic. However, due to the recent economic slowdown the State is facing an estimated budget gap of roughly \$38 billion. This budget deficit is addressed in the Governor's budget proposal by utilizing \$18.4 billion in total budgetary reserves, targeted budget reductions, budget shifts and funding delays with the goal of maintaining the majority of programs the Governor has put in place over the past few years.

Included in the Governor's proposal is a Local Control Funding Formula (LCFF) COLA adjustment of 0.76%. When combined with population growth adjustments, this will result in a state-wide decrease in funding of roughly \$1.4 billion. However, to maintain the level of current year LCFF funding and fund the COLA in 2024-25, the budget proposes withdrawing \$2.8 billion in 2023-24 and \$2.2 billion in 2024-25 from the Public School Stabilization Account. The Governor's estimated COLA would also be applied to other education programs funded outside of the LCFF including Special Education, Child Nutrition, State Preschool, Foster Youth, Mandated Block Grant, and the Adult in Correctional Facilities Program.

Outside of funding the COLA for LCFF, the Governor is committed to maintaining current levels of funding for cornerstone programs like the Expanded Learning Opportunities Program, Special Education Early Intervention Preschool Grant, Universal Meals Program, and the Home to School Transportation Reimbursement. The Prop 98 guarantee will also be "re-benched" in fiscal year 2024-25 to accommodate the expansion of Universal Transitional Kindergarten and implementation of the Arts and Music in School – Funding Guarantee and Accountability Act (Proposition 28). Although Proposition 98 funding is adjusted down by \$9.1 billion in 2022-23 and \$2.7 billion in 2023-24, the Governor expects State revenues to rebound from current levels which would result in an increase in funding for K-12 education in 2024-25.

Supplementing funding for schools is the significant amount of federal funding districts have received in the past couple of years to mitigate impacts caused by the COVID-19 pandemic. All COVID-19 related funding awarded to school districts is set to expire on or before September 30, 2024. It is critical that school districts thoughtfully plan for the remaining expenditure of these funds and plan for the elimination of this funding in fiscal year 2024-25 and beyond. It is likely that personnel and other operating costs are currently being funded with COVID-19 grant dollars - planning for the funding and/or adjustments of these costs in an environment without additional one-time funding is imperative.

Going forward we are faced with a higher risk of recession as the economy softens and the federal government responds to inflationary pressures. It is important to note that the Governor's 2024-25 budget proposal does not include a recession scenario and, although the Governor is not projecting any budget cuts to K-12 education at this time, conditions can change in between January and the May Revise. Recessionary pressures combined with risks unique to California including emergency preparedness costs due to wildfires, affordable housing woes, state-wide declining enrollment and the phasing out significant one-time federal funding point to the importance of planning ahead and practicing fiscal prudence.

LOCAL CONTINUITY AND ATTENANCE PLAN

It is important to note that the Local Control Accountability Plan (LCAP) document will resume as the main accountability document for K-12 education for the foreseeable future and there continues to be a growing emphasis on accountability measures. The 2021 Budget Act included language that requires districts to maintain supplemental

and concentration grant funds to increase and improve services to unduplicated pupils until the funds are fully spent. This provision effectively disallows supplemental and concentration dollars from being carried over in an unrestricted fashion from one year to the next. This provision will be especially challenging for those districts that continually fall short of meeting their minimum proportionality requirement.

In addition to the supplemental and concentration grant carryover provision, the 2021 Budget Act also increased the concentration grant percentage from 55% to 65%. The funding associated with this “add-on” must be used to increase the number of adults providing direct services to students. There has been a prompt added to the LCAP template whereby districts must describe how the additional concentration grant add-on funding will be used to increase the number of staff providing direct services at schools that have a high concentration of unduplicated students. This is an on-going accountability measure that will require tracking of how these concentration add-on funds are being spent.

Lastly, due to the passage of AB1808 in 2018 the LCAP template now incorporates a section titled “Budget Overview for Parents” which is intended to help stakeholders better understand funding decisions included in the LCAP. This bill takes an additional step towards increasing transparency over those additional supplemental and concentration dollars generated by unduplicated students. The Budgeted Overview for Parents is intended to help stakeholders better understand funding decisions included in the associated LCAP.

RETIREMENT COSTS

The Governmental Accounting Standards Board Statement No. 68 (GASB 68) reporting requirements took effect for the 2014-15 financial statements for State and local government employers. Districts now need to recognize their proportionate share of the net pension liability (NPL) for both CalSTRS and CalPERS retirees in their accrual based financial statements (Audit Reports).

The CalPERS Board adopted changes to the actuarial assumptions that became effective June 30, 2015. The changes result in a projected increase to the employer contribution rates for 2015-16 and for the following five years. The CalPERS Circular Letter 200-012-14 dated March 10, 2014 provided projected rates for 2014-15 through 2020-21 which were subsequently modified as shown below. Both the CalPERS and CalSTRS rates shown for 2019-20 and 2020-21 include the subsidy provided as part of the passage of AB84 on April 21, 2020 and rate offset included in the 2021 State Budget.

CalPERS Actual and Projected Rates					
2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual
18.062%	19.721%	20.70%	22.91%	25.37%	26.68%

Likewise, Assembly Bill 1469 increased the contribution rates that employers, employees and the state pay to support the State Teachers Retirement System. Employer rates will continued to increase until 2020-21. Thereafter, the STRS employer rate is set by the CalSTRS board.

CalSTRS Rates per Education Code Sections 22901.7 and 22950.5					
2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual
16.28%	17.10%	16.15%	16.92%	19.10%	19.10%

Districts should be cognizant about including the PERS and STRS rate increases projected in 2024-25 and 2025-26 as all rate offsets we’ve experienced in previously adopted State budgets have expired.

RESERVES

Reserve Caps – Our office continues to reinforce the need for reserves over the state minimum reserve requirements. Past experience has clearly demonstrated these minimum levels are not sufficient to protect educational programs from severe disruption in an economic downturn. The typical 3% reserve minimum represents less than two weeks of payroll for nearly all districts. Many LEAs have established reserve policies calling for higher than state minimum reserves, recognizing their duty to maintain fiscal solvency.

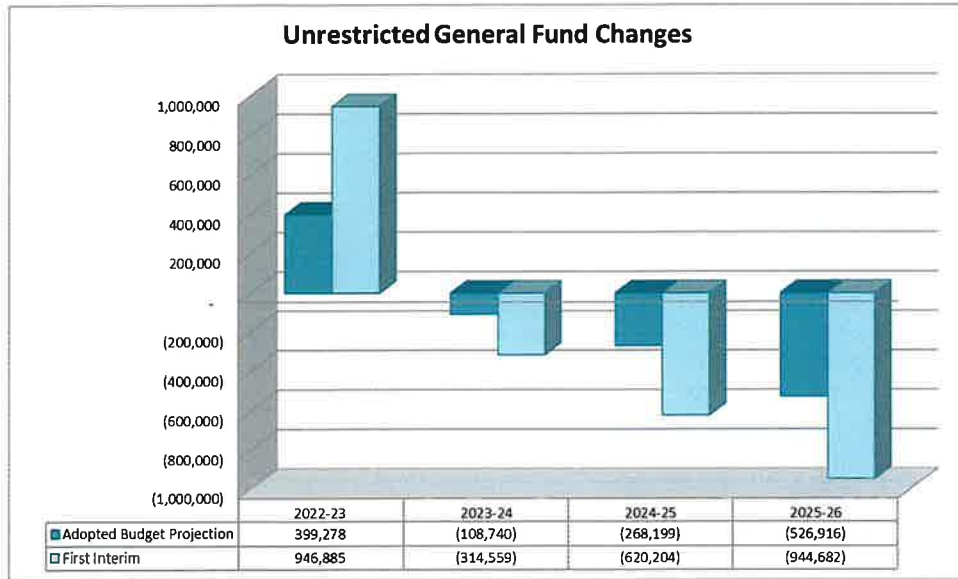
In October 2017 the Governor signed Senate Bill 751 which made significant changes to the previous Senate Bill 858 reserve cap requirements. These changes became effective January 1, 2018. The cap now allows for 10% of assigned or unassigned ending balances on a more limited number of district funds. It also exempts districts with fewer than 2,501 average daily attendance from the cap requirement.

The provisions of SB 751 are not imposed until the year after funds in the Public School System Stabilization Account (PSSSA) equals or exceeds 3% of Proposition 98 funding for school districts. The 2024-25 Governor's Budget proposal includes payments of \$339 million in 2022-23, \$288 million in 2023-24 and \$752 million in 2024-25 into PSSSA. These deposits are offset by a withdrawal of \$3 billion in 2023-24 and \$2.7 billion in 2024-25 for a net total of \$3.8 billion at the end of 2024-25. The 10% cap on school district reserves remains in place for the foreseeable future. It is recommended that districts impacted by the reserve cap take board action to commit funds for a specific purpose so they are not subject to the reserve cap.

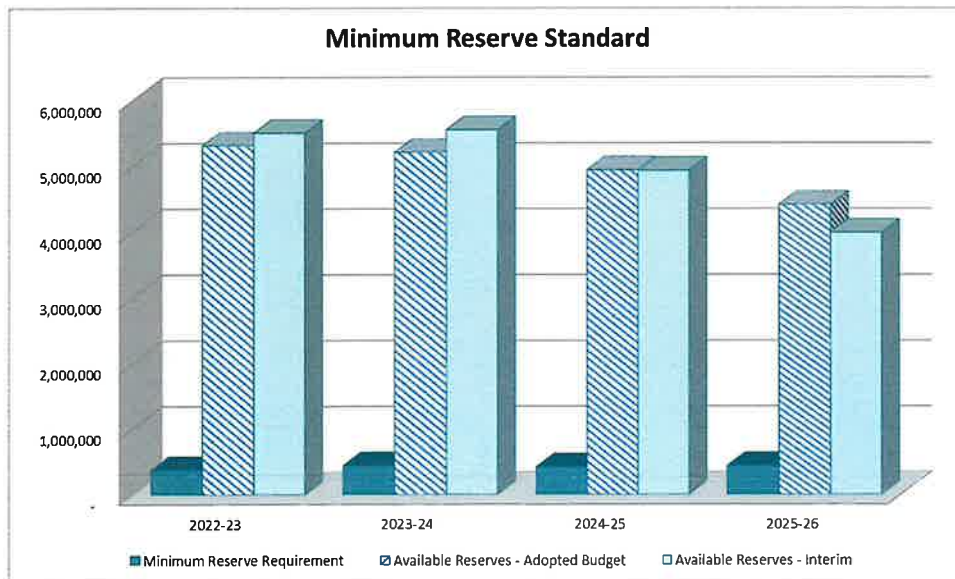
Full Accrual Financial Position - As audit reports have begun to recognize long-term pension obligations under GASB 68, districts find their annual audit report may reflect a negative unrestricted balance on their Statement of Net Position. Beginning with fiscal year 2017-18, district audit reports will also reflect the full impact of long-term commitments for Other Post-Employment Benefits (Retiree health plans) under GASB 75. This will further reduce a district's unrestricted net position. This will likely result in public concern over the fiscal management of the school district and higher costs associated with long-term financing. We encourage districts to review and understand their district's unrestricted net position upon receipt of the district's audited financial statements for 2022-23 in case questioned.

LOCAL CONTROL FUNDING FORMULA PROJECTIONS

The next page provides a comparison of the district's adopted budget and the current interim's anticipated change in the unrestricted general fund balance. The differences primarily represent an updated beginning balance for the year, changes in state LCFF estimates and changes in district provided ADA estimates.



The next graph presents the district’s 2023-24 First Interim reserve status compared with the original adopted budget and state minimum reserve requirement.



COMMENTS AND RECOMMENDATIONS

This section of our letter lists comments and recommendations we consider appropriate as a result of our review and current state budget projections.

- ✦ *The district is projecting current and future reserves that reflect a sound fiscal position. We commend the district for maintaining a secure financial position.*
- ✦ *There are no additional comments or recommendations.*

3. CONSENT CALENDAR: Action items:

3.1 Minutes of the Regular Board Meeting - January 2, 2024

Tipton Elementary School District

Minutes

REGULAR BOARD MEETING

Tuesday, January 2, 2024

7:00 p.m. District Board Room

1. CALL TO ORDER- FLAG SALUTE

*Board President, Iva Sousa called the meeting to order at 7:00 pm and led the flag salute. Board Members present: Iva Sousa, Shelley Heeger, John Cardoza and Greg Rice
Absent: Fernando Cunha. Guests: Cassandra Young.*

2. PUBLIC INPUT:

2.1 Community Relations/Citizen Comments

2.2 Reports by Employee Units CTA/CSEA

None

3. CONSENT CALENDAR: Action items:

3.1 Minutes of Regular Board Meeting for December 5, 2023

3.2 Conference, Field Trip, Fund Raiser and Facilities Requests

3.3 Library Surplus

Motion to approve the Consent Calendar was made by Greg Rice and second by John Cardoza.

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

Yea - Iva Sousa, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent – Shelley Heeger and Fernando Cunha

4. ADMINISTRATIVE: Action items:

4.1 Resolution #2023-2024-05 Approving and Authorizing the Sale of Unneeded Personal Property Pursuant to Education Code Section 17545

*Motion to approve Resolution #2023-2024-05 Approving and Authorizing the Sale of Unneeded Personal Property Pursuant to Education Code Section 17545 was made by John Cardoza and second by Greg Rice.
and second by.*

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 Discussion and Approve to Increase Salary Schedule for Business Manager

This item is the Board’s discussion and possible approval of an increase to the salary and benefits for the Business Manager, Cassandra Young. The Board conducted a compensation study and found that the salary for Business Managers at comparable districts is higher than what the District is currently paying the District Business Manager. Based on this, the Board is considering an increase of 1.962% to the salary schedule for the position.

The proposed salary schedule increase would result in the following material terms of employment:

- 1. Effective January 2, 2024, a salary schedule increase of 1.962% will be applied to each step of the Business Manager’s salary schedule. Effective July 1, 2023, the Business Managers annual base salary would be \$95,195.*
- 2. The Business Manager is entitled to receive the same health and welfare benefits as other classified employees. This includes District contributions of \$19,179 per year.*
- 3. The remaining portions of the Business Manager’s appointment remain the same.*

This concludes the summary of Business Manager, Cassandra Young’s compensation terms.

Is there a motion. Is there any discussion?

Motion to approve Increase Salary Schedule for Business Manager 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

4.3 Spring 2024 Baseball Clinic (ELOP)

No action taken.

5. FINANCE: Action items:

5.1 Vendor Payments

Motion to approve Vendor Payments was made by Greg Rice 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 Audit Report for Year Ended June 30, 2023

Motion to approve Audit Report for Year Ended June 30, 2023 was made by Greg Rice 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

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

6.1 MOT--FOOD SERVICE—PROJECTS

Mrs. Stacey Bettencourt shared with the Board the need to replace a few buses. Two new buses would be purchased if approved using ESSER III funds along with purchasing a used bus.

6.2 P-1 Attendance Report

Mrs. Cassandra Young shared the P-1 Attendance.

7. **Adjourn to Closed Session: 8:00 pm**

8. **Reconvene to Open Session 8:47 pm**

9. **Report out from Closed Session**

7.1 Education Code 35146 Student transfers, inter District etc.

No action

7.2 Government Code Section 54957

Public Employee Discipline/Dismissal/Release/Complaint

Motion to Ratify Employee # 6473074045, a Principal's Resignation effective January 2, 2024 and accepted by the Superintendent on December 6, 2023 was made by John Cardoza and second by Greg Rice .

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: 8:48 pm**

Minutes approved February 6, 2024

Iva Sousa, President

John Cardoza, Clerk

Stacey Bettencourt, Secretary

Distrito escolar primario de Tipton

Minutos

REUNIÓN ORDINARIA DE LA JUNTA

Martes, 2 de enero de 2024.

7:00 pm. Sala de juntas del distrito

1. LLAME PARA ORDENAR - SALUDO A LA BANDERA

La presidenta de la Junta Directiva, Iva Sousa, abrió la reunión a las 19:00 horas y encabezó la bandera. saludo. Miembros de la Junta presentes: Iva Sousa, Shelley Heeger, John Cardoza y Greg Rice Ausente: Fernando Cunha. Invitados: Cassandra Young.

2. COMENTARIOS DEL PÚBLICO:

2.1 Relaciones comunitarias/comentarios de los ciudadanos

2.2 Informes por Unidades de Empleados CTA/CSEA

Ninguno

3. CALENDARIO DE CONSENTIMIENTO: Elementos de acción:

3.1 Acta de Reunión Ordinaria de Directorio del 5 de diciembre de 2023

3.2 Solicitudes de conferencias, excursiones, recaudación de fondos e instalaciones

3.3 Excedente de biblioteca

Greg Rice hizo la moción para aprobar el Calendario de Consentimiento y la secundó John Cardoza.

Voto Sí 3/ No 0 / Abstención 0 / Ausente 2

Sí - Iva Sousa, John Cardoza y Greg Rice

No – 0

Abstenerse –0

Ausentes – Shelley Heeger y Fernando Cunha

4. ADMINISTRATIVO: Elementos de acción:

4.1 Resolución #2023-2024-05 Aprobando y Autorizando la Venta de Innecesarios

Propiedad personal de conformidad con la Sección 17545 del Código de Educación

Moción para aprobar la Resolución #2023-2024-05 Aprobando y Autorizando la Venta de

Los bienes personales innecesarios de conformidad con la Sección 17545 del Código de Educación fueron creados por John Cardoza y segundo por Greg Rice y segundo por.

Voto Sí 4/ No 0 / Abstención 0 / Ausente 1

Sí: Iva Sousa, Shelley Heeger, John Cardoza y Greg Rice

No – 0

Abstenerse –0

Ausente – Fernando Cunha

4.2 Discusión y aprobación del aumento de la escala salarial para el gerente comercial

Este punto es la discusión y posible aprobación de la Junta de un aumento de salario y beneficios para la Gerente de Negocios, Cassandra Young. La Junta realizó un estudio de compensación y encontró que el salario de los gerentes comerciales en distritos comparables es más alto que lo que el distrito le paga actualmente al gerente comercial del distrito. En base a esto, la Junta considera un aumento del 1,962% a la escala salarial del cargo.

El aumento del esquema salarial propuesto daría como resultado los siguientes términos materiales de empleo:

1. A partir del 2 de enero de 2024, se aplicará un aumento salarial del 1,962% a cada escalón del esquema salarial del Gerente Comercial. A partir del 1 de julio de 2023, el salario base anual de los gerentes comerciales sería de \$95,195.

2. El Gerente Comercial tiene derecho a recibir los mismos beneficios de salud y bienestar que los demás empleados clasificados. Esto incluye contribuciones del Distrito de \$19,179 por año.

3. Las partes restantes del nombramiento del Gerente Comercial siguen siendo las mismas.

Con esto concluye el resumen de los términos de compensación de la Gerente Comercial, Cassandra Young.

¿Hay algún movimiento? ¿Hay alguna discusión?

Shelley Heeger hizo la moción para aprobar el aumento del calendario salarial para el gerente comercial y la secundó John Cardoza.

Voto Sí 4/ No 0 / Abstención 0 / Ausente 1

Sí: Iva Sousa, Shelley Heeger, John Cardoza y Greg Rice

No – 0

Abstenerse –0

Ausente – Fernando Cunha

4.3 Clínica de béisbol de primavera de 2024 (ELOP)

Ninguna acción tomada.

5. FINANZAS: Elementos de acción:

5.1 Pagos a proveedores

La moción para aprobar los pagos a proveedores fue hecha por Greg Rice y la segunda por John Cardoza.

Voto Sí 4/ No 0 / Abstención 0 / Ausente 1

Sí: Iva Sousa, Shelley Heeger, John Cardoza y Greg Rice

No – 0

Abstenerse –0

Ausente – Fernando Cunha

5.2 Informe de auditoría correspondiente al año finalizado el 30 de junio de 2023

Greg Rice presentó la moción para aprobar el informe de auditoría para el año que finalizó el 30 de junio de 2023. y segundo por John Cardoza.

Voto Sí 4/ No 0 / Abstención 0 / Ausente 1

Sí: Iva Sousa, Shelley Heeger, John Cardoza y Greg Rice

No – 0

Abstenerse –0

Ausente – Fernando Cunha

6. INFORMACIÓN: (Informes verbales y presentaciones)

6.1 MOT--SERVICIO DE ALIMENTOS-PROYECTOS

La Sra. Stacey Bettencourt compartió con la Junta la necesidad de reemplazar algunos autobuses. dos nuevos Los autobuses se comprarían si se aprobaran con fondos de ESSER III junto con la compra de un autobús usado.

6.2 Informe de asistencia P-1

La Sra. Cassandra Young compartió la Asistencia P-1.

7. Clausura de la sesión cerrada: 8:00 pm

8. Volver a reunirse para abrir la sesión 8:47 pm

9. Informe de la sesión cerrada

7.1 Código de Educación 35146

Transferencias de estudiantes, entre distritos, etc.

Ninguna acción

7.2 Código de Gobierno Sección 54957

Disciplina/Despido/Liberación/Queja de Empleados Públicos

La moción para ratificar al empleado n.º 6473074045, la renuncia del director a partir del 2 de enero de 2024 y aceptada por el Superintendente el 6 de diciembre de 2023, fue presentada por John Cardoza y la segunda por Greg Rice.

Voto Sí 4/ No 0 / Abstención 0 / Ausente 1

Sí: Iva Sousa, Shelley Heeger, John Cardoza y Greg Rice

No – 0

Abstenerse –0

Ausente – Fernando Cunha

10. CLAUSURA: 8:48 pm

Acta aprobada el 6 de febrero de 2024

Iva Sousa, Presidenta

John Cardoza, Secretario

Stacey Bettencourt, Secretaria

3. CONSENT CALENDAR: Action items:

3.2 Minutes of the Special Board Meeting – January 30, 2024

Tipton Elementary School District

MINUTES

SPECIAL BOARD MEETING

Tuesday, January 30, 2024

6:00 p.m. District Board Room

1. CALL TO ORDER- FLAG SALUTE

Board President, Iva Sousa called the meeting to order at 6:06 pm and led the flag salute. Board Members present: Iva Sousa, Fernando Cunha and Greg Rice. Absent Shelley Heeger and John Cardoza.

2. PUBLIC INPUT:

2.1 Community Relations/Citizen Comments

2.2 Correspondence

School Board Appreciation Dinner

Mrs. Stacey Bettencourt invited the Board to the School Board Appreciation Dinner.

3. ADMINISTRATIVE: Action items:

3.1 School Accountability Report Card 2022-2023

Motion to approve the School Accountability Report card for 2022-2023 was made by Greg Rice and second by Fernando Cunha.

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

Yea - Iva Sousa, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – Shelley Heeger and John Cardoza

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

Motion to approve Sub Contractor Change to Kaweah Electric LLC. Porterville, CA was made by Greg Rice and second by Fernando Cunha.

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

Yea - Iva Sousa, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – Shelley Heeger and John Cardoza

3.3 Consider/Approve Purchase of a 2009 Thomas Built Bus

Motion to approve Purchase of a 2009 Thomas Built Bus was made by Greg Rice and second by Fernando Cunha.

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

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

4. Adjourn to Closed Session: 6:09 pm

5. Reconvene to Open Session 6:12 pm

6. Report out from Closed Session

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

Mrs. Sousa shared Education Code 48918 requires Board action regarding student expulsions be made in open session and thus the Board will make a motion and take a vote on the stipulated expulsion agreement discussed in closed session.

Motion to approve Stipulated Expulsion Agreement for Student 2023202401 was made by Greg Rice and second by Fernando Cunha.

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

Yea - Iva Sousa, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – Shelley Heeger and John Cardoza

7. ADJOURNMENT: 6.13 pm

Minutes approved February 6, 2024

Iva Sousa, President

John Cardoza, Clerk

Stacey Bettencourt, Secretary

Distrito escolar primario de Tipton

MINUTOS

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

La presidenta de la Junta Directiva, Iva Sousa, abrió la reunión a las 6:06 pm y encabezó la bandera.

saludo. Consejeros presentes: Iva Sousa, Fernando Cunha y Greg Rice. Ausentes Shelley Heeger y John Cardoza.

2. COMENTARIOS DEL PÚBLICO:

2.1 Relaciones comunitarias/comentarios de los ciudadanos

2.2 Correspondencia

Cena de agradecimiento a la junta escolar

La Sra. Stacey Bettencourt invitó a la Junta a la Cena de Agradecimiento a la Junta Escolar.

3. ADMINISTRATIVO: Elementos de acción:

3.1 Informe de Responsabilidad Escolar 2022-2023

Greg Rice presentó la moción para aprobar el Informe de Responsabilidad Escolar para 2022-2023 y la secundó Fernando Cunha.

Voto Sí 3/ No 0 / Abstención 0 / Ausente 2

Sí - Iva Sousa, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausentes – Shelley Heeger y John Cardoza

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

Moción para aprobar el cambio de subcontratista a Kaweah Electric LLC. Porterville, CA fue hecho por Greg Rice y segundo por Fernando Cunha.

Voto Sí 3/ No 0 / Abstención 0 / Ausente 2

Sí - Iva Sousa, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausentes – Shelley Heeger y John Cardoza

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

La moción para aprobar la compra de un autobús construido por Thomas del año 2009 fue presentada por Greg Rice y la segunda por Fernando Cunha.

Voto Sí 3/ No 0 / Abstención 0 / Ausente 2

Sí - Iva Sousa, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausentes – Shelley Heeger y John Cardoza

4. Clausura de la sesión cerrada: 6:09 pm

5. Volver a reunirse para la sesión abierta a las 6:12 p.m.

6. Informe de la sesión cerrada

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

La Sra. Sousa compartió que el Código de Educación 48918 requiere que la acción de la Junta con respecto a las expulsiones de estudiantes se realice en una sesión abierta y, por lo tanto, la Junta hará una moción y votará sobre el acuerdo de expulsión estipulado discutido en una sesión cerrada.

La moción para aprobar el Acuerdo de Expulsión Estipulada para el estudiante 2023202401 fue presentada por Greg Rice y la segunda por Fernando Cunha.

Voto Sí 3/ No 0 / Abstención 0 / Ausente 2

Sí - Iva Sousa, Fernando Cunha y Greg Rice

No – 0

Abstenerse –0

Ausentes – Shelley Heeger y John Cardoza

7. CLAUSURA: 18.13 horas

Acta aprobada el 6 de febrero de 2024

Iva Sousa, Presidenta

John Cardoza, Secretario

Stacey Bettencourt, Secretaria

3. CONSENT CALENDAR: Action items:

3.3 Conference, Field Trip, Fund Raiser and Facilities Requests

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Nicole Gaston-Fowler GRADE 5th

CLASSES ATTENDING Ramirez, Gilbert, Valencia

DATE OF TRIP 3/14 NUMBER OF PUPILS 62 ADULTS 4

DESTINATION Scicon

BUS TO LEAVE SCHOOL AT 8:25 RETURN AT 2:30

BUS ROUTING AND STOPS

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: Releasing of trout - educational activities re: trout habitat

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$ 450⁰⁰

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES NO _____ HOW MANY 62

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES 4 NO _____ HOW MANY 4

SIGNATURE OF TEACHER IN CHARGE [Signature]

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT [Signature]

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Lampe GRADE 6-8

CLASSES ATTENDING Drama Class

DATE OF TRIP 2/15/24 NUMBER OF PUPILS 20 ADULTS 2

DESTINATION Encore Theatre

BUS TO LEAVE SCHOOL AT 5:45 pm RETURN AT 9:30-10 pm

BUS ROUTING AND STOPS

Leave school and go to Encore then back

USE THE BACK OF THIS PAPER IF ROUTNING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: Students will be able to see a performance like the one they will do.

OTHER INFORMATION/STAFF CHAPARONE REQUEST: The students will eat dinner at the theatre.

COST \$ 220.00 approx

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

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

SIGNATURE OF TEACHER IN CHARGE [Signature]

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT [Signature]

Tipton Elementary School District

Name of Club: ASES After School Program

Request for Fundraiser Approval and Revenue Projection

School Year: 2023-2024

Date form submitted: 01/22/2024 Submitted by: Mrs. Jenny

PROPOSED ACTIVITY:

Name of activity or type of fundraiser: Valentine's gram sale

Location of activity: old cafeteria

Facilities needed: old cafeteria outdoor space

Items to be sold: snack size Takis / lollipops

Date of activity: Feb 1-9th

Time of activity: From 2:50 a.m./p.m. To: 3:30 a.m./p.m.

Item/Ticket selling price: \$ Takis = \$2.00 lollipops = 50¢

Cash Box required? Yes No

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

ASB purchase order required? Yes No

How much income is anticipated? \$ 350.00 how much expense is anticipated? \$ 1.50

How will profit be used? we will purchase food & prizes for student GPA parties

Fundraiser Contact Person: Mrs. Jenny

Phone Number: (559) 804-6636

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: _____

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Mrs. Jenny GRADE K-8th

CLASSES ATTENDING ASES Students

DATE OF TRIP 02/03/2024 NUMBER OF PUPILS 100 ADULTS 11

DESTINATION John's Incredible Pizza

BUS TO LEAVE SCHOOL AT 9:30 AM RETURN AT 4:00 PM

BUS ROUTING AND STOPS

Pick up students and drop off behind MPR

USE THE BACK OF THIS PAPER IF ROUTNING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: _____

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$ 3,414.43

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES _____ NO HOW MANY 100 **only Breakfast and snack*

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

SIGNATURE OF TEACHER IN CHARGE 

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT 

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) MR. Jenny GRADE K-8th

CLASSES ATTENDING ASES Students

DATE OF TRIP 02/24/2024 NUMBER OF PUPILS 100 ADULTS 11

DESTINATION Leemore Bowling Place

BUS TO LEAVE SCHOOL AT 9:00 AM RETURN AT 2:00 PM

BUS ROUTING AND STOPS

Bus to pick up students and drop off
Behind MPR

USE THE BACK OF THIS PAPER IF ROUTNING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: _____

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$ 2,800.75

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES _____ NO HOW MANY 100 ^{Breakfast +} _{and snack}

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

SIGNATURE OF TEACHER IN CHARGE Jenny

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT [Signature]

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Nuckols, Monhedi, Burrill GRADE 8th

CLASSES ATTENDING All 8th Graders

DATE OF TRIP 1/22/24 NUMBER OF PUPILS 60 ADULTS 3

DESTINATION Tulare Unified HS Farm

BUS TO LEAVE SCHOOL AT 11:30 RETURN AT 2:45

BUS ROUTING AND STOPS

USE THE BACK OF THIS PAPER IF ROUTNING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: _____

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

Lunch will be provided.

COST \$ 0

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

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

SIGNATURE OF TEACHER IN CHARGE Michelle Nuckols

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT [Signature]

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Manfredi/Marroquin GRADE 8/7

CLASSES ATTENDING 20 students from 7th + 8th grade

DATE OF TRIP 3/2/24 NUMBER OF PUPILS 20 ADULTS 2

DESTINATION Visalia Convention Center

BUS TO LEAVE SCHOOL AT 7:30 am RETURN AT 2:30 pm

BUS ROUTING AND STOPS

see attached

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: Math Super Bowl

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$ 160

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES NO HOW MANY 20

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES NO HOW MANY 2

SIGNATURE OF TEACHER IN CHARGE Ms Manfredi

TRIP AUTHORIZED BY SCHOOL BOARD YES NO

SIGNATURE OF SUPERINTENDENT Stacy Butler

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Gilbert GRADE 2 student

CLASSES ATTENDING 2 student

DATE OF TRIP 3-7-2024 NUMBER OF PUPILS 2 ADULTS 1

DESTINATION TCOE - Tubre County Spelling Championship

BUS TO LEAVE SCHOOL AT 8:00 RETURN AT 1:30

BUS ROUTING AND STOPS

Olive Garden Lunch

USE THE BACK OF THIS PAPER IF ROUTNING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: _____

OTHER INFORMATION/STAFF CHAPARONE REQUEST: _____

COST \$ Lunch Olive Garden

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

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

SIGNATURE OF TEACHER IN CHARGE Debbie Peubert

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT Shirley Battencus

Tipton Elementary School District

Name of Club: Student Council

Request for Fundraiser Approval and Revenue Projection

School Year: 2023-2024

Date form submitted: 1/18/2024 Submitted by: Debbie Gilbert

PROPOSED ACTIVITY:

Name of activity or type of fundraiser: Student Council/FNL Dance

Location of activity: MPR

Facilities needed: MPR

Items to be sold: Nachos/water/cookies etc

Date of activity: 2/2/2024

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

Item/Ticket selling price: \$ 3.00

Cash Box required? Yes No

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

ASB purchase order required? Yes No

How much income is anticipated? \$ _____ how much expense is anticipated? \$ _____ D.J. AND VARIOUS items

How will profit be used? Activities for school

Fundraiser Contact Person: Debbie Gilbert

Phone Number: _____

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

Approved by: [Signature]
Principal/Superintendent: _____

Business Manager/ASB Adiministrator: [Signature]

Reason for disapproval, if applicable: _____

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

3. CONSENT CALENDAR: Action items:

3.4 Agreement with TCOE for Special Services

AGENCY AGREEMENT 240649

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

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as

7/1/2023

and shall expire on .

6/30/2024

2. SERVICES: AGENCY shall provide services as set forth: (See attached Scope of Services - Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. COST OF SERVICES: SUPERINTENDENT shall pay AGENCY for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of \$ 11,000.00

4. METHOD OF PAYMENT:

- a. AGENCY must submit itemized Invoices to SUPERINTENDENT for the cost of the services.
- b. AGENCY is responsible for maintaining verifiable records for all expenditures.

5. INDEMNIFICATION: SUPERINTENDENT and AGENCY 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 AGENCY 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: Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

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

AGENCY
Stacey Bettencourt
Tipton School District
370 N. Evans, 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

SUPERINTENDENT

Signature

Tim A. Hiro

Date

11/27/2023

AGENCY

Signature

1/18/24

Sign

Shirley Bell

Date

TCOE Program Information

Contact Person:

Irma Anaya

Telephone:

559-730-2910 ext 5175

Department/Program: Special Services

Please return an original copy to:

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

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF AGENCY:

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

Tipton School District will hire a minimum of the same number of paraprofessional aide(s) from 2023-2024 school year to provide one to one services to selected at-risk K-3 students utilizing the Special Friends model. District agrees to implement this model based on the guidelines provided by the Tulare County Office of Education grant coordinator.

District agrees to:

Provide supervision of the Special Friends paraprofessionals by a P.P.S. credentialed school psychologist.

Provide workspace activity room for the paraprofessional to conduct services with students. Room should be reasonably confidential and easily accessible.

District will utilize Tulare County Office of Education provided evaluation tools and agrees to follow evaluation procedures and guidelines.

District agrees to gather the required demographic and evaluation data needed to implement this program.

District agrees to provide Tulare County Office of Education with monthly Invoices no later than the 5th of each month. The provided invoice template shall be utilized by District.

Paraprofessionals will participate in monthly training provided by Tulare County Office of Education.

Budget expenditures are expected to be in the following areas: part-time salary(s) for paraprofessional Special Friends(s) plus benefits, mileage to monthly meetings, materials, and indirect costs.

Funds will not be used to supplant any currently funded service.

2. RESPONSIBILITIES OF SUPERINTENDENT:

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

Provide ongoing consultation to sub grantees by the grant coordinator in the form of email/electronic communication, telephone consultation, and face-to-face visit to sites.

Provide initial training for Special Friends paraprofessionals in September 2023. Provide evaluation forms and procedures. Provide hand-outs, brochures, on-going training materials and resource information to school sites. Provide print, electronic and PowerPoint educational materials to assist with program implementation.

FEE SCHEDULE

The contract total for services to be provided are estimated to be

The contract total for services to be provided are estimated to be \$11,000.00, including travel or other expenses.

including travel or other expenses.

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

Exhibit (A)

Exhibit (B)

Exhibit (C)

Exhibit (D)

3. CONSENT CALENDAR: Action items:

3.5 Library Surplus

Memo

To: Mrs. Bettencourt

From: Megan Rice

Date: January 31, 2024

Re: Library Surplus

Attached is a list of books, library materials, and other educational materials that have been weeded from the library collection or textbook resources due to the fact that these books were torn, missing pages, damaged, irrelevant, out of date, etc.

Weeding Project: This weeding project is in effort to continually make our library collection of better quality resources. This will also allow us to see which areas we may be lacking relevant sources in and create room for the new titles we add each year.

Books that are severely damaged and worn will be disposed of. Those books that are still in readable condition will be offered to teachers and/or students to take home. All of the books listed have been stamped with "discard", our barcode and labels have been removed, and removed from our library system.

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

Thank you,

Megan Rice

Tipton Elementary School Library
Discarded/Weeded Library & School Materials

Title/Author/Number of copies

GUIDED READING

BOOKS

Aisha the princess and the pea fairy /
Meadows, Daisy

Atvs / Savage, Jeff

Baby-sitters club: logan likes mary anne, the
/ Galligan, Gale

Captain underpants and the wrath of the
wicked wedgie woman: the 5th epic novel /
Pilkey, Dav

Chicken soup for the american idol soul /
Canfield, Jack

Chicken soup for the teenage soul: the real
deal / Canfield, Jack / 2

Corn / Cooper, Jason

Dog Man: lord of the fleas / Pilkey, Dav

Fly guy and the franken fly / Arnold, Tedd

Going to war in ancient egypt / Millard.
Anne

Going to war in ancient greece/ Gilbert,
Adrian

Going to war in viking times/ Gravett,
Christopher

Insects / Parker, Steve / 2

Lonely scarecrow, the / Preston, Tim

Moana and pua / Lagonegro, Melissa

My first christmas activity book / Wilkes,
Angela

Outsiders, the / Hinton, S.E.

Peyton manning / Savage, Jeff

Poor pluto / Scholastic

Seven blind mice / Young, Ed

Thirteenth cat, the / Hahn, Mary Downing

Undrowned, the / Alexander, K.R.

4. ADMINISTRATIVE: Action items:

4.4 2024 Delegate Assembly Ballot Subregion 12-A (Tulare County)

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only **ONE** Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

**OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT
SUBREGION 12-A
(Tulare County)**

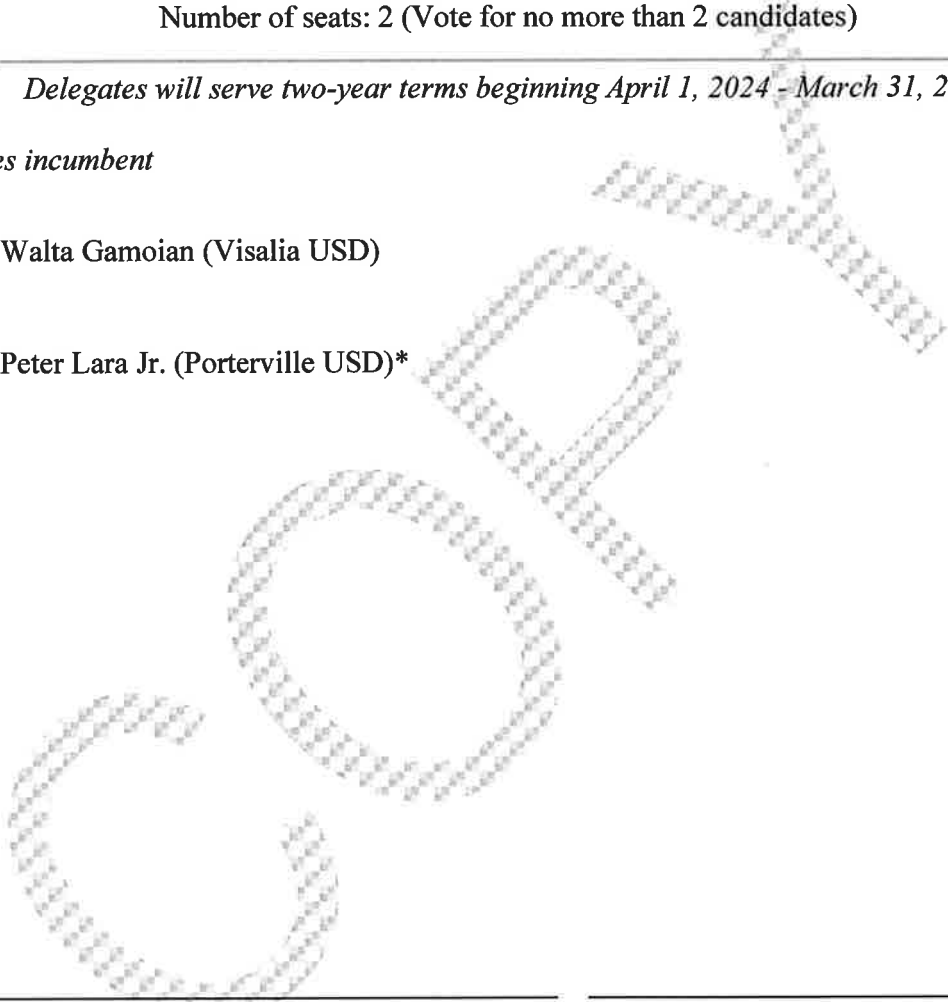
Number of seats: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026

**denotes incumbent*

Walta Gamoian (Visalia USD)

Peter Lara Jr. (Porterville USD)*



Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 12 – 13 Delegates (11 elected/2 appointed)◆

Director: Bill Farris (Sierra Sands USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 12-A (Tulare)

Jacqueline Gaebe (Visalia USD), term expires 2024
Peter Lara Jr. (Porterville USD), term expires 2024
Felipe Martinez (Porterville USD), term expires 2025
Cathy Mederos (Tulare Joint Union HSD), term expires 2025

Subregion 12-B (Kern)

Jim Beltran (McFarland USD), term expires 2025
Leigh Ann Cook (Rosedale Union ESD), term expires 2024
Pamela Jacobsen (Standard ESD), term expires 2024
David Manriquez (Kern HSD) ◆, appointed term expires 2025
Kurt Rockwell (Sierra Sands USD), term expires 2025
Steven Rodrigue (Kern HSD)◆, appointed term expires 2024
Pablo Trevino (Lamont ESD), term expires 2025
Vacant, term expires 2025

County Delegate:

Mary Little (Kern COE), term expires 2024

Counties

Tulare (Subregion A)
Kern (Subregion B)

Delegate Assembly Biographical Sketch Form for 2024 Election



Deadline: Sunday, January 7, 2024 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state “see résumé.” Do not re-type this form. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2024. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2024. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Walta S. Gamoian Date: 11/17/23

Name: Walta S. Gamoian CSBA Region & subregion #: 12-A
 District or COE: Visalia Unified School District Years on board: 5 years
 Profession: Retired Biology Teacher Contact Number (Cell Home Bus.): (559)936-2307
 Primary E-mail: wgamoian@vusd.org

Are you an incumbent Delegate? Yes No If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have spent my life advocating for children. I believe in public education. ALL children can learn at high levels with the proper resources and supports. CSBA connects with California legislators who make critical decisions for education. I would like to serve as a delegate to ensure that our region is represented and has a voice. In turn, I would come alongside CSBA to connect with California legislators to promote legislation that supports the diversity and values of our region.

I was an educator for 34 years. I bring my experience to make decisions that are best for our students.

I am in my 2nd term as a Visalia Unified Trustee, and I am currently serving as board president. This is a very unified board with diverse thoughts on what is best for children. I have led many public discussions with this board that have been thoughtful, respectful and have resulted in consensus.

I forged relationships with elected officials in my city, county and the state to promote the cause of the children of Visalia.

Please describe your activities and involvement on your local board, community, and/or CSBA.

While serving as president along with the 6 other board members and the superintendent, Visalia Unified upholds 3 core beliefs that are foundational to the work of the district. From these core beliefs, we have created a vision and a mission statement. Every decision this board makes is based on these documents. We have also created an award -winning communication team that provides transparency and much needed connection with our community. Each board member has a time of connection and conversation with the community.

During my time as president, this board has been awarded the CSBA Governance Team of the Year.

I have worked with CSBA at state legislative advocacy.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

One of the biggest challenges facing our board is navigating all the diverse values, opinions and ideologies. What is most important is that all students are learning and are successful. The diverse political issues become superfluous and begin to distract from our main goal that all children will be safe and learn every day. Sometimes, even state laws distract from our main goal. CSBA has held very helpful seminars on how to navigate these issues. My hope is that as a delegate, I can appeal to CSBA for help in addressing these challenges.

WALTA S. GAMOIAN

(559) 936-2307

wgamoian@vusd.org

Objective

To represent Region 12-A on the CSBA Delegate Assembly.

Education

California State University, Fresno
Single Subject Teaching Credential, Biology
Bachelor of Science, Biology

School Board Experience

- Visalia Unified School District Trustee, 2018-Present
 - Board President, December 2022-Present
 - Board Clerk, December 2020-2022
- Co-Lead, Superintendent's Search Committee, 2021-2022
- Guided efforts to develop Collective Board Core Beliefs, Vision and Mission Statements, Strategic Plan through 2030, and Long-Range Facility Plan through 2030
- Recipient of CSBA 2023 Governance Team of the Year

Related Work Experience

Golden West High School, Visalia, 1984-2017

Instructor: Honors Biology, Biology, Chemistry, Health Science, AVID, Driver's Education, College and Careers

- Teaching staff member for Business Finance Academy and Health Careers Academy
- WASC Leadership Team

Selma High School, Selma, 1982-1984

Instructor: English Language Arts, Yearbook

Advisor, Extracurricular Activities

- Class Advisor
- Cheer Advisor
- Link Crew Advisor
- Mock Trial Advisor
- Chess Club Advisor
- Fellowship of Christian Athletes (FCA) Advisor
- Homecoming Carnival Co-Chair
- Young Life Volunteer Leader

Professional Development

- Harvey Silver training: Integrating Learning Styles and Multiple Intelligences and Teaching Styles and Strategies
 - Professional Development Leader training district teaching staff
 - Featured instructor in nationally distributed video series for Association for Supervision and Curriculum Design (ASCD)
- Bioengineering Training, UC San Francisco
- CSBA Masters in Governance
- Board President Workshop

View results

Respondent

28

Anonymous

472:14

Time to complete

1. I have been... *

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Peter Lara, Jr.

3. Full name *

Peter Lara, Jr.

4. Region/subregion *

12A



5. Name of District or COE *

Porterville Unified School District

6. Years on board *

21

7. Profession

Farmer

8. Contact number *

559-361-4959

9. Primary email address *

plara@portervilleschools.org

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

My dedication to advancing the quality of education in California's public schools is the cornerstone of my desire to serve as a Delegate. With over two decades of experience on the school board, I bring a wealth of knowledge in educational policy, community engagement, and strategic planning. I have honed my ability to listen actively, engage in meaningful dialogue, and conduct thorough research to make informed decisions. My approach is collaborative, yet I am decisive when it comes to introducing innovative ideas and solutions that could significantly improve educational outcomes. As a Delegate, I would leverage these skills to not only represent but also to enhance the learning experiences and opportunities for our students across the state.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

My commitment to our community and educational system is reflected in my extensive involvement across various platforms. As a dedicated member of the Porterville Education Foundation, I have worked to secure funding for innovative educational programs. My role on the Agricultural Advisory Board allows me to integrate agricultural awareness into our school curricula, promoting sustainability and student awareness of ecological practices. My experiences with the CSBA's Delegate Assembly and Legislative Committee have deepened my understanding of educational policy and governance. Serving as President of the Porterville Exchange Club, I've led initiatives for youth development and community service. In my capacity as President of the Porterville Unified School Governing Board and Vice President for the Tulare County School Boards Association, I've been at the forefront of strategic planning and policy-making to enhance educational standards within our district and beyond.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Navigating the complexities of governance to maximize student success stands as the paramount challenge for school boards. It's essential that board members are not only well-informed but also adept in governance strategies that resonate with our educational objectives. To this end, the CSBA can play a pivotal role by facilitating advanced training programs tailored to enhance the governance skills of board members. These programs should encompass strategic decision-making, policy development, and fiscal management. Moreover, the CSBA can assist school districts in effectively communicating the value of innovative educational programs, ensuring that the broader community is engaged and aware of the exceptional opportunities available in our public schools. This dual approach of empowering board members and promoting district initiatives is crucial for fostering an environment where every student has the tools and support to thrive.

4. ADMINISTRATIVE: Action items:

4.5 COVID-19 Safety Plan -*Updated*



COVID-19 SAFETY PLAN

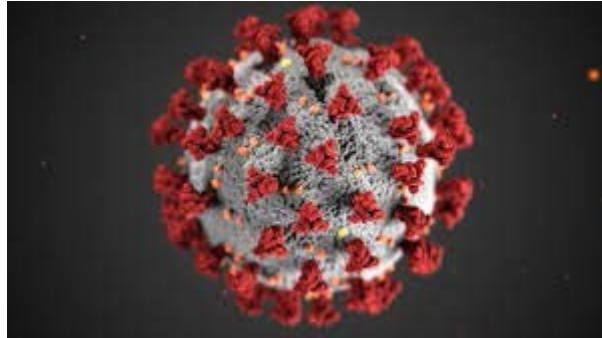
Tipton Elementary School

*Board Approved March 9, 2021 with updates on
the 2021 COVID-19 School Guidance Checklist*

Amended on 3/9/2021 and 3/31/2021
Amended and approved on 12/13/2022
Approved on 6/6/23
Amended and Approved on 2/6/2024

COVID-19 Prevention Program (CPP)

Tipton Elementary School District



Covid-19 Prevention Plan

(CPP)

Approved: January 12, 2021

(This plan supersedes any previous addendum to the IIPP)

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1. Authority and Responsibility

The Superintendent has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies, and procedures, and assisting in maintaining a safe work environment.

2. Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of Covid-19 Hazard** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: Covid-19 Inspection** form.
- As needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee Participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by having representatives on the safety committee. All employees will be encouraged to participate in identification of COVID-19 hazards.

Employee Screening

We screen our employees by having them self-screen daily according to CDPH guidelines. Each employee has completed a return to work affirmation that has been submitted to the Superintendent. If a staff member answers yes to any of the questions, he or she must contact an administrator. Persons with any COVID symptoms will be treated presumptively as if positive for COVID19. They will be asked to do the following:

- a. Isolate until they meet the CDC criteria of >10 days of symptom start, symptoms have improved, and no fever in the last 24 hours.
- b. Person may return sooner than 10 days with a negative COVID test (testing recommended) or a doctor's note plus no fever, without medication, in the last 24 hours and symptoms have improved per the school sick protocol.

3. Correction of COVID-19 Hazards

- Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B: Covid-19 Inspections** form and corrected in a timely manner based on the severity of the hazards, as follows:
 - The severity of the hazard will be assessed, and correction time frames assigned, accordingly.
 - Individuals are identified as being responsible for timely correction.
 - Follow-up measures are taken to ensure timely correction.

4. Control of COVID-19 Hazards

Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

- Allowing workers to work remotely when possible.
- Reducing the number of persons in an area at one time, including visitors.
- Visual cues such as signs and floor markings to indicate 6-foot distancing.
- Staggered arrival, departure, work, and break times.
- Adjusted work processes or procedures to allow greater distance between employees.
- Provide a map of campus showing entrances and exits.

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. Each employee is given several types of face masks and a shield. Employees can request replacement masks from the administrative assistant. If an employee witnesses another employee not wearing a mask or wearing it improperly and he or she does not feel comfortable reminding the co-worker, then he or she needs to let an administrator know. The employee that gives that information will remain anonymous.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.
- Specific tasks that cannot feasibly be performed with a face covering, where employees will be kept at least six feet apart.

Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee, at his or her cost, is tested at least twice weekly for COVID-19 and receives a negative result each time.

Engineering Controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

- Individuals will wear masks or shields face covering, face shield with a drape or other effective alternative, or respiratory protection, some type of partition between the individuals will be installed.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Keeping the doors open when feasible due to air quality.
- Increase the cleaning/replacement of all ventilation filters, as well as the maintenance.
- Reprogram the thermostats to keep the HVAC fan system on in classrooms

Cleaning and Disinfecting

The District recognizes that high traffic – high touch common areas in the workplace need, to the extent possible, cleaning and disinfecting to limit the spread of the COVID-19 virus.

The District will assign personnel and establish routine schedules to clean and disinfect common surfaces and objects in the workplace. We implement the following cleaning and disinfection measures:

- Tipton will establish routine schedules to clean and disinfect common surfaces and objects in the workplace.
- This includes but is not limited to:
 - Tools, machinery, containers, desktops, counters, tables, chairs, benches, door handles, knobs, doorbells, drinking fountains, appliances such as coffee pot or microwave, refrigerators, vending machines, portable restroom and bathroom surfaces, automobiles-inside and out, and trash cans.
- The process of disinfecting includes providing disinfecting products, and PPE required for their safe use along with review of manufacturer instructions or protocols for proper use.
- All custodial/maintenance staff will be trained on the cleaning plan and proper cleaning, sanitizing and disinfecting according to our risk manager and state guidelines.
- Staff is to email the office and, or the Director of MOT for PPE, and, or cleaning supplies, if they run out during the day, before they are replenished.
- Good Sanitation Practices will be followed:
 - Check restroom facilities frequently and make sure they are clean and sanitary
 - Assign an employee to check restrooms, open doors, re-stock toilet paper, clean and sanitize as necessary
 - Make sure handwashing areas have plenty of soap, paper towels and that someone is cleaning and sanitizing
 - Make sure handwashing supplies are re-stocked regularly
 - Assign an employee to oversee appropriate PPE including but not limited to gloves and facial coverings
 - Sanitize frequently

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Temporarily close the general area where the infected employee worked until cleaning is completed.
- After 24 hours or as practical, the room will be cleaned and sanitized to the state mandated standards with the assigned custodial staff wearing the appropriate safety gear to sanitize.
- Campus will be closed if need be according to the regulations.
- All employees and contractors, that could have possible exposure, will receive notice of the possible exposure.
- Contact tracing will immediately be put into operation and work with the County Health Department.
- District custodian personnel cleaning the area should be equipped with the proper personal protective equipment for COVID-19 disinfection (gloves, eye protection, or mask, as needed).
- Staff will be trained according to our risk manager and state guidelines

Shared Tools, Equipment and Personal Protective Equipment (PPE)

PPE must not be shared, e.g., gloves, goggles, and face shields.

- Tipton will establish routine schedules to clean and disinfect common surfaces and objects in the workplace.
- Where there must be sharing, the items will be disinfected between uses. Such items include but not limited to, tools, machinery, containers, desktops, counters, tables, chairs, benches, door handles, knobs, doorbells, drinking fountains, appliances, (such as coffee pot or microwave, refrigerators, vending machines), phones, headsets, desks, keyboards, writing materials, and bathroom surfaces, and trash cans.
- Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) will be disinfected between users.
- The process of disinfecting includes providing disinfecting products, and PPE required for their safe use along with review of manufacturer instructions or protocols for proper use.

Hand Sanitizing

In order to implement effective hand sanitizing procedures, we:

- Evaluate handwashing facilities.
- Determine the need for additional handwashing or sanitizing facilities.
- Encourage and allowing time for employee handwashing.
- Provide employees with an effective hand sanitizer and prohibit hand sanitizers that contain methanol (i.e. methyl alcohol).
- Encourage employees to wash their hands for at least 20 seconds each time.

PPE Used to Control Employees' Exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained.

We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

5. Investigating and Responding to COVID-19 Cases

This will be accomplished by using the *Appendix C: Investigating COVID-19 Cases* form.

Employees who had potential COVID-19 exposure in our workplace will be:

- Offered COVID-19 testing at no cost during their working hours. An administrator will give the employee options of where he or she can go to have the test completed. The employee will give their supervisor or administrator the results.
- The information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below, will be provided to them.

6. System of Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Employees should report COVID-19 symptoms and possible hazards to their supervisor or principal by phone.
- That employees can report symptoms and hazards without fear of reprisal.

- Employees with medical or other conditions that put them at increased risk of severe COVID-19 illness should contact the Superintendent to determine if accommodations are needed and whether they can be met.
- Where testing is not required, employees can access COVID-19 testing through any publically available testing site. The following link to all testing sites available in Tulare County is posted on the District website for all to access:
<https://covid19.tularecounty.ca.gov/covid-19-testing-sites/>.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test. An administrator will notify employees of the workplace exposure or outbreak and arrange a time and give the employee options of which testing sites he or she can get tested at. At the same time, the administrator will explain the process of waiting for the test and what happens in the event of a positive case, including length of leave, leaves available to use and pay according to laws and regulations.
- Employees will receive information about COVID-19 hazards (including other employers and individuals in contact with our workplace) potential exposures, what is being done to control those hazards, and our COVID-19 policies and procedures.
- Employees will receive regular updates on any changes to laws or regulations that may affect the employees.

7. Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- Proper use of wearing an N95 mask and cleaning/sanitizing procedures and protective gear.
- **Appendix D: COVID-19 Training Roster** will be used to document this training

8. Exclusion of COVID-19 Cases from Work

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.

- Excluding employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by employer-provided employee sick leave benefits, payments from the budget or any funds allocated by the federal or state permitted by law and when not covered by workers' compensation.
- Providing employees at the time of exclusion with information on available benefits.

9. Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

10. Return-to-Work Criteria

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
 - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
 - COVID-19 symptoms have improved.
 - At least 10 days have passed since COVID-19 symptoms first appeared.
- COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
- A negative COVID-19 test will not be required for an employee to return to work.
- If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.

11. Multiple COVID-19 Infections and COVID-19 Outbreaks

This section applies if the workplace is identified by a local health department as the location of a COVID-19 outbreak, or there are three or more COVID-19 cases in your workplace within a 14-day period.

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 Testing

- We will offer COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period. COVID-19 testing will be provided at no cost to employees during employees' working hours.
- In the event of an outbreak triggered by three or more cases in a 4-day period present in the same exposed workplace, COVID-19 testing consists of the following:
 - All employees in our exposed workplace will be immediately tested and then tested again one week later in a confidential manner. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
 - After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace in a confidential manner and as required by law or required by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.

Exclusion of COVID-19 Cases

We will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our CPP Exclusion of COVID-19 Cases and Return-to-Work Criteria requirements, and local health officer orders if applicable.

Investigation of Workplace COVID-19 Illness

We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with our CPP Investigating and Responding to COVID-19 Cases.

COVID-19 Investigation, Review and Hazard Correction

In addition to our CPP Identification and Evaluation of COVID-19 Hazards and Correction of COVID-19 Hazards, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19. The investigation and review will be documented and include:

- Investigation of new or unabated COVID-19 hazards including:
 - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
 - Our COVID-19 testing policies.
 - Insufficient outdoor air.
 - Insufficient air filtration.
 - Lack of physical distancing.
- Updating the review:
 - Every thirty days that the outbreak continues.
 - In response to new information or to new or previously unrecognized COVID-19 hazards.
 - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:
 - Moving indoor tasks outdoors or having them performed remotely.
 - Increasing outdoor air supply when work is done indoors.
 - Improving air filtration.
 - Increasing physical distancing as much as possible.
 - Respiratory protection.

Notifications to the Local Health Department

- Immediately, but no longer than 48 hours after learning of three or more COVID-19 cases in our workplace, we will contact the local health department for guidance on preventing the further spread of COVID-19 within the workplace.
- We will provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and any other information requested by the local health department. We will continue to give notice to the local health department of any subsequent COVID-19 cases at our workplace.

12. Major COVID-19 Outbreaks

This section applies should your workplace experience 20 or more COVID-19 cases within a 30-day period.

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 Testing

We will provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at our exposed workplace during the relevant 30-day period(s) and who remain at the workplace. COVID-19 testing will be provided at no cost to employees during employees' working hours.

Exclusion of COVID-19 Cases

We will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our CPP Exclusion of COVID-19 Cases and Return-to-Work Criteria, and any relevant local health department orders.

Investigation of Workplace COVID-19 Illnesses

We will comply with the requirements of our CPP Investigating and Responding to COVID-19 Cases. COVID-19 Hazard Correction

In addition to the requirements of our CPP Correction of COVID-19 Hazards, we will take the following actions:

- In buildings or structures with mechanical ventilation, we will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, we will use filters with the highest compatible filtering efficiency.
- We will determine the need for a respiratory protection program or changes to an existing respiratory protection program under CCR Title 8 section 5144 to address COVID-19 hazards.
- We will evaluate whether to halt some or all operations at our workplace until COVID-19 hazards have been corrected
- Implement any other control measures deemed necessary by Cal/OSHA.

Notifications to the Local Health Department

We will comply with the requirements of our Multiple COVID-19 Infections and COVID-19 Outbreaks-Notifications to the Local Health Department.

Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, students, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person(s) Conducting the Evaluation: _____

Date: _____

Name(s) of employee and authorized employee representative that participated:

Interaction, area, activity, work task, process, equipment, and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation

Appendix B: COVID-19 Inspections

Person(s) Conducting the Inspection: _____

Name of Location Inspected: _____

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			
Surface cleaning and disinfection			
Hand washing facilities			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
PPE			
Face coverings			
Gloves			
Face shields/goggles			
Respiratory protection			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Person(s) Conducting the Investigation: _____

Name(s) of staff involved in the investigation:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Date: _____

Employee Name: _____

Occupation/Job Title: _____

Was COVID-19 test offered? Yes No

Date the case first had one or more COVID-19 symptoms: _____

Date and time the COVID-19 was last present in the workplace: _____

Date of the positive or negative test and/or diagnosis: _____

Information received regarding COVID-19 test results and onset of symptoms. Yes No

If yes, attach documentation

Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):

--

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:

All employees who may have had COVID-19 exposure and their authorized representatives.	Date:	
	Names of employees that were notified:	

Independent contractors and other employers present at the workplace during the high-risk exposure period.	Date:	
	Names of employees that were notified:	

What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?

What could be done to reduce exposure to COVID-19?

Was local health department notified? Yes N Date: _____

Appendix E: Updated COVID-19 Isolation Guidance

State of California—Health and Human Services Agency California Department of Public Health

January 9, 2024

TO:

Local Health Jurisdictions and the general public

SUBJECT:

COVID-19 Isolation Guidance

Related Materials: [Isolation Guidance Q&A](#) | [What to do if You Test Positive for COVID-19](#) | [Cal/OSHA FAQs](#) | [All Guidance](#) | [More Languages](#)

Updates as of January 9, 2024:

- COVID-19 isolation recommendations move away from five days of isolation and instead focus on clinical symptoms to determine when to end isolation.

Background

Public health officials across the state have undertaken a multi-pronged approach to mitigating COVID-19 disease that includes encouraging vaccination, offering and promoting testing and treatment, and promoting public health practices like mask wearing. Most of our policies and priorities for intervention are now focused on protecting those most at risk for serious illness, while reducing social disruption that is disproportionate to recommendations for the prevention of other endemic respiratory viral infections.

Previous isolation recommendations were implemented to reduce the spread of a virus to which the population had little immunity and had led to large numbers of hospitalizations and deaths that overwhelmed our healthcare systems during the pandemic.

We are now at a different point in time with [reduced impacts](#) from COVID-19 compared to prior years, due to broad immunity from vaccination and/or natural infection, and readily available treatments for infected people.

COVID-19 vaccination remains the most important strategy to prevent serious illness and death from COVID-19, and early treatments are effective in reducing severity of disease once individuals are infected.

The California Department of Public Health (CDPH) now recommends the following actions to align with common practice of other respiratory viruses. These actions outline what to do when an individual tests positive for COVID-19 and how to protect others, including the most vulnerable in the community.

Recommendations for people who test positive

1. **Stay home if you have COVID-19 symptoms**, until you have not had a fever for 24 hours without using fever reducing medication AND other [COVID-19 symptoms](#) are mild and improving.
 - o If you do not have symptoms, you should follow the recommendations below to reduce exposure to others.
2. **Mask** when you are around other people indoors for the 10 days* after you become sick or test positive (if no symptoms). You may remove your mask sooner than 10 days if you have two sequential negative tests at least one day apart. Day 0 is symptom onset date or positive test date.
3. **Avoid contact with people at higher-risk for severe COVID-19 for 10 days***. Higher-risk individuals include the elderly, those who live in congregate care facilities, those who have immunocompromising conditions, and that put them at higher risk for serious illness.
4. **Seek Treatment**. If you have symptoms, particularly if you are at [higher risk for severe COVID-19](#), speak with a healthcare provider as soon as you test positive. You may be eligible for [antiviral medicines](#) or other treatments for COVID-19. COVID-19 antiviral medicines work best if taken as soon as possible, and within 5-7 days from when symptoms start.
 - o Call 1-833-422-4255 if you are unable to contact a healthcare provider, or use the [treatment options](#) to find one.

*The potential infectious period is 2 days before the date of symptoms began or the positive test date (if no symptoms) through Day 10. (Day 0 is the symptom onset date or positive test date).

Recommendation for close contacts of cases

- **If you have new COVID-19 symptoms**, you should [test](#) and mask right away.
- **If you do not have symptoms**, and are at [higher risk](#) of severe COVID-19 infection and would benefit from treatment, you should test within 5 days.
- **If you do not have symptoms** and have contact with people who are at higher risk for severe infection, you should mask indoors when around such people for 10 days. Consider testing within 5 days after the last exposure date (Day 0) and before contact with higher-risk people. For further details, see [CDPH COVID-19 testing guidance](#).

Workplace Settings

In the workplace, employers are subject to the [Cal/OSHA COVID-19 Non-Emergency Regulations](#) or in some workplaces the [Cal/OSHA Aerosol Transmissible Diseases \(ATD\) Standard](#) (PDF) and should consult those regulations for additional applicable requirements. In certain healthcare situations or settings and other covered facilities, services and operations, surgical masks or respirators are required.

Healthcare Settings

This guidance does not apply to healthcare personnel. Healthcare personnel in general acute care hospital, acute psychiatric hospital, and skilled nursing facilities should follow recommendations as set forth in [AFL 21-08.9](#). Healthcare personnel working in settings not covered by [AFL 21-08.9](#) may also follow the guidance outlined in [AFL 21-08.9](#). Healthcare facilities should follow the guidance for management of exposed or infected patients/residents in the [CDC COVID-19 Infection Prevention and Control Recommendations](#).

LHJs, facilities, or other organizations such as high-risk congregate settings (list found in Updated COVID-19 Testing Guidance) may continue to implement additional requirements that are more protective than this statewide guidance based on local circumstances, including in certain higher-risk settings or during certain situations that may require additional isolation and quarantine requirements (for example, during active outbreaks in high-risk settings).

Definitions

Isolation:

Separates those infected with a contagious disease from people who are not infected.

Confirmed Case:

A person who has received a positive result of the presence of SARS-CoV-2 virus as confirmed by a COVID-19 viral test or clinical diagnosis.

Close Contact:

"Close Contact" means the following:

1. In indoor spaces of 400,000 or fewer cubic feet per floor (such as homes, clinic waiting rooms, airplanes, etc.), close contact is defined as sharing the same indoor airspace for a cumulative total of 15 minutes or more over a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes) during a confirmed case's infectious period.
2. In large indoor spaces greater than 400,000 cubic feet per floor (such as open-floor-plan offices, warehouses, large retail stores, manufacturing, or food processing facilities), close contact is defined as being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the confirmed case's infectious period.

Spaces that are separated by floor-to-ceiling walls (e.g., offices, suites, rooms, waiting areas, bathrooms, or break or eating areas that are separated by floor-to-ceiling walls) must be considered distinct indoor airspaces.

Additional considerations and recommendations for those at higher-risk contacts:

Higher-risk Contact is someone who:

- May experience [severe illness](#) if they become infected with COVID-19.
- May be more likely to transmit the virus to those who are at higher risk for severe COVID-19.

Contacts with more potential to transmit the virus to others or to transmit to higher risk secondary contacts are recommended to take greater care in following the recommendations to limit spreading the virus to others during the 10 days following their exposure and may consider self-limiting their exposure to others and masking.

All higher-risk close contacts should get tested at least once and are strongly recommended to follow the testing and mitigation measures outlined in this guidance.

Other Considerations

Diagnostic Testing

For more information on testing, see the [Updated COVID-19 Testing Guidance](#).

Masking

As noted above, those who test positive should mask indoors when around others during the full 10 days following symptom onset date (or positive test date if no symptoms). However, confirmed cases may remove their mask sooner than 10 full days after two sequential negative antigen tests at least one day apart.

If test results are positive, the person may still be infectious, and should continue wearing a mask and wait at least one day before taking another test up to Day 10.

All persons wearing masks should optimize mask fit and filtration, ideally through use of a [respirator](#) (N95, KN95, KF94). If a respirator is not available, a surgical mask may be used. See [When and Why to Wear a Mask](#) for more information.

Schools and Child Care Programs

For guidance on the management of infected and exposed people in K–12 school and child care settings, see the [Guidance for K-12 Schools and Child Care Settings to Mitigate the Spread of Communicable Disease, 2023 -2024 School Year](#).

Discrimination and Stigma

California has a diverse population with no single racial or ethnic group constituting a majority of the population. Our populations include members of tribal nations, immigrants, and refugees.

Some groups may be at higher risk for COVID-19 or worse health outcomes due to several reasons including living conditions, work circumstances, underlying health conditions, and limited access to care.

It is important that communication with the public is conducted in a culturally appropriate manner. This includes meaningful engagement with representatives from affected communities, collaborating with community-serving organizations, respecting the cultural practices in the community, and taking into consideration the social, economic, and immigration contexts in which people in these communities live and work. LHJs should be mindful of discrimination based on all protected categories.

To help build trust, jurisdictions should employ public health staff who are fluent in the preferred language of the affected community. When that is not possible, interpreters and translations should be provided for persons who have limited English proficiency^[1]. Core demographic variables should be included in case

investigation and contact tracing forms, including detailed race and ethnicity, as well as preferred language.

Finally, given that diverse populations experience discrimination and stigma, it is important to ensure the privacy and confidentiality of data collected and to ensure that COVID-19 cases and identified contacts are aware of these safeguards.

Every person in California, regardless of immigration status, is protected from discrimination and harassment in [employment](#), [housing](#), [business establishments](#), and [state-funded programs](#) based upon their race, national origin, and ancestry, among other protected characteristics.

All instructions provided by LHJs to persons who are being asked to isolate should be provided in their primary language and be culturally appropriate. Additionally, LHJs should ensure that instructions for persons with disabilities, including those with access and functional needs, are provided.

[1] See the [Dymally-Alatorre Bilingual Services Act](#) for more information on communication requirements with persons who need language translation assistance.

Originally Published on July 30, 2020



California Department of Public Health
PO Box, 997377, MS 0500, Sacramento, CA 95899-7377
Department Website (cdph.ca.gov)

Date: January 20, 2020

2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent:

Tipton Elementary School District

Number of schools:

1

Enrollment:

527

Superintendent (or equivalent) Name:

Stacey Bettencourt

Address:

370 N. Evans Rd

Phone Number:

559-752-4213

City

Tipton

Email:

sbettencourt@tipton.k12.ca.us

Date of proposed reopening:

November 9, 2020

County:

Tulare

Current Tier:

Purple

(please indicate Purple, Red, Orange or Yellow)

Type of LEA:

K-8

Grade Level (check all that apply)

TK

2nd

5th

8th

11th

K

3rd

6th

9th

12th

1st

4th

7th

10^t

This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is K12csp@cdph.ca.gov

LEAs or equivalent in Counties with a case rate $\geq 25/100,000$ individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.

For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

X I, Stacey Bettencourt, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents, which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

X **Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Each classroom of students will remain as a group for the entirety of the school day. For breakfast, students will sanitize as they enter the campus. After sanitizing their hands, students will receive a pre-packaged breakfast in a Grab-N-Go bag. Students will go directly to class adhering to the social distancing marks on the walkway and direction arrows indicating traffic patterns. Students will take their breakfast to the classroom to eat at their desk. Students will remove their masks prior to eating. When students finish their breakfast, they will put their face masks back on. Students will place trash in waste can, adhering to traffic patterns established by the teacher.

For lunch, students will walk to the multipurpose room adhering to the social distancing marks and traffic pattern arrows on the ground. Students will sanitize their hands on the way into the multipurpose room. Students will wear face masks until they are seated to eat. They will wait in line adhering to the social distancing stickers on the floor. Students will take prepackaged lunches and sit at an appropriately distance seat at a table. Students will be seated with their cohort. Lunch and recess times are staggered by grade levels. All students will remain with their cohort during recess times.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

Each class in grades Tk-5 grade have a minimal number of students in each class. Each class has one teacher and in some cases has one adult instructional aide. All students participate in a hybrid model where one group of students attend Monday and Tuesday and the other group attend Thursday and Friday. Each class ranges from 6 to 13 students per class. All students participate in distance learning on Wednesday.

If you have departmentalized classes, how will you organize staff and students in stable groups?

When Tipton school is able to bring back 7th and 8th grade, our departmentalized classes are in grades 6, 7, and 8. Each class will facilitate up to 12 students and one teacher. Each group of students will remain in the student group for each core class. The student groups will remain in the same class for the duration of the quarter.

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

When Tipton school is able to bring back 7th and 8th grade, each group of students will enter class and exit class as a group. One group will not enter the classroom before all students from the previous group has left the classroom. Students will move from one class to another at assigned times as a stable group. Teachers will remain in their assigned classroom for instruction. Students and teacher will sanitize hands prior to entering class and sanitize as they exit the class. Desks will be sanitized in between each group of students.

X **Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

Staggered start and end times for each grade level have been established to limit the number of students entering and exiting campus. There are three designated entrances and exits for students. Bus riders will be the only students dropped off and picked up each day next to the multipurpose room. Three other entrances and exits will be used by students walking or being dropped off. Parents will be able to pull into the circle drive on South Woods Avenue to drop off and pick up their child. Students will be taken to their dismissal point by teachers or designated staff members. Staff will wait with students until all students are picked up. If students are not picked up by a reasonable time staff will bring students to the front of the office and notify office staff. Kindergarten parents will drop off their child at the north gate on Evans Road located at the circle driveway. Students will walk to their designated classroom. We will use walkie/talkies to call the students out of the Kindergarten classroom to meet their parents at the gate. Parents will need to socially distance while waiting for their student. Socially distant markers have been placed along the sidewalks and outside classrooms to ensure students maintain 6ft of distance. Arrows have been added to direct the flow of traffic around campus. Teachers and staff should limit their travels around campus and to and from common areas (office) to those essential needs. Staff will make every effort to consolidate trips to the office and copy areas.

X **Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be and enforced for staff and students.satisfied

Staff should teach and reinforce the use of face coverings, masks, or face shields. Face coverings are most essential when physical distancing is not practicable. Food service workers and staff in routine contact with the public (e.g., front office) need to wear facial coverings. Staff working in isolation (i.e., dedicated office, classroom with nobody else present, etc.) may remove their face coverings until they leave that setting or when other people enter their area. Food Service employees must wear face masks and gloves when preparing, delivering, or serving food. Bus drivers must wear face coverings while driving a bus with students on board. All staff should have a mask with them at all times.

Face coverings are required at all times for all students while riding the bus and while on campus. Students will be provided a mask but are encouraged to use their own. Students are encouraged to use a cloth face covering. We have extra cloth masks as well as disposable masks for all students and staff, which are located in the main office. All school buses will have extra disposable masks if needed. Staff have been provided a face shield and disposable masks. All employees who are taking student temperatures as they enter the school grounds will wear a mask. Students will remove their mask in prior to eating. Once the student has finished eating, they will be asked to put their mask back on.

X **Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

All employees are to complete the Return to Work Affirmation. Employees must conduct a daily self-assessment to ensure that they are well enough and symptom free and able to come to work. This is a mandatory requirement. All students will do a self-check daily before coming to school. All students will have their temperature taken prior to boarding the school bus and arriving on campus. The protocol is as follows:

1. Temperature checks with touchless thermometer will be taken at the gate or when getting on the bus. Parents are strongly encouraged to take their child's temperature before getting in the car or coming to the

bus stop to ensure they do not have a fever. If a student has a temperature of 100.4 F or higher, the student must stay home. They must be free of a temperature for 24 hours without fever-reducing medication, before they return to school.

- a. Parents who are dropping off their students must wait for staff to take the students temperature before they leave.
- b. If a student's temperature is higher than 100.4, they will automatically be returned to the car. If they are a bus rider and the parent/guardian is present, they will be returned to their parent/guardian. If no parent/guardian is present the student will be placed in a seat away from others. The bus driver will notify the office so that parents/guardians may be contacted and directed to pick up their child at the main office. Students will be brought immediately to the isolation room located next to the main office once the bus arrives on campus. They will remain there until they are picked up. If the student is a walker and has a fever they will be brought immediately to the isolation room and parents/guardians will be called for pick up. Parents are to pick up their child immediately after receiving a phone call from the school.
- c. Students who show signs of illness during the school day, have a temperature of 100.4F, or higher will be sent home from school. The student shall wear his/her face mask/face shield and the student shall be isolated from the non-ill students until parent pick up. A staff member should contact parents or guardians immediately for pick-up of the student. Students who need to be sent home due to illness will be assessed and then isolated as per district health office guidelines. Other non-illness student health needs will be initially checked by trained staff and sent to the office only when necessary. Minor injuries or other issues will be treated when the office is clear of students with fever.
- d. When positive cases in staff or students arise, health personnel or other designated staff will determine the impact of the situation, in conjunction, with the Tulare County Health Department to advise on the next step. Next steps may include keeping a student quarantined, closing a classroom, or closing a grade level. A last resort would be to close the school entirely should the administration deem it necessary after consultation with health officials.
- e. Staff who show signs of illness or have a temperature of 100.4F or higher should not come to school, or if already at school, should go home immediately.
- f. Staff are considered sick when there are symptoms of illness, even mild symptoms. Staff with symptoms of illness are to stay home from work and use their appropriate leave entitlement.
- g. Staff may return to work 24 hours after he/she no longer has a fever and is not using any fever reducing medication.
- h. If a person who has been at school is confirmed (or suspected) to be infected with COVID-19, the Administration must be informed in order to ensure proper leave benefits are applied and any legal notices are given.
- i. It is recommended that a person with diagnosed COVID-19 isolates themselves as much as possible in their home away from other family members and avoid all physical contact with others in the home.

X Healthy Hygiene Practices: The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

Each classroom and restroom are equipped with sinks that include soap and paper towels. Hand sanitizer will be placed inside each classroom entry door. Free standing hand sanitizing stations are being positioned around the campus for easy access. Upon entering the classroom, all students will wash their hands or use hand sanitizer (gel in, gel out). Staff will teach students to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow. Tissue should be thrown away in the trashcan when students are finished using it and sanitize their hands. Students and staff should wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single use cloth

towels) to dry hands thoroughly. Hand washing should be done frequently throughout the day. Staff should model, practice, and monitor proper handwashing. Before returning to in-person instruction, teachers will conduct an online lesson with their students to preview the safety protocols before students return to school as well as a lesson on hand washing and proper use of wearing a mask. Videos are available on the TESD website regarding staying home when you are sick, washing hands, and wearing cloth face covering.

Staff that will be conducting health assessment of persons exhibiting COVID symptoms will wear appropriate PPE, which include a face shield, surgical mask (N95 if available) gloves +/- gown as needed.

- X **Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

The Superintendent, Stacey Bettencourt will immediately notify the Tulare County Public Health Liaison and the school nurse. Superintendent, Stacey Bettencourt and the Principal, Dr. Cherie Solian, are the contact tracers for Tipton Elementary School and will conduct all the contact tracing in consultation with TCHSA. In the event that both Stacey Bettencourt and Dr. Cherie Solian are unavailable, MOT Director, Fausto Martin and Resource Teacher, Desiree Heinks will conduct contact tracing. These officials will help administrators determine a course of action for the school.

Steps of Contact Tracing:

1. Assess the risk – identify close contacts, create a list, take action
2. Identify close contact – was the person within 6 feet for more than 15 minutes cumulatively within a 24-hour period. Were they wearing a mask?
3. Identify exposure locations – classroom, bus, entrance, exit and or common areas etc.
4. Start the Facility Contact List Risk Assessment Spreadsheet – risk level- high or low?

Specific Time/Distance, PPE and Description

- a. If high – 14 day quarantine
 - b. If low – remain in school and monitor symptoms
5. Be prepared to take action
 - a. Confirmed Positive – Isolate
 - b. High Risk – Quarantine
 - c. Low Risk – Monitor Symptoms

** All high risk contacts will need to be recommended COVID tested by the end of the quarantine.

- X **Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.

All desks have been arranged in each classroom observing 6 feet of social distancing. Tape or floor decals will be used to indicate the 6 feet of distance that must be maintained in the office or waiting in lines and around campus. Acrylic dividers will be used in the front office to ensure safety to our office staff when needing to deal directly with a family member or student at the office. Posters will be posted around campus to remind everyone to social distance by 6 ft. and to wear a mask. Staff members observe distancing in all shared spaces such as the teacher work room and in hallways. If teachers need to speak with one another they will observe the 6ft of distance and meet outside when practicable. It is encouraged to use zoom or phone communication rather than speak to each other in person. An acrylic divider has been placed on the front counter of the office as well as personal desks to ensure safety to our office personnel. There is only one entrance and exit to the front office. A sign is posted on the window next to the main office door that states only 2 people are allowed in the office at one time along with wearing a mask and social distance reminders. Signs are posted next to each student restroom limiting students to only two individuals at a time in the restroom. In an effort to reduce the chance of exposure to COVID-19 and other illnesses, visitors and volunteers will not be permitted

without the consent of school administration. This also includes parents dropping off or picking up students. Students will have to enter campus without parents, and parents must wait for students in assigned areas for pick up. All parent teacher conferences will be held over the phone or via Google Meets/Zoom video conferencing. All staff and teacher meetings along with any school sponsored parent meetings will be held through Zoom video conferencing.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: feet

Minimum feet

If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

In order to accommodate in person learning some classrooms may need to have desks 4 feet apart due to the number of students in the classroom.

X **Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.

Staff were trained on new guidelines and procedures for health and safety before the beginning of the school year. Each staff member was assigned an online training through Keenen and Associates as well as a safety training provided by our school nurse. This training included COVID-19 procedures and safety protocols. All families were provided an updated student handbook, which was approved by the School Board that included a section on school procedures and rules during distance learning. The school website has a variety of resources available to parents and the community.

Testing of Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

TESD will follow the provisions mandated by CalOsha and CDHP. TESD will direct every staff member to to be tested for COVID-19, who are in the affected cohort (work area) if there is a major outbreak (20 positive cases within a 14 day period). TESD will direct staff to be tested if there is an outbreak of 3 or more positive cases with in a 14 day period. The District will offer reimbursement of testing cost, if a staff member is exposed at work. Tipton will also encourage testing for those demonstrating Covid-19 symptoms. Administration will communicate with each staff member affected to give him or her information regarding testing sites and what to do while waiting for results. TESD is partnering with Tipton Clinic at 575 N Thompson Road in Tipton for staff testing in the event of an outbreak. A list of free testing locations can be found on the district's website.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

Testing of Students: How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

As stated in Tipton Elementary School's Reopen Plan, office staff will communicate with and encourage parents/guardians regarding testing, for students who show symptoms of COVID-19.

[Redacted]

Planned student testing cadence. Please note if testing cadence will differ by tier:

[Redacted]

Identification and Reporting of Cases: At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).
All cases will be reported to the Tulare County Public Health Liaison.

Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.
The Superintendent or Principal will send a letter to all parents explaining the cases and exposure. Tipton Elementary will use our teleparent phone system to communicate messages to all of our parents. At all times, student and staff confidentiality will be of utmost importance and names or other identifying information will not be revealed. TESD will provide a written notice to all employees who were at that worksite within the potentially infectious time period and who may have been exposed to COVID-19.

Consultation: (For schools not previously open) Please confirm consultation with the following groups

Labor Organization
Name of Organization(s) and Date(s) Consulted:
Name: CTA & CSEA
Date: 5/18/20, 6/9/20, 7/8/20, 7/17/20, 8/10/20, 9/8/20 & 9/10/20

Parent and Community Organizations
Name of Organization(s) and Date(s) Consulted:
Name: SSC/ELAC, Parents Meetings and Surveys
Date: 5/8/20, 7/10/20, 7/27/20, 8/31/20, 9/11/20, 9/29/201/20

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

[Redacted]

For Local Educational Agencies (LEAs or equivalent) in PURPLE:

X Local Health Officer Approval: The Local Health Officer, for (state County) Plan, cases Tulare. County has certified and approved the CRP on this date: October 19, 2020. If more than 7 business days have passed since the submission without input from the LHO, the CRP shall be deemed approved.

Additional Resources:

[Guidance on Schools](#)

[Safe Schools for All Hub](#)

4. ADMINISTRATIVE: Action items:

4.6 2024-2025 School Calendar

Tipton Elementary School District Calendar 2024 - 2025

	M	T	W	T	F	Instructional Days	Non Inst. Days	Significant Dates	Explanation
Aug. 2024				1	2	18	3	Aug. 1 - 2 & 5 - 6	1 Staff Floating Day (Class prep.) & 2 Pre-service Days
	5	6	7	8	9			Aug. 7	First Day of School 1:30 pm Dismissal Day
	12	13	14	15	16			Aug. 7 & 8	1:30 pm Dismissal
	19	20	21	22	23			Aug. 15	Back to School Night - 2 pm Dismissal
	26	27	28	29	30			Aug. 7,14 & 21	Strategic Planning - Min. Day - 1:30 pm Dismissal
								Aug. 28	Staff Development - 1:30 pm Dismissal
Sept. 2024	2	3	4	5	6	19	0	Sept. 2	Labor Day - No School
	9	10	11	12	13			Sept. 11	Fair Day - No School
	16	17	18	19	20			Sept. 4 & 18	Strategic Planning - Min. Day - 1:30 pm Dismissal
	23	24	25	26	27			Sept. 25	Staff Development - 1:30 pm Dismissal
	30								
Oct. 2024		1	2	3	4	21	2	Oct. 4	End of 1st quarter (41 days)
	7	8	9	10	11			Oct. 14	Small School Staff Development
	14	15	16	17	18			Oct. 21	Parent/Teacher Conf. - No School
	21	22	23	24	25			Oct. 22	Parent/Teacher Conf. (make-up) - 2 pm Dismissal
	28	29	30	31				Oct. 2, 9,16 & 23	Strategic Planning - Min. Day - 1:30 pm Dismissal
								Oct. 30	Staff Development - 1:30 pm Dismissal
Nov. 2024					1	15	0	Nov. 6,13 & 20	Strategic Planning - Min. Day - 1:30 pm Dismissal
	4	5	6	7	8			Nov. 11	Veteran's Day
	11	12	13	14	15			Nov. 22	2pm Dismissal
	18	19	20	21	22			Nov. 25 - 29	Thanksgiving Holiday
	25	26	27	28	29				
Dec. 2024	2	3	4	5	6	15	0	Dec. 4,11 & 18	Strategic Planning - Min. Day - 1:30 pm Dismissal
	9	10	11	12	13			Dec. 20	End of 2nd Quarter (47 days)
	16	17	18	19	20			Dec. 20	2pm Dismissal
	23	24	25	26	27			Dec. 23 - Jan. 10	Winter Vacation
	30	31							
Jan. 2025			1	2	3	14	0	Jan. 20	Martin Luther King, Jr. Day
	6	7	8	9	10			Jan. 15 & 29	Strategic Planning - Min. Day - 1:30 pm Dismissal
	13	14	15	16	17			Jan. 22	Staff Development - 1:30 pm Dismissal
	20	21	22	23	24				
	27	28	29	30	31				
Feb. 2025	3	4	5	6	7	18	0	Feb. 5	Staff Development - 1:30 pm Dismissal
	10	11	12	13	14			Feb. 10	Lincoln's Birthday - No School
	17	18	19	20	21			Feb. 17	President's Day
	24	25	26	27	28			Feb. 5, 12,19 & 26	Strategic Planning - Min. Day - 1:30 pm Dismissal
								Feb. 25 & 27	6-8th Parent/Teacher Conf. - 2 pm Dismissal
Mar. 2025	3	4	5	6	7	21	0	Mar. 5	Staff Development - 1:30 pm Dismissal
	10	11	12	13	14			Mar. 14	End 3rd quarter (42 days)
	17	18	19	20	21			March 12, 19 & 26	Strategic Planning - Min. Day - 1:30 pm Dismissal
	24	25	26	27	28			March 25 & 27	Tk-5th Parent/Teacher Conf. - 2 pm Dismissal
	31								
Apr. 2025		1	2	3	4	16	0	Apr. 11	2pm Dismissal
	7	8	9	10	11			Apr. 14 - 21	Spring Break
	14	15	16	17	18			Apr. 21	Possible Fog Make up Day #1
	21	22	23	24	25			Apr. 9, 23 & 30	Strategic Planning - Min. Day - 1:30 pm dismissal
	28	29	30					Apr. 2	Staff Development - 1:30 pm Dismissal
May. 2025				1	2	21	0	May. 7	Staff Development - 1:30 pm Dismissal
	5	6	7	8	9			May. 14, 21 & 28	Strategic Planning - Min. Day - 1:30 pm Dismissal
	12	13	14	15	16			May. 23	End of 4th Quarter (44 days)
	19	20	21	22	23			May. 26	Memorial Day - No School
	26	27	28	29	30				
Jun. 2025	2	3	4	5	6	2	0	Jun. 3	Last day of school - 2 pm dismissal. Graduation
	9	10	11	12	13			Jun. 4 & 5	June 4 & 5 Possible Fog Make-up Day #2 & #3
Total Teacher Contract Days >>						180	5		
NO SCHOOL-Vacation/Federal, Local Holiday or Parent/Teacher Conferences or Full Day Staff Development									
Staff Development Days (1:30-3:30pm) - 7 Wednesdays									
Fall & Spring Parent/Teacher Conferences - 2pm dismissal Spring: 6th-8th Feb. 25 & 27; TK-5th March 25 & 27									
Strategic Planning-Min. Day 1:30pm dismissal									

4. ADMINISTRATIVE: Action items:

4.7 Memorandum of Understanding by and Between California School Employees Association and Its Tipton Chapter 765 and the Tipton Elementary School District

MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS
TIPTON CHAPTER 765
AND THE
TIPTON ELEMENTARY SCHOOL DISTRICT
January 18, 2024


Recitals


- A. The District has a need for a staff member to travel with a student to Scicon.
- B. This travel will require extended workdays involving supervision, hikes, and overall, one on one support during the students time at Scicon.
- C. The District understands the increased responsibility and time spent away from home and therefore would like to offer a stipend.

The Parties agree to the following:

- 1. The employee must be able to perform all the duties required. Selection shall be based on interest and seniority.
- 2. The employee shall receive their regular rate of pay for all hours worked and will receive overtime in accordance with the overtime provisions outlined in Article 6 of the Parties collective bargaining agreement.
- 3. The employee shall receive a stipend in the amount of \$300 for their time spent away from home.

Signed on this date: 1/18/24

For the District:


For CSEA:


5. **FINANCE: Action items:**

5.1 Vendor Payments

APY List

Date Paid between 12/16/2023 and 1/29/2024

Vendor No	Vendor Name	Reference Number	Payment Date	Invoice Number/Desc.	AccountCode	Amount
13456	A & G TELEPHONE SERVICE, INC.	241339	01/26/2024	8863	010-81500-0-00000-81000-56000-0-0000	\$170.00
13971	ALMEIDA, VIRGINIA	241298	01/26/2024	REIMB.STC.SUPPLY	010-90336-0-11100-10000-43000-0-0000	\$180.45
13971	ALMEIDA, VIRGINIA	241188	12/22/2023	REIMB.STC TRAVEI	010-90336-0-11100-10000-52000-0-0000	\$72.70
13971	ALMEIDA, VIRGINIA	241192	12/22/2023	REIMB.STC TRAVEL	010-90336-0-11100-10000-52000-0-0000	\$120.78
13971	ALMEIDA, VIRGINIA	241299	01/26/2024	REIMB.STC TRAVEL	010-90336-0-11100-10000-52000-0-0000	\$115.57
13036	AMERICAN FIDELITY	241141	12/22/2023	NOVEMBER 2023	010-00000-0-00000-00000-95024-0-0000	\$304.22
13036	AMERICAN FIDELITY	241293	01/26/2024	DECEMBER 2023	010-00000-0-00000-00000-95024-0-0000	\$294.15
14247	AMERICAN STEAMWAY	241197	12/22/2023	34544	010-81500-0-00000-81000-43000-0-0000	\$2,828.71
12788	ARAMARK UNIFORM SERVICES INC	241162	12/22/2023	5031317141	010-00000-0-00000-81000-58000-0-0000	\$644.65
12788	ARAMARK UNIFORM SERVICES INC	241203	12/22/2023	5031320969	010-00000-0-00000-81000-58000-0-0000	\$611.65
12788	ARAMARK UNIFORM SERVICES INC	241227	01/05/2024	5031329383	010-00000-0-00000-81000-58000-0-0000	\$611.65
12788	ARAMARK UNIFORM SERVICES INC	241224	01/05/2024	5031325331	010-00000-0-00000-81000-58000-0-0000	\$611.65
12788	ARAMARK UNIFORM SERVICES INC	241289	01/26/2024	5031333576	010-00000-0-00000-81000-58000-0-0000	\$611.65
12788	ARAMARK UNIFORM SERVICES INC	241294	01/26/2024	5031337562	010-00000-0-00000-81000-58000-0-0000	\$632.65
12788	ARAMARK UNIFORM SERVICES INC	241336	01/26/2024	5031341758	010-00000-0-00000-81000-58000-0-0000	\$629.57
13904	AT&T	241176	12/22/2023	9391028858	010-00000-0-00000-81000-59000-0-0000	\$178.39
13904	AT&T	241290	01/26/2024	9391028859	010-00000-0-00000-81000-59000-0-0000	\$29.25
13904	AT&T	241320	01/26/2024	9391028858	010-00000-0-00000-81000-59000-0-0000	\$174.34
14404	AT&T	241228	01/05/2024	0826963964-122523	010-00000-0-00000-82000-59000-0-0000	\$612.06
13903	A-Z BUS SALES	241193	12/22/2023	INVSAC14003	010-07230-0-00000-36000-43000-0-0000	\$995.82
14101	B&B PEST CONTROL SERVICE	241172	12/22/2023	01-TIP-7-23	010-00000-0-00000-81000-58000-0-0000	\$170.00
14101	B&B PEST CONTROL SERVICE	241168	12/22/2023	01-TIP-11-23	010-00000-0-00000-81000-58000-0-0000	\$170.00
14101	B&B PEST CONTROL SERVICE	241170	12/22/2023	01-09-TIP	010-00000-0-00000-81000-58000-0-0000	\$170.00
12548	CALIFORNIA TURF EQUIP. & SUPP.	241160	12/22/2023	616534	010-81500-0-00000-81000-43000-0-0000	\$307.81
12548	CALIFORNIA TURF EQUIP. & SUPP.	241307	01/26/2024	616529	010-81500-0-00000-81000-43000-0-0000	\$94.65
13592	CENTRAL TULARE COUNTY SCHOOL	241295	01/26/2024	LIAB/JPA 21	010-00000-0-00000-72000-54500-0-0000	\$15,075.00
14245	CENTRAL VALLEY REFRIGERATION	241194	12/22/2023	52059	010-00000-0-00000-81000-56000-0-0000	\$3,161.93
14245	CENTRAL VALLEY REFRIGERATION	241195	12/22/2023	53463	010-00000-0-00000-81000-56000-0-0000	\$1,852.56
14245	CENTRAL VALLEY REFRIGERATION	241231	01/05/2024	54146	010-00000-0-00000-81000-56000-0-0000	\$576.12
14338	COLLEGIATE DESIGNS, INC.	241337	01/26/2024	121123TIPPA	010-07200-0-11100-10000-43000-0-0104	\$2,511.95
14338	COLLEGIATE DESIGNS, INC.	241338	01/26/2024	121123TIPHR	010-07200-0-11100-10000-43000-0-0104	\$4,100.65
14338	COLLEGIATE DESIGNS, INC.	241348	01/26/2024	12112TIP	010-07200-0-11100-10000-43000-0-0104	\$4,600.50
14338	COLLEGIATE DESIGNS, INC.	241349	01/26/2024	121123TIPPA	010-07200-0-11100-10000-43000-0-0201	\$3,101.10
13181	DEMCO	241205	12/22/2023	7410432	010-07200-0-11100-24203-43000-0-0114	\$689.44
14366	DEPARTMENT OF INDUSTRIAL RELAT	241230	01/05/2024	E2022229SA	010-00000-0-00000-81000-58000-0-0000	\$125.00
14328	DONNA M. LOPEZ	241297	01/26/2024	2024-1R	010-07230-0-00000-36000-58000-0-0000	\$1,140.00
14374	ELAN FINANCIAL SERIVCES	241276	01/05/2024	9190 BETTENCOURT	010-26000-3-11100-10000-43000-0-0000	\$108.48
14374	ELAN FINANCIAL SERIVCES	241275	01/05/2024	9190 BETTENCOURT	010-26000-3-11100-10000-58000-0-0000	\$1,124.55
14374	ELAN FINANCIAL SERIVCES	241277	01/05/2024	9190 BETTENCOURT	010-90336-0-11100-10000-43000-0-0000	\$129.19
14375	ELAN FINANCIAL SERVICES	241278	01/05/2024	9281 SOLIAN	010-26000-3-11100-10000-43000-0-0000	\$346.95

14375	ELAN FINANCIAL SERVICES	241279	01/05/2024	9281 SOLIAN	010-26000-3-11100-10000-43000-0-0000	\$235.80
14459	ELAN FINANCIAL SERVICES	241281	01/05/2024	1091 YOUNG	010-00000-0-00000-72000-52000-0-0000	\$1,049.23
14459	ELAN FINANCIAL SERVICES	241283	01/05/2024	1091 YOUNG	010-00000-0-00000-72000-59000-0-0000	\$4.35
14459	ELAN FINANCIAL SERVICES	241284	01/05/2024	1091 YOUNG	010-00000-0-11100-10000-59000-0-0000	\$68.79
14459	ELAN FINANCIAL SERVICES	241285	01/05/2024	1091 YOUNG	010-00000-0-11100-10000-59000-0-0000	\$12.85
14459	ELAN FINANCIAL SERVICES	241280	01/05/2024	1091 YOUNG	010-07200-0-11100-24900-43000-0-0102	\$103.35
14459	ELAN FINANCIAL SERVICES	241288	01/05/2024	1091 YOUNG	010-07200-0-11100-24900-43000-0-0102	\$147.62
14459	ELAN FINANCIAL SERVICES	241286	01/05/2024	1091 YOUNG	010-07200-0-11100-24900-58000-0-0102	\$1,500.00
14459	ELAN FINANCIAL SERVICES	241282	01/05/2024	1091 YOUNG	010-07230-0-00000-36000-58000-0-0000	\$51.06
14459	ELAN FINANCIAL SERVICES	241287	01/05/2024	1091 YOUNG	010-90336-0-11100-10000-43000-0-0000	\$211.06
5481	EMPLOYMENT DEVELOPMENT DEPT.	241331	01/23/2024	942384433 Q4 2023	010-00000-0-00000-00000-95025-0-0000	\$677.31
14474	FOLLETT CONTENT SOLUTIONS, LLC	241300	01/26/2024	788082B	010-07200-0-11100-24203-43000-0-0114	\$884.87
14146	GINA MANFREDI	241178	12/22/2023	REIMB.HOME EC	010-07200-0-11100-10000-43000-0-0407	\$233.01
12921	GOLD STAR FOODS INC.	241144	12/22/2023	6785395	010-60100-0-11100-10000-43000-0-0000	\$257.80
12996	GOPHER SPORT	241350	01/26/2024	IN340178	010-07200-0-11100-10000-43000-0-0405	\$7,257.63
14315	HCI SYSTEMS, Inc	241232	01/05/2024	I0061162	010-81500-0-00000-81000-58000-0-0000	\$850.39
14315	HCI SYSTEMS, Inc	241233	01/05/2024	I0061400	010-81500-0-00000-81000-58000-0-0000	\$1,983.00
14315	HCI SYSTEMS, Inc	241342	01/26/2024	I0062154	010-81500-0-00000-81000-58000-0-0000	\$417.00
14315	HCI SYSTEMS, Inc	241343	01/26/2024	I0062785	010-81500-0-00000-81000-58000-0-0000	\$1,774.00
14164	IEC POWER LLC	241146	12/22/2023	TESD-OM-INV43	010-99900-0-00000-81000-58000-0-0000	\$2,935.74
14164	IEC POWER LLC	241223	01/05/2024	TESD-ADDSVC-03	010-99900-0-00000-81000-58000-0-0000	\$1,959.00
13957	INFINITY COMM. & CONSUL., INC.	241301	01/26/2024	16809	010-00000-0-00000-71000-58000-0-0000	\$3,375.00
14475	IRWIN SEATING COMPANY	241222	01/05/2024	S0049039	010-81500-0-00000-81000-58000-0-0000	\$3,593.00
14581	ISLAND WATERPARK	241323	01/26/2024	5.28.24	010-07200-0-11100-10000-58000-0-0201	\$1,012.13
12983	JACK BENIGO TREE SERVICE	241344	01/26/2024	20879	010-00000-0-00000-81000-58000-0-0000	\$700.00
12983	JACK BENIGO TREE SERVICE	241345	01/26/2024	20878	010-00000-0-00000-81000-58000-0-0000	\$7,651.22
3013	JORGENSEN & COMPANY	241234	01/05/2024	6105527	010-00000-0-00000-81000-58000-0-0000	\$385.65
3013	JORGENSEN & COMPANY	241291	01/26/2024	6106082	010-00000-0-00000-81000-58000-0-0000	\$1,198.46
14069	J's COMMUNICATIONS, INC.	241179	12/22/2023	23-3005	010-60100-0-11100-10000-43000-0-0000	\$1,907.18
13961	LOWE'S	241198	12/22/2023	987683	010-81500-0-00000-81000-43000-0-0000	\$238.78
13961	LOWE'S	241199	12/22/2023	382248	010-81500-0-00000-81000-43000-0-0000	\$274.88
13961	LOWE'S	241308	01/26/2024	976858	010-81500-0-00000-81000-43000-0-0000	\$409.29
12270	LOZANO SMITH	241180	12/22/2023	2205055	010-00000-0-00000-72000-58000-0-0000	\$750.75
12270	LOZANO SMITH	241181	12/22/2023	2205056	010-00000-0-00000-72000-58000-0-0000	\$5,226.38
12270	LOZANO SMITH	241182	12/22/2023	2205057	010-00000-0-00000-72000-58000-0-0000	\$1,299.38
12270	LOZANO SMITH	241304	01/26/2024	2207579	010-00000-0-00000-72000-58000-0-0000	\$173.25
12270	LOZANO SMITH	241305	01/26/2024	2207580	010-00000-0-00000-72000-58000-0-0000	\$1,992.38
12270	LOZANO SMITH	241302	01/26/2024	2207577	010-00000-0-00000-72000-58000-0-0000	\$2,107.88
12270	LOZANO SMITH	241303	01/26/2024	2207578	010-00000-0-00000-72000-58000-0-0000	\$2,483.25
14254	MARIO GARCIA	241306	01/26/2024	REIMB.DMV FEE	010-07230-0-00000-36000-58000-0-0000	\$100.06
13396	MAS ENTERPRISES	241196	12/22/2023	66387	010-07230-0-00000-36000-58000-0-0000	\$51.75
14582	MCDERMONT VENTURE, INC.	241330	01/26/2024	6073	010-26000-3-11100-10000-43000-0-0000	\$544.00
14582	MCDERMONT VENTURE, INC.	241330	01/26/2024	6073	010-26000-3-11100-10000-58000-0-0000	\$2,500.00
14580	MIRIAM MARTINEZ DIAZ	241167	12/22/2023	REIMB. LIVE SCAN	010-00000-0-00000-72000-58000-0-0000	\$47.00
13882	MOBILE MODULAR MGT. CORP.	241237	01/05/2024	2507401	010-00000-0-00000-81000-56000-0-0000	\$640.00
13882	MOBILE MODULAR MGT. CORP.	241238	01/05/2024	2507430	010-00000-0-00000-81000-56000-0-0000	\$640.00
13882	MOBILE MODULAR MGT. CORP.	241236	01/05/2024	2507347	010-00000-0-00000-81000-56000-0-0000	\$640.00

11531	MORRIS LEVIN & SON	241239	01/05/2024	2312-139688	010-81500-0-00000-81000-58000-0-0000	\$350.00
11531	MORRIS LEVIN & SON	241347	01/26/2024	2312-139688	010-81500-0-00000-81000-58000-0-0000	\$350.00
11531	MORRIS LEVIN & SON	241346	01/26/2024	2312-132958	010-81500-0-00000-81000-58000-0-0000	\$758.74
14103	MUNOZ, JACOB	241191	12/22/2023	REIMB.LOTTERY	010-11000-0-11100-10000-43000-0-0000	\$65.01
14488	N & R DIESEL TRUCK REPAIR	241158	12/22/2023	029116	010-07230-0-00000-36000-58000-0-0000	\$300.00
12836	OFFICE DEPOT, INC.	241248	01/05/2024	346078276001	010-00000-0-00000-72000-43000-0-0000	\$57.94
12836	OFFICE DEPOT, INC.	241208	12/22/2023	344631587001	010-00000-0-11100-10000-43000-0-0000	\$19.38
12836	OFFICE DEPOT, INC.	241209	12/22/2023	344632656001	010-00000-0-11100-10000-43000-0-0000	\$13.57
12836	OFFICE DEPOT, INC.	241189	12/22/2023	344632653001	010-00000-0-11100-10000-43000-0-0000	\$77.39
12836	OFFICE DEPOT, INC.	241241	01/05/2024	346782308001	010-07200-0-11100-24203-43000-0-0115	\$15.83
12836	OFFICE DEPOT, INC.	241242	01/05/2024	346782307001	010-07200-0-11100-24203-43000-0-0115	\$63.56
12836	OFFICE DEPOT, INC.	241244	01/05/2024	346782309001	010-07200-0-11100-24203-43000-0-0115	\$62.48
12836	OFFICE DEPOT, INC.	241240	01/05/2024	346782306001	010-07200-0-11100-24203-43000-0-0115	\$5.09
12836	OFFICE DEPOT, INC.	241243	01/05/2024	346765085001	010-07200-0-11100-24203-43000-0-0115	\$66.34
12836	OFFICE DEPOT, INC.	241211	12/22/2023	344640066001	010-11000-0-11100-10000-43000-0-0000	\$45.23
12836	OFFICE DEPOT, INC.	241213	12/22/2023	341626918001	010-11000-0-11100-10000-43000-0-0000	\$98.90
12836	OFFICE DEPOT, INC.	241214	12/22/2023	341627026001	010-11000-0-11100-10000-43000-0-0000	\$30.15
12836	OFFICE DEPOT, INC.	241215	12/22/2023	342331596001	010-11000-0-11100-10000-43000-0-0000	\$70.49
12836	OFFICE DEPOT, INC.	241210	12/22/2023	338940785001	010-11000-0-11100-10000-43000-0-0000	\$16.15
12836	OFFICE DEPOT, INC.	241206	12/22/2023	342627263001	010-11000-0-11100-10000-43000-0-0000	\$72.40
12836	OFFICE DEPOT, INC.	241207	12/22/2023	343094355001	010-11000-0-11100-10000-43000-0-0000	\$9.03
12836	OFFICE DEPOT, INC.	241163	12/22/2023	344640302001	010-11000-0-11100-10000-43000-0-0000	\$111.73
12836	OFFICE DEPOT, INC.	241245	01/05/2024	344425955001	010-11000-0-11100-10000-43000-0-0000	\$61.11
12836	OFFICE DEPOT, INC.	241309	01/26/2024	3458402299001	010-11000-0-11100-10000-43000-0-0000	\$12.63
12836	OFFICE DEPOT, INC.	241310	01/26/2024	345802845001	010-11000-0-11100-10000-43000-0-0000	\$29.59
12836	OFFICE DEPOT, INC.	241311	01/26/2024	345802845001	010-11000-0-11100-10000-43000-0-0000	\$120.83
12836	OFFICE DEPOT, INC.	241352	01/26/2024	347034226001	010-11000-0-11100-10000-43000-0-0000	\$64.49
12836	OFFICE DEPOT, INC.	241351	01/26/2024	347038747001	010-11000-0-11100-10000-43000-0-0000	\$39.07
12836	OFFICE DEPOT, INC.	241353	01/26/2024	347034226001	010-11000-0-11100-10000-43000-0-0000	\$96.40
12836	OFFICE DEPOT, INC.	241202	12/22/2023	343819265001	010-60100-0-11100-10000-43000-0-0000	\$41.99
12836	OFFICE DEPOT, INC.	241190	12/22/2023	343818853001	010-60100-0-11100-10000-43000-0-0000	\$77.17
12836	OFFICE DEPOT, INC.	241247	01/05/2024	346088317001	010-60100-0-11100-10000-43000-0-0000	\$133.33
12836	OFFICE DEPOT, INC.	241246	01/05/2024	346085449001	010-60100-0-11100-10000-43000-0-0000	\$116.35
13562	ORIENTAL TRADING CO.	241147	12/22/2023	72858360002	010-60100-0-11100-10000-43000-0-0000	\$70.03
13562	ORIENTAL TRADING CO.	241150	12/22/2023	72858360003	010-60100-0-11100-10000-43000-0-0000	\$266.05
13562	ORIENTAL TRADING CO.	241152	12/22/2023	72858360001	010-60100-0-11100-10000-43000-0-0000	\$2,168.74
13562	ORIENTAL TRADING CO.	241148	12/22/2023	72858360004	010-60100-0-11100-10000-43000-0-0000	\$70.03
13562	ORIENTAL TRADING CO.	241149	12/22/2023	72858360008	010-60100-0-11100-10000-43000-0-0000	\$102.34
13562	ORIENTAL TRADING CO.	241151	12/22/2023	72858360005	010-60100-0-11100-10000-43000-0-0000	\$30.16
13562	ORIENTAL TRADING CO.	241161	12/22/2023	72858360006	010-60100-0-11100-10000-43000-0-0000	\$57.09
13562	ORIENTAL TRADING CO.	241200	12/22/2023	72858360007	010-60100-0-11100-10000-43000-0-0000	\$45.22
13562	ORIENTAL TRADING CO.	241201	12/22/2023	72858360009	010-60100-0-11100-10000-43000-0-0000	\$142.99
14579	REBECCA MUNOZ CRUZ	241166	12/22/2023	REIMB. LIVE SCAN	010-00000-0-00000-72000-58000-0-0000	\$57.54
14396	S & S AG AND AUTO PARTS	241153	12/22/2023	107685	010-07230-0-00000-36000-43000-0-0000	\$91.33
14396	S & S AG AND AUTO PARTS	241250	01/05/2024	107430	010-07230-0-00000-36000-43000-0-0000	\$5.92
14396	S & S AG AND AUTO PARTS	241251	01/05/2024	107592	010-07230-0-00000-36000-43000-0-0000	\$70.02
14396	S & S AG AND AUTO PARTS	241252	01/05/2024	107672	010-07230-0-00000-36000-43000-0-0000	\$63.56

14396	S & S AG AND AUTO PARTS	241253	01/05/2024	108532	010-07230-0-00000-36000-43000-0-0000	\$93.87
14396	S & S AG AND AUTO PARTS	241318	01/26/2024	110181	010-07230-0-00000-36000-43000-0-0000	\$31.14
14308	SHI INTERNATIONAL CORP	241174	12/22/2023	B17723565	010-00000-0-00000-71500-44000-0-0000	\$566.09
14308	SHI INTERNATIONAL CORP	241175	12/22/2023	B17723576	010-07200-0-11100-24900-43000-0-0102	\$494.49
14308	SHI INTERNATIONAL CORP	241324	01/26/2024	B17849525	010-07200-0-11100-24900-43000-0-0102	\$43.05
14308	SHI INTERNATIONAL CORP	241325	01/26/2024	B17849533	010-07200-0-11100-24900-43000-0-0102	\$38.14
14308	SHI INTERNATIONAL CORP	241157	12/22/2023	B17700139	010-07200-0-11100-24900-44000-0-0102	\$667.81
14111	SISC	241256	01/05/2024	JAN HW RET.BRD.ACT	010-00000-0-00000-00000-95024-0-0000	\$83,192.78
14111	SISC	241255	01/05/2024	JAN HW RET.BRD.ACT	010-00000-0-00000-00000-95028-0-0000	\$1,620.00
14111	SISC	241254	01/05/2024	JAN HW RET.BRD.ACT	010-00000-0-00000-71000-34020-0-0000	\$8,071.65
12777	SMALL SCHOOLS SUPERINTENDENTS	241332	01/26/2024	2023-2024 DUES	010-00000-0-00000-71000-53000-0-0000	\$150.00
5388	SOUTHERN CAL GAS	241212	12/22/2023	108 416 9100 8	010-00000-0-00000-81000-55000-0-0000	\$3,244.84
5388	SOUTHERN CAL GAS	241335	01/26/2024	108 416 9100 8	010-00000-0-00000-81000-55000-0-0000	\$3,984.16
5383	SOUTHERN CALIF EDISON CO	241225	01/05/2024	700140798877	010-99900-0-00000-81000-55000-0-0000	\$6,671.03
5388	SOUTHERN CALIF EDISON CO	241226	01/05/2024	700142519619	010-99900-0-00000-81000-55000-0-0000	\$809.34
5383	SOUTHERN CALIF EDISON CO	241333	01/26/2024	700142519619	010-99900-0-00000-81000-55000-0-0000	\$179.52
5383	SOUTHERN CALIF EDISON CO	241334	01/26/2024	700140798877	010-99900-0-00000-81000-55000-0-0000	\$6,374.15
13902	SOUTHWEST SCH. & OFFICE SUPPLY	241326	01/26/2024	6000250154	010-00000-0-11100-10000-43000-0-0000	\$1,280.66
14578	STEPHANIE NERI SANCHEZ	241165	12/22/2023	REIMB. LIVE SCAN	010-00000-0-00000-72000-58000-0-0000	\$58.00
13130	SYSCO FOOD SERVICES	241155	12/22/2023	384856450	010-07200-0-11100-10000-43000-0-0201	\$102.29
13130	SYSCO FOOD SERVICES	241156	12/22/2023	384856450	010-26000-3-11100-10000-43000-0-0000	\$22.96
13130	SYSCO FOOD SERVICES	241154	12/22/2023	384856451	010-60100-0-11100-10000-43000-0-0000	\$291.93
13130	SYSCO FOOD SERVICES	241184	12/22/2023	384864437	010-60100-0-11100-10000-43000-0-0000	\$75.93
13130	SYSCO FOOD SERVICES	241185	12/22/2023	384864439	010-60100-0-11100-10000-43000-0-0000	\$75.97
13130	SYSCO FOOD SERVICES	241218	01/05/2024	384872118	010-60100-0-11100-10000-43000-0-0000	\$395.06
13130	SYSCO FOOD SERVICES	241327	01/26/2024	384904518	010-60100-0-11100-10000-43000-0-0000	\$1,153.99
12264	TIPTON AUTO PARTS	241258	01/05/2024	65428	010-81500-0-00000-81000-43000-0-0000	\$7.53
12264	TIPTON AUTO PARTS	241261	01/05/2024	65637	010-81500-0-00000-81000-43000-0-0000	(\$18.00)
12264	TIPTON AUTO PARTS	241262	01/05/2024	65636	010-81500-0-00000-81000-43000-0-0000	\$169.97
12264	TIPTON AUTO PARTS	241263	01/05/2024	65921	010-81500-0-00000-81000-43000-0-0000	\$269.15
12264	TIPTON AUTO PARTS	241264	01/05/2024	66008	010-81500-0-00000-81000-43000-0-0000	\$229.14
12264	TIPTON AUTO PARTS	241267	01/05/2024	66195	010-81500-0-00000-81000-43000-0-0000	\$26.93
12264	TIPTON AUTO PARTS	241259	01/05/2024	65476	010-81500-0-00000-81000-43000-0-0000	\$1.61
12264	TIPTON AUTO PARTS	241260	01/05/2024	65638	010-81500-0-00000-81000-43000-0-0000	\$10.76
12264	TIPTON AUTO PARTS	241265	01/05/2024	66016	010-81500-0-00000-81000-43000-0-0000	\$68.93
12264	TIPTON AUTO PARTS	241266	01/05/2024	66021	010-81500-0-00000-81000-43000-0-0000	\$48.32
5760	TIPTON COMMUNITY SERVICES DIST	241268	01/05/2024	10040002	010-00000-0-00000-81000-55000-0-0000	\$683.50
14414	T-MOBILE USA INC.	241257	01/05/2024	987306951	010-00000-0-00000-81000-59000-0-0000	\$598.80
14414	T-MOBILE USA INC.	241159	12/22/2023	970029235	010-07200-0-11100-24900-59000-0-0102	\$4,686.40
14414	T-MOBILE USA INC.	241292	01/26/2024	970029235	010-07200-0-11100-24900-59000-0-0102	\$4,686.40
13463	TULARE COUNTY OFFICE OF EDUCAT	241269	01/05/2024	241397	010-00000-0-00000-31400-58000-0-0000	\$210.00
12324	TULE TRASH COMPANY	241271	01/05/2024	296281	010-00000-0-00000-81000-55000-0-0000	\$1,178.76
14424	U.S. BANK EQUIPMENT FINANCE	241273	01/05/2024	518828504	010-00000-0-00000-72000-58000-0-0000	\$424.96
14424	U.S. BANK EQUIPMENT FINANCE	241274	01/05/2024	518828504	010-00000-0-11100-10000-58000-0-0000	\$1,274.89
13496	VALLEY PACIFIC PET. SERV., INC	241204	12/22/2023	23-745227	010-07230-0-00000-36000-43000-0-0000	\$888.02
13496	VALLEY PACIFIC PET. SERV., INC	241272	01/05/2024	23-749310	010-07230-0-00000-36000-43000-0-0000	\$1,245.16

010-General Fund Total Expenditures:**\$255,614.79**

14101	B&B PEST CONTROL SERVICE	241171	12/22/2023	01-09-TIP	130-53100-0-00000-37000-58000-0-0000	\$40.00
14101	B&B PEST CONTROL SERVICE	241173	12/22/2023	01-TIP-07-23	130-53100-0-00000-37000-58000-0-0000	\$40.00
14101	B&B PEST CONTROL SERVICE	241169	12/22/2023	01-TIP-11-23	130-53100-0-00000-37000-58000-0-0000	\$40.00
12921	GOLD STAR FOODS INC.	241143	12/22/2023	6859258	130-53100-0-00000-37000-47000-0-0000	\$62.00
12921	GOLD STAR FOODS INC.	241145	12/22/2023	6785395	130-53100-0-00000-37000-47000-0-0000	\$563.71
12921	GOLD STAR FOODS INC.	241177	12/22/2023	6881411	130-53100-0-00000-37000-47000-0-0000	\$27.28
12921	GOLD STAR FOODS INC.	241221	01/05/2024	6854479	130-53100-0-00000-37000-47000-0-0000	\$203.70
12921	GOLD STAR FOODS INC.	241296	01/26/2024	6938850	130-53100-0-00000-37000-47000-0-0000	\$29.45
12921	GOLD STAR FOODS INC.	241321	01/26/2024	6977623	130-53100-0-00000-37000-47000-0-0000	\$96.72
12921	GOLD STAR FOODS INC.	241322	01/26/2024	6985281	130-53100-0-00000-37000-47000-0-0000	\$7.44
14315	HCI SYSTEMS, Inc	241341	01/26/2024	I0062153	130-53100-0-00000-37000-58000-0-0000	\$966.30
14560	IMPERIAL DADE	241164	12/22/2023	15306198	130-53100-0-00000-37000-43000-0-0000	\$1,431.06
14427	R & L CROW DISTRIBUTING	241312	01/26/2024	12.19.23	130-53100-0-00000-37000-47000-0-0000	\$697.64
14427	R & L CROW DISTRIBUTING	241315	01/26/2024	12.8.23	130-53100-0-00000-37000-47000-0-0000	\$753.44
14427	R & L CROW DISTRIBUTING	241313	01/26/2024	12.15.23	130-53100-0-00000-37000-47000-0-0000	\$383.00
14427	R & L CROW DISTRIBUTING	241314	01/26/2024	12.12.23	130-53100-0-00000-37000-47000-0-0000	\$599.72
14427	R & L CROW DISTRIBUTING	241316	01/26/2024	12.5.23	130-53100-0-00000-37000-47000-0-0000	\$887.00
14427	R & L CROW DISTRIBUTING	241317	01/26/2024	12.1.23	130-53100-0-00000-37000-47000-0-0000	\$706.70
13130	SYSCO FOOD SERVICES	241186	12/22/2023	384864438	130-53100-0-00000-37000-47000-0-0000	\$1,662.67
13130	SYSCO FOOD SERVICES	241187	12/22/2023	384855221	130-53100-0-00000-37000-47000-0-0000	\$209.60
13130	SYSCO FOOD SERVICES	241216	12/22/2023	384856451	130-53100-0-00000-37000-47000-0-0000	\$98.85
13130	SYSCO FOOD SERVICES	241219	01/05/2024	384872118	130-53100-0-00000-37000-47000-0-0000	\$154.04
13130	SYSCO FOOD SERVICES	241220	01/05/2024	384872119	130-53100-0-00000-37000-47000-0-0000	\$1,735.32
13130	SYSCO FOOD SERVICES	241328	01/26/2024	384904519	130-53100-0-00000-37000-47000-0-0000	\$3,420.67
13130	SYSCO FOOD SERVICES	241329	01/26/2024	384885192	130-53100-0-00000-37000-58000-0-0000	\$198.06
12324	TULE TRASH COMPANY	241270	01/05/2024	296280	130-53100-0-00000-81000-55000-0-0000	\$1,271.82
13412	US SOAP WEST, LLC	241319	01/26/2024	54571	130-53100-0-00000-37000-43000-0-0000	\$289.21
12650	VALLEY FOOD SERVICE	241217	12/22/2023	433732	130-53100-0-00000-37000-47000-0-0000	\$1,407.60

130-Cafeteria Fund Total Expenditures:**\$17,983.00**

14011	KIRK PURCARO	241235	01/05/2024	DSA#02-121239	356-78100-0-00000-85000-62000-0-0000	\$3,740.00
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356-County School Facilities Fund (Kinder Facilities):**\$3,740.00****Total Payments****\$277,337.79**

6. INFORMATION: (Verbal Reports & Presentations)

6.2 2023-2024 LCAP Mid Year Review – Mrs. Bettencourt

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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

Goal 1

Goal Description
Improve student achievement in English Language Arts, Math and increased academic achievement for all English Learners. (Priorities 1, 2, 4, 7 and 8)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California Assessment of Student Performance and Progress (CAASPP) System - ELA	2018-2019 -14.9 points from standard 2018-2019 EL Students - 23.3 points from standard	Data not available for 2020-2021 2022 Dashboard Data <ul style="list-style-type: none"> • 30.3 points from standard EL Students - 38.1 points from standard	2022 Dashboard Data <ul style="list-style-type: none"> • 30.3 points from standard EL Students - 38.1 points from standard	2023 Dashboard Data <ul style="list-style-type: none"> • 43.9 from standard EL Students -44.4 Points from standard	<ul style="list-style-type: none"> • 6.5 from standard • 12.1 from standard for EL Students
California Assessment of Student Performance and	2018-2019 -42.8 points from standard	Data not available for 2020-2021	2022 Dashboard Data <ul style="list-style-type: none"> • 67.9 points from standard 	2023 Dashboard Data <ul style="list-style-type: none"> • 64.4 points from standard 	<ul style="list-style-type: none"> • 28.4 from standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Progress (CAASPP) System - MATH	2018-2019 EL Students - 47.6 points from standard	2022 Dashboard Data <ul style="list-style-type: none"> 67.9 points from standard EL Students -73.5 points from standard	EL Students -73.5 points from standard	EL Students -71.1	<ul style="list-style-type: none"> 31.6 from standard for EL Students
STAR Reading	2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.	2021-2022 43% of students measure at or above reading proficiency as measured by the STAR reading test.	2022-2023 End of year Data 37% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.	2023-2024 Midyear Data 37% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test	60% of students measure at or above reading proficiency as measured by the STAR reading test
STAR Math	2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test.	2021-2022 32% of students in 2nd - 8th grade measure at or above level as measured by the STAR Math test.	2022-2023 End of Year Data 43% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test.	2023-2024 Midyear Data 51% 2nd-8th grade at or above level as measured by the STAR Math test	60% of students in 2nd - 8th grade measure at or above level as measured by the STAR Math test
Local Math Benchmark	Baseline will be established using 2021-2022 data.	2021-2022 22.73% of students in meet or exceed standard on the TESD math benchmark.	2023 End of Year Data 70% of K-1st students measured at or above grade level on the TESD end of year math benchmark. 32% of 2nd-8th measured at or above proficiency in math.	2023-2024 Midyear Data K-3rd 65% at or above grade level on the TESD midyear math benchmark 31% 4th-8th grade at or above grade level on TESD midyear math benchmark	Percent of students at or above level as measured by local math benchmark will increase by 6% of the overall baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Developmental Reading Assessment (DRA)	During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA.	2021-2022 47.45% of 3rd-5th grade students measured at or above proficiency in DRA. During the 2021-2022 year it was decided that K-3 students would not be assessed with DRA rather they would be assessed with DIBLES.	2023 End of Year Data- 49.21% of K-2 students measured at or above proficiency in DRA. Only below grade level students (based on mid-year STAR Reading below grade level performance) were administered the DRA in 3rd-5th grade. 29.45% of 3rd-5th below grade level students (48 out of 163 students) scored near or below grade level on the End of Year DRA.	2023-2024 Midyear 1st-5th all students assessed for first DRA assessment 24% of 1st-5th students measured at or above proficiency in DRA All K-2nd grade students will be assessed And only below grade level 3rd-5th grade students will be assessed from now until the end of the year	55% of K-5th grade students measure at or above proficiency in DRA
Local Writing Benchmarks	During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD mid year writing benchmark.	2021-2022 34.08% of K-8 students meet or exceeded the standard on the TESD mid year writing benchmark	2023 End of Year Data 53.98% of K-8 students met or exceeded the standard on the TESD end of the year writing benchmark.	2023-2024 Midyear Data 41% of TK-8th grade students met or exceeded the standard on the TESD midyear writing benchmark	37% of K-8 students meet or exceeded the standard on the TESD mid year writing benchmark
Teacher Misassignment Rate	The teacher misassignment rate for the 2019-2020 school year is 3.8%.	2021-2022 The teacher misassignment rate is 3.6%	2022-2023 The teacher misassignment rate is 0%	The teacher misassignment rate is 3.6%	0% teacher misassignment rate
Teacher attrition rate	The teacher attrition rate for the 2019-2020 school year is 7.4%.	2021-2022 0% teacher attrition rate	2022-2023 3% teacher attrition rate	0% teacher attrition rate	0% teacher attrition rate
Student access to standards aligned materials	During the 2019-2020 school year 100% of students have access to standards aligned materials.	2021-2022 100% of students have access to standards aligned materials	2022-2023 100% of students have access to standards aligned materials.	100% of students have access to standards aligned materials	100% of students have access to standards aligned materials
Implementation of academic	During the 2019-2020 year through examination was done and archiving of	2021-2022 Through the examination and archiving of lesson	2022-2023 Thorough examination was done and archiving of	Through the examination and archiving of lesson plans to maintain 100%	Through the examination and archiving of lesson plans to maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
content/performance standards	lesson plans to maintain 100% implementation of all academic content/performance standards.	plans to maintain 100% implementation of all academic content/performance standards.	lesson plans to maintain 100% implementation of all academic content/performance standards.	implementation of all academic content/performance standards.	implementation of all academic content/performance standards.
Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students	During 2019 - 2020 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	2021-2022 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	2022-2023 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.
School Facility Good Repair Status Report (FIT)	During the 2019-2020 year we maintained a Good rating on the FIT report.	2021-2022 During the 2021-2022 year we maintained a Good rating on the FIT report.	During the 2022-2023 year we maintained a Good rating on the FIT report.	During the 2023-2024 year, we maintained a Good rating on the FIT report.	Maintain a Good or Exemplary rating on the FIT report.
Evaluation and report on number and types of programs and services developed and provided to unduplicated pupils as well as individuals with exceptional needs.	2019-2020 100% of unduplicated pupils and students with exceptional needs were provided access to a large variety of programs in order to support their growth and achievement.	2021-2022 100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.	2022-2023 100% of unduplicated pupils and students with exceptional needs were provided access to a large variety of programs in order to support their growth and achievement.	100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.	100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.
Fully Credentialed in the the subject area and for pupils they are teaching.	The baseline for fully credentialed teacher rate for 2019-2020 is 96%.	2021-2022 96% fully credentialed	2022-2023 96% fully credentialed	2023-2024 96% fully credentialed	100% fully credentialed
EL Reclassification Rate	2019-2020 18.6% of EL students were reclassified.	2020-2021 14.4 % of EL students were reclassified.	2022-2023 Spring Data 13.9% of EL students were reclassified.	2023-2024 Fall Data 13.9% of EL students were reclassified (data quest) TESD reclassified 26 additional English learners in the Fall of 2023	33% of EL students reclassified
CA School Dashboard EL Learner Indicator	35.5% of our EL students are making progress	Data not available	2022 Dashboard Data 46.7% of EL students	2023 Dashboard Data	45.4% Performance level medium.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	towards English language proficiency. The performance level is low.	2022 Dashboard Data 46.7% of EL students are making progress towards English language proficiency. The performance level is medium.	are making progress towards English language proficiency. The performance level is medium.	47.3% of EL students are making progress towards English language proficiency. The performance level is medium	
Implementation of ELD standards, programs, and services	100% of students are receiving instruction aligned to the ELD standards.	2021-2022 100% of students are receiving instruction aligned to the ELD standards	2022-2023 100% of students are receiving instruction aligned to the ELD standards	100% of students are receiving instruction aligned to the ELD standards	100% of students are receiving instruction aligned to the ELD standards
The percentage of ELs who make progress toward English proficiency on ELPAC.	The 2018-2019 ELPAC 11.1% maintained ELPI Level 4 28% maintained ELPI levels 1, 2L,2H,3L, 3H 36.3% decreased at least 1 ELPI level	Data not available 2022 Dashboard Data 1.80% maintained ELPI Level 4 35.4% maintained ELPI levels 1, 2L,2H,3L, 3H 17.9% decreased at least 1 ELPI level	2022 Dashboard Data 1.80% maintained ELPI Level 4 35.4% maintained ELPI levels 1, 2L,2H,3L, 3H 17.9% decreased at least 1 ELPI level	2023 Dashboard Data 3.3% maintained ELPI level 4 34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H 18% decreased at least one ELPI level	17.1% will maintain ELPI Level 4 22% will maintain ELPI levels 1, 2L, 2H, 3L, 3H 30.3% will decrease at least 1 ELPI level
DIBELS Reading Assessment for K-3 grades	For the 2021-2022 mid-year DIBELS assessment 36% of students in grade K-3rd grade measured at or above benchmark.	For the 2022 end of -year DIBELS assessment 38% of students in grade K-3rd grade measured at or above benchmark.	2023- End of Year-DIBELS assessment 41.27% of student in grade K-3rd measured at or above benchmark.	2023 Midyear DIBELS assessment 46% of students in K-3rd grade measured at or above benchmark	50% of students in grade K-3rd grade measured at or above benchmark

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Instructional Aides Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students. (LCFF/Title I & III)</p>	Yes	Fully Implemented			\$457,480.76	\$221,351.95
1.2	<p>Technology and Resources Provide students with access to technology and resources for student research and learning in English Language Arts and Math through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician and support staff. Provide all English Language Learner students with access to technology and resources for student research and learning. (LCFF and Title IV)</p>	Yes	Fully Implemented			\$283,987.29	\$108,809.00
1.3	<p>ELA/Math Materials: Books and Supplies Provide all students and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks. Provide all students and students with special needs with ancillary math materials including</p>	Yes	Fully Implemented			\$75,000.00	\$49,588.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	manipulatives and supplemental workbooks.						
1.4	Awards/Incentives Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math. (LCFF)	Yes	Fully Implemented			\$36,409.55	\$11,202.83
1.5	Librarian Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the English Language Arts California State Standards (CSS). (LCFF)	Yes	Fully Implemented			\$93,312.46	\$42,864.98
1.6	Resource Teacher Provide a Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach. (LCFF/Title I, Title II)	Yes	Fully Implemented			\$158,200.00	\$79,501.17

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.7	Field Trips Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with special needs.	Yes	Fully Implemented			\$45,000.00	\$5,674.50
1.8	Salary Increase A salary increase was authorized for 2015-2016 school year and remains a continuing action through 2023-2024. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The salary increase has reduced our teacher attrition rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.	Yes	Fully Implemented			\$150,000.00	\$150,000
1.9	Summer School Provide extended summer learning to address academic intervention/remediation of grade level content missed and targeted intervention for students with	No	Planned			\$80,000.00	\$1571.34

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	disabilities, foster youth, homeless, and English Learners. (ELO-P)						
1.10	Tutoring Tutoring services to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners. (Title I and ELOP)	No	Fully Implemented			\$20,000.00	\$15,055.12
1.11	Professional Development Math support with Tulare County Office of Education Consultant and sub coverage will be provided for teachers to attend professional development trainings (Title I)	No	Fully Implemented			\$10,587.50	\$3,237.50
1.12	Web-Based Programs Web-based programs to address improving achievement of disadvantaged (Title I & LCFF)	Yes	Fully Implemented			\$92,606.61	\$31,102.5
1.13	Materials Materials and Supplies (Title I) Instructional materials to assist in the classroom for supplemental activities.	No	Fully Implemented			\$4,000.00	\$402.70

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.14	Library Books and Materials Improve and increase library selections for all students	Yes	Fully Implemented			\$25,000.00	\$13,561.69
1.15	MTSS Coach Improve multi-tiered system of supports for student by building understanding in teachers. Sub coverage will be provided when coach pushes into the classroom for one-on-one support.	Yes	Fully Implemented			\$11,512.50	\$2,747.01
1.16	STEM Enrichment Teacher Provide a STEM enrichment teacher in order to accelerate EL students acquisition of oral language fluency, academic vocabulary, and writing proficiency in STEM subject areas.	Yes	Fully Implemented			\$132,000.00	\$66,357.93
1.17	Materials and Supplies Provide all students with materials and manipulatives needed for the stem class.	Yes	Fully Implemented			\$4,500.00	\$890.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.18	ELD Professional Development ELD Professional Development in the area of English Language Development will be provided to staff by TCOE ELD consultants along with Dr. Nancy Akhavan. Implementation of learned strategies will enable staff to effectively support English Learners in progressing with the acquisition of English language proficiency. Sub coverage will be provided for teachers to attend professional development trainings. LCFF/Title I/Educator Effectiveness grant	Yes	Fully Implemented			\$26,587.50	\$14,534.93

Goal 2

Goal Description

Improving school climate while increasing pupil attendance and decreasing chronic absenteeism while providing a safe and secure campus. (Priorities 3, 5 and 6)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance rate	2019-2020 96% K-8 attendance rate.	2021-2022 92% K-8 attendance rate	2022- 2023 Dashboard 94% attendance rate	92% K-8 attendance	97% K-8 attendance
Chronic absentee rate	2018-2019 chronic absentee rate is 3.1%	2021-2022 Data not available 2022 Dashboard date The chronic absentee rate is 24.7%	2022-2023 Dashboard Chronic absentee rate is 24.7%	2023-2024 Dashboard Chronic absentee rate is 19.4%	2.6% chronic absentee rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Pupil suspension rate	2018-2019 suspension rate was 1.5%	2021-2022 3.17% suspension rate	2022-2023 Dashboard Suspension rate 3.5%	2023-2024 Dashboard Suspension rate 5.7%	1.2% suspension rate
Pupil expulsion rate	2018-2019 Less than 1%	2021-2022 less than 1% 2022 Dashboard data Expulsion rate is 0%	2022-2023 Expulsion rate less than 1%	2023 Midyear less than 1%	less than 1%
Middle school dropout rate	2019-2020: 0 students	2021-2022 0 students	2022-2023: 0 students	2023-2024: 0 students	0 students
California Healthy Kids Survey	The California Healthy Kids Survey was administered during 2019-2020 school year for 5th and 7th grade students as well as staff members. 73% of 5th graders and 89% of 7th graders completed the survey. 0% of staff completed the survey.	2021-2022 52% of 5th graders and 96% of 7th graders completed the survey. 38% of staff completed the survey.	2021-2022 52% of 5th graders and 96% of 7th graders completed the survey. 38% of staff completed the survey. The California Healthy Kids Survey will be administered during the 2023-2024 school year	Data not available. Survey will be given to students on December 6, 2023. Staff will have from December 6 - 17 to complete the voluntary survey.	95% of 5th and 7th grade students and staff participate in the California Healthy Kids Survey every other year.
Local LCAP parent and employee survey	2019-2020 A Local LCAP survey was given to all parents, students and staff. Students in 5th - 8th grade took the LCAP survey. 28 parents responded to the survey. 162 students responded to the survey Baseline for employee's survey will be established in 2021-2022.	2021-2022 158 students 9, parents and 32 staff participated in the annual LCAP survey.	2022-2023 204 students 88, parents and 29 staff participated in the annual LCAP survey.	Data not available	To have 60 parents, 180 students and 30 employees participate in the survey to provide feedback on the LCAP.
Parent Safety and Connectedness Survey	Baseline will be established in 2021-2022.	2021-2022 93.1% of parent feel safe and connected at school.	2022-2023 88% of parents feel safe and connected at school.	Data not available	To have 80% of parents that feel safe and connected at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Staff Safety and Connectedness Survey	Baseline will be established in 2021-2022.	2021-2022 67% of staff feel safe and connected at school.	2022-2023 76% of staff feel safe and connected at school.	Data not available	To have 80% of staff that feel safe and connected at school.
Student LCAP Survey	Baseline will be established in 2021-2022.	2021-2022 61.4% of students report a need for more counseling services, 61.4% report a need for more social emotional learning opportunities	2022-2023 57.2% of students report a need for more counseling services and social emotional learning opportunities	Data not available	Based on these data a decrease of 20% of students will report the need for more counseling services and SEL opportunities.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Awards and Incentives Provide students with incentives and awards to recognize and encourage increased attendance and Character Counts.	Yes	Partially Implemented			\$30,000.00	\$4,896.62
2.2	Psychologist Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the chronic absentee rate and truancy rate. To assist with establishing a positive school climate, parent out reach and implementation of the SARB process.	Yes	Fully Implemented			\$66,393.00	\$13,884.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	Social Worker Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker will work to increase attendance and decrease the chronically absent. The social worker will help with the implementation of the SARB process. (LCFF & Title I)	Yes	Fully Implemented			\$43,101.93	\$19,029.04
2.4	LVN Provide an LVN to assist with student health issues and family outreach. (LCFF & ESSER III)	Yes	Fully Implemented			\$48,074.96	\$8,546.25
2.5	RN Provide additional days for RN to assist with student health issues and family outreach.	Yes	Fully Implemented			\$10,589.12	\$3,492.00
2.6	BHS mental health professional Provide supportive services include staff and parent trainings, brief mental health support, interim mental health support, crisis support, SARB support, school staff/classroom support, family outreach, community linkage and support for student groups that help with social skills, anger	Yes	Fully Implemented			\$43,760.00	\$8,279.04

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	management, friendship/anti-bullying, social emotional learning, girls circle and mindfulness.						
2.7	Special Friends Aide Provide additional counseling support for TK-3 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate. (Title I)	No	Partially Implemented			\$11,289.08	\$5,017.01
2.8	Parent Liaison Our parent liaison serves to meet with and collaborate with the community to identify needs. The liaison will seek to connect families with services to support and enrich the lives of our students. She serves as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services and various student issues; assist in coordinating and arranging various programs and services to meet the needs of students. (Title 1)	No	Fully Implemented			\$27,634.00	\$13,035.06
2.9	Triage Social Worker The Triage Social Worker (TSS) works closely with the students, parents/caregivers, community partners and staff to help create a	No	Fully Implemented			\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	safe, healthy and supportive learning environment for all students. The TSS meets with students individually or in small groups to provide interim counseling services, social/emotional support, or skill building in a variety of areas (i.e. coping skills, social skills, mindfulness). In addition, the TSS is available to assist in community linkages for families struggling to meet their basic needs. (TCOE Grant)						
2.10	Infrastructure/Software ActVnet Infrastructure and software to connect with first responders on the case of an Emergency. The safety of the students at Tipton Elementary is important to school leaders. Once operational, the web-based system will enable law enforcement dispatchers to access the school's camera system, along with maps of its campus and 360-degree images of classrooms. In the event the school experiences an emergency, emergency dispatchers will be able to relay information to responding officers making emergency response quicker and more effective.	Yes	Fully Implemented			\$2,400.00	\$2,400.00
2.11	Student Information	Yes	Fully Implemented			\$4,250.00	\$4,250.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The Early Warning System (EWS) Aeries Analytics will identify at-risk students. The district can gauge the academic health of the district, school, or subgroup of students. This will assist with identifying chronic absenteeism.						
2.12	CPR CPR training for staff to ensure the safety of all students and staff	Yes	Fully Implemented			\$1,200.00	\$1,035.00
2.13	SchoolPass Visitor Management+ Subscription Visitor & Student Management and Parent Change Management for Absence, Tardies, and Early Dismissal.	Yes	Fully Implemented			\$2,815.00	\$2,857.66

Goal 3

Goal Description

To improve the participation and increase learning opportunities for parents. (Priorities 3 and 6)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Opportunities for parent involvement in district decision making.	2019-2020 - 4 Opportunities for parent involvement in district decision making	2021-2022 4 opportunities parent involvement in district decision making	2022-2023 7 opportunities for parent involvement in district decision making	2023-2024 Midyear 3 opportunities for parent involvement in district decision making	Provide at least 5 opportunities for parent involvement in district decision making
Opportunities for parent education in school wide programs.	2019-2020 - 10 Opportunities for parent education in school wide programs	2021-2022 10 opportunity for parent education in school wide programs.	2022-2023 19 opportunity for parent education in school wide programs.	2022-2023 Midyear 5 opportunities for parent education in school wide programs	Provide at least 15 opportunities for parent education in school wide programs
Number of school sponsored parent events	2019-2020 - 4 sponsored parent events	2021-2022 9 sponsored parent events	2022-2023 (spring) 12 sponsored parent events	2023-2024 Midyear 6 sponsored parent events	Host a minimum of 6 school sponsored parent events
Number of parents, including those of unduplicated pupils and special needs pupils, who attend parent conferences in order to receive and give input regarding their students' academic program and progress	2019-2020 98% Parent conference attendance rate	2021-2022 95% Parent conference rate	2022-2023 92% Parent conference attendance rate	95% Parent conference rate	98.5% Parent conference attendance rate

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Parent Events Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	Yes	Fully Implemented			\$20,000.00	\$7,425.74
3.2	Student Information/Parent Communication Provide parent access to real-time student and school information	Yes	Fully Implemented			\$15,000.00	\$13,244.27

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Use Parentsquare for parent communication as well as the school website where information is displayed and updated.						

Goal 4

Goal Description

To provide and equip a multipurpose room and improve school facilities which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement. (Priorities 3 and 7)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of VAPA events available to entire school community	2019- 2020 2 VAPA events hosted	2021 -2022 2 VAPA events were hosted	2022-2023 4 VAPA event was held so far.	Data not available	Host at least 4 VAPA events available to entire school community
Percentage of students who participate in music during the regular school day	2019-2020 0% of our students participated in music during the regular school day	2021-2022 There are currently 11% of students participating in music during the regular school day.	2022-2023 38.49% of our students participated in music during the regular school day	2023-2024 % increase in students participating in music during the regular school day.	30% of students participated in music during the regular school day

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Facilities	Yes	Fully Implemented			\$325,000.00	\$325,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Improvement to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields and playgrounds. The fields will be upgraded to provide a safe place for students to participate in extra curricular activities.</p>						
4.2	<p>Equipment Provide music and theater equipment for visual and performing arts for all students</p>	Yes	Fully Implemented			\$25,000.00	\$3,759.85
4.3	<p>School Garden Provide a school garden that is a learning environment used to promote real world, hands on experiences for students in grades K-8. Students learn the importance of agriculture and nutrition in an outside classroom.</p>	Yes	Fully Implemented			\$10,000.00	\$3,816.61
4.4	<p>Custodial Staff Provide additional hours of one part time custodial staff to a full time position. This will allow additional hours to support students and</p>	Yes	Fully Implemented			\$28,550.79	\$15,003.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	parent events. (Additional Concentration Grant)						
4.5	Materials, Supplies and Equipment Provide materials, supplies and equipment needed for enrichment and extra curricular activities which includes but is not limited to sports and clubs.	Yes	Fully Implemented			\$25,000.00	\$7,376.89
4.6	Music Provide a Music Teacher	Yes	Fully Implemented			\$91,351.65	\$47,864.04
4.7	Materials and Supplies Supplies needed for broad range of study that support the elective courses being offered.	Yes	Fully Implemented			\$20,000.00	\$1,992.66

Goal 5

Goal Description

Maintain class sizes of 24:1 or less across grades TK-8. (Priorities 4, 5 and 6)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Class size of less than or equal to 24:1	2019- 2020 All classes were maintained at or below 24:1 except two 4th grade classes with ratios of 28:1, 5th grade with ratios of 26:1 and 27:1 along with one 4/5 combo with 25:1. Two of our 8th grade classes had a ratio of 25:1 and 26:1.	All classes were maintained at or below 24:1 except one 7th grade class with ratio of 25:1	2022-2023: All classes were maintained at or below the 24:1 except one 8th grade class with a ratio of 25:1	2023-2024: All classes were maintained at or below 24:1 except one 7th grade class with ratio of 25:1	All class sizes in all grade levels: Less than 24:1 across grades TK-8
California Assessment of Student Performance and Progress (CAASPP) System - ELA	2018-2019 -14.9 points from standard 2018-2019 EL Students - 23.9 points from standard	2022-2023 Dashboard Data <ul style="list-style-type: none"> 30.3 points from standard EL Students - 69.6 points from standard	2022-2023 Dashboard Data <ul style="list-style-type: none"> 30.3 points from standard EL Students - 69.6 points from standard	2023-2024 Dashboard Data <ul style="list-style-type: none"> 34.9 points from standard EL students -44.4 points from standard	<ul style="list-style-type: none"> 6.5 from standard 12.1 from standard for EL Students
California Assessment of Student Performance and Progress (CAASPP) System - MATH	2018-2019 -42.8 points from standard 2018-2019 EL Students - 47.6 points from standard	2022 - 2023 Dashboard Data <ul style="list-style-type: none"> 67.9 points from standard EI Students -94.9 points from standard	2022 - 2023 Dashboard Data <ul style="list-style-type: none"> 67.9 points from standard EI Students -94.9 points from standard	2023-2024 Dashboard Data <ul style="list-style-type: none"> 64.4 points from standard EL students -71.1 points from standard	<ul style="list-style-type: none"> 28.4 from standard 31.6 from standard for EL Students

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Staffing/Class Size Provide small class sizes through the funding of 3 additional teachers across the district in order to maintain a positive school climate	Yes	Fully Implemented			\$455,500.00	\$224,205.97

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and increase pupil achievement and engagement						
5.2	Additional Staffing Additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth. (Additional Concentration Grant)	Yes	Fully Implemented			\$324,712.66	\$159,221.01

7. ANY OTHER BUSINESS:

7.1 December Board Policy Updates

Bylaw 9321: Closed Session

Status: DRAFT

Original Adopted Date: 03/01/2022

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold a closed session during a regular, special, or emergency meeting only for purposes authorized by law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting as required by law and provided in the accompanying Exhibit (1). (Education Code 35145, Government Code 54954.2, 54954.5, 54957)

In the open session preceding the closed session, the Board shall disclose the items to be discussed in closed session as specified in this bylaw. The Board may either state the information on the agenda or refer the public to the item(s) as listed by number or letter on the agenda. In the closed session, the Board may consider only those items covered in its statement. (Government Code 54957, 54957.7)

After the closed session, the Board shall reconvene in open session before adjourning the meeting and, when applicable, shall publicly disclose any actions taken in the closed session, the votes or abstentions thereon, and other disclosures as specified in this bylaw. Such reports may be made in writing or orally at the location announced in the agenda for the closed session as required by law and provided in the accompanying Exhibit (2). (Education Code 32281; Government Code 54957.1, 54957.7)

When an action taken during a closed session involves final approval or adoption of a document, such as a contract or settlement agreement, that becomes public upon such approval or adoption, the Superintendent or designee shall provide a copy of the document to any person present at the conclusion of the closed session who submitted a written request. If the action taken results in one or more substantive amendments, the Superintendent or designee shall make the document available the next business day or when the necessary changes to the document are completed. Whenever copies of an approved agreement will not be immediately released due to an amendment, the Board president shall orally summarize the substance of the amendment for those present at the end of the closed session. (Government Code 54957.1)

Confidentiality

A Board member shall not disclose confidential information received in closed session unless the Board authorizes the disclosure of that information or the information has been publicly reported by the District. (Government Code 54963)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

Personnel Matters: Appointment, Employment, Performance Evaluation, or Discipline/Dismissal/Release

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, performance evaluation, discipline, dismissal, or change in employment status of an employee. Such a closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957, 54957.1)

Personnel Matters: Specific Complaints or Charges

The Board may hold a closed session to hear complaints or charges brought against an employee, unless the employee who is the subject of the complaint requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the Superintendent or designee shall ensure that the employee receives written notice of the right to have the complaints or charges heard in open session. This notice

shall be delivered personally or by mail at least 24 hours before the time of the closed session. (Government Code 54957)

Personnel Matters: Application for Early Withdraw of Funds in Deferred Compensation Plan

The Board may hold a closed session to discuss an employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Negotiations/Collective Bargaining

The Board may meet in closed session to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. A closed session regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

Pursuant to Government Code 54957.1, approval in closed session of an agreement regarding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. However, the Board may, at its sole discretion, vote on such an agreement in open session. (Government Code 54957.1)

Pursuant to Government Code 3549.1, the Board may, without following the requirements of the Brown Act, meet in closed session exclusively for the purpose of discussing its position regarding any matter within the scope of representation or for the purpose of instructing its designated representatives. The Board shall not discuss any other item at any such closed session. (Government Code 3549.1)

Matters Related to Students

If a public hearing would lead to the disclosure of confidential student information such as grades or discipline information, the Board shall meet in closed session to consider a suspension, disciplinary action, any other action against a student except expulsion, or a challenge to a student record. At least 72 hours prior to the start of the meeting of which the closed session is a part, the Superintendent or designee, on behalf of the Board, shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to hear the item in closed session. If a written request for open session is received from the student or the student's parents/guardians within 48 hours of receiving the notice, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any other student shall remain in closed session. (Education Code 35146, 48912, 49070)

If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall do so in closed session unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board shall meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

In order to protect student privacy rights provided in 20 USC 1232g or other applicable laws, the identity of a student shall not be listed in the agenda and, unless the item is heard in open session, shall not be included in any report after closed session. Additionally, a student matter shall be listed in the open session portion of the agenda with the same description and numbering system as it was on the closed session portion of the agenda.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, District Attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. Such discussions may be held in closed session during an emergency meeting called pursuant to Board Bylaw 9320 - Meetings and Notices and Board Bylaw/Exhibit (1) 9323.2 - Actions By The Board.

The Board may also meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. (Education Code 32281)

Real Property Negotiations

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Anticipated Litigation/Initiation of Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding anticipated litigation or whether to initiate litigation when discussion of either matter in open session would prejudice the district's position with respect to such litigation. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered to be "anticipated" when, in the Board's opinion based on the advice of its legal counsel regarding the existing facts and circumstances, there is a significant exposure to litigation against the district or against a district officer or employee based on prior or prospective activities or alleged activities during and potentially during the course and scope of that office or employment. (Government Code 54956.9)

Existing facts and circumstances are limited to the following: (Government Code 54956.9)

1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s)
2. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiff(s)
3. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff
4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board
5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting

Each agenda item related to anticipated litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)

Existing Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding existing litigation when discussion of the matter in open session would prejudice the district's position with respect to such litigation. Litigation is considered to be "existing" when the district has been named a party to the litigation or a district officer or employee has been named a party to the litigation based on prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation in which involves whether an activity is outside the course and scope of the office or employment. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Tort, Public, or Workers' Compensation Liability

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Joint Powers Agency Issues

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may meet in closed session in order to receive, discuss, and take action concerning information that has direct financial or liability implications for the district and that was obtained in a closed session of a JPA of which the district is a member. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96))

Review of Audit Report from California State Auditor's Office

Upon receipt of a confidential final draft audit report from the California State Auditor's Office and before the report has been made public, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report shall be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

Exhibit 9321-E(1): Closed Session

Status: DRAFT

Original Adopted Date: Pending

BOARD MEETING AGENDA DESCRIPTIONS FOR CLOSED SESSION ITEMS

The Governing Board meeting agenda shall include the following description of a closed session item, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT
Government Code 54957

Title: _____
(Specify position to be filled)

PUBLIC EMPLOYMENT
Government Code 54957

Title: _____
(Specify position to be filled)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Government Code 54957

Title: _____
(Specify title of employee being evaluated)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Government Code 54957
(Due to employee privacy rights, no additional information may be provided.)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE
Government Code 54957
(Due to employee privacy rights, no additional information may be provided.)

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN
Government Code 54957.10
(No additional information may be provided.)

Negotiations/Collective Bargaining

CONFERENCE WITH LABOR NEGOTIATORS
Government Code 54957.6

District-Designated Representatives: _____
(Specify names of representatives attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Employee Organization: _____
(Specify name of employee organization with which negotiations are being held.)

or

Unrepresented Employee(s): _____
(Specify position of unrepresented employee(s) who are the subject of the negotiations.)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Education Code 35146

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT EXPULSION

Education Code 48912

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT GRADE CHANGE APPEAL

Education Code 49070

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____

(If the Board is considering a confidential student matter other than those listed above, specify type of action.)

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

Government Code 54957

Consultation With: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

Education Code 32281

Consultation With: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

Real Property Negotiations

CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Government Code 54956.8

Property: _____

(Specify street address or, if no street address, the parcel number or other unique reference of the real property under negotiation.)

District Negotiator: _____

(Specify names of negotiators attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Party With Whom District Is Negotiating: _____

(Specify name of party, not agent.)

Under Negotiation: _____
(Specify whether instruction to negotiator will concern price, terms of payment, or both.)

Anticipated Litigation/Initiation of Litigation

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)

(If applicable) Existing Facts And Circumstances:

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION
Initiation of litigation pursuant to Government Code 54956.9(d)(4)

(If applicable) Existing Facts And Circumstances:

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
Government Code 54956.9(d)(1)

Name Of Case: _____
(Specify by reference to claimant's name, names of parties, or case or claim numbers.)

or

Case name unspecified, as identification of the case would jeopardize service of process or existing settlement negotiations

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS
Government Code 54956.95

Name Of Claimant(s): _____
(Specify name, except when the claimant is a victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed.)

Name Of Agency Against Which Claim Is Made: _____

Joint Powers Authority Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT
Government Code 54956.96

Name Of JPA: _____

Discussion Will Concern: _____
(Specify closed session description used by the JPA.)

Name Of District Representative On JPA board: _____

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

Government Code 54956.75

(No additional information is required.)

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

Education Code 60617

(Reference resolution in which board agreed to accept the terms or conditions established by rules and regulations of the State Board of Education.)

Exhibit 9321-E(2): Closed Session

Status: DRAFT

Original Adopted Date: Pending

REPORTS OF CLOSED SESSION ACTIONS

Following a closed session during any Governing Board meeting, the Board shall reconvene in open session to present, orally or in writing, a report of any of the following actions taken during the closed session, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT

Title: _____
(Specify position to be filled)

Appointment Made: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYMENT

Title: _____
(Specify position to be filled)

Decision to Employ: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: _____
(Specify title of employee being evaluated)

(If applicable) Board evaluated an employee in the above listed position.

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Title: _____
(Specify position affected)

(If applicable) Decision to Dismiss/Release: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

(If applicable) Board heard/discussed a specific complaint or charge against an employee.

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

(If applicable) Board received/discussed an employee's application for early withdrawal of funds in deferred compensation plan.

Negotiations/Collective Bargaining

(If applicable) Agreement Reached With: _____
(Specify Employee Organization)

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT EXPULSION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT GRADE CHANGE APPEAL

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

(If applicable) Board consulted with: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

(If applicable) Board approved a Tactical Response Plan.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Real Property Negotiations

(If applicable) Board approved an agreement concluding real estate negotiations and the agreement is final.

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Anticipated Litigation/Initiation of Litigation

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district against anticipated litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

(If applicable) Board has given approval to legal counsel to initiate litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____

Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district, seek or refrain from seeking appellate review or relief, or to enter as an amicus curiae in this litigation.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this litigation and the agreement is final.

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS

(If applicable) Board approved disposing of this claim and that disposition is final.

Substance Of Claim, Including Amount Of Payment To Claimant: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Joint Powers Agency Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT

(If applicable) Board heard/discussed this matter.

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

(If applicable) Board heard/discussed this matter.

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

(If applicable) Board reviewed the assessment in compliance with the applicable board resolution.

Policy 0460: Local Control And Accountability Plan

Status: DRAFT

Original Adopted Date: 02/05/2019 | **Last Revised Date:** 03/07/2023

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP) and an annual update to the LCAP, based on the most up-to-date template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP and the annual update shall be adopted or updated, as required, on or before July 1 of each year. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP and the annual update shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming. (Education Code 52060, 52064)

An "unduplicated student" is a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth, as defined in Education Code 42238.01. (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth, students experiencing homelessness, or long-term English learners. (Education Code 52052)

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the adoption of the LCAP and the annual update, the Board shall separately adopt a local control funding formula budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Advisory Committees

The Board shall establish a parent advisory committee, which shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students and parents/guardians of students with disabilities. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English

learners, the Board shall establish an English learner parent advisory committee, which shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

The Superintendent or designee shall present the LCAP and the annual update to each of these committee(s) before they are submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

LCAP Development and Consultation

The Superintendent or designee shall gather data and information needed for effective and meaningful development of the LCAP and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP and the annual update. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums and committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP and the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and Board Policy 3100 - Budget. (Education Code 52062)

Adoption and Submission

The Board shall adopt the LCAP and the annual update prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

Not later than five days after adoption of the LCAP, the annual update, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the annual update, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP and the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP and the annual update, the Board shall accept technical assistance from the County Superintendent focused on revising the LCAP and the annual update so that they can be approved. (Education Code 52071)

Revisions

The Board may adopt revisions to the LCAP and the annual update at any time during the period in which it is in effect, provided the Board follows the process to adopt the LCAP and the annual update pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

Monitoring Progress and Complaints

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Administrative Regulation 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Technical Assistance

If the district's LCAP and the annual update are not approved, the district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071.

Regulation 0460: Local Control And Accountability Plan

Status: DRAFT

Original Adopted Date: 02/05/2019 | **Last Revised Date:** 03/07/2023

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
 - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
 - c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities
 - d. Student achievement, as measured by all of the following as applicable:
 - i. Statewide assessments of student achievement
 - ii. 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; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs
 - iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - iv. The English learner reclassification rate
 - v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
 - vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
 - e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
 - f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
 - h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable
2. Any goals identified for any local priorities established by the Governing Board.
 3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by Items #1-3 above, the Superintendent or designee may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Timeline

By February 28 of each year, the Superintendent or designee shall provide a report to the Board on the annual update and the budget overview for parents/guardians. The report, which shall be presented to the Board at a regular meeting, shall include all available midyear outcome data related to metrics identified in the current year's LCAP and all available midyear expenditure and implementation data on all actions identified in the current year's LCAP. (Education Code 52062)

By May 15, but in no event later than May 31, the Superintendent or designee shall present the drafts of the LCAP and the annual update to the committees listed in the accompanying board policy for review and comment and shall provide each committee with a reasonable date by which each committee shall provide comments on the drafts. The Superintendent or designee shall respond in writing to comments received from the committee(s) no later than the public hearing on the LCAP and the annual update.

At the same time as the drafts of the LCAP and the annual update are presented to these committees, the Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. The notification shall also provide the deadline by which all written comments must be received, which shall be no later than the deadline for comments from the committee(s). All such written notifications shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

Availability

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, the annual update, the IDEA Addendum as applicable, and the local control funding formula budget overview for parents/guardians on the homepage of the district's website and the performance overview portion of the Dashboard. (Education Code 52064.1, 52064.3, 52065)

Policy 0500: Accountability

Status: DRAFT

Original Adopted Date: 12/05/2017

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP).

District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

The district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth, long-term English learners, or students experiencing homelessness. (Education Code 52052)

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

The district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072. If the County Superintendent of Schools is required to provide technical assistance to the district, the district shall accept the technical assistance by providing timely documentation to, and maintaining regular communication with, the County Superintendent. (Education Code 52071)

Policy 0520: Intervention In Underperforming Schools

Status: DRAFT

Original Adopted Date: 12/17/2019

The Governing Board desires that all district schools provide a high-quality educational program that maximizes the achievement of each district student. The district shall provide assistance to schools to support the continuous improvement of student performance within the priorities identified in the district's local control and accountability plan (LCAP) and to enhance the achievement of low-performing student subgroups.

At its discretion, the Board may submit a request to the County Superintendent of Schools for technical assistance regarding the following: (Education Code 52071)

1. Identifying the district's strengths and weaknesses in regard to state priorities addressed in the LCAP, including collaboration between the district and County Superintendent to review performance data on the state and local indicators included in the California School Dashboard, educator qualifications data, and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness
2. Identifying student subgroups that are low performing or experiencing significant disparities from other subgroups as identified on the California School Dashboard in order to identify and implement effective programs and practices to improve the outcomes and opportunities for these students
3. Securing assistance from an academic, programmatic, or fiscal expert, or team of experts, to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the district
4. Identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals
5. Reviewing the district's data management policies and collection and submission processes, including monitoring and oversight of the student information system, to ensure the submission of accurate data according to the processes and timelines established by the California Department of Education (CDE)

In the event that the County Superintendent requires the district to receive technical assistance based on a determination that one or more numerically significant student subgroups in a district school meet the performance criteria established pursuant Education Code 52064.5, the district shall, for a minimum of two years, maintain regular communication with, and provide timely documentation to, the County Superintendent regarding the district's completion of the activities listed in Items #1-5 above, or substantially similar activities. (Education Code 52071)

The district may, at its own expense, engage another service provider, including, but not limited to, another school district, the county office of education, or a charter school, to act as a partner to the district in filling the district's need for technical assistance. (Education Code 52071)

The district shall consider any recommendations from the California Collaborative for Educational Excellence in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52072, 52074)

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072.1)

1. Revision of the district's LCAP
2. Revision of the district's budget, in conjunction with changes in the LCAP, that would allow the district to improve the outcomes for all student subgroups in regard to state and local priorities
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

In addition, any school identified by CDE for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.

Policy 1431: Waivers

Status: DRAFT

Original Adopted Date: 03/08/2005 | **Last Revised Date:** 12/17/2019

The Governing Board recognizes that circumstances may arise in the operation of the district that require a waiver from state law or regulation. When it is in the interest of district students, the Board may request that the State Board of Education (SBE) waive any provision of state law or regulation which SBE has authority to waive pursuant to Education Code 33050.

Any waiver request to be submitted to SBE shall first be approved by the Board. The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

If the proposed waiver request affects a program that requires the existence of a school site council, the Superintendent or designee shall obtain the school site council's approval of the request before presenting it to the Board. As appropriate, other councils or advisory committees, including bilingual advisory committees, shall be provided adequate opportunity to review a proposed waiver request, and the request shall include a written summary of any objections to the request by the councils or advisory committees. (Education Code 33051)

In addition, the Superintendent or designee shall consult with the exclusive representative of district employees in the development of the waiver request, and shall include in the request the exclusive representative's position regarding the waiver. (Education Code 33050, 33051)

To receive public testimony on each proposal for a waiver request, the Board shall hold a properly noticed public hearing during a Board meeting. (Education Code 33050)

The notice, which shall state the time, date, location, and subject of the public hearing and invite public testimony, shall be printed in a newspaper of general circulation, posted at each school and three public places in the district, or published on the district's website.

If the district determines that a waiver is needed for more than one year, the Board shall reapply to SBE. When the Board has requested and received the same general waiver from SBE for two consecutive years, the Board does not subsequently need to reapply annually provided that the information contained on the request remains current, except that the district shall apply annually for the renewal of any waiver regarding teacher credentialing. (Education Code 33051)

Policy 3400: Management Of District Assets/Accounts

Status: DRAFT

Original Adopted Date: 11/06/2007

The Governing Board recognizes its fiduciary responsibility to effectively manage and safeguard the district's assets and resources in order to help achieve the district's goals for student learning. The Superintendent or designee shall establish and maintain an accurate, efficient financial management system that enhances the district's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. The Superintendent or designee shall ensure that the district's accounting system provides ongoing internal controls and meets generally accepted accounting standards as specified by the California Department of Education and, as appropriate, the Governmental Accounting Standards Board (GASB). When required by law or as directed by the Board, and in accordance with Board Policy and Administrative Regulation 3460 - Financial Reports and Accountability, the Superintendent or designee shall submit to the Board reports of the district's financial status.

Capital Assets

The Superintendent or designee shall develop a system to accurately identify and value district assets in order to help ensure financial accountability and to minimize the risk of loss or misuse. District assets with a useful life of more than one year and an initial acquisition cost of \$5,000 or more shall be considered capital assets. The Superintendent or designee shall determine the estimated useful life of each capital asset and shall calculate and report the estimated loss of value or depreciation during each accounting period for all capital assets.

Internal Controls/Fraud Prevention

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the district to act with integrity and due diligence in dealings involving the district's assets and fiscal resources.

Board members and district employees involved in the making of contracts on behalf of the district shall comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest.

The Superintendent or designee shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district, assist with effective and efficient operation of the district, produce reliable financial information, and ensure compliance with all applicable laws and regulations. These internal controls may include, but are not limited to, segregating and monitoring employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; developing timely reconciliations of budgets, ledgers, and accounts; conducting background checks on business office employees; and requiring continuous in-service training for business office staff and board members on the importance of fraud prevention, financial management, budget, and governance.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to the employee's immediate supervisor and/or the Superintendent or designee. In addition, the Superintendent or designee shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

The Superintendent or designee shall have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the district's auditors, the Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement agencies, or other governmental entities, as appropriate.

The Superintendent or designee shall provide regular reports to the Board on the status of the district's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

Regulation 3400: Management Of District Assets/Accounts

Status: DRAFT

Original Adopted Date: 05/03/2005

Accounts

The district's accounting system shall fully comply with the definitions, instructions and procedures set forth in the California Department of Education (CDE) School Accounting Manual. (Education Code 41010)

The district shall utilize CDE's standardized account code structure (SACS) software to develop financial reports. The district's accounting system shall comply with generally accepted accounting principles prescribed by the Governmental Accounting Standards Board (GASB) and meet other state and federal reporting guidelines.

The Superintendent or designee shall ensure that funds are encumbered in the district accounting records immediately after an expenditure is committed for subsequent payment.

Fraud and Misappropriation of Funds

Fraud, financial improprieties, or irregularities include but are not limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the district
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document
3. Misappropriation of funds, securities, supplies, or other assets
4. Impropriety in the handling of money or reporting of financial transactions
5. Profiteering as a result of insider knowledge of district information or activities
6. Disclosing confidential and/or proprietary information to outside parties
7. Disclosing investment activities engaged in or contemplated by the district
8. Accepting or seeking anything of material value from contractors, vendors, or persons providing services or materials to the district
9. Destroying, removing, or inappropriately using of records, furniture, fixtures, or equipment
10. Failing to provide financial records to authorized state or local entities
11. Overstating income, expenses, or misreporting time
12. Failing to report a conflict of interest
13. Any other dishonest or fraudulent act

District Investigation

The Superintendent or designee shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the parties and the facts. All employees involved in the investigation shall be advised to keep information about the investigation confidential.

If an investigation substantiates the occurrence of a fraudulent activity, the Superintendent or designee shall issue a report to appropriate personnel and to the Governing Board. The final disposition of the matter, any decision to file a criminal complaint or refer the matter to the appropriate law enforcement and/or regulatory agency for independent investigation, and discussing or disclosing the result of any investigation shall be made in consultation with legal counsel.

County Office of Education Investigation

The district shall cooperate with the County Superintendent of Schools, Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement, or other governmental entities that conduct a fraud investigation, in accordance with law. (Education Code 1241.5)

Policy 5116.2: Involuntary Student Transfers

Status: DRAFT

Original Adopted Date: Pending

While the Governing Board desires to enroll students in the district school of their choice, it recognizes that circumstances sometimes necessitate the involuntary transfer of a student to another school or program in the district.

The Superintendent or designee shall develop procedures to facilitate the involuntary transfer of such students.

As applicable and as permitted by law, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at the schools or programs to which the student could be involuntarily transferred, and the availability of support services and other resources.

The Superintendent or designee shall ensure that involuntary transfers are made in a non-discriminatory manner as specified in Board Policy 0410 - Nondiscrimination In District Programs And Activities.

Involuntary Transfer of a Student Convicted of Violent Felony or Misdemeanor Related to Possession of Firearms

A student may be transferred to another district school if the student is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which the student was convicted. However, before recommending such a transfer, the Superintendent, the principal, or other designee shall notify the student and the student's parent(s)/guardian(s) of the right to request a meeting with the principal or designee and shall attempt to resolve the conflict using restorative justice, counseling, or other such services. Participation of the victim in any conflict resolution program shall be voluntary, and the victim shall not be subjected to any disciplinary action for refusing to participate. (Education Code 48929)

If the attempt to resolve the conflict using restorative justice, counseling, or other such services is not successful or the victim elects not to participate, the principal or designee may submit to the Superintendent or designee a recommendation that the student should be involuntarily transferred. If the Superintendent or designee agrees with the recommendation, the Superintendent shall submit such recommendation to the Board for approval. The Superintendent's recommendation to the Board shall include the date by which the Superintendent or designee will review the involuntary transfer to determine whether to recommend to the Board that the student be permitted to transfer back to the student's original school.

The Board shall, in accordance with Board Bylaw 9321 - Closed Session, deliberate and vote on the recommendation, as well as any subsequent recommendation to permit the student to transfer back to the student's original school, in closed session to maintain the confidentiality of student information, unless a parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's decisions in these instances shall be final.

Involuntary Transfers to a Continuation Education Program or Class within the District

The Superintendent or designee may involuntarily transfer a high school student to a continuation education program or class in the district if the student commits an act enumerated in Education Code 48900 or is habitually delinquent. Prior any final decision to involuntarily transfer a student, the Superintendent or designee shall notify the student and the student's parent(s)/guardian(s) of the right to request a hearing with the Superintendent or designee. If such a hearing is requested, the Superintendent or designee shall provide the specific facts and reasons for the proposed transfer, including all documents relied upon. At the hearing, the Superintendent or designee shall also allow the student or the student's parent(s)/guardian(s) to question any evidence or witnesses presented and present evidence, including witnesses, on the student's behalf. The student shall be allowed to bring one or more representatives to present at the hearing. (Education Code 48432.5)

If the Superintendent or designee decides to involuntarily transfer the student, the Superintendent or designee shall

provide the decision to the student and the student's parent(s)/guardian(s) in writing. The decision shall include the facts and reasons for the decision and whether the decision is subject to periodic review and the periodic review procedure. (Education Code 48432.5)

The decision shall also include the date by which the student may transfer back to the student's original school, which shall be no longer than the end of the semester following the semester during which the acts leading directly to the involuntary transfer occurred. (Education Code 48432.5)

The final decision to involuntarily transfer the student may not involve a member of the staff of the school in which the student is enrolled at the time that the decision is made. (Education Code 48432.5)

Involuntary Transfers to a Community Day School within the District

If a student is expelled from school for any reason in accordance with Board Policy 5144.1 - Suspension And Expulsion/Due Process, is probation-referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, the student may be transferred to a district community day school as specified in Board Policy 6185 - Community Day School. (Education Code 48662)

Notice, Information, and Reports

The Superintendent or designee shall include notice of this policy in the annual notification to parents/guardians in accordance with Education Code 48980. (Education Code 48929)

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices and reports sent to the parent(s)/guardian(s) of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications or reports for any reason, the employee shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

When a foster youth or American Indian Student, as defined in Welfare and Institutions Code 224.1, is being considered for an involuntary transfer, all notices, documents, and information that would be provided to parents/guardians shall be provided to the foster youth's educational rights holder, attorney, and county social worker and the American Indian Student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5)

Policy 5131.2: Bullying

Status: DRAFT

Original Adopted Date: 06/11/2019 | **Last Revised Date:** 03/10/2020

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in Administrative Regulation 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Regulation 5131.2: Bullying

Status: DRAFT

Original Adopted Date: 06/11/2019 | **Last Revised Date:** 03/10/2020

Examples of Prohibited Conduct

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

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

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

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

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection
2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate
3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

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

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

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

Information and Resources

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

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

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

Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

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

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

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

When a student has been suspended, or other means of correction have been implemented against the student, for

an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Policy 6142.8: Comprehensive Health Education

Status: DRAFT

Original Adopted Date: 10/07/2008 | **Last Revised Date:** 06/08/2021

The Governing Board believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors, and that creating a safe, supportive, inclusive, and nonjudgmental environment is crucial in promoting healthy development for all students. The district's health education program shall be part of a coordinated school health system which recognizes that mental health and social connection are critical to student's overall health, well-being, and academic success, supports the physical, mental, and social well-being of students, reflects the importance of digital and media literacy, and is linked to district and community services and resources.

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition promotion and education, physical activity, and other school-based activities that promote student well-being.

Any health education course offered to middle or high school students shall include instruction in mental health that meets the requirements of Education Code 51925-51926, and as specified in Administrative Regulation 6143 - Courses of Study.

The district shall provide a planned, sequential, research-based, and developmentally appropriate health education curriculum for students in grades K-12 which is aligned with the state's content standards and curriculum framework and integrated with other content areas of the district's curriculum. The Superintendent or designee shall determine the grade levels and subject areas in which health-related topics will be addressed, in accordance with law, Board policy, and administrative regulation.

As appropriate, the Superintendent or designee shall involve school administrators, teachers, school nurses, health professionals representing various fields of health care, parents/guardians, community-based organizations, and other community members in the development, implementation, and evaluation of the district's health education program. Health and safety professionals may be invited to provide related instruction in the classroom, school assemblies, and other instructional settings.

The Superintendent or designee shall provide professional development as needed to ensure that health education teachers are knowledgeable about academic content standards, the state curriculum framework, and effective instructional methodologies.

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program, which may include, but not be limited to, a description of the district's program and the extent to which it is aligned with the state's content standards and curriculum framework, the amount of time allotted for health instruction at each grade level, student achievement of district standards for health education, and the manner in which the district's health education program supports the physical, mental, and social well-being of students.

Regulation 6142.8: Comprehensive Health Education

Status: DRAFT

Original Adopted Date: 10/07/2008 | **Last Revised Date:** 06/08/2021

Content of Instruction

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs
2. Human growth, development, and sexual health
3. Injury prevention and safety

Instruction related to injury prevention and safety may include, but is not limited to, first aid, protective equipment such as helmets, violence prevention, topics related to bullying and harassment, emergency procedures, and Internet safety, and as required by law.

4. Mental, emotional, and social health

Health education courses offered to middle and/or high school students shall include mental health instruction that meets the requirements of Education Code 51925-51927, as specified in Administrative Regulation 6143 - Courses of Study.

5. Nutrition and physical activity
6. Personal and community health

Instruction in personal and community health may include, but is not limited to, oral health, personal hygiene, sun safety, vision and hearing protection, transmission of germs and communicable diseases, symptoms of common health problems and chronic diseases, and the effect of behavior on the environment, and as required by law.

Within each of the above content areas, instruction shall be designed to assist students in developing:

1. An understanding of essential concepts related to enhancing health
2. The ability to analyze internal and external influences that affect health
3. The ability to access and analyze health information, products, and services
4. The ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health
5. The ability to practice behaviors that reduce risk and promote health
6. The ability to promote and support personal, family, and community health

High School Health Education

Whenever the Board requires a course in health education for graduation from high school, the district's high school health education course(s) shall include instruction in:

1. Sexual harassment and violence, including, but not limited to, the affirmative consent standard as defined in Education Code 67386. When delivering such instruction, teachers shall consult information related to sexual harassment and violence in the Health Education Framework for California Public Schools. (Education Code 51225.36)

2. Compression-only cardiopulmonary resuscitation (CPR), which is based on national evidence-based emergency cardiovascular care guidelines for the performance of compression-only CPR and includes instruction relative to the psychomotor skills necessary to perform compression-only CPR. (Education Code 51225.6)

Students Excused from Health Instruction

Upon written request from a parent/guardian, a student shall be excused from any part of health instruction that conflicts with the student's religious training and beliefs, including personal moral convictions. (Education Code 51240)

The district shall excuse a student from instruction in comprehensive sexual health education and HIV prevention education if the student's parent/guardian requests in writing that the student be excused. However, pursuant to Education Code 51932, such parental request shall not excuse a student from instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions. (Education Code 51938)

In addition, the district shall excuse a student from instruction in sexual abuse and/or sexual assault awareness and prevention if the student's parent/guardian requests in writing that the student be excused. (Education Code 51900.6)

The district shall not administer any exam, survey, or questionnaire which contains questions about the student's or the student's family's personal beliefs or practices in sex, family life, morality, or religion unless the student's parent/guardian has given written permission. (Education Code 51513)

However, the district may administer anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex, as long as parents/guardians are notified of the right to request in writing that the student be excused from participation. A student shall be excused from participating in any such research or evaluation tools if the student's parent/guardian requests in writing to excuse the student from participation. (Education Code 51938)

Involvement of Health Professionals

Health care professionals, health care service plans, health care providers, and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed: (Education Code 51890)

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative
 2. Outreach, application assistance, and enrollment activities relating to federal, state, or county-sponsored health care insurance programs if the activities are conducted in compliance with the statutory, regulatory, and programmatic guidelines applicable to those programs
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Regulation 5141.21: Administering Medication And Monitoring Health Conditions

Status: DRAFT

Original Adopted Date: 12/22/2005 | Last Revised Date: 01/03/2023

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Albuterol means a bronchodilator used to open the airways by relaxing the muscles around the bronchial tubes. (Education Code 49414.7)

Inhaler means a device used for the delivery of prescribed asthma medication that is inhaled. (Education Code 49414.7)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall

include, but are not limited to:

1. Submitting the parent/guardian written statement and the authorized health care provider's written statement each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)
3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in Items #1-5 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in Items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)
6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and maintain on the list the type of medication and the times and dosage to be administered
4. Maintain for each student a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student

6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities
8. Report to a student's parent/guardian and the site administrator any refusal by the student to take the medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors and Emergency Albuterol Inhalers

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other trained personnel who have volunteered to administer them in an emergency and have received training. The school nurse, or when a school nurse or physician is unavailable, a trained volunteer may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. A trained volunteer may include the holder of an Activity Supervisor Clearance Certificate who has received specified training. (Education Code 49414)

Additionally, the Superintendent or designee may make emergency stock albuterol inhalers available to school nurses and trained personnel who have volunteered to be used to provide medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress. (Education Code 49414.7)

At least once per school year, the Superintendent or designee shall distribute to all employees a notice requesting volunteers to be trained to administer epinephrine auto-injectors and/or stock albuterol inhalers for emergency aid to individuals exhibiting signs of anaphylaxis reaction or respiratory distress. Such notice shall also describe the training that the volunteers will receive. (Education Code 49414, 49414.7)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 or 49414.7, and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414, 49414.7)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors or stock albuterol inhalers for

each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414, 49414.7)

Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

The district shall store emergency epinephrine auto-injectors and stock albuterol inhalers in an accessible location, and shall specify such location in annual notices to staff.

If either medication is used, the school nurse or other qualified supervisor of health shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, all medications shall be restocked before their expiration date. (Education Code 49414, 49414.7)

Any volunteer or trained personnel who administers either medication shall initiate emergency medical services or other appropriate medical follow up in accordance with the training materials retained by the school. (Education Code 49414, 49414.7)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors and/or stock albuterol inhalers shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414, 49414.7)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414 or 49414.7, including, but not limited to, the acceptance of epinephrine auto-injectors and/or emergency albuterol inhalers from a manufacturer or wholesaler. (Education Code 49414, 49414.7)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of the described medications for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

Additionally, if the district accepts emergency naloxone hydrochloride or another opioid antagonist from the county office of education (COE), the Superintendent or designee shall maintain at least two units of the medication at each district middle, junior high, high, and adult school. (Education Code 49414.8)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any

employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee shall designate two or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3, 49414.8)

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist as specified in Education Code 49414.3 or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health's website. (Education Code 49414.8)

Any prescription for naloxone hydrochloride or another opioid antagonist shall be obtained by a school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3, 49414.8)

Employees and volunteers that render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct. (Health and Safety Code 1799.113)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer in writing and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a COE, manufacturer, or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

Anti-Seizure Medication

A school nurse or, if a school nurse is not onsite or available, a volunteer designated by the district may administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from the student's health care provider and is suffering from a seizure. (Education Code 49468.2)

Upon receipt of a request from the parent/guardian of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed emergency anti-seizure medication, the Superintendent or designee may designate one or more volunteer(s) at the student's school to receive initial and annual refresher training regarding the emergency use of anti-seizure medication. (Education Code 49468.2)

In order to solicit volunteers, the district shall distribute a notice at least once, but no more than two times per school year, to all staff that includes the following information: (Education Code 49468.2)

1. A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure
2. A description of the training that the volunteer will receive

3. The right of an employee to rescind the offer to volunteer
4. A statement that there will be no retaliation against any individual for rescinding the offer to volunteer, including after receiving training

A volunteer may rescind the offer to administer emergency anti-seizure medication at any time, including after receipt of training. (Education Code 49468.2)

If a volunteer rescinds the offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, the district may distribute an additional two notices per school year to all staff. (Education Code 49468.2)

Volunteer employees shall receive initial and annual refresher training, based on standards adopted by the SPI, regarding the recognition and response to seizures and the administration of emergency anti-seizure medication. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49468.2)

Before administering emergency anti-seizure medication or therapy prescribed to treat seizures in a student diagnosed with seizures, a seizure disorder, or epilepsy, the district shall obtain from the student's parent/guardian a seizure action plan as specified in Education Code 49468.3. The school or district nurse shall collaborate with the parent/guardian of each student diagnosed with seizures, a seizure disorder, or epilepsy in the development of a plan if the student does not have an individualized education plan or Section 504 plan. (Education Code 49468.3)

If the school obtains written consent from the student's parent/guardian, in accordance with 34 CFR 99.30, the seizure action plan shall be distributed to any school staff or volunteers responsible for the supervision or care of the student. (Education Code 49468.3)

Upon receipt of a request from a parent/guardian of a student diagnosed with seizure, a seizure disorder, or epilepsy, the district shall notify the parent/guardian that the student may qualify for services or accommodations pursuant to Section 504 of the federal Rehabilitation Act of 1973 or an individualized education program and shall assist the parent/guardian with the exploration of that option. (Education Code 49468.2)

Additionally, if there are no volunteers at the student's school, the Superintendent or designee shall notify the student's parent/guardian of the student's right to be assessed for services and accommodations guaranteed under Section 504 of the federal Rehabilitation Act of 1973 and the federal Individuals with Disabilities Education Act, and may ask the parent/guardian to sign such notices. (Education Code 49468.2)

The principal or designee shall notify the school nurse assigned to the school, or if a school nurse is not assigned to the school or district, the Superintendent or designee, if an employee administers an emergency anti-seizure medication. (Education Code 49468.3)

The notification described above and the seizure action plan shall be kept on file in the office of the school nurse or a school administrator, in compliance with all applicable state and federal privacy laws. (Education Code 49468.3)

The district shall provide volunteers defense and indemnification for any and all civil liability, with information stating such being provided to the volunteer in writing and retained in the volunteer's personnel file. (Education Code 49468.5)

Trained volunteers who administer emergency anti-seizure medication or medication prescribed for seizure disorder symptoms to a student diagnosed with seizures, a seizure disorder, or epilepsy who appears to be experiencing a seizure shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for acts or omissions in administering the emergency anti-seizure medication. (Education Code 49468.5)

Regulation 1220: Citizen Advisory Committees

Status: DRAFT

Original Adopted Date: 02/05/2019

Committee Charge

When committees are appointed, committee members shall receive written information which includes, but is not limited to:

1. The committee members' names
2. The procedure to be used in the selection of the committee chairperson and other committee officers
3. The name(s) and contact information of staff member(s) assigned to support the work of the committee
4. The goals and specific charge(s) of the committee, including its topic(s) for study
5. The specific period of time that the committee is expected to serve
6. Legal requirements regarding meeting conduct and public notifications
7. Resources available to help the committee perform its tasks
8. Timelines for progress reports and/or final report
9. Relevant Board policies and administrative regulations

Committees Subject to Brown Act Requirements

Brown Act requirements pertaining to open meetings, notices, and public participation pursuant to Government Code 54950-54963 shall be complied with by any committee created by formal action of the Governing Board, including, but not limited to, the following:

1. Advisory committee established pursuant to Education Code 8070 related to career technical education
2. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b
3. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property
4. Citizens' oversight committee established to examine the expenditure of general obligation bond or school facilities improvement bond revenues passed with a 55 percent majority of the voters pursuant to Education Code 15278 and 15359.3

Committees Not Subject to Brown Act Requirements

The following committees shall comply with procedural meeting requirements established in Education Code 35147:

1. Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan
2. School site councils established pursuant to Education Code 65000-65001 to develop and approve a school plan for student achievement
3. District or school advisory committees established pursuant to Education Code 52176 related to programs for English learners
4. School advisory committees established pursuant to Education Code 54425(b) related to compensatory

education

5. Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs
6. School committees established pursuant to Education Code 11503 related to parent involvement
7. Advisory committees established pursuant to Education Code 56190-56194 related to special education

Meetings of the above councils or committees shall be open to the public, and any member of the public shall have the opportunity to address the council or committee during the meeting on any item within its subject matter jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate location accessible to the public at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item of business not listed on the agenda until after all members present vote unanimously finding that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Any council or committee violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, after allowing for public input on the item. (Education Code 35147)

Any materials provided to a council or committee shall be made available to any member of the public upon request pursuant to the California Public Records Act, Government Code 7920.00-7930.215. (Education Code 35147)

Committees Created by Superintendent

Committees created by the Superintendent or designee that do not report to the Board and are not specified in Education Code 35147, shall not be subject to the requirements of the Brown Act or Education Code 35147.

Policy 6170.1: Transitional Kindergarten

Status: DRAFT

Original Adopted Date: 12/11/2018 | **Last Revised Date:** 03/01/2022

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills needed to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

Eligibility

The district's TK program shall admit children as follows: (Education Code 48000):

1. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2
2. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2
3. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program, including, but not limited to, a Head Start program, a childcare center serving children through an alternative payment program, a general childcare and development program, a California State Preschool Program (CSPP), a migrant childcare and development program, childcare and development services for children with special needs, or a program serving children through a CalWORKs Stage 1, Stage 2, or Stage 3 program. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and of the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee, determines that it is in the child's best interest.

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential knowledge and skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long, including recess but excluding noon intermission, except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full

day, part day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)

The Superintendent or designee shall collaborate with parents/guardians and relevant community groups, in accordance with the plan developed for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, CSPP, Head Start programs, and other community-based early learning and care programs.

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

The district shall maintain an average TK class enrollment of not more than 24 students for each school site, not including students who are continuously enrolled in and meet the minimum day requirement for independent study for more than 14 school days in a school year. (Education Code 48000)

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from CTC that authorizes such instruction.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2025, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit or an early childhood specialist credential issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

The district shall maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2025-26 school year. (Education Code 48000)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in kindergarten or a combination of TK and kindergarten. (Education Code 46300)

Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student

preparedness for future education.
