

TIPTON ELEMENTARY SCHOOL DISTRICT REGULAR BOARD MEETING

AGENDA

Tuesday, February 4, 2025
7:00 p.m. District Cafeteria

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 Student Comments - Character Counts

2.4 Correspondence

Review of First Period Interim Report 2024-2025

2.5 Correspondence

School Board Appreciation Dinner Invitation

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

3.1 Minutes of the Regular Board Meeting - January 7, 2025

3.2 Conference, Field Trip, Fund Raiser and Facilities Requests

3.3 Library Surplus

3.4 Internet Agreement with TCOE

4. **ADMINISTRATIVE: Action items:**

4.1 Comprehensive School Safety Plan 2024-2025

(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 10, 2025

4.3 Setting the Date of the Budget and LCAP Approval. The proposed date is June 12, 2025

4.4 Heat Illness Plan for Indoor and Outdoor Places of Employment

4.5 Discussion/Action to Rescind 2024 Administrative Regulation

(AR) 4119.13/4219.13/4319.13 2024 Title IX Sex Discrimination Grievance Procedures and Administrative Regulation (AR) 5145.72 2024 Title IX Sex Discrimination Grievance Procedures

5. **FINANCE: Action items:**
 - 5.1 Vendor Payments
6. **INFORMATION: (Verbal Reports & Presentations)**
 - 6.1 MOT--FOOD SERVICE—PROJECTS
 - 6.2 2024-2025 LCAP Mid Year Review
 - 6.3 2024 Dashboard Data Overview and English Learner Update
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.
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: January 31, 2025

DISTRITO ESCOLAR PRIMARIO DE TIPTON

REUNIÓN ORDINARIA DE LA JUNTA

ORDEN DEL DÍA

Martes, 4 de febrero de 2025

19:00 Cafetería 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 Comentarios de estudiantes: los caracteres cuentan

2.4 Correspondencia

Revisión del informe provisional del primer período 2024-2025

2.5 Correspondencia

Invitación a la cena de agradecimiento de la junta escolar

3. CALENDARIO DE CONSENTIMIENTO: Elementos de acción:

3.1 Acta de la Reunión Ordinaria de Directorio - 7 de enero de 2025

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

3.3 Excedente de biblioteca

3.4 Acuerdo de Internet con TCOE

4. ADMINISTRATIVO: Elementos de acción:

4.1 Plan Integral de Seguridad Escolar 2024-2025

(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.10, 2025

4.3 Fijación de la fecha del presupuesto y aprobación del LCAP. La fecha propuesta es el

12 de junio.2025

- 4.4 Plan de enfermedades por calor para lugares de trabajo interiores y exteriores
- 4.5 Discusión/Acción para rescindir el Reglamento Administrativo de 2024 (ARKANSAS) 4119.13/4219.13/4319.13 2024 Título IX Queja por discriminación sexual Procedimientos y Reglamento Administrativo (AR) 5145.72 2024 Título IX Sexo Procedimientos de quejas por discriminación

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 2024-2025
- 6.3 Descripción general de los datos del panel de control de 2024 y actualización para los estudiantes de inglés

7. **CUALQUIER OTRO NEGOCIO:**

- 7.1 Actualizaciones de políticas de la junta directiva de diciembre

8. **CLARO A SESIÓN CERRADA: La Junta considerará y podrá actuar sobre cualquiera de los siguientes elementos en sesión cerrada. Cualquier acción tomada será reportada públicamente al final de la sesión cerrada como lo exige la ley.**

- 8.1 Código de Educación 35146
Transferencias de estudiantes, entre distritos, etc.

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: 31 de enero de 2025

2.

PUBLIC INPUT:

2.4 Correspondence

Review of First Period Interim Report 2024-2025

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 15, 2025

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

SUBJECT: REVIEW OF FIRST PERIOD INTERIM REPORT, 2024-25

Dear Stacey:

The county office has reviewed the 2024-25 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, 2024.

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 2024-25 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 2025-26 fiscal year which includes revisions to the 2024-25 first interim budget assumptions. The Governor's budget for 2025-26 proposes to preserve investments made during unexpected rapid economic growth experienced during the global pandemic. As Proposition 98 funding stabilizes from the volatility of the recent past, districts are challenged to develop multi-year projections over the next three years in a COLA only environment. Districts experiencing declining enrollment may be faced with fiscal years whereby the effective COLA approaches 0% or less as loss of attendance offsets the statutory COLA increase.

Included in the Governor's proposal for 2025-26 is a Local Control Funding Formula (LCFF) COLA adjustment of 2.43%. When combined with population growth adjustments, this will result in a state-wide decrease in funding of roughly \$265 million as compared to 2024-25. 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. To maintain LCFF funding and fund the COLA in 2024-25, the 2024 State Budget Act included withdrawing the entire balance of the Public School System Stabilization Account. The 2025-26 Governor's budget proposal includes a 2024-25 mandatory deposit of \$1.1 billion in 2024-25 and an additional required deposit of \$376 million in 2025-26.

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 2025-26 to accommodate the final expansion of Universal Transitional Kindergarten to all 4 years olds and implementation of the Arts and Music in School – Funding Guarantee and Accountability Act (Proposition 28). Prop 98 funding levels have increased by approximately \$7.5 billion over the three-year period (2023-24 through 2025-26) as compared to 2024 State Budget Act levels. This has allowed the Governor to introduce new funding proposals including the Student Support and Professional Development Discretionary Block Grant, increased TK add-on funding to support the 10:1 student to adult ratio requirement, further investments in literacy instruction, and reinstatement of the \$1.1 billion cut to the Learning Recovery Emergency Block Grant.

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. Inflationary 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 of significant one-time federal funding point to the importance of planning ahead and practicing fiscal prudence.

LOCAL CONTINUITY AND ATTENDANCE 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 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 and CalSTRS rates shown for 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. The 2025-26 projected employer contribution rate is calculated and included in the latest CalPERS School Actuarial Valuation report.

CalPERS Actual and Projected Rates					
2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Projected
20.70%	22.91%	25.37%	26.68%	27.05%	27.40%

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					
2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Projected
16.15%	16.92%	19.10%	19.10%	19.10%	19.10%

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.

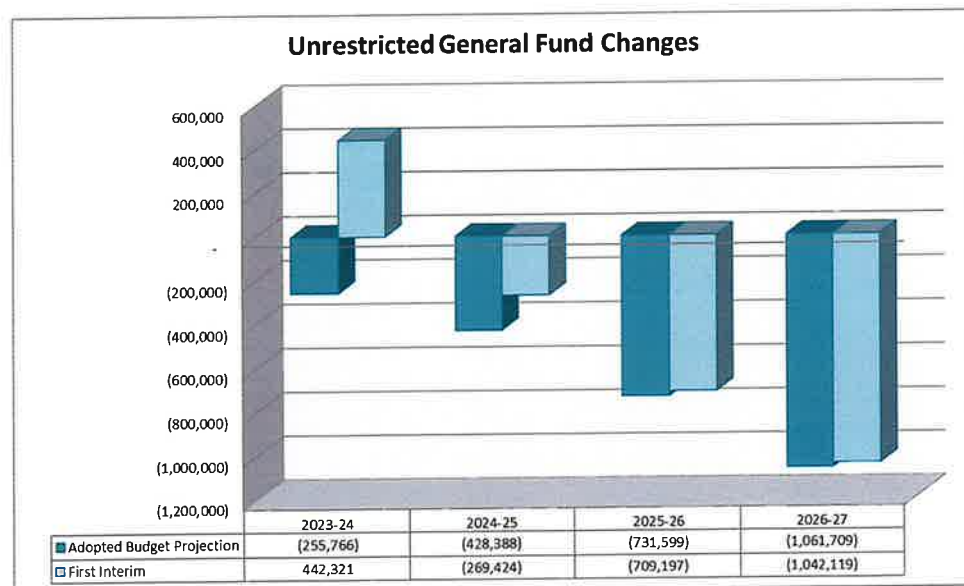
The provisions of SB 751 are not imposed until the year after funds in the Public School System Stabilization Account (PSSSA) equals or exceeds 3% of Proposition 98 funding for school districts. The 2024 State Budget Act includes the

withdraw of the entire \$8.4 billion from PSSSA in fiscal year 2023-24. The Governor's budget proposal projects a contribution to PSSSA of \$1.1 billion in fiscal year 2024-25. As this amount does not exceed 3% Proposition 98 funding for school districts, the cap on district reserves is not projected to be triggered in 2025-26.

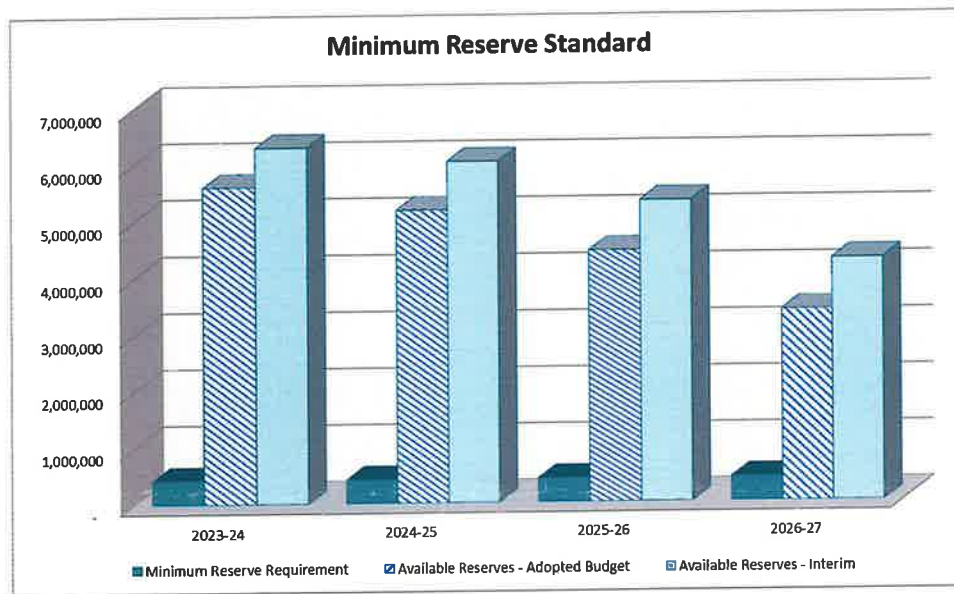
Full Accrual Financial Position - As audit reports have begun to recognize long-term pension obligations under GASB 68, districts find their annual audit report may reflect a negative unrestricted balance on their Statement of Net Position. Beginning with fiscal year 2017-18, district audit reports will 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 2023-24 in case questioned.

LOCAL CONTROL FUNDING FORMULA PROJECTIONS

The following graphs provide 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 2024-25 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.***

2.

PUBLIC INPUT:

2.5 Correspondence

School Board Appreciation Dinner Invitation



CALIFORNIA TEACHERS ASSOCIATION
TULARE-KINGS SERVICE CENTER COUNCIL

TO: Tulare County and Kings County Superintendents

FROM: Wendy Colson, Tulare-Kings Service Center Council Chairperson

DATE: January 6, 2025

REGARDING: SCHOOL BOARD APPRECIATION DINNER INVITATIONS

The Tulare-Kings Service Center Council would like to cordially invite all Tulare and Kings County School Board Members, as well as their local Chapter President and Superintendent to our Annual School Board Appreciation Dinner on March 4, 2025. We appreciate your assistance in delivering the enclosed invitations to your School Board Members.

Unfortunately, we cannot accommodate spouses, children, or other non-member guests.

Registrations for this event are accepted on the TKSCC website: www.tkscc.org

Please complete the online registration by February 4, 2025. No-Shows or cancels after the registration deadline of February 4, 2025 will be billed to the district.

If you have questions, please call the Kings/Tulare UniServ Office, (559) 733-7706.

Thank you,

:km

C Jesse Aguilar, CTA Board Member
Ed DeLaVega, CTA/ABC District H
Angela Der Ramos, CTA Director at Large
Robert Ellis, CTA Director at Large
Rafael Gonzalez, NEA Board Member

A decorative border with a repeating floral and leaf pattern in a muted blue color surrounds the central text area.

TULARE-KINGS SERVICE CENTER COUNCIL / CTA / NEA

School Board Appreciation Dinner

Tuesday, March 4, 2025
6:00 PM

Hilton Garden Inn
8715 W Hillsdale Ave
Visalia, CA 93291

REGISTER ONLINE TO ATTEND AT
WWW.TKSCC.ORG

PLEASE COMPLETE YOUR REGISTRATION BY
FEBRUARY 4, 2025

CONTACT THE UNISERV OFFICE IF YOU HAVE
ANY QUESTIONS (559) 733-7706

3. **CONSENT CALENDAR: Action items:**
 - 3.1 Minutes of the Regular Board Meeting - January 7, 2025

Tipton Elementary School District

MINUTES

REGULAR BOARD MEETING

Tuesday, January 7, 2025
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, John Cardoza, and Greg Rice.

Absent: Fernando Cunha and Shelley Heeger. Guest: Jackie Everett and Cassandra Young

2. **PUBLIC INPUT:**

2.1 Community Relations/Citizen Comments

2.2 Reports by Employee Units CTA/CSEA

2.3 Correspondence

2025 District Leadership Institute

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

4. **Reconvene to Open Session: 7:07 pm**

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

3.1 Government Code Section 54957.6

Conference with labor negotiators

Agency designated representatives: Board President

Employee Organization: Superintendent

Discussion only

6. **CONSENT CALENDAR: Action items:**

6.1 Minutes of Regular Board Meeting for December 17, 2024

6.2 Conference, Field Trip, Fund Raiser and Facilities Requests

Motion to approve the Consent Calendar was made by Greg Rice and seconded 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 – Fernando Cunha and Shelley Heeger

7. **ADMINISTRATIVE: Action items:**

7.1 Discussion/Approval of Increase to Salary Schedule and District Contributions
Toward Health and Welfare Benefits, Effective July 1, 2024 for Principal and

Management Employees

Motion to approve Increase to Salary Schedule and District Contributions Toward Health and Welfare Benefits, Effective July 1, 2024 for Principal and Management Employees 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 – Fernando Cunha and Shelley Heeger

7.2 Discussion/Approval of Increase to Salary Schedule and District Contributions

Toward Health and Welfare Benefits, effective July 1, 2024, for Business Manager

Board President, Iva Sousa read the following:

This item is the Board's discussion and possible approval of an increase to the salary schedule for the Business Manager position, currently held by Cassandra Young. The proposed salary schedule increase includes the following material terms:

- 1. Effective July 1, 2024, a salary schedule increase of 2.0% to the Business Manager's current annual base salary for a total annual salary of \$99,004.*
- 2. The Business Manager is entitled to receive the same health and welfare benefits as other classified employees. This includes District contributions of \$19, 873.80 per year.*

This concludes the summary of the salary increase for Business Manager, Cassandra Young. The salary schedule may be reviewed on the District website as an attachment to this agenda item. Is there a motion? Is there and discussion? There was no discussion.

Motion to approve Increase to Salary Schedule and District Contributions toward Health and Welfare Benefits, effective July 1, 2024, for Business Manager was made by Greg Rice and seconded 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 – Fernando Cunha and Shelley Heeger

7.3 Discuss and Approve Addendum to Superintendent's Employment Agreement

Board President, Iva Sousa read the following:

This item is the Board's discussion and possible approval of the First Amended Employment Agreement for the position of Superintendent with Stacey Bettencourt. The proposed contract contains the following material terms:

1. *The term of the Superintendent Employment Agreement is for three (3) years from July 1, 2023 to June 30, 2026.*
2. *The Superintendent's received a satisfactory evaluation for the 2023-2024 academic year.*
3. *Effective July 1, 2024, a salary increase of 2.5% will be added to the Superintendent's current annual base salary for a total annual salary of \$165,992.*
4. *The Superintendent is entitled to receive the same health and welfare benefits as other certificated employees. This includes District contributions towards health and welfare benefits of \$19,837.80 per year.*
5. *Starting with the 25th year of service to the District, the Superintendent will receive the same Anniversary Bonus each year as the District provides to certificated employees, as follows:*
Years 25 to 29 \$1,000 for each year 25 to 29
Years 30 to 34 \$2,000 for each year 30 to 34
Years 35+ \$3,500 for each year 35 and beyond
6. *The remaining portions of the Superintendent's Employment Agreement remain the same.*

This concludes the summary of Superintendent, Stacey Bettencourt's contract. A complete copy of the agreement may be reviewed on the District website as an attachment to this agenda item. Is there a motion? Is there and discussion? There was no discussion.

Motion to approve Addendum to Superintendent's Employment Agreement was made by Greg Rice and seconded 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 – Fernando Cunha and Shelley Heeger

7.4 School Accountability Report Card 2023-2024 *(Document will be available at the meeting)*

Motion to approve School Accountability Report Card 2023-2024 was made by Greg Rice and seconded 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 – Fernando Cunha and Shelley Heeger

8. FINANCE: Action items:

8.1 Vendor Payments

Motion to approve the Vendor Payments was made by Greg Rice and seconded 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 – Fernando Cunha and Shelley Heeger

8.2 Audit Report for Year Ended June 30, 2024

Motion to approve Audit Report for Year Ended June 30, 2024 was made by Greg Rice and seconded 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 – Fernando Cunha and Shelley Heeger

9. INFORMATION: (Verbal Reports & Presentations)

9.1 MOT--FOOD SERVICE—PROJECTS

9.2 P-1 Attendance Report

Mrs. Cassandra Young shared the P-1 report with the Board.

10. ADJOURNMENT: 7:21 pm

Minutes approved February 4, 2025

Iva Sousa, President

John Cardoza, Clerk

Stacey Bettencourt, Secretary

Distrito escolar primario de Tipton

MINUTOS

REUNIÓN ORDINARIA DE LA JUNTA

Martes, 7 de Enero de 2025.

19:00 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, John Cardoza y Greg Rice. Ausentes: Fernando Cunha y Shelley Heeger. Invitada: Jackie Everett y Cassandra Young

2. **COMENTARIOS DEL PÚBLICO:**

2.1 Relaciones comunitarias/comentarios de los ciudadanos

2.2 Informes por Unidades de Empleados CTA/CSEA

2.3 Correspondencia

Instituto de Liderazgo Distrital 2025

3. **Suspender la sesión a puerta cerrada 7:00 PM**

4. **Volver a reunirse para la sesión abierta: 7:07 PM**

5. **Informe de la sesión cerrada:**

3.1 Código de Gobierno Sección 54957.6

Conferencia con negociadores laborales

Representantes designados por la agencia: Presidente de la Junta

Organización de empleados: Superintendente

Sólo discusión

6. **CALENDARIO DE CONSENTIMIENTO: Elementos de acción:**

6.1 Acta de Reunión Ordinaria de Directorio del 17 de diciembre de 2024

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

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

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

Sí –Iva Sousa, John Cardoza y Greg Rice

No – 0

Abstenerse –0

Ausentes – Fernando Cunha y Shelley Heeger

7. ADMINISTRATIVO: Elementos de acción:

7.1 Discusión/Aprobación del aumento de la escala salarial y las contribuciones del distrito Hacia beneficios de salud y bienestar, a partir del 1 de julio de 2024 para directores y Empleados de gestión

Hacia beneficios de salud y bienestar, a partir del 1 de julio de 2024 para directores y Management Employees fue realizado por Greg Rice y el segundo por John Cardoza.

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

Sí –Iva Sousa, John Cardoza y Greg Rice

No – 0

Abstenerse –0

Ausentes – Fernando Cunha y Shelley Heeger

7.2 Discusión/Aprobación del aumento de la escala salarial y las contribuciones del Distrito Hacia beneficios de salud y bienestar, a partir del 1 de julio de 2024, para Business Manager

La presidenta del Consejo, Iva Sousa, leyó lo siguiente:

Este punto es la discusión por parte del Directorio y posible aprobación de un aumento a la escala salarial para el puesto de Gerente Comercial, que actualmente ocupa Cassandra Young. El aumento del calendario salarial propuesto incluye los siguientes términos materiales:

1. A partir del 1 de julio de 2024, se aplicará un aumento salarial del 2,0 % al salario base anual actual del Gerente Comercial para un salario anual total de \$99 004.

2. El Gerente Comercial tiene derecho a recibir los mismos beneficios de salud y bienestar que otros empleados clasificados. Esto incluye contribuciones del Distrito de \$19,873.80 por año.

Con esto concluye el resumen del aumento salarial de la Gerente Comercial, Cassandra Young. El calendario salarial se puede revisar en el sitio web del Distrito como archivo adjunto a este punto de la agenda.. ¿Hay alguna moción? ¿Hay discusión? No hubo discusión.

Greg Rice presentó una moción para aprobar el aumento de la escala salarial y las contribuciones del distrito para los beneficios de salud y bienestar, a partir del 1 de julio de 2024, para el gerente comercial y la apoyó John Cardoza.

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

Sí –Iva Sousa, John Cardoza y Greg Rice

No – 0

Abstenerse –0

Ausentes – Fernando Cunha y Shelley Heeger

7.3 Discutir y aprobar el anexo al acuerdo laboral del superintendente

La presidenta del Consejo, Iva Sousa, leyó lo siguiente:

Este punto es la discusión de la Junta y la posible aprobación del Primer Acuerdo Laboral Enmendado para el puesto de Superintendente con Stacey Bettencourt. El contrato propuesto contiene los siguientes términos materiales:

- 1. La duración del Acuerdo de Empleo del Superintendente es de tres (3) años desde el 1 de julio de 2023 al 30 de junio de 2026.*
- 2. La Superintendencia recibió evaluación satisfactoria para el año académico 2023-2024.*
- 3. A partir del 1 de julio de 2024, se agregará un aumento salarial del 2,5% al salario base anual actual del Superintendente para un salario anual total de \$165,992.*
- 4. El Superintendente tiene derecho a recibir los mismos beneficios de salud y bienestar que otros empleados certificados. Esto incluye contribuciones del Distrito para beneficios de salud y bienestar de \$19,837.80 por año.*
- 5. A partir del 25th año de servicio al Distrito, el Superintendente recibirá cada año el mismo Bono de Aniversario que el Distrito proporciona a los empleados certificados, de la siguiente manera:*
 - Años 25 a 29 \$1,000 por cada año 25 a 29*
 - Años 30 a 34 \$2,000 por cada año 30 a 34*
 - Años 35+ \$3,500 por cada año 35 y más*
- 6. Las partes restantes del Acuerdo de Empleo del Superintendente siguen siendo las mismas.*

Con esto concluye el resumen del contrato de la superintendente Stacey Bettencourt. Se puede revisar una copia completa del acuerdo en el sitio web del Distrito como archivo adjunto a este punto de la agenda. ¿Hay alguna moción? ¿Hay discusión? No hubo discusión.

Greg Rice hizo la moción para aprobar la Adenda al Acuerdo de Empleo del Superintendente y la apoyó John Cardoza.

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

Sí –Iva Sousa, John Cardoza y Greg Rice

No – 0

Abstenerse –0

Ausentes – Fernando Cunha y Shelley Heeger

7.4 Informe de Responsabilidad Escolar 2023-2024 (El documento estará disponible en la reunión)

Greg Rice presentó la moción para aprobar el Informe de Responsabilidad Escolar 2023-

2024 y la apoyó John Cardoza.
Voto Sí 3/ No 0 / Abstención 0 / Ausente 2
Sí –Iva Sousa, John Cardoza y Greg Rice
No – 0
Abstenerse –0
Ausentes – Fernando Cunha y Shelley Heeger

8. **FINANZAS: Elementos de acción:**

8.1 Pagos a proveedores

La moción para aprobar los pagos a proveedores fue realizada por Greg Rice y secundado por John Cardoza.

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

Sí –Iva Sousa, John Cardoza y Greg Rice

No – 0

Abstenerse –0

Ausentes – Fernando Cunha y Shelley Heeger

8.2 Informe de auditoría para el año finalizado el 30 de Junio de 2024

Moción para aprobar el informe de auditoría para el año finalizado el 30 de junio de 2024 fue realizado por Greg Rice y secundado por John Cardoza.

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

Sí –Iva Sousa, John Cardoza y Greg Rice

No – 0

Abstenerse –0

Ausentes – Fernando Cunha y Shelley Heeger

9. **INFORMACIÓN: (Informes verbales y presentaciones)**

9.1 MOT--SERVICIO DE ALIMENTOS—PROYECTOS

9.2 Informe de asistencia P-1

La Sra. Cassandra Young compartió el informe P-1 con la Junta.

10. **APLAZAMIENTO: 7:21 PM**

Acta aprobada el 4 de febrero de 2025

Iva Sousa, presidenta

John Cardoza, Secretario

Stacey Bettencourt, Secretaria

3. **CONSENT CALENDAR: Action items:**
 - 3.2 Conference, Field Trip, Fund Raiser and Facilities Requests

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) ASES GRADE K-8th

CLASSES ATTENDING ASES Students

DATE OF TRIP 3/1/2025 NUMBER OF PUPILS 100 ADULTS 12

DESTINATION Rolarama West 7850 Brimhall Rd.
Bakersfield, CA 93308

BUS TO LEAVE SCHOOL AT 8:30 AM RETURN AT 2:30 PM

BUS ROUTING AND STOPS

Leave from MPR on Charter Bus to Bakersfield.
Load the bus to come back at 2:30 PM.

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: _____

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$ 1,500.00

we will need Breakfast for 100: A pastry, yogurt,
fruit, milk, juice
we will need snack 100: chips & juice please

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]

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) ASES GRADE K-8th

CLASSES ATTENDING ASES Students

DATE OF TRIP 2/1/25 NUMBER OF PUPILS 100 ADULTS 12

DESTINATION John's Incredible Fresno, CA

BUS TO LEAVE SCHOOL AT 9:15 am RETURN AT 3:30 PM

BUS ROUTING AND STOPS

Depart from MPR at 9:15 to Fresno and load the bus to come back at 2:30 PM.

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: _____

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$ 3,183.50

*we will need 100 breakfast: Cereal, fruit, juice, milk

*we will need 100 snacks: cookies + milk or juice

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]

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) ASES GRADE K-8th

CLASSES ATTENDING ASES Students & Staff

DATE OF TRIP 3/15/25 NUMBER OF PUPILS 100 ADULTS 14

DESTINATION Monterrey Bay Aquarium

BUS TO LEAVE SCHOOL AT 6:00 AM RETURN AT 7:00 PM

BUS ROUTING AND STOPS

Charter Bus to leave at 6:00 am. Stop for
restroom break at 8 am and finish drive to
Monterrey Bay Aquarium. Bus to leave from aquarium
by 2:30 PM and stop for restroom break at 4:30 PM. Finish
drive back to Tipton to arrive at 6:30/7 PM.

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: _____

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$ 5,100.00

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]

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) 8th Grade GRADE 8th

CLASSES ATTENDING 8th Grade

DATE OF TRIP 1/30/24 NUMBER OF PUPILS 50 ADULTS 3

DESTINATION Julius H.S. Farm

BUS TO LEAVE SCHOOL AT 11:30 RETURN AT 2:50

BUS ROUTING AND STOPS

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: Hands on learning and getting interest for Ag classes in HS.

OTHER INFORMATION/STAFF CHAPARONE REQUEST: (They are feeding us lunch)

COST \$ _____

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

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

SIGNATURE OF TEACHER IN CHARGE Michelle Nick

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT Shirley Better

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Gilbert GRADE _____

CLASSES ATTENDING Spelling Bee

DATE OF TRIP 1/30/25 NUMBER OF PUPILS 12 ADULTS 1

DESTINATION Palo Verde

BUS TO LEAVE SCHOOL AT 11:00 RETURN AT 3:00

BUS ROUTING AND STOPS

Eat lunch at ~~11:00~~ 10:30

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: _____

OTHER INFORMATION/STAFF CHAPARONE REQUEST: _____

COST \$ —

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

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

SIGNATURE OF TEACHER IN CHARGE Debbie Gilbert

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT Steve Bell

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Manfredi + Marroquin GRADE 8 + 7

CLASSES ATTENDING 10 students from 8th + 10 students from 7th

DATE OF TRIP 3/27 NUMBER OF PUPILS 20 ADULTS 2

DESTINATION Visalia Convention Center (Math Bowl)

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

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 1

SIGNATURE OF TEACHER IN CHARGE Ms. Manfredi

TRIP AUTHORIZED BY SCHOOL BOARD YES ☐ NO ☐

SIGNATURE OF SUPERINTENDENT [Signature]



Tipton Elementary School, 370 N Evans Rd, Drive 26.1 miles, 27 min
Tipton, CA 93272 to Visalia Convention Center, 303 E Acequia Ave,
Visalia, CA 93291

Tipton Elementary School

370 N Evans Rd, Tipton, CA 93272

Get on CA-99 N from N Evans Rd

- 1 min (0.4 mi)
- ↑ 1. Head north on N Evans Rd toward E Cooper Ave
0.1 mi
 - ↩ 2. Turn left onto E Lipscomb Ave
400 ft
 - ↪ 3. Turn right onto N Thompson Rd
469 ft
 - ⬆ 4. Turn left to merge onto CA-99 N
0.1 mi

Continue on CA-99 N to Visalia. Take exit 107A from CA-198 E

- 23 min (25.1 mi)
- ⬆ 5. Merge onto CA-99 N
18.5 mi
 - ↪ 6. Use the right 2 lanes to take exit 96 to merge onto CA-198 E toward Visalia/Sequoia Nat'l Pk
6.3 mi
 - ↪ 7. Take exit 107A to merge onto CA-63 N toward Cutler Orosi/Kings Cyn
0.2 mi

Continue on CA-63 N. Drive to E Acequia Ave

- 3 min (0.6 mi)
- ⬆ 8. Use the right lane to merge onto CA-63 N
0.3 mi
 - ↩ 9. Use the middle lane to turn left onto CA-63 N/S Court St
0.2 mi
 - ↪ 10. Turn right onto E Acequia Ave
449 ft
- i Destination will be on the right**

Visalia Convention Center

303 E Acequia Ave, Visalia, CA 93291

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Lampe/Nuckels GRADE 8th

CLASSES ATTENDING 8th Grade

DATE OF TRIP 1/23/25 NUMBER OF PUPILS 40 ADULTS 2

DESTINATION Mission Oak HS. Varsity Boys Basketball Game

BUS TO LEAVE SCHOOL AT 5:00 pm RETURN AT 9:00 pm

BUS ROUTING AND STOPS

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: Feeder School Night at MO. To encourage students to get involved (students will be fed and get in for free.)

OTHER INFORMATION/STAFF CHAPARONE REQUEST: _____

COST \$ Driver / Bus

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

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

SIGNATURE OF TEACHER IN CHARGE Michelle Nuckels

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT Steve Bell

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) ASES Program GRADE K-8th

CLASSES ATTENDING ASES

DATE OF TRIP 2/22/25 NUMBER OF PUPILS 100 ADULTS 12

DESTINATION Sycton Fresno CA, 7057 N. Marks Ave

BUS TO LEAVE SCHOOL AT 7:45am RETURN AT 3:30PM

BUS ROUTING AND STOPS

Depart on school bus from MPR at 7:45am and drive to Sycton. Leave from there at 10:45am and drive to a nearby restaurant for lunch. Leave from the restaurant at 2:00PM drive back to Tipton.

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: _____

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$ 4,280.00

*we will need 100 breakfast: Donut, fruit, juice,
*we will need 100 snacks: munchies, milk
+juice

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 Program

Request for Fundraiser Approval and Revenue Projection

School Year: 2024-2025

Date form submitted: 1/24/2025 Submitted by: Mrs. Jenny

PROPOSED ACTIVITY:

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

Location of activity: Patio Area

Facilities needed: _____

Items to be sold: candy and Takis grams

Date of activity: Feb 4-12

Time of activity: From 2:45 a.m./(p.m.) To: 3:45 a.m./(p.m.)

Item/Ticket selling price: \$ 1.00 and 50¢

Cash Box required? Yes ☐ No ☒

Number of items purchased for sale: 10 candy bags @ \$ 7.00 each = \$ 70.00
9 Takis boxes @ \$ 20.00 = \$ 180.00

ASB purchase order required? Yes ☒ No ☐

How much income is anticipated? \$ 500.00 how much expense is anticipated? \$ 250.00

How will profit be used? Snack bar sale for ASES students, purchasing incentives and food items for GPA parties

Fundraiser Contact Person: Yessenia Mendoza

Phone Number: (559) 804-4436

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

Approved by: [Signature]

Principal/Superintendent: _____

Business Manager/ASB Administrator: _____

Reason for disapproval, if applicable: _____

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

Tax ID# 94-2191905

3. **CONSENT CALENDAR:** Action items:
 - 3.3 Library Surplus

Deleted Date	Title	Author	Published	Reason
1/24/2025	The abduction	Korman, Gordon.	2006	Outdated
1/24/2025	The book of story beginnings	Kladstrup, Kristin.	2006	Infrequent Circulation
1/24/2025	From the mixed-up files of Mrs. Basil E. Frankweiler	Konigsburg, E. L.	2002	Outdated
1/24/2025	Hideout	Korman, Gordon.	2013	Infrequent Circulation
1/24/2025	The hypnotists	Korman, Gordon.	2013	Infrequent Circulation
1/24/2025	Masterminds	Korman, Gordon.	2015	Infrequent Circulation
1/24/2025	The Medusa plot	Korman, Gordon.	2011	Poor Condition/Damage
1/24/2025	Memory maze	Korman, Gordon.	2014	Infrequent Circulation
1/24/2025	One false note	Korman, Gordon.	2008	Poor Condition/Damage
1/24/2025	Pearl Harbor is burning! : a story of World War II	Kudlinski, Kathleen V.	1993	Outdated
1/24/2025	The rescue	Korman, Gordon.	2006	Outdated
1/24/2025	The search	Korman, Gordon.	2006	Outdated
1/24/2025	Shipwreck	Korman, Gordon.	2001	Outdated
1/24/2025	Swindle	Korman, Gordon.	2008	Infrequent Circulation
1/24/2025	Zoobreak	Korman, Gordon.	2009	Poor Condition/Damage
1/23/2025	Alabama moon	Key, Watt.	2009	Outdated
1/23/2025	Cracker! : the best dog in Vietnam	Kadohata, Cynthia.	2008	Infrequent Circulation
1/23/2025	The evolution of Calpurnia Tate	Kelly, Jacqueline.	2009	Infrequent Circulation
1/23/2025	The forgotten door	Key, Alexander, 1904-	1965	Outdated
1/23/2025	Jack & Louisa. Act 1	Keenan-Bolger, Andrew, 19	2015	Infrequent Circulation
1/23/2025	Minerva Clark goes to the dogs	Karbo, Karen.	2006	Infrequent Circulation
1/23/2025	Weird but true! 1 : 350 outrageous facts.		2018	Poor Condition/Damage
1/22/2025	The always war	Haddix, Margaret Petersor	2011	Infrequent Circulation
1/22/2025	Among the enemy	Haddix, Margaret Petersor	2005	Poor Condition/Damage
1/22/2025	Among the hidden	Haddix, Margaret Petersor	2000	Poor Condition/Damage
1/22/2025	The breaker boys	Hughes, Pat (Patrice Racc	2004	Infrequent Circulation
1/22/2025	A cool moonlight	Johnson, Angela.	2003	Poor Condition/Damage
1/22/2025	Dolphin dreams	Hapka, Catherine.	2017	Poor Condition/Damage
1/22/2025	Dory Fantasmagory	Hanlon, Abby.	2015	Poor Condition/Damage
1/22/2025	Flush	Hiaasen, Carl.	2007	Infrequent Circulation
1/22/2025	Heaven	Johnson, Angela.	2000	Infrequent Circulation
1/22/2025	Heroes & villains	edited and with an introdu	2016	Infrequent Circulation
1/22/2025	Hit & miss	Jeter, Derek, 1974-	2015	Infrequent Circulation
1/22/2025	Ida B-- : and her plans to maximize fun, avoid disaster, and	Hannigan, Katherine.	2004	Infrequent Circulation
1/22/2025	Into the gauntlet	Haddix, Margaret Petersor	2010	Poor Condition/Damage
1/22/2025	Like Jake and me	Jukes, Mavis.	2005	Poor Condition/Damage
1/22/2025	Navy brat	Holt, Kimberly Willis.	2008	Poor Condition/Damage
1/22/2025	Noelle of The nutcracker	Jane, Pamela.	1997	Infrequent Circulation
1/22/2025	Sand dollar summer	Jones, Kimberly, 1957-	2008	Infrequent Circulation
1/22/2025	The Star of Kazan	Ibbotson, Eva.	2006	Infrequent Circulation
1/22/2025	Waiting for unicorns	Hautala, Beth.	2015	Infrequent Circulation
1/22/2025	Witness	Hesse, Karen.	2005	Infrequent Circulation
1/21/2025	Babe & me : a baseball card adventure	Gutman, Dan.	2002	Infrequent Circulation
1/21/2025	The Brooklyn nine : a novel in nine innings	Gratz, Alan, 1972-	2010	Infrequent Circulation
1/21/2025	Closer	Gordon, Roderick.	2012	Infrequent Circulation
1/21/2025	The day my butt went psycho!	Griffiths, Andy, 1961-	2003	Infrequent Circulation
1/21/2025	Dead girls don't write letters	Giles, Gail.	2004	Infrequent Circulation
1/21/2025	Deeper	Gordon, Roderick.	2009	Infrequent Circulation
1/21/2025	Fortune Falls	Goebel, Jenny.	2016	Infrequent Circulation
1/21/2025	The homework machine	Gutman, Dan.	2007	Poor Condition/Damage
1/21/2025	In a creepy, creepy place and other scary stories	Gorog, Judith.	1996	Infrequent Circulation
1/21/2025	Jackie & me : a baseball card adventure	Gutman, Dan.	2000	Infrequent Circulation
1/21/2025	Just annoying!	Griffiths, Andy, 1961-	2003	Infrequent Circulation
1/21/2025	Just joking!	Griffiths, Andy, 1961-	2003	Infrequent Circulation
1/21/2025	The liberation of Gabriel King	Going, K. L. (Kelly L.)	2005	Infrequent Circulation
1/21/2025	MAXimum Boy starring in Maximum Girl unmasked	Greenburg, Dan.	2002	Infrequent Circulation
1/21/2025	Mickey & me : a baseball card adventure	Gutman, Dan.	2004	Infrequent Circulation

1/21/2025	My summer of pink & green	Greenwald, Lisa.	2013	Infrequent Circulation
1/21/2025	Pieces of why	Going, K. L. (Kelly L.)	2015	Infrequent Circulation
1/21/2025	Pink & green is the new black	Greenwald, Lisa.	2015	Lost
1/21/2025	Return of the homework machine	Gutman, Dan.	2009	Infrequent Circulation
1/21/2025	The road to Paris	Grimes, Nikki.	2006	Infrequent Circulation
1/21/2025	Theodore Boone, the accused	Grisham, John.	2012	Infrequent Circulation
1/21/2025	The thing about Georgie : a novel	Graff, Lisa.	2006	Infrequent Circulation
1/21/2025	Wild girl	Giff, Patricia Reilly.	2009	Infrequent Circulation
1/21/2025	Willow Run	Giff, Patricia Reilly.	2007	Infrequent Circulation
1/21/2025	Zombie butts from Uranus!	Griffiths, Andy, 1961-	2004	Infrequent Circulation
1/17/2025	Eleven	Giff, Patricia Reilly.	2008	Infrequent Circulation
1/17/2025	No small thing	Ghent, Natale, 1962-	2005	Infrequent Circulation
1/17/2025	Odd and the Frost Giants	Gaiman, Neil.	2009	Infrequent Circulation
1/17/2025	Pictures of Hollis Woods	Giff, Patricia Reilly.	2004	Infrequent Circulation
1/17/2025	Scar Island	Gemeinhart, Dan.	2017	Infrequent Circulation
1/17/2025	Valley of the Moon : the diary of Maria Rosalia de Milagros	Garland, Sherry.	2001	Infrequent Circulation
1/14/2025	The lost heir	Sutherland, Tui, 1978-	2012	Poor Condition/Damage
1/14/2025	My best friend is invisible	Stine, R. L.	1997	Poor Condition/Damage
1/14/2025	Truesight	Stahler, David.	2005	Poor Condition/Damage

3. **CONSENT CALENDAR: Action items:**
 - 3.4 Internet Agreement with TCOE

Agreements

Internet Service Agreement

Contract No: 2025-28.53

THIS AGREEMENT is entered into between the **Tulare County Superintendent of Schools**, referred to as SUPERINTENDENT and TIPTON ELEMENTARY SCHOOL DISTRICT, referred to as DISTRICT.

ACCORDINGLY, IT IS AGREED:

1. **TERM:** The initial term of this Agreement shall begin effective 7/1/2025 and conclude on 06/30/2028 unless terminated sooner as permitted under this Agreement. The Agreement shall roll over and continue in effect for subsequent terms of one year each, up to a maximum of five years total ending on 6/30/2030, unless either party provides written notice of termination within 30 days prior to the end of the term in progress.
2. **SERVICES:** SUPERINTENDENT shall provide access to the Internet for the DISTRICT via an approved point to point transport provider (e.g. CVIN/VAST, tw telecom, AT&T, or Comcast).
3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT an annual service fee of \$12,000.00 for Internet service and connectivity to TCOE up to and including 1 Gb or \$24,000.00 for Internet service and connectivity higher than 1 Gb, and not exceeding 10GB. DISTRICT will be responsible for maintaining the district equipment and paying for the data transport to TCOE on point to point transports (e.g. CVIN/VAST, tw telecom, AT&T, or Comcast)
4. **INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.
5. **TERMINATION:**
 - a. The right to terminate this Agreement under this provision may be exercised without prejudice to any other right or remedy to which the terminating party may be entitled at law or under this Agreement.
 - b. DISTRICT will pay SUPERINTENDENT the compensation earned for work performed and not previously paid for to the date of termination.

i. Without Cause: DISTRICT and SUPERINTENDENT will have the right to terminate this Agreement without cause by giving 30 days prior written notice of intention to terminate pursuant to this provision, specifying the date of termination.

ii. With Cause:

1. This Agreement may be terminated by either party should the other party:

- a. be adjudged as bankrupt, or
- b. become insolvent or have a receiver appointed, or
- c. makes a general assignment of the benefit of creditors, or
- d. suffer any judgment which remains unsatisfied for 30 days, and which would substantively impair the ability of the judgment debtor to perform under this Agreement, or
- e. materially breach this Agreement.

2. For any of the occurrences except item (e), termination may be effected upon written notice by the terminating party specifying the date of the termination.

3. Upon a material breach, the Agreement may be terminated following the failure of the defaulting party to remedy the breach to the satisfaction of the non-defaulting party within five days of the written notice specifying the breach. If the breach is not remedied within that five day period, the non-defaulting party may terminate the agreement on further written notice specifying the date of termination.

4. If the nature of the breach is such that it cannot be cured within a five day period, the defaulting party may, submit a written proposal within that period which sets forth a specific means to resolve the default. If the non-defaulting party consents to that proposal in writing, which consent will not be unreasonably withheld, the defaulting party shall immediately embark on its plan to cure. If the default is not cured within the time agreed, the non-defaulting party may terminate upon written notice specifying the date of termination.

5. DISTRICT will not pay lost anticipated profits or other economic loss, nor will the DISTRICT pay compensation or make reimbursement to cure a breach arising out of or resulting from such termination. If the expense of finishing SUPERINTENDENT's scope of work exceeds the unpaid balance of the Agreement, SUPERINTENDENT shall pay the difference to DISTRICT.

c. Effects of Termination: Expiration or termination of this Agreement will not terminate any obligation to indemnify, to maintain and make available any records pertaining to the Agreement, to cooperate with any audit, to be subject to offset, or to make any reports of pre-termination contract activities. Where

SUPERINTENDENT's services have been terminated by DISTRICT, termination will not affect any rights of DISTRICT to recover damages against SUPERINTENDENT.

- d. Suspension of Performance: Independent of any right to terminate this Agreement, the authorized representative of either party may immediately suspend the performance of this Agreement, in whole or in part, in response to health, safety or financial emergency, or a failure or refusal by either party to comply with the provisions of this Agreement, until such time as the cause for suspension is resolved, or a notice of termination becomes effective.

6. FUNDING:

- a. If during the term of this Agreement DISTRICT fails to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of the Agreement succeeding the first fiscal period, DISTRICT may elect to:
- i. continue to receive services under this Agreement, in which DISTRICT shall remain bound by the terms and conditions set forth hereunder and remain responsible for all charges, for the remaining term of the Agreement, irrespective of E-Rate Funding status, or,
 - ii. terminate this Agreement by providing SUPERINTENDENT with 30 days written notice of termination prior to the beginning of the fiscal year for which funds are not appropriated or otherwise made available.
- b. The effect of termination of the Agreement pursuant to this paragraph 6. FUNDING will be to discharge both SUPERINTENDENT and DISTRICT from future performance of the Agreement. However, DISTRICT shall reimburse SUPERINTENDENT for any and all unpaid charges, any unpaid past due balance(s), and any additional costs already incurred by SUPERINTENDENT in conjunction with this Agreement.

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

TIPTON ELEMENTARY SCHOOL DISTRICT

Tulare County Superintendent of Schools

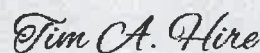
Signature



Date

1/14/25

Signature *



Date *

01/09/2025

The TCOE spin number is 143005947.

Please return **original** after board approval to:

Tulare County Office of Education
Attn: Gilbert Hernandez, Director Info Systems
P.O. Box 5091
Visalia, Ca 93278-5091

Please be aware that the date you sign this agreement will be considered the effective date, and it must align with the necessary filing deadlines for E-Rate in order for your district to receive funding.

Internet Equipment Agreement

Contract No: 2025-28.53EQ

THIS AGREEMENT is entered into between the **Tulare County Superintendent of Schools**, referred to as SUPERINTENDENT and TIPTON ELEMENTARY SCHOOL DISTRICT, referred to as DISTRICT.

1. The DISTRICT understands that the SUPERINTENDENT will provide a point of access to the Internet under a separate contract; and
2. The SUPERINTENDENT is willing to provide a point of access to the Internet.

ACCORDINGLY, IT IS AGREED:

A. **TERM:** The initial term of this Agreement shall begin effective 7/1/2025 and conclude on 06/30/2028 unless terminated sooner as permitted under this Agreement. The Agreement shall roll over and continue in effect for subsequent terms of one year each, up to a maximum of five years total ending on 6/30/2030, unless either party provides written notice of termination within 30 days prior to the end of the term in progress.

B. RESPONSIBILITIES:

1. The SUPERINTENDENT is providing a point of access to the Internet under a separate contract.
2. DISTRICT will be responsible for maintaining the district equipment and paying for the service to the demarcation point.

C. **COST:** DISTRICT shall pay SUPERINTENDENT \$1,000.00 per month, billed annually, for equipment lease.

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

E. **TERMINATION:**

1. The right to terminate this Agreement under this provision may be exercised without prejudice to any other right or remedy to which the terminating party may be entitled at law or under this Agreement.

2. DISTRICT will pay SUPERINTENDENT the compensation earned for work performed and not previously paid for to the date of termination.

i. Without Cause: SUPERINTENDENT and DISTRICT shall have the right to terminate this Agreement without cause by giving thirty (30) days prior written notice of intention to terminate pursuant to this provision, specifying the date of termination.

ii. With Cause:

1. This Agreement may be terminated by either party should the other party:

- a. be adjudged as bankrupt, or
- b. become insolvent or have a receiver appointed, or
- c. makes a general assignment of the benefit of creditors, or
- d. suffer any judgment which remains unsatisfied for 30 days, and which would substantively impair the ability of the judgment debtor to perform under this Agreement, or
- e. materially breach this Agreement.

2. For any of the occurrences except item (e), termination may be effected upon written notice by the terminating party specifying the date of the termination.

3. Upon a material breach, the Agreement may be terminated following the failure of the defaulting party to remedy the breach to the satisfaction of the non-defaulting party within

five days of the written notice specifying the breach. If the breach is not remedied within that five day period, the non-defaulting party may terminate the agreement on further written notice specifying the date of termination.

4. If the nature of the breach is such that it cannot be cured within a five day period, the defaulting party may, submit a written proposal within that period which sets forth a specific means to resolve the default. If the non-defaulting party consents to that proposal in writing, which consent will not be unreasonably withheld, the defaulting party shall immediately embark on its plan to cure. If the default is not cured within the time agreed, the non-defaulting party may terminate upon written notice specifying the date of termination.
 5. DISTRICT will not pay lost anticipated profits or other economic loss, nor will the DISTRICT pay compensation or make reimbursement to cure a breach arising out of or resulting from such termination. If the expense of finishing SUPERINTENDENT's scope of work exceeds the unpaid balance of the Agreement, SUPERINTENDENT shall pay the difference to DISTRICT.
3. Effects of Termination: Expiration or termination of this Agreement will not terminate any obligation to indemnify, to maintain and make available any records pertaining to the Agreement, to cooperate with any audit, to be subject to offset, or to make any reports of pre-termination contract activities. Where SUPERINTENDENT's services have been terminated by DISTRICT, termination will not affect any rights of DISTRICT to recover damages against SUPERINTENDENT.
 4. Suspension of Performance: Independent of any right to terminate this Agreement, the authorized representative of either party may immediately suspend the performance of this Agreement, in whole or in part, in response to health, safety or financial emergency, or a failure or refusal by either party to comply with the provisions of this Agreement, until such time as the cause for suspension is resolved, or a notice of termination becomes effective.

F. FUNDING:

1. If during the term of this Agreement DISTRICT fails to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of the Agreement succeeding the first fiscal period, DISTRICT may elect to:
 - i. continue to receive services under this Agreement, in which DISTRICT shall remain bound by the terms and conditions set forth hereunder and remain responsible for all charges, for the remaining term of the Agreement, irrespective of E-Rate Funding status, or,
 - ii. terminate this Agreement by providing SUPERINTENDENT with 30 days written notice of termination prior to the beginning of the fiscal year for which funds are not appropriated or otherwise made available.
2. The effect of termination of the Agreement pursuant to this paragraph F. FUNDING will be to discharge both SUPERINTENDENT and DISTRICT from future performance of the Agreement. However, DISTRICT shall reimburse SUPERINTENDENT for any and all unpaid charges, any unpaid past due balance(s), and any additional costs already incurred by SUPERINTENDENT in conjunction with this Agreement.

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

TIPTON ELEMENTARY SCHOOL DISTRICT

Tulare County Superintendent of Schools

Signature

Shirley Bettencourt

Date

1/14/25

The TCOE spin number is 143005947.

Signature *

Tim A. Hire

Date *

01/09/2025

Please return **original** after board approval to:

Tulare County Office of Education
Attn: Gilbert Hernandez, Director Info Systems
P.O. Box 5091
Visalia, Ca 93278-5091

Please be aware that the date you sign this agreement will be considered the effective date, and it must align with the necessary filing deadlines for E-Rate in order for your district to receive funding.

End Date of Agreement *

06/30/2028

Itemized Bid Sheet

Itemized Bid Price Sheet

Item No.	Model No.	Description	E-Rate Eligible	Non-E-Rate Eligible	Sales Tax	Shipping	Total
Option 1	n/a	Internet Service up to and including 1Gb	\$12,000				\$12,000
Option 2	n/a	Internet Service higher than 1Gb, but not exceeding 10Gb.	\$24,000				\$24,000

School District shall select from Option 1 or Option 2, and has the option to change during the contracted period. Superintendent will prorate charges based on the actual connection/change date.

4. **ADMINISTRATIVE: Action items:**

4.4 Heat Illness Plan for Indoor and Outdoor Places of Employment

Tipton Elementary School

Heat Illness Prevention Plan for Indoor and Outdoor Places of Employment

Responsibility

Superintendent Stacey Bettencourt has overall authority and responsibility for implementing the provisions of this program in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the Heat Illness Prevention Program in their assigned work areas and for ensuring workers receive answers to questions about the procedures in a language they understand.

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

This plan is in English. It is maintained at our worksite at Tipton Elementary School District Office. It is available to workers or their representatives upon request.

Procedures for the Provision of Water:

Fresh, pure, suitably cool water will be provided to workers free of charge. Water fountains, water dispensers, water bottles, single-use or disposable cups and a receptacle for disposing of the used cups will be provided and will be kept clean.

1. The water will be located in staff lounge, hallways and multipurpose room.
2. Workers will be reminded and encouraged to frequently consume small quantities of water throughout their shift. Water will be nearby and available throughout the day.
3. All water containers will be kept in a sanitary condition. Water from non-approved or non tested water sources (e.g., untested wells) is not acceptable. If hoses or connections are used, they must be approved for portable drinking water systems, as shown on the manufacture's label.
4. For outdoor work locations, when the temperature equals or exceeds 95 degrees Fahrenheit, or during a heat wave, pre-shift meetings will be conducted before the commencement of work to both encourage workers to drink plenty of water and to remind workers of their right to take a cool-down rest when necessary. Additionally, the number of water breaks will be increased. Supervisors/foremen will lead by example and remind workers throughout the work shift to drink water.

Procedures for Access to Cool-Down Areas for Indoor Places of Employment

1. Cool-down areas(s) will be located in the Multipurpose room. The temperature in the indoor cool-down areas will be maintained at less than 82 degrees Fahrenheit by Air conditioning.
2. The cool-down area(s) will be available at the site to accommodate all of the workers who are on a break at any point in time and will be large enough so that all workers on break can sit in a normal posture fully in the cool-down area(s) without having to be in physical contact with each other.
3. Workers will be informed of the location of the cool-down area(s) and will be encouraged and allowed to take cool-down breaks in the cool-down area(s) whenever they feel they need a break. A worker who takes a preventative cool-down rest break will be monitored and asked if they are experiencing symptoms of heat illness. In no case will the worker be ordered back to work until signs or symptoms of heat illness have abated (see the section on

Emergency Response for additional information). If a worker exhibits signs or symptoms of heat illness while on a preventative cool-down rest, then appropriate first aid or emergency response will be provided. Preventative cool-down rest periods will be at least 5 minutes, in addition to the time needed to access the cool-down area.

Procedures for Access to Shade for Outdoor Places of Employment

Shade will be as close as practicable to the workers when the outdoor temperature equals or exceeds 80 degrees Fahrenheit. When the temperature is below 80 degrees Fahrenheit, access to shade will be provided promptly, when requested by a worker.

Note: The interior of a vehicle will not be used to provide shade unless the vehicle has a working air conditioner and is cooled down ahead of time.

Workers will be informed of the location of the shade and will be encouraged to take a five-minute cool-down rest in the shade. Such access will be permitted at all times. A worker who takes a preventative cool-down rest break will be monitored, encouraged to remain in the shade, and asked if they are experiencing symptoms of heat illness. In no case will the worker be ordered back to work until signs and symptoms of heat illness have abated, and in no event less than 5 minutes in addition to the time needed to access the shade. See the section on Emergency Response for additional information.

Procedures for Temperature Assessment for Indoor Places of Employment

1. A thermometer will be used throughout the workplace to monitor temperature or heat index. Monitoring instruments will be maintained according to manufacturer's recommendations and the instruments used to measure the heat index shall be based on the heat index chart in Appendix A of Section 3396. The locations for the temperature measurements will be Multipurpose Room.
 - A. Outside Multipurpose Room
2. The temperature or heat index will be measured and recorded by Fausto Martin, MOT.
3. Records of the temperature or heat index measurements, whichever value is greater, will be retained for 1 year or until the next measurements are taken, whichever is later, and made available at Tipton Elementary School District Office. The records will include the date, time, and specific location of all measurements.
4. Initial temperature or heat index measurements shall be taken where workers work and at times during the work shift when worker exposures are expected to be the greatest and when it is suspected to equal or exceed 82 degrees Fahrenheit.
5. Measurements will be taken again when they are reasonably expected to be 10 degrees Fahrenheit or more above the previous measurements where workers work and at times during the work shift when worker exposures are expected to be the greatest.

Procedures for Monitoring the Weather for Outdoor Places of Employment

1. The supervisor will be trained and instructed to check the extended weather forecast in advance. Weather forecasts will be checked with the aid of the internet (<http://www.nws.noaa.gov/>), calling the National Weather Service phone numbers (see California phone numbers below), or by checking the Weather Channel TV Network. The work schedule will be planned in advance, taking into consideration whether high temperatures or a heat wave is expected. This type of advance planning should take place whenever the temperature is expected to reach 70 degrees Fahrenheit or higher.

CALIFORNIA Dial-A-Forecast

Hanford 559-584-8047

2. Prior to each workday, the supervisor will monitor the weather at the worksite by the method described above. This critical weather information will be taken into consideration to evaluate the risk level for heat illness and when it will be necessary to make modifications to the work schedule (e.g., stopping work early, rescheduling the job, working at night or during the cooler hours of the day, increasing the number of water and rest breaks).
3. The supervisor will use a thermometer throughout the job site and throughout the work shift to monitor for an increase in outdoor temperature and to ensure that once the temperature exceeds 80 degrees Fahrenheit, shade structures will be opened and made available to the workers. In addition, when the temperature equals or exceeds 95 degrees Fahrenheit, additional preventive measures, such as high-heat procedures, will be implemented. See the high-heat procedures section for additional information.

Procedures for Control Measures for Indoor Places of Employment

Control measures will be implemented when either of the following occurs:

- Indoor temperature or heat index is 87 degrees Fahrenheit or higher.
 - Indoor temperature is 82 degrees Fahrenheit or higher and workers are either:
 - Wearing clothing that restricts heat removal or
 - Working in an area with high radiant heat.
1. Feasible engineering controls will be implemented first to reduce the temperature and heat index to below 87°F (or temperature to below 82°F for workers working in clothing that restricts heat removal or working in high radiant heat areas). Administrative controls will be added if feasible engineering controls are not enough to comply with the standard. If both feasible engineering and administrative controls are not enough to decrease the temperature and minimize the risk of heat illness, then personal heat-protective equipment will be provided.
 2. The following engineering controls will be implemented to lower the indoor temperature, heat index, or both to the lowest possible level. These controls help make the work environment cooler or create a barrier between the worker and the heat:
 - Cooling fans or air conditioning
 - Increased natural ventilation, such as open windows and doors when the outdoor temperature or heat index is lower than the indoor temperature and heat index
 - Reflective shields to block radiant heat
 - Evaporative coolers

3. The following administrative controls will be implemented once all feasible engineering controls have been implemented. These controls are modified work practices that can reduce heat exposure by adjusting work procedures, practices, or schedules:
 - Modify work schedules and activities to times of the day when the temperature is cooler or schedule shorter shifts, especially during heat waves. Heat wave means any day in which the predicted high temperature for the day will be at least 80 degrees Fahrenheit and at least 10 degrees Fahrenheit higher than the average high daily temperature in the preceding five days. For newly hired workers and unacclimated existing workers, gradually increase shift length over the first one to two weeks.
 - Require mandatory rest breaks in a cooler environment, such as a shady location or an air-conditioned building. The duration of the rest breaks should increase as heat stress rises.
 - Schedule work at cooler periods or times of day, such as early morning or late afternoon.
 - Require workers to work in pairs or groups during extreme heat so they can monitor each other for signs of heat illness.

Procedures for Acclimatization:

Acclimatization is the temporary adaptation of the body to work in the heat that occurs gradually when a person is exposed to it. The body needs time to adapt when temperatures rise suddenly, and a worker risks heat illness by not taking it easy when a heat wave or heat spike strikes, or when starting a new job that exposes the worker to heat to which the worker's body hasn't yet adjusted. Inadequate acclimatization can be significantly more perilous in conditions of high heat and physical stress. The following are additional protective procedures that will be implemented when conditions result in sudden exposure to heat that workers are not accustomed to.

1. The weather will be monitored daily. The supervisor will be on the lookout for heat waves, heat spikes, or temperatures to which workers haven't been exposed for several weeks or longer.
2. Workers and supervisors will be trained in the importance of acclimatization, how it is developed, and how these company procedures address it.

Procedures for Emergency Response:

1. Effective communication will be ensured by direct observation, mandatory buddy system, or electronic means, cell phone, text, or two-way radio *and* will be maintained so that workers can contact a supervisor when necessary. If the supervisor is unable to be near the workers (to observe them or communicate with them), then communication method used will be via cell phone, text, or two-way radio for this purpose.
2. Effective means of bringing emergency services to the worker in need, or the worker in need to emergency services will be ensured by Fausto Martin, Mot and Maria De Anda Perales LVN.
3. Appropriately trained and equipped personnel will be made available at the site to render first aid.
4. When a worker shows signs or symptoms of severe heat illness, emergency medical services will be called, and steps will immediately be taken to keep the stricken worker cool and comfortable to prevent the progression to more serious illness. Under no circumstances will the affected worker be left unattended.
5. During a heat wave, heat spike, or hot temperatures, workers will be reminded and encouraged to immediately report to their supervisor any signs or symptoms they are experiencing.
6. Workers and supervisors will be trained in these written procedures for emergency response.

Procedures for Handling a Sick Worker:

1. When a worker displays possible signs or symptoms of heat illness, a trained first aid worker or supervisor will evaluate the sick worker and determine whether resting and drinking cool water will suffice or if emergency service providers will need to be called. A sick worker will not be left alone, as their condition could take a turn for the worse.
2. When a worker displays possible signs or symptoms of heat illness and no trained first aid worker or supervisor is available at the site, emergency service providers will be immediately called by Fausto Martin, MOT or Stacey Bettencourt, Superintendent.
3. Emergency service providers will be called immediately if a worker displays signs or symptoms of severe heat illness (e.g., decreased level of consciousness, staggering, vomiting, disorientation, irrational behavior, incoherent speech, convulsions, red and hot face), does not look okay, or does not get better after drinking cool water and resting in the shade. While the ambulance is en route, first aid will be initiated (e.g., cool the worker by placing the worker in the shade, removing excess layers of clothing, placing ice packs in the armpits and groin area, and fan the victim). We will not let a sick worker go home, because even if they start to feel better, their condition could worsen, and they may die before reaching a hospital.
4. If a worker displays signs or symptoms of severe heat illness (e.g., decreased level of consciousness, staggering, vomiting, disorientation, irrational behavior, incoherent speech, convulsions, red and hot face) emergency service providers will be called, the signs and symptoms of the victim will be communicated to them, and an ambulance will be requested.

Procedures for Worker and Supervisor Training:

To be effective, training must be understood by workers. Therefore, it must be given in a language and vocabulary the workers understand. Training records will be maintained and will include the date of the training, who performed the training, who attended the training, and the subject(s) covered. Training records will be maintained at Tipton Elementary School District Office.

1. Supervisors will be trained prior to being assigned to supervise other workers. Training will include this company's written procedures and the steps supervisors will follow when workers exhibit symptoms consistent with heat illness.
2. Supervisors and workers will be trained in appropriate first aid and/or emergency response to different types of heat illness and made aware that heat illness may progress quickly from mild signs and symptoms to a serious, life-threatening illness.
3. In addition to initial training, workers will be retrained annually.

Heat Illness Prevention in Indoor Workplaces Information for Employers



California Code of Regulations, title 8, section **3396** establishes required safety measures for indoor places of employment to prevent employee exposure to risk of heat illness. The standard applies to most workplaces where the indoor temperature reaches 82°F. This regulation requires employers to provide access to drinking water and cool-down areas, closely observe employees during acclimatization, train employees, and provide timely emergency aid.

This fact sheet provides an overview—not all the requirements—of section 3396. Please read the regulation for full requirements.

Why should employers be concerned about indoor heat illness prevention?

Many employees in indoor settings such as factories, food trucks, kitchens, warehouses, and foundries work in hot environments and are often unable to take advantage of heat illness prevention policies that apply to their counterparts working in outdoor places of employment.

Heat illness is a serious medical condition resulting from the body's inability to cope with a particular heat load. Types of heat illness include heat cramps, heat exhaustion, heat syncope, and heat stroke, which can lead to death.

Signs of heat stress

The longer a person goes without assistance in excessive heat, the more likely they are to become seriously ill. Some symptoms of heat illness include the following:

- Headache
- Fatigue
- Dizziness
- Confusion
- Muscle pain and spasms
- Elevated heart rate
- Heavy sweating
- Hot/dry skin
- Nausea/vomiting
- Fainting/unconsciousness

Certain medical conditions are risk factors of heat stress and related heat illnesses. Employees with heart disease or high blood pressure and those taking certain medications should take extra precautions with their heat exposure.

Taking steps to prevent heat illness in indoor workplaces not only reduces health risks, but also makes the workplace environment comfortable, which makes it easier for employees to work more efficiently and increases overall productivity.

(continued on next page)

What must employers do?

Access to clean drinking water: Employers are required to provide access to potable water that is fresh, suitably cool, and free of charge. It must be located as close as practicable to the work area and cooling area. If an employer does not provide plumbed water, they are required to provide at least one quart per hour per employee per shift. Employers must encourage frequent water consumption.

Cool-down areas and rest periods: Employers must provide access to at least one cool-down area which must be maintained at a temperature below 82°F, blocked from direct sunlight, shielded from other high-radiant heat sources, large enough to accommodate the number of employees on rest breaks, and as close as practicable to the work area. They must allow employees who ask for a cool-down rest period to take one. In addition, employers must encourage employees to take preventative cool-down rest periods and monitor employees taking such rest periods for symptoms of heat-related illness. If symptoms persist, they may not be ordered back to work.

Assessing and measuring heat: Employers must measure the temperature and heat index and record whichever is greater whenever the temperature or heat index reaches 87°F (or temperature reaches 82°F for employees working in clothing that restricts heat removal or high radiant heat areas). This is an important step to ensure that employers know when to implement control measures to keep employees safe.

Emergency response procedures: Employers must provide first aid or emergency response to any workers showing heat illness signs or symptoms, including contacting emergency medical services.

Acclimatization: Employers must closely observe new employees and newly assigned employees working in hot areas during a 14-day acclimatization period, as well as all employees working during a heat wave where no effective engineering controls are in use.

“Heat wave” means any day in which the predicted high outdoor temperature for the day will be at least 80°F and at least 10°F greater than the average high daily outdoor temperature for the preceding five days.

“Acclimatization” means temporary adaptation of the body to work in the heat that occurs gradually when a person is exposed to it. Acclimatization peaks in most people within 4 to 14 days of regular work for at least 2 hours per day in the heat.



Training: Employers need to provide training to both employees and supervisors. Required topics include:

- Environmental and personal risk factors for heat illness.
- The employer's procedures for complying with the regulation.
- The importance of frequent water consumption.
- The importance and methods of acclimatization.
- Signs and symptoms of the different types of heat illness.
- The importance of employees immediately reporting to the employer signs and symptoms of heat illness in themselves or co-workers.
- The employer's procedures for responding to signs and symptoms of heat illness, such as first aid.

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- Emergency response procedures, including contacting emergency medical services with clear directions to the worksite.
- Before supervising employees, the supervisor must be trained in all the information listed above and how to monitor and respond to hot weather reports, if the work area is affected by outdoor temperatures.

Controls: Employers are required to implement engineering and administrative controls and personal heat-protective equipment to minimize the risk of heat illness when:

- Temperature or heat index is 87°F or higher.
- Temperature is 82°F or higher and employees are either:
 - Wearing clothing that restricts heat removal.
 - Working in an area with high radiant heat.

More information on controls is given in the "Controls" section below.

Written plan: Establish, implement, and maintain an effective written Indoor Heat Illness Prevention Plan that includes procedures for providing drinking water, cool-down areas, preventative rest periods, close observation during acclimatization, assessment and measurement of heat, training, timely emergency response, and feasible control measures.

Controls

Employers must start with feasible engineering controls, then add administrative controls if those are not enough to reduce the temperature and heat index to below 87°F (or temperature to below 82°F for employees working in clothing that restricts heat removal or high radiant heat areas). Employers have options when implementing control measures to protect their workers against heat illness and to comply with the standard:

Engineering controls: These are controls that remove or reduce heat or create a barrier between the employee and the heat source. Examples include:



- Increased natural ventilation, such as open windows and doors when the outdoor temperature or heat index is lower than the indoor temperature and heat index.
- Cooling fans or air conditioning.
- Local exhaust ventilation at points of high heat production or moisture (such as exhaust hoods in laundry rooms).
- Reflective shields to block or reduce radiant heat.
- Insulating or isolating heat sources from employees, or isolating employees from heat sources.
- Elimination of steam leaks.
- Cooled seats or benches.
- Evaporative coolers.

Administrative controls: These controls are methods that limit exposure to heat by adjusting work procedures, practices, or schedules. Administrative controls should be used once all feasible engineering controls have been implemented.

- Modify work schedules and activities to times of the day when the temperature is cooler or schedule shorter shifts, especially during heat waves. For newly hired workers and unacclimatized existing workers, gradually increase shift length over the first one to two weeks.

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- Require mandatory rest breaks in a cooler environment, such as a shady location or an air-conditioned building. The duration of the rest breaks should increase as heat stress rises.
- Schedule work at cooler periods or times of day, such as early morning or late afternoon.
- Rotate job functions among workers to help minimize exertion and heat exposure. If workers must be in proximity to heat sources, mark them clearly, so they are aware of the hazards.
- Require employees to work in pairs or groups during extreme heat so they can monitor each other for signs of heat illness.

Personal heat-protective equipment: If feasible engineering controls do not decrease the temperature enough and administrative controls do not minimize the risk of heat illness, special cooling devices that the employees wear can protect them in hot environments:

- Water- or air-cooled garments, cooling vests, jackets, and neck wraps. The cooling source can be reusable ice packs or cooled air connected to an external source.
- Supplied-air personal cooling systems.
- Insulated suits.
- Heat-reflective clothing.
- Infrared reflecting face shields.

Workers should be aware that the use of certain personal protective equipment for other hazards, such as respirators, impermeable clothing, and head coverings, can increase the risk of heat-related illness.

Resources

Cal/OSHA

- Title 8, Section **3395**, Heat Illness Prevention in Outdoor Places of Employment
- Title 8, Section **3396**, Heat Illness Prevention in Indoor Places of Employment

Publications

- **Heat Illness**
- **Cal/OSHA Heat Illness Prevention**

Fed OSHA

- **Overview: Working in Outdoor and Indoor Heat Environments**
- **Prevention: Engineering Controls, Work Practices, and Personal Protective Equipment**

NIOSH

- **Heat Stress**
- **Occupational Exposure to Heat and Hot Environments**

June 2024



This document is available with active links at www.dir.ca.gov/dosh/dosh_publications
 For assistance regarding this subject matter, employers may contact
Cal/OSHA Consultation Services at 1-800-963-9424 or InfoCons@dir.ca.gov
www.dir.ca.gov/dosh/consultation.html
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Two types of heat illness:

Heat Exhaustion



Dizziness



Headache



Sweaty skin



Fast heart beat



Nausea, vomiting



Weakness



Cramps



Heat Stroke



Red, hot, dry skin



High temperature



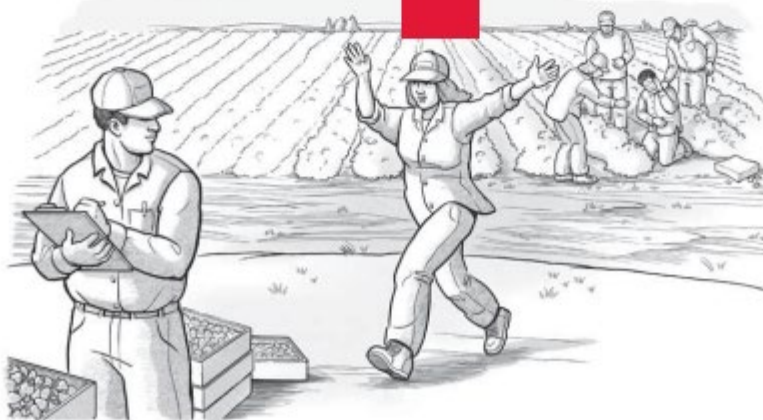
Confusion



Fainting



Convulsions



Heat kills – get help right away!

Stay safe and healthy!

Drink water even if you aren't thirsty –
every 15 minutes



Watch out for each other



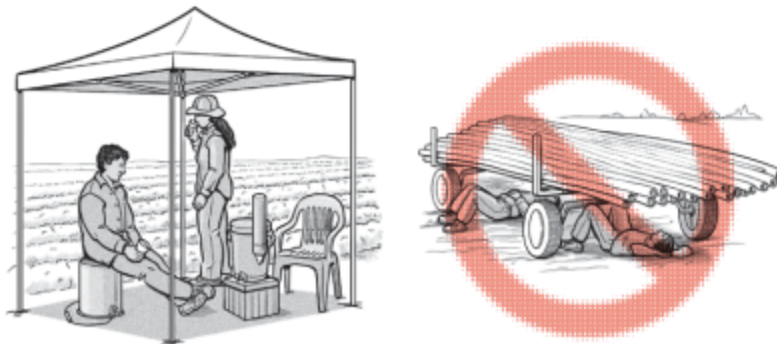
Wear a hat and light-colored clothing



Know where you are working
in case you need to call 911



Rest in the shade



Heat Illness Prevention Plan for Indoor
and Outdoor Places of Employment
Tipton Elementary School District

EMERGENCY NUMBERS:

Emergency – 9-1-1

Tulare County Sherriff Pixley Substation – 559-757-3525

The Gas Company – 559-783-1228

Southern California Edison

1-800-611-1911

(if you see a downed line, call 911 immediately)

Tulare County Fire Department Substation #26 - 559-752-4210

2025-2030

Board Approval:

February 4, 2025

Tipton Elementary School District

370 N Evans Rd.

Tipton, CA 93272

Phone: (559) 752-4213

Fax: (559) 752-1231

Tipton Elementary School District

Mr. Stacey Bettencourt, Superintendent
Mrs. Jackie Everett, Principal

Tipton Elementary School District is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, pregnancy, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The following person has been designated to handle inquiries regarding the non-discrimination policies: Jackie Everett, Principal, 370 N. Evans Rd Tipton, CA 93272

<i>Revision History</i>			
Date	Page	Summary of Changes	By

4.

ADMINISTRATIVE: Action items:

4.5 Discussion/Action to Rescind 2024 Administrative Regulation
(AR) 4119.13/4219.13/4319.13 2024 Title IX Sex Discrimination Grievance
Procedures and Administrative Regulation (AR) 5145.72 2024 Title IX Sex
Discrimination Grievance Procedures

Administrative Regulation (AR) 4119.13/4219.13/4319.13
2024 Title IX Sex Discrimination Grievance Procedures

Title IX of the Education Amendments Act of 1972 (“Title IX”), and its implementing regulations found at 34 C.F.R. Part 106, prohibits the district from discriminating on the basis of sex, including sex-based harassment. The district has adopted the grievance procedures set forth in this administrative regulation (“AR”) that provide for prompt and equitable resolution of complaints alleging any action prohibited by Title IX.

Effective Date August 1, 2024

All complaints by a current or former employee (or other individuals with an eligible employment relationship with the district) alleging one or more incidents of sex discrimination, including sex-based harassment, that took place before August 1, 2024, shall be processed in accordance with administrative regulations (“AR”) 4119.11/4219.11/4319.11 entitled “Sexual Harassment”; AR 4119.12/4219.12/4319.12 entitled “2020 Title IX Complaint Procedures”; and/or AR 4030 entitled “Nondiscrimination in Employment” as determined by the district’s Title IX Coordinator or designee.

All complaints by a current or former employee (or other individuals with an eligible employment relationship with the district) alleging one or more incidents of sex discrimination, including sex-based harassment, that took place on or after August 1, 2024, shall be processed in accordance with the grievance procedures contained in this AR.

Definitions

The following definitions, many of which are found in the 2024 Title IX Regulations at 34 C.F.R. §106.2, are utilized in this AR.

1. **“Consent”** is knowing, voluntary, clear permission by word or action to engage in sexual activity.
 - Individuals may perceive and experience the same interaction in different ways. Therefore, it is the responsibility of each Party to determine that the other has consented before engaging in the activity.
 - If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.
 - For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their consent to being kissed back.

- Consent can also be withdrawn once given. The withdrawal must be reasonably and clearly communicated. If consent is withdrawn, the sexual activity must stop within a reasonable time.
 - Consent to some sexual contact (such as kissing or fondling) does not imply there is consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.
 - Proof of consent or non-consent is not a burden placed on either Party involved in an incident. Instead, the burden remains on the district to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable individual in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.
2. **“Complainant”** is an individual who is alleged to have been subject to conduct that could constitute sex discrimination under Title IX at a time when the individual was participating in, or attempting to participate in, a district educational program or activity.
 3. **“Complaint”** means an oral or written request to the district that objectively can be understood as a request for the district to investigate and make a determination about alleged discrimination under Title IX.
 4. **“Decision-maker”** is the individual who makes the determination of responsibility.
 5. **“Disciplinary sanctions”** means consequences imposed on a respondent following a determination under Title IX that the respondent violated the district’s prohibition on sex discrimination.
 6. **“Grievance Procedures”** is inclusive of the formal investigation procedures and the informal resolution process set forth in this AR.
 7. **“Investigator”** is the individual who investigates the allegations, through interviews and review of evidence.
 8. **“Party”** means a complainant or respondent.
 9. **“Pregnancy or Related Conditions”** means pregnancy, childbirth, termination of pregnancy, or lactation, medical conditions related thereto, or recovery therefrom.
 10. **“Relevant”** means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a Decision-maker in determining whether the alleged sex discrimination occurred.

11. **“Remedies”** means measures provided, as appropriate, to a complainant or any other individual the district identifies as having had their equal access to the district’s education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that individual’s access to the district’s education program or activity after a recipient determines that sex discrimination occurred.
12. **“Respondent”** means an individual who is alleged to have engaged in conduct that could constitute sex discrimination.
13. **“Retaliation”** means intimidation, threats, coercion, or discrimination against any individual authorized by the district to provide aid, benefit, or service under the district’s education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the individual has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX and this regulation.
14. **“Sex-based harassment”** is a form, or subset, of sex discrimination. It includes conduct related to sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that takes the form of one or more of the following:
 - (1) *Quid pro quo harassment.* An employee, agent, or other individual authorized by the district to provide an aid, benefit, or service under the district’s education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct;
 - (2) *Hostile environment harassment.* Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies an individual’s ability to participate in or benefit from the district’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant’s ability to access the district’s education program or activity;
 - The type, frequency, and duration of the conduct;
 - The Parties’ ages, roles within the district’s education program or activity, previous interactions, and other factors about each Party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in the district’s education program or activity; or
 - (3) *Specific offenses.*

- *Sexual assault.* Sexual assault is any sexual act directed at a complainant without their consent, or instances in which the complainant is incapable of giving consent. Sexual assault includes:
 - *Rape.* The carnal knowledge of a complainant, or penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another individual, without their consent, including instances where they are incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - *Sodomy.* The oral or anal sexual intercourse with a complainant, forcibly, and/or against their will (non-consensually), or not forcibly or against their will in instances in which the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - *Sexual assault with an object.* The use of an object or instrument to penetrate, however slightly, the genital or anal opening of the body of the complainant, forcibly, and/or against their will (non-consensually), or not forcibly or against their will in instances in which the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - *Fondling.* The touching of the private body part(s) (buttocks, groin, breasts), of the complainant, causing another individual to touch the private body part(s) of complainant, or causing complainant to touch another individual's private body part(s), for the purpose of sexual gratification, forcibly, and/or against their will (non-consensually), or not forcibly or against their will in instances in which the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - *Incest.* Non-forcible sexual intercourse, between individuals who are related to each other, within the degrees wherein marriage is prohibited by California law.
 - *Statutory Rape.* Non-forcible sexual intercourse, with an individual who is under the statutory age of consent (18 years of age in California).
- *Dating violence.* Violence committed (a) by an individual who is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship; the type of relationship; and the frequency of interaction between the individuals involved in the relationship.

- *Domestic violence.* Felony or misdemeanor crimes committed by an individual who (a) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or an individual similarly situated to a spouse of the victim; (b) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (c) shares a child in common with the victim; or (d) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.
- *Stalking.* Engaging in a course of conduct directed at a specific individual that would cause a reasonable individual to (a) fear for the individual's safety or the safety of others or (b) suffer substantial emotional distress.

15. “**Supportive measures**” means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to: (1) Restore or preserve that Party's access to the district's education program or activity, including measures that are designed to protect the safety of the Parties or the district's educational environment; or (2) Provide support during the district's investigation process or during an informal resolution process.

Basic Requirements of Title IX Grievance Procedures

The district will treat complainants and respondents equitably.

The district requires that any Title IX Coordinator or designee, investigator, decision-maker, appeal officer, or informal resolution officer not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. These individuals must be trained. As long as there is no conflict of interest, a decision-maker may be the same individual as the Title IX Coordinator and investigator. (34 C.F.R. §106.8(d).)

The district presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

The district will not impose discipline on a respondent for sex discrimination prohibited by Title IX unless and until there is a determination at the conclusion of the investigation process that the respondent engaged in prohibited sex discrimination or unless agreed to through the informal resolution process.

The district will take reasonable steps to protect the privacy of the Parties and witnesses during the investigation process and/or the informal resolution process. These steps will not restrict the ability of the Parties to obtain and present evidence. The Parties cannot engage in retaliation, including against witnesses.

The district will objectively evaluate all evidence that is relevant and not otherwise impermissible – including both inculpatory and exculpatory evidence. Credibility

determinations will not be based on an individual's status as a complainant, respondent, or witness.

If the respondent is a student with a disability, the district will require the Title IX Coordinator or designee to consult with one or more members, as appropriate, of the student's IEP or 504 team, to determine how to comply with the requirements of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

Reporting Sex Discrimination

Anyone who has knowledge of conduct that may constitute sex discrimination is encouraged to report it to the Title IX Coordinator or designee as soon as practically possible.

Employees who have knowledge of conduct that may constitute sex discrimination must report it to the Title IX Coordinator or designee within 1 business day. An employee may be subject to discipline for failure to timely report incident(s) of sex discrimination, including sex-based harassment.

Filing a Complaint of Sex Discrimination

A complaint of sex discrimination, including sex-based harassment, may be submitted directly to the Title IX Coordinator or designee. The following is contact information for the district's Title IX Coordinator(s):

Jackie Everett, Principal
jeverett@tipton.k12.ca.us
559-752-4213

Complaints containing allegations of sex discrimination, including sex-based harassment, may be submitted verbally or in writing.

Complaints of sex-based harassment may only be filed by:

- A complainant;
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
- Title IX Coordinator or designee.

Complaints of sex discrimination may be filed by:

- A complainant;
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;
- Any current district student or employee;
- An individual, other than a current district student or employee, who is alleged to have been subject to conduct that would constitute sex discrimination under Title

IX during their participation, or attempt to participate, in the district's education program or activity; or

- The district's Title IX Coordinator or designee.

The district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one Party against another Party, when the allegations of sex discrimination arise out of the same facts or circumstances.

If the complainant withdraws any or all the allegations in a complaint, or requests the district not process a complaint, the Title IX Coordinator or designee must determine whether to initiate a complaint of sex discrimination. (34 C.F.R. § 106.44 (f).)

Where the Title IX Coordinator or designee is determining whether to initiate a complaint, the Title IX Coordinator or designee shall consider the following:

- The complainant's request not to proceed with initiation of a complaint;
- The complainant's reasonable safety concerns regarding initiation of a complaint;
- The risk that additional acts of sex discrimination, including sex-based harassment, would occur if a complaint is not initiated;
- The severity of the alleged sex discrimination or sex-based harassment, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee of the district;
- The scope of the alleged sex discrimination, including information suggesting a pattern; ongoing sex discrimination, including sex-based harassment; or, sex discrimination, including sex-based harassment, alleged to have impacted multiple individuals;
- The availability of evidence to assist a decisionmaker in determining whether sex discrimination, including sex-based harassment occurred; and
- Whether the district could end the alleged sex discrimination, including sex-based harassment and prevent its recurrence without initiating grievance procedures.

There is no time limit to bringing forth a Title IX complaint to the district. However, if a respondent is no longer subject to the district's jurisdiction and/or significant time has passed, the ability to investigate, respond, and/or provide remedies may be limited or impossible. The Title IX Coordinator or designee has the discretion whether to acting on a complaint of sex discrimination that is significantly impacted by the passage of time including, but not limited to,

the rescission or revision of this regulation. The Title IX Coordinator or designee may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

Knowingly asserting false and/or malicious allegations, or knowingly providing false or malicious statements, is a serious offense and may be subject to appropriate disciplinary action. Allegations or information provided in good faith but ultimately determined to be erroneous or that do not result in a determination of a policy violation, will not trigger disciplinary action.

Supportive Measures

Upon learning of conduct that may constitute sex discrimination under Title IX, the Title IX Coordinator or designee shall promptly contact the complainant and the respondent to offer and coordinate supportive measures, as appropriate, to restore or preserve their access to the district's education program or activity and/or to support them during the district's formal investigation procedure or informal resolution process.

Supportive measures shall be nondisciplinary and nonpunitive. Supportive measures shall not unreasonably burden either Party. Supportive measures will be offered and implemented as reasonably available, with consideration for the Parties' wishes and without being charged a fee. Supportive measures will be offered even where a formal investigation procedure and/or informal resolution process is not applicable.

Supportive measures may include, but are not limited to (34 C.F.R. §§ 106.2, 106.44(g)):

- Counseling;
- Extensions of deadlines and other course-related or work-related adjustments;
- Campus escort services;
- Increased security and monitoring of certain areas of the campus;
- Restrictions on contact applied to one or more Parties;
- Leaves of absence;
- Changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and
- Training and education programs related to sex-based harassment.

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 C.F.R. §106.44(g)(5).)

If a Party is not satisfied with the supportive measure offering, the Party is encouraged to work with the Title IX Coordinator or designee to modify an existing supportive measure or to request an additional supportive measure. A Party may also submit to the Title IX Coordinator a written challenge within two (2) business days that includes a request to modify or terminate a supportive measure. The challenge shall be reviewed by an impartial employee, who is not the Title IX Coordinator or designee, to determine whether the challenged supportive measure offering is consistent with the definition of supportive measures. (34 C.F.R. §106.44(g)(4).)

Upon the conclusion of any formal investigation procedure or informal resolution process, the district may continue with the supportive measures, or modify or terminate such measures, as appropriate.

Emergency Removal of Respondent

If the respondent is a district employee, the employee may be placed on administrative leave during the pendency of the Title IX grievance procedures. (34 C.F.R. §106.44.)

If the respondent is a district student, on an emergency basis only, the district may remove the student respondent from the district's education program or activity, provided that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other individuals arising from the allegations of sex discrimination justifies removal and provides the student with notice and an opportunity to challenge the decision immediately following the removal. Any challenge to an emergency removal must be submitted to the Title IX Coordinator or designee in writing within two (2) business days. This authority to remove a student respondent does not modify the student respondent's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 C.F.R. §106.44(h).)

Informal Resolution Process

In lieu of resolving a complaint through the formal investigation procedures, the district may offer the Parties the opportunity to participate in a confidential informal resolution process. The district may not offer an informal resolution process to resolve a complaint that includes allegations an employee engaged in sex-based harassment of a student, or when such a process would conflict with Federal, State, or local law. The district also has the discretion to not offer an informal resolution where it does not deem it appropriate under the circumstances, including but not limited to, where doing so would present a future risk of harm to others.

The informal resolution process is voluntary and must be consented to by the Parties. The district shall not require a Party to participate in the informal resolution process or to waive their right to receive a determination via the formal investigation procedure. (34 C.F.R. §106.44(k).)

Before engaging in an informal resolution process, the district must provide the Parties with written notice of the following (34 C.F.R. §106.44(k)(3).):

- The allegations;
- The requirements of the informal resolution process;
- That, prior to agreeing to a resolution, any Party has the right to withdraw from the informal resolution process and to initiate or resume a formal investigation;
- That the Parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the Parties from initiating or resuming a formal investigation arising from the same allegations;

- The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the Parties;
- What information the district will maintain; and
- Whether and how the district may disclose such information.

The informal resolution officer must not be the same individual as the investigator or the decision-maker. The informal resolution officer must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Informal resolution officers must be trained.

The purpose of the confidential informal resolution process is to reach a mutual written agreement between the Parties as to how to resolve the allegations at issue such that each Party is

not limited or denied participation in or the benefit of the district's educational program or activity, including but not limited to corrective or remedial action. The informal resolution process may take the form of a restorative justice conversation, mediation, or other process as determined appropriate by the Title IX Coordinator or designee or the informal resolution officer.

When informal resolution is offered, the Title IX Coordinator or designee must still take appropriate, prompt, and effective steps to ensure that sex discrimination does not continue or recur within the district's education program or activity.

Formal Investigation Procedure

The following formal investigation procedures provide for adequate, reliable, and impartial investigations of complaints alleging sex discrimination under 2024 Title IX regulations.

The burden is on the district, not the Parties, to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

A. Notice of Complaint

Upon initiation of the district's Title IX formal investigation procedure, the Title IX Coordinator or designee will notify the Parties, in writing, of the following:

- The district's Title IX investigation procedures and, if applicable, informal resolution process;
- Sufficient information available at the time to allow the Parties to respond to the allegations, including the identities of the Parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and

- The Parties will be provided with a Report of Evidence that contains the relevant and permissible evidence, including summary of the Parties/witness interviews and documentary evidence.

If, in the course of an investigation, the district decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice or that are included in a complaint that is consolidated, the Title IX Coordinator or designee shall notify the Parties of the additional allegations.

B. Dismissal of Complaint

The Title IX Coordinator or designee may dismiss a complaint of sex discrimination if:

- The Title IX Coordinator or designee is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the district's education program or activity and/or is not employed by the district;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator or designee determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- The Title IX Coordinator or designee determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Title IX Coordinator or designee will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Title IX Coordinator or designee will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator or designee will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The Title IX Coordinator or designee will notify the complainant that a dismissal may be appealed. If the dismissal occurs after the respondent has been notified of the allegations, the Title IX Coordinator or designee will also notify the respondent that the dismissal may be appealed.

All dismissal appeals must be filed in writing, and sent to the Title IX Coordinator or designee, within three (3) business days of the notification of the dismissal. The appeal must specify at least one of the following bases, and provide any reasons or supporting evidence for why the ground is met:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and

- The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

Failure to do so may result in the appeal being denied.

If the dismissal is appealed, Title IX Coordinator or designee will:

- Notify the Parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- Afford the non-appealing Party three (3) business days to provide a statement in support of or challenging the dismissal;
- Notify the Parties of the result of the appeal and the rationale for the result;
- Implement appeal procedures equally for the Parties;
- Ensure that the appeal officer did not take part in an investigation of the allegations or dismissal of the complaint; and
- Ensure that the appeal officer has been trained consistent with the Title IX regulation.

When a complaint is dismissed, Title IX Coordinator or designee will, at a minimum:

- Offer supportive measures to the Parties, as appropriate; and
- Take other prompt and effective steps, as appropriate, to ensure that sex discrimination does not continue or recur within the district's education program or activity.

C. Applicable Timeframes and Extension for Good Cause

The following timeframes are applicable to the major stages of the formal investigation procedure:

- Within five (5) business days of receiving the complaint, the Title IX Coordinator or designee will determine whether to dismiss or process a Title IX complaint.
- Within sixty (60) business days of receiving the complaint, the Parties will be provided a report summarizing the evidence ("Report of Evidence").
- Within five (5) business days of receiving the Report of Evidence, the Parties may submit to the investigator a written response to the Report of Evidence.
- Within thirty (30) business days of sending the Parties the Report of Evidence, a written determination will be issued to the Parties.
- The Parties will have five (5) business days from the date of the written determination to submit an appeal.

The Title IX Coordinator or designee may reasonably extend the above timeframes for good cause. The Parties will be provided with written notice of the delay, which will include the reason(s) for the delay.

D. Roles

The district has the discretion to determine who fills what roles during a formal investigation. Factors to be considered when determining who fills what role include, but are not limited to:

- The nature and complexity of allegations,
- The age and mental capacity of the Parties,
- Potential conflicts of interest,
- The amount and type of evidence, and
- Availability of district staff and resources.

For purposes of this AR, the district may utilize one of the following investigation models:

1. The Title IX Coordinator or designee will be the investigator and the decision-maker.
2. The Title IX Coordinator or designee will be the investigator, but there will be a separate decision-maker.
3. The Title IX Coordinator or designee will not be the same individual as the investigator but will be the decision-maker.

E. Collection and Exchange of Evidence

During the investigation process, the Parties will have equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible.

The investigator will interview the Parties and all other individuals who may have information related to the allegations. The investigator will also gather evidence. Once collected, the investigator will determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the district to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the individual to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A Party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the Party or witness, unless that Party's or witness's voluntary, written consent for use in the investigation process is obtained; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that

someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself

demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The Parties will be provided with a Report of Evidence that contains the relevant and permissible evidence, including summaries of Party and witness interviews, and documentary evidence. The Parties will have five (5) business days to review and provide a written response to the Report of Evidence.

The Parties shall not disclose information and evidence obtained solely through the investigation process, and the district will take reasonable steps to prevent and address any such unauthorized disclosure. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the allegations of sex discrimination are authorized.

F. Written Determination

If the investigator is distinct from the decision-maker:

- The investigator will send the Report of Evidence to the decision-maker, which may or may not include a recommended determination, and
- The decision-maker may question Parties and witnesses to adequately assess credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. The decision-maker may either ask the questions directly of the Party or witness, request the investigator ask the questions, or consult with the investigator regarding the questions.

Following an investigation the decision-maker will:

- Evaluate all relevant and not otherwise impermissible evidence;
- Not base their credibility determination on an individual's status as a complainant, respondent, or witness; and
- Use the "preponderance of the evidence" standard to determine whether the allegations of sex discrimination are sustained.

The "preponderance of the evidence" standard of proof requires the evidence to show that it is more likely than not that the alleged conduct occurred. If the decision-maker is not persuaded under the "preponderance of evidence" standard that the alleged conduct more likely than not occurred, then the decision-maker will not sustain the alleged conduct.

The decision-maker will notify the Parties in writing of the determination whether sex discrimination occurred under Title IX, including the rationale for such determination and the procedures and permissible bases for appeal.

G. Appeal of Written Determination

Either Party may appeal the written determination. An appeal must be filed in writing within five (5) business days of the date of the written determination. Appeals submitted after this deadline are not timely and shall not be considered. The appeal must specify at least one of the grounds below and provide any reasons or supporting evidence for why the ground is met, otherwise the appeal may be denied:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made;
- The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome; and
- The final determination by the decision-maker is substantially contrary to the weight of the evidence in the record.

The non-appealing Party shall be provided notice of the appeal and three (3) business days to submit a written response.

Appeal decisions are to be deferential to the original written determination, making changes to the written determination only when there is clear error. An appeal is not an opportunity for the appeal officer to substitute their judgment for that of the original decision-maker merely because they disagree with the written determination.

An appeal may be granted or denied. Appeals that are granted should be remanded (or partially remanded) to the original investigator and/or decision-maker with corrective instructions for reconsideration. In rare circumstances where an error cannot be cured by the original investigator and/or decision-maker or the Title IX Coordinator or designee (as in cases of conflict of interest or bias), the appeal officer may order a new investigation and/or a new determination with new investigator and/or decision-maker roles.

The appeal officer will provide the Parties with a written appeal determination within ten (10) business days of the appeal. Once an appeal is decided, the outcome is final and constitutes the final determination. If a remand results in a new determination that is different from the appealed determination, that new determination can be appealed, once, on any of the available appeal grounds.

Corrective/Disciplinary Action

The district shall not impose any disciplinary sanctions until a final written determination of responsibility has been made via the investigation procedures or an informal resolution process. (34 C.F.R. §106.45(h)(4).)

If the allegations of sex discrimination are sustained, the Title IX Coordinator or designee will:

- Coordinate the provision and implementation of remedies to a complainant and other people the district identifies as having had equal access to the district's education program or activity limited or denied by the sex discrimination;
- Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
- Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the district's education program or activity.

For students in grades 4-12, discipline for sex-based harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault, sexual battery, committed an obscene act or engaged in habitual profanity or vulgarity at school or at a school activity off school grounds, the Superintendent or designee, or principal or designee, shall immediately suspend the student and shall recommend expulsion. (Ed. Code, §§ 48900.2, 48915.)

Other actions that may be taken with a student who is determined to be responsible for sex-based harassment include, but are not limited to:

- Transfer from a class or school as permitted by law,
- Parent/guardian conference,
- Education of the student regarding the impact of the conduct on others,
- Positive behavior support or counseling,
- Referral of the student to a student success team,
- Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law.

When an employee is determined to be responsible for sex-based harassment, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Alternative Resources

Either Party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven (7) years, the following (34 C.F.R. § 106.8):

1. A record of the informal resolution process or the formal investigation procedures, and the resulting outcome for all complaints of sex discrimination under Title IX;
2. A record of any actions, including supportive measures, taken in response to each notification the Title IX Coordinator or designee receives of information about conduct that reasonably may constitute sex discrimination under Title IX; and
3. All Title IX training materials. The district shall make such training materials available upon request for inspection by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also maintain, indefinitely, the following (Cal. Civ. Proc., § 340.1):

1. A record of the allegation(s);
2. A record of the investigation procedures followed;
3. A record of the written determination;
4. A record of the corrective action implemented, if any;
5. A record of any appeals and the outcome of the same; and
6. All training materials addressing the prohibition and investigation of childhood sexual assault.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4600-4670	<u>Uniform complaint procedures</u>
5 CCR 4900-4965	<u>Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance</u>
Civ. Code 1714.1	<u>Liability of parent or guardian for act of willful misconduct by a minor</u>
Civ. Code 51.9	<u>Liability for sexual harassment; business, service and professional relationships</u>
Ed. Code 200-262.4	<u>Prohibition of discrimination on the basis of sex</u>
Ed. Code 200-262.4	<u>Prohibition of discrimination</u>
Ed. Code 48900	<u>Grounds for suspension or expulsion</u>
Ed. Code 48900.2	<u>Additional grounds for suspension or expulsion; sexual harassment</u>

State

Ed. Code 48985

Gov. Code 12950.1

Federal

20 USC 1092

20 USC 1221

20 USC 1232g

20 USC 1681-1688

34 CFR 106.1-106.82

34 CFR 99.1-99.67

34 USC 12291

42 USC 1983

42 USC 2000d-2000d-7

42 USC 2000e-2000e-17

Management Resources

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Description

Notices to parents in language other than English

Sexual harassment training

Description

Definition of sexual assault

Application of laws

Family Educational Rights and Privacy Act (FERPA) of 1974

Title IX of the Education Amendments of 1972; discrimination based on sex

Nondiscrimination on the basis of sex in education programs

Family Educational Rights and Privacy

Definition of dating violence, domestic violence, and stalking

Civil action for deprivation of rights

Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended

Description

Davis v. Monroe County Board of Education (1999) 526 U.S. 629

Doe v. Petaluma City School District (1995, 9th Cir.) 54 F.3d 1447

Gebser v. Lago Vista Independent School District (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey (1998, 9th Cir.) 143 F.3d 473

Reese v. Jefferson School District (2001, 9th Cir.) 208 F.3d 736

Donovan v. Poway Unified School District (2008) 167 Cal.App.4th 567

Management Resources

Description

Court Decision

Flores v. Morgan Hill Unified School District (2003, 9th Cir.) 324 F.3d 1130

CSBA Publication

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

CSBA Publication

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Federal Bureau of Investigation

[Nondiscrimination on the Basis of Sex in Education Programs or Activities](#)

Uniform Crime Reporting Program National Incident-Based Reporting System

Federal Register

[Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579](#)

U.S. DOE, Office for Civil Rights Publication

Sexual Harassment: It's Not Academic, September 2008

U.S. DOE, Office for Civil Rights Publication

Q&A on Campus Sexual Misconduct, September 2017

U.S. DOE, Office for Civil Rights Publication

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DOE, Office for Civil Rights Publication

Dear Colleague Letter: Title IX Coordinators, April 2015

U.S. DOE, Office for Civil Rights Publication

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Website

CSBA District and County Office of Education Legal Services

Website

California Department of Education

Website

CSBA

Website

U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0410	<u>Nondiscrimination In District Programs And Activities</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E(1)	<u>Uniform Complaint Procedures</u>
1312.3-E(2)	<u>Uniform Complaint Procedures</u>
1313	<u>Civility</u>
3552	<u>Summer Meal Program</u>
3552	<u>Summer Meal Program</u>
3580	<u>District Records</u>
3580	<u>District Records</u>
4117.7	<u>Employment Status Reports</u>
4118	<u>Dismissal/Suspension/Disciplinary Action</u>
4118	<u>Dismissal/Suspension/Disciplinary Action</u>
4119.11	<u>Sexual Harassment</u>
4119.11	<u>Sexual Harassment</u>
4131	<u>Staff Development</u>
4218	<u>Dismissal/Suspension/Disciplinary Action</u>
4218	<u>Dismissal/Suspension/Disciplinary Action</u>
4219.11	<u>Sexual Harassment</u>
4219.11	<u>Sexual Harassment</u>
4317.7	<u>Employment Status Reports</u>
4319.11	<u>Sexual Harassment</u>
4319.11	<u>Sexual Harassment</u>
5030	<u>Student Wellness</u>
5141.4	<u>Child Abuse Prevention And Reporting</u>

Code	Description
5141.4	<u>Child Abuse Prevention And Reporting</u>
5141.52	<u>Suicide Prevention</u>
5141.52	<u>Suicide Prevention</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.7	<u>Sexual Harassment</u>
5145.7	<u>Sexual Harassment</u>
5145.9	<u>Hate-Motivated Behavior</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>

Administrative Regulation (AR) 5145.72
2024 Title IX Sex Discrimination Grievance Procedures

Title IX of the Education Amendments Act of 1972 (“Title IX”), and its implementing regulations found at 34 C.F.R. Part 106, prohibits the district from discriminating on the basis of sex, including sex-based harassment. The district has adopted the grievance procedures set forth in this administrative regulation (“AR”) that provide for prompt and equitable resolution of complaints alleging any action prohibited by Title IX.

Effective Date August 1, 2024

All complaints by a prospective, current, or former student alleging one or more incidents of sex discrimination, including sex-based harassment, that took place before August 1, 2024, shall be processed in accordance with administrative regulation (“AR”) 5145.3 entitled “Nondiscrimination/Harassment”; BP/AR 5145.7 entitled “Sexual Harassment”; and/or AR 5145.71 entitled “2020 Title IX Complaint Procedures” as determined by the district’s Title IX Coordinator or designee.

All complaints by a prospective, current, or former student alleging one or more incidents of sex discrimination, including sex-based harassment, that took place on or after August 1, 2024, shall be processed in accordance with the grievance procedures contained in this AR.

Definitions

The following definitions, many of which are found in the 2024 Title IX Regulations at 34 C.F.R. §106.2, are utilized in this AR.

1. **“Consent”** is knowing, voluntary, clear permission by word or action to engage in sexual activity.
 - Individuals may perceive and experience the same interaction in different ways. Therefore, it is the responsibility of each Party to determine that the other has consented before engaging in the activity.
 - If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.
 - For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their consent to being kissed back.

- Consent can also be withdrawn once given. The withdrawal must be reasonably and clearly communicated. If consent is withdrawn, the sexual activity must stop within a reasonable time.
 - Consent to some sexual contact (such as kissing or fondling) does not imply there is consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.
 - Proof of consent or non-consent is not a burden placed on either Party involved in an incident. Instead, the burden remains on the district to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable individual in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.
2. **“Complainant”** is an individual who is alleged to have been subject to conduct that could constitute sex discrimination under Title IX at a time when the individual was participating in, or attempting to participate in, a district educational program or activity.
 3. **“Complaint”** means an oral or written request to the district that objectively can be understood as a request for the district to investigate and make a determination about alleged discrimination under Title IX.
 4. **“Decision-maker”** is the individual who makes the determination of responsibility.
 5. **“Disciplinary sanctions”** means consequences imposed on a respondent following a determination under Title IX that the respondent violated the district’s prohibition on sex discrimination.
 6. **“Grievance Procedures”** is inclusive of the formal investigation procedures and the informal resolution process set forth in this AR.
 7. **“Investigator”** is the individual who investigates the allegations, through interviews and review of evidence.
 8. **“Party”** means a complainant or respondent.
 9. **“Peer retaliation”** means retaliation by a student against another student.
 10. **“Pregnancy or Related Conditions”** means pregnancy, childbirth, termination of pregnancy, or lactation, medical conditions related thereto, or recovery therefrom.
 11. **“Relevant”** means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is

relevant when it may aid a Decision-maker in determining whether the alleged sex discrimination occurred.

12. **“Remedies”** means measures provided, as appropriate, to a complainant or any other individual the district identifies as having had their equal access to the district’s education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that individual’s access to the district’s education program or activity after a recipient determines that sex discrimination occurred.
13. **“Respondent”** means an individual who is alleged to have engaged in conduct that could constitute sex discrimination.
14. **“Retaliation”** means intimidation, threats, coercion, or discrimination against any individual authorized by the district to provide aid, benefit, or service under the district’s education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the individual has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX and this regulation.
15. **“Sex-based harassment”** is a form, or subset, of sex discrimination. It includes conduct related to sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that takes the form of one or more of the following:
 - (1) *Quid pro quo harassment.* An employee, agent, or other individual authorized by the district to provide an aid, benefit, or service under the district’s education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct;
 - (2) *Hostile environment harassment.* Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies an individual’s ability to participate in or benefit from the district’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant’s ability to access the district’s education program or activity;
 - The type, frequency, and duration of the conduct;
 - The Parties’ ages, roles within the district’s education program or activity, previous interactions, and other factors about each Party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and

- Other sex-based harassment in the district's education program or activity; or

(3) *Specific offenses.*

- *Sexual assault.* Sexual assault is any sexual act directed at a complainant without their consent, or instances in which the complainant is incapable of giving consent. Sexual assault includes:
 - *Rape.* The carnal knowledge of a complainant, or penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another individual, without their consent, including instances where they are incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - *Sodomy.* The oral or anal sexual intercourse with a complainant, forcibly, and/or against their will (non-consensually), or not forcibly or against their will in instances in which the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - *Sexual assault with an object.* The use of an object or instrument to penetrate, however slightly, the genital or anal opening of the body of the complainant, forcibly, and/or against their will (non-consensually), or not forcibly or against their will in instances in which the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - *Fondling.* The touching of the private body part(s) (buttocks, groin, breasts), of the complainant, causing another individual to touch the private body part(s) of complainant, or causing complainant to touch another individual's private body part(s), for the purpose of sexual gratification, forcibly, and/or against their will (non-consensually), or not forcibly or against their will in instances in which the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - *Incest.* Non-forcible sexual intercourse, between individuals who are related to each other, within the degrees wherein marriage is prohibited by California law.
 - *Statutory Rape.* Non-forcible sexual intercourse, with an individual who is under the statutory age of consent (18 years of age in California).

- *Dating violence.* Violence committed (a) by an individual who is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship; the type of relationship; and the frequency of interaction between the individuals involved in the relationship.
- *Domestic violence.* Felony or misdemeanor crimes committed by an individual who (a) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or an individual similarly situated to a spouse of the victim; (b) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (c) shares a child in common with the victim; or (d) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.
- *Stalking.* Engaging in a course of conduct directed at a specific individual that would cause a reasonable individual to (a) fear for the individual's safety or the safety of others or (b) suffer substantial emotional distress.

16. “**Supportive measures**” means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to: (1) Restore or preserve that Party's access to the district's education program or activity, including measures that are designed to protect the safety of the Parties or the district's educational environment; or (2) Provide support during the district's investigation process or during an informal resolution process.

Basic Requirements of Title IX Grievance Procedures

The district will treat complainants and respondents equitably.

The district requires that any Title IX Coordinator or designee, investigator, decision-maker, appeal officer, or informal resolution officer not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. These individuals must be trained. As long as there is no conflict of interest, a decision-maker may be the same individual as the Title IX Coordinator and investigator. (34 C.F.R. §106.8(d).)

The district presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

The district will not impose discipline on a respondent for sex discrimination prohibited by Title IX unless and until there is a determination at the conclusion of the investigation process that the respondent engaged in prohibited sex discrimination or unless agreed to through the informal resolution process.

The district will take reasonable steps to protect the privacy of the Parties and witnesses during the investigation process and/or the informal resolution process. These steps will not restrict the ability of the Parties to obtain and present evidence. The Parties cannot engage in retaliation, including against witnesses.

The district will objectively evaluate all evidence that is relevant and not otherwise impermissible – including both inculpatory and exculpatory evidence. Credibility determinations will not be based on an individual's status as a complainant, respondent, or witness.

If the respondent is a student with a disability, the district will require the Title IX Coordinator or designee to consult with one or more members, as appropriate, of the student's IEP or 504 team, to determine how to comply with the requirements of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

Reporting Sex Discrimination

Anyone who has knowledge of conduct that may constitute sex discrimination is encouraged to report it to the Title IX Coordinator or designee as soon as practically possible.

Employees who have knowledge of conduct that may constitute sex discrimination must report it to the Title IX Coordinator or designee within 1 business day. An employee may be subject to discipline for failure to timely report incident(s) of sex discrimination, including sex-based harassment.

Filing a Complaint of Sex Discrimination

A complaint of sex discrimination, including sex-based harassment, may be submitted directly to the Title IX Coordinator or designee. The following is contact information for the district's Title IX Coordinator(s):

Jackie Everett, Principal
jeverett@tipton.k12.ca.us
559-752-4213

Complaints containing allegations of sex discrimination, including sex-based harassment, may be submitted verbally or in writing.

Complaints of sex-based harassment may only be filed by:

- A complainant;
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
- Title IX Coordinator or designee.

Complaints of sex discrimination may be filed by:

- A complainant;
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;
- Any current district student or employee;
- An individual, other than a current district student or employee, who is alleged to have been subject to conduct that would constitute sex discrimination under Title IX during their participation, or attempt to participate, in the district's education program or activity; or
- The district's Title IX Coordinator or designee.

The district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one Party against another Party, when the allegations of sex discrimination arise out of the same facts or circumstances.

If the complainant withdraws any or all the allegations in a complaint, or requests the district not process a complaint, the Title IX Coordinator or designee must determine whether to initiate a complaint of sex discrimination. (34 C.F.R. § 106.44 (f).)

Where the Title IX Coordinator or designee is determining whether to initiate a complaint, the Title IX Coordinator or designee shall consider the following:

- The complainant's request not to proceed with initiation of a complaint;
- The complainant's reasonable safety concerns regarding initiation of a complaint;
- The risk that additional acts of sex discrimination, including sex-based harassment, would occur if a complaint is not initiated;
- The severity of the alleged sex discrimination or sex-based harassment, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee of the district;
- The scope of the alleged sex discrimination, including information suggesting a pattern; ongoing sex discrimination, including sex-based harassment; or, sex discrimination, including sex-based harassment, alleged to have impacted multiple individuals;
- The availability of evidence to assist a decisionmaker in determining whether sex discrimination, including sex-based harassment occurred; and
- Whether the district could end the alleged sex discrimination, including sex-based harassment and prevent its recurrence without initiating grievance procedures.

There is no time limit to bringing forth a Title IX complaint to the district. However, if a respondent is no longer subject to the district's jurisdiction and/or significant time has passed, the ability to investigate, respond, and/or provide remedies may be limited or impossible. The Title IX Coordinator or designee has the discretion whether to act on a complaint of sex discrimination that is significantly impacted by the passage of time including, but not limited to, the rescission or revision of this regulation. The Title IX Coordinator or designee may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

Knowingly asserting false and/or malicious allegations, or knowingly providing false or malicious statements, is a serious offense and may be subject to appropriate disciplinary action. Allegations or information provided in good faith but ultimately determined to be erroneous or that do not result in a determination of a policy violation, will not trigger disciplinary action.

Supportive Measures

Upon learning of conduct that may constitute sex discrimination under Title IX, the Title IX Coordinator or designee shall promptly contact the complainant and the respondent to offer and coordinate supportive measures, as appropriate, to restore or preserve their access to the district's education program or activity and/or to support them during the district's formal investigation procedure or informal resolution process.

Supportive measures shall be nondisciplinary and nonpunitive. Supportive measures shall not unreasonably burden either Party. Supportive measures will be offered and implemented as reasonably available, with consideration for the Parties' wishes and without being charged a fee. Supportive measures will be offered even where a formal investigation procedure and/or informal resolution process is not applicable.

Supportive measures may include, but are not limited to (34 C.F.R. §§ 106.2, 106.44(g)):

- Counseling;
- Extensions of deadlines and other course-related or work-related adjustments;
- Campus escort services;
- Increased security and monitoring of certain areas of the campus;
- Restrictions on contact applied to one or more Parties;
- Leaves of absence;
- Changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and
- Training and education programs related to sex-based harassment.

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 C.F.R. §106.44(g)(5).)

If a Party is not satisfied with the supportive measure offering, the Party is encouraged to work with the Title IX Coordinator or designee to modify an existing supportive measure or to request

an additional supportive measure. A Party may also submit to the Title IX Coordinator a written challenge within two (2) business days that includes a request to modify or terminate a supportive measure. The challenge shall be reviewed by an impartial employee, who is not the Title IX Coordinator or designee, to determine whether the challenged supportive measure offering is consistent with the definition of supportive measures. (34 C.F.R. §106.44(g)(4).)

Upon the conclusion of any formal investigation procedure or informal resolution process, the district may continue with the supportive measures, or modify or terminate such measures, as appropriate.

Emergency Removal of Respondent

If the respondent is a district employee, the employee may be placed on administrative leave during the pendency of the Title IX grievance procedures. (34 C.F.R. §106.44.)

If the respondent is a district student, on an emergency basis only, the district may remove the student respondent from the district's education program or activity, provided that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other individuals arising from the allegations of sex discrimination justifies removal and provides the student with notice and an opportunity to challenge the decision immediately following the removal. Any challenge to an emergency removal must be submitted to the Title IX Coordinator or designee in writing within 2 business days. This authority to remove a student respondent does not modify the student respondent's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 C.F.R. §106.44(h).)

Informal Resolution Process

In lieu of resolving a complaint through the formal investigation procedures, the district may offer the Parties the opportunity to participate in a confidential informal resolution process. The district may not offer an informal resolution process to resolve a complaint that includes allegations an employee engaged in sex-based harassment of a student, or when such a process would conflict with Federal, State, or local law. The district also has the discretion to not offer an informal resolution where it does not deem it appropriate under the circumstances, including but not limited to, where doing so would present a future risk of harm to others.

The informal resolution process is voluntary and must be consented to by the Parties. The district shall not require a Party to participate in the informal resolution process or to waive their right to receive a determination via the formal investigation procedure. (34 C.F.R. §106.44(k).)

Before engaging in an informal resolution process, the district must provide the Parties with written notice of the following (34 C.F.R. §106.44(k)(3).):

- The allegations;
- The requirements of the informal resolution process;
- That, prior to agreeing to a resolution, any Party has the right to withdraw from the informal resolution process and to initiate or resume a formal investigation;

- That the Parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the Parties from initiating or resuming a formal investigation arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the Parties;
- What information the district will maintain; and
- Whether and how the district may disclose such information.

The informal resolution officer must not be the same individual as the investigator or the decision-maker. The informal resolution officer must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Informal resolution officers must be trained.

The purpose of the confidential informal resolution process is to reach a mutual written agreement between the Parties as to how to resolve the allegations at issue such that each Party is not limited or denied participation in or the benefit of the district's educational program or activity, including but not limited to corrective or remedial action. The informal resolution process may take the form of a restorative justice conversation, mediation, or other process as determined appropriate by the Title IX Coordinator or designee or the informal resolution officer.

When informal resolution is offered, the Title IX Coordinator or designee must still take appropriate, prompt, and effective steps to ensure that sex discrimination does not continue or recur within the district's education program or activity.

Formal Investigation Procedure

The following formal investigation procedures provide for adequate, reliable, and impartial investigations of complaints alleging sex discrimination under 2024 Title IX regulations.

The burden is on the district, not the Parties, to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

A. Notice of Complaint

Upon initiation of the district's Title IX formal investigation procedure, the Title IX Coordinator or designee will notify the Parties, in writing, of the following:

- The district's Title IX investigation procedures and, if applicable, informal resolution process;
- Sufficient information available at the time to allow the Parties to respond to the allegations, including the identities of the Parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and

- The Parties will be provided with a Report of Evidence that contains the relevant and permissible evidence, including summary of the Parties/witness interviews and documentary evidence.

If, in the course of an investigation, the district decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice or that are included in a complaint that is consolidated, the Title IX Coordinator or designee shall notify the Parties of the additional allegations.

B. Dismissal of Complaint

The Title IX Coordinator or designee may dismiss a complaint of sex discrimination if:

- The Title IX Coordinator or designee is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the district's education program or activity and/or is not employed by the district;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator or designee determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- The Title IX Coordinator or designee determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Title IX Coordinator or designee will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Title IX Coordinator or designee will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator or designee will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The Title IX Coordinator or designee will notify the complainant that a dismissal may be appealed. If the dismissal occurs after the respondent has been notified of the allegations, the Title IX Coordinator or designee will also notify the respondent that the dismissal may be appealed.

All dismissal appeals must be filed in writing, and sent to the Title IX Coordinator or designee, within 3 business days of the notification of the dismissal. The appeal must specify at least one of the following bases, and provide any reasons or supporting evidence for why the ground is met:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and

- The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

Failure to do so may result in the appeal being denied.

If the dismissal is appealed, Title IX Coordinator or designee will:

- Notify the Parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- Afford the non-appealing Party 3 business days to provide a statement in support of or challenging the dismissal;
- Notify the Parties of the result of the appeal and the rationale for the result;
- Implement appeal procedures equally for the Parties;
- Ensure that the appeal officer did not take part in an investigation of the allegations or dismissal of the complaint; and
- Ensure that the appeal officer has been trained consistent with the Title IX regulation.

When a complaint is dismissed, Title IX Coordinator or designee will, at a minimum:

- Offer supportive measures to the Parties, as appropriate; and
- Take other prompt and effective steps, as appropriate, to ensure that sex discrimination does not continue or recur within the district's education program or activity.

C. Applicable Timeframes and Extension for Good Cause

The following timeframes are applicable to the major stages of the formal investigation procedure:

- Within five (5) business days of receiving the complaint, the Title IX Coordinator or designee will determine whether to dismiss or process a Title IX complaint.
- Within sixty (60) business days of receiving the complaint, the Parties will be provided a report summarizing the evidence ("Report of Evidence").
- Within five (5) business days of receiving the Report of Evidence, the Parties may submit to the investigator a written response to the Report of Evidence.
- Within thirty (30) business days of sending the Parties the Report of Evidence, a written determination will be issued to the Parties.
- The Parties will have five (5) business days from the date of the written determination to submit an appeal.

The Title IX Coordinator or designee may reasonably extend the above timeframes for good cause. The Parties will be provided with written notice of the delay, which will include the reason(s) for the delay.

D. Roles

The district has the discretion to determine who fills what roles during a formal investigation. Factors to be considered when determining who fills what role include, but are not limited to:

- The nature and complexity of allegations,
- The age and mental capacity of the Parties,
- Potential conflicts of interest,
- The amount and type of evidence, and
- Availability of district staff and resources.

For purposes of this AR, the district may utilize one of the following investigation models:

1. The Title IX Coordinator or designee will be the investigator and the decision-maker.
2. The Title IX Coordinator or designee will be the investigator, but there will be a separate decision-maker.
3. The Title IX Coordinator or designee will not be the same individual as the investigator but will be the decision-maker.

E. Collection and Exchange of Evidence

During the investigation process, the Parties will have equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible.

The investigator will interview the Parties and all other individuals who may have information related to the allegations. The investigator will also gather evidence. Once collected, the investigator will determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the district to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the individual to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A Party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the Party or witness, unless that Party's or witness's voluntary, written consent for use in the investigation process is obtained; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that

someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The Parties will be provided with a Report of Evidence that contains the relevant and permissible evidence, including summaries of Party and witness interviews, and documentary evidence. The Parties will have 5 business days to review and provide a written response to the Report of Evidence.

The Parties shall not disclose information and evidence obtained solely through the investigation process, and the district will take reasonable steps to prevent and address any such unauthorized disclosure. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the allegations of sex discrimination are authorized.

F. Written Determination

If the investigator is distinct from the decision-maker:

- The investigator will send the Report of Evidence to the decision-maker, which may or may not include a recommended determination, and
- The decision-maker may question Parties and witnesses to adequately assess credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. The decision-maker may either ask the questions directly of the Party or witness, request the investigator ask the questions, or consult with the investigator regarding the questions.

Following an investigation the decision-maker will:

- Evaluate all relevant and not otherwise impermissible evidence;
- Not base their credibility determination on an individual's status as a complainant, respondent, or witness; and
- Use the "preponderance of the evidence" standard to determine whether the allegations of sex discrimination are sustained.

The "preponderance of the evidence" standard of proof requires the evidence to show that it is more likely than not that the alleged conduct occurred. If the decision-maker is not persuaded under the "preponderance of evidence" standard that the alleged conduct more likely than not occurred, then the decision-maker will not sustain the alleged conduct.

The decision-maker will notify the Parties in writing of the determination whether sex discrimination occurred under Title IX, including the rationale for such determination and the procedures and permissible bases for appeal.

G. Appeal of Written Determination

Either Party may appeal the written determination. An appeal must be filed in writing within 5 business days of the date of the written determination. Appeals submitted after this deadline are not timely and shall not be considered. The appeal must specify at least one of the grounds below and provide any reasons or supporting evidence for why the ground is met, otherwise the appeal may be denied:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made;
- The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome; and
- The final determination by the decision-maker is substantially contrary to the weight of the evidence in the record.

The non-appealing Party shall be provided notice of the appeal and 3 business days to submit a written response.

Appeal decisions are to be deferential to the original written determination, making changes to the written determination only when there is clear error. An appeal is not an opportunity for the appeal officer to substitute their judgment for that of the original decision-maker merely because they disagree with the written determination.

An appeal may be granted or denied. Appeals that are granted should be remanded (or partially remanded) to the original investigator and/or decision-maker with corrective instructions for reconsideration. In rare circumstances where an error cannot be cured by the original investigator and/or decision-maker or the Title IX Coordinator or designee (as in cases of conflict of interest or bias), the appeal officer may order a new investigation and/or a new

determination with new investigator and/or decision-maker roles.

The appeal officer will provide the Parties with a written appeal determination within 10 business days of the appeal. Once an appeal is decided, the outcome is final and constitutes the final determination. If a remand results in a new determination that is different from the appealed determination, that new determination can be appealed, once, on any of the available appeal grounds.

Corrective/Disciplinary Action

The district shall not impose any disciplinary sanctions until a final written determination of responsibility has been made via the investigation procedures or an informal resolution process. (34 C.F.R. §106.45(h)(4).)

If the allegations of sex discrimination are sustained, the Title IX Coordinator or designee will:

- Coordinate the provision and implementation of remedies to a complainant and other people the district identifies as having had equal access to the district's education program or activity limited or denied by the sex discrimination;
- Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
- Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the district's education program or activity.

For students in grades 4-12, discipline for sex-based harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault, sexual battery, committed an obscene act or engaged in habitual profanity or vulgarity at school or at a school activity off school grounds, the Superintendent or designee, or principal or designee, shall immediately suspend the student and shall recommend expulsion. (Ed. Code, §§ 48900.2, 48915.)

Other actions that may be taken with a student who is determined to be responsible for sex-based harassment include, but are not limited to:

- Transfer from a class or school as permitted by law,
- Parent/guardian conference,
- Education of the student regarding the impact of the conduct on others,
- Positive behavior support or counseling,
- Referral of the student to a student success team,
- Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law.

When an employee is determined to be responsible for sex-based harassment, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Alternative Resources

Either Party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven (7) years, the following (34 C.F.R. § 106.8):

1. A record of the informal resolution process or the formal investigation procedures, and the resulting outcome for all complaints of sex discrimination under Title IX;
2. A record of any actions, including supportive measures, taken in response to each notification the Title IX Coordinator or designee receives of information about conduct that reasonably may constitute sex discrimination under Title IX; and
3. All Title IX training materials. The district shall make such training materials available upon request for inspection by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also maintain, indefinitely, the following (Cal. Civ. Proc., § 340.1):

1. A record of the allegation(s);
2. A record of the investigation procedures followed;
3. A record of the written determination;
4. A record of the corrective action implemented, if any;
5. A record of any appeals and the outcome of the same; and
6. All training materials addressing the prohibition and investigation of childhood sexual assault.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4600-4670	<u>Uniform complaint procedures</u>
5 CCR 4900-4965	<u>Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance</u>
Civ. Code 1714.1	<u>Liability of parent or guardian for act of willful misconduct by a minor</u>
Civ. Code 51.9	<u>Liability for sexual harassment; business, service and professional relationships</u>
Ed. Code 200-262.4	<u>Prohibition of discrimination on the basis of sex</u>
Ed. Code 200-262.4	<u>Prohibition of discrimination</u>
Ed. Code 48900	<u>Grounds for suspension or expulsion</u>
Ed. Code 48900.2	<u>Additional grounds for suspension or expulsion; sexual harassment</u>

State

Ed. Code 48985

Gov. Code 12950.1

Federal

20 USC 1092

20 USC 1221

20 USC 1232g

20 USC 1681-1688

34 CFR 106.1-106.82

34 CFR 99.1-99.67

34 USC 12291

42 USC 1983

42 USC 2000d-2000d-7

42 USC 2000e-2000e-17

Management Resources

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Description

Notices to parents in language other than English

Sexual harassment training

Description

Definition of sexual assault

Application of laws

Family Educational Rights and Privacy Act (FERPA) of 1974

Title IX of the Education Amendments of 1972; discrimination based on sex

Nondiscrimination on the basis of sex in education programs

Family Educational Rights and Privacy

Definition of dating violence, domestic violence, and stalking

Civil action for deprivation of rights

Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended

Description

Davis v. Monroe County Board of Education (1999) 526 U.S. 629

Doe v. Petaluma City School District (1995, 9th Cir.) 54 F.3d 1447

Gebser v. Lago Vista Independent School District (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey (1998, 9th Cir.) 143 F.3d 473

Reese v. Jefferson School District (2001, 9th Cir.) 208 F.3d 736

Donovan v. Poway Unified School District (2008) 167 Cal.App.4th 567

Management Resources

Description

Court Decision

Flores v. Morgan Hill Unified School District (2003, 9th Cir.) 324 F.3d 1130

CSBA Publication

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

CSBA Publication

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Federal Bureau of Investigation

[Nondiscrimination on the Basis of Sex in Education Programs or Activities](#)

Uniform Crime Reporting Program National Incident-Based Reporting System

Federal Register

[Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579](#)

U.S. DOE, Office for Civil Rights Publication

Sexual Harassment: It's Not Academic, September 2008

U.S. DOE, Office for Civil Rights Publication

Q&A on Campus Sexual Misconduct, September 2017

U.S. DOE, Office for Civil Rights Publication

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DOE, Office for Civil Rights Publication

Dear Colleague Letter: Title IX Coordinators, April 2015

U.S. DOE, Office for Civil Rights Publication

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Website

CSBA District and County Office of Education Legal Services

Website

California Department of Education

Website

CSBA

Website

U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0410	<u>Nondiscrimination In District Programs And Activities</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E(1)	<u>Uniform Complaint Procedures</u>
1312.3-E(2)	<u>Uniform Complaint Procedures</u>
1313	<u>Civility</u>
3552	<u>Summer Meal Program</u>
3552	<u>Summer Meal Program</u>
3580	<u>District Records</u>
3580	<u>District Records</u>
4117.7	<u>Employment Status Reports</u>
4118	<u>Dismissal/Suspension/Disciplinary Action</u>
4118	<u>Dismissal/Suspension/Disciplinary Action</u>
4119.11	<u>Sexual Harassment</u>
4119.11	<u>Sexual Harassment</u>
4131	<u>Staff Development</u>
4218	<u>Dismissal/Suspension/Disciplinary Action</u>
4218	<u>Dismissal/Suspension/Disciplinary Action</u>
4219.11	<u>Sexual Harassment</u>
4219.11	<u>Sexual Harassment</u>
4317.7	<u>Employment Status Reports</u>
4319.11	<u>Sexual Harassment</u>
4319.11	<u>Sexual Harassment</u>
5030	<u>Student Wellness</u>
5141.4	<u>Child Abuse Prevention And Reporting</u>

Code	Description
5141.4	<u>Child Abuse Prevention And Reporting</u>
5141.52	<u>Suicide Prevention</u>
5141.52	<u>Suicide Prevention</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.7	<u>Sexual Harassment</u>
5145.7	<u>Sexual Harassment</u>
5145.9	<u>Hate-Motivated Behavior</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>

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

APY List

**FISCAL YEAR 2024-
2025**

Date Paid between 12/17/2024 and 1/24/2025

Vendor No	Vendor Name	Reference Number	Payment Date	Invoice Number/Desc.	AccountCode	Amount
13456	A & G TELEPHONE SERVICE, INC.	251336	01/10/2025	9496	010-81500-0-00000-81000-56000-0-0000	\$170.00
14602	AIR EDUCATION INC	251426	01/17/2025	INV- 1032	010-26000-4-11100-10000-58000-0-0000	\$15,000.00
13971	ALMEIDA, VIRGINIA	251386	01/17/2025	REIMB.STC SUPPLY	010-58147-0-11100-10000-43000-0-0000	\$245.96
13971	ALMEIDA, VIRGINIA	251387	01/17/2025	REIMB.STC TRAVEL	010-58147-0-11100-10000-52000-0-0000	\$34.30
13971	ALMEIDA, VIRGINIA	251388	01/17/2025	REIMB.STC TRAVEL	010-58147-0-11100-10000-52000-0-0000	\$32.96
13971	ALMEIDA, VIRGINIA	251391	01/17/2025	REIMB.STC MILE	010-58147-0-11100-10000-52000-0-0000	\$25.87
13036	AMERICAN FIDELITY	251282	12/27/2024	NOVEMBER 2024	010-00000-0-00000-00000-95024-0-0000	\$268.06
13036	AMERICAN FIDELITY	251427	01/17/2025	DECEMBER 2024	010-00000-0-00000-00000-95024-0-0000	\$256.34
13904	AT&T	251283	12/27/2024	9391028859	010-00000-0-00000-81000-59000-0-0000	\$30.65
13904	AT&T	251337	01/10/2025	9391028858	010-00000-0-00000-81000-59000-0-0000	\$189.67
13904	AT&T	251410	01/17/2025	9391028859	010-00000-0-00000-81000-59000-0-0000	\$32.93
13286	BETTENCOURT, STACEY	251335	12/23/2024	REIMB. STC FOOD	010-58147-0-11100-10000-43000-0-0000	\$350.18
12548	CALIFORNIA TURF EQUIP. & SUPP.	251284	12/27/2024	658779	010-81500-0-00000-81000-43000-0-0000	\$265.82
12938	CENTRAL VALLEY LOCK & SAFE	251285	12/27/2024	64307	010-00000-0-00000-81000-58000-0-0000	\$432.76
14245	CENTRAL VALLEY REFRIGERATION	251338	01/10/2025	60477	010-00000-0-00000-81000-56000-0-0000	\$356.07
14245	CENTRAL VALLEY REFRIGERATION	251339	01/10/2025	60486	010-00000-0-00000-81000-56000-0-0000	\$441.24
14498	CINTAS	251385	01/10/2025	5247708711	010-07230-0-00000-36000-43000-0-0000	\$49.42
13389	CLASSIC CHARTER	251428	01/17/2025	175293	010-26000-4-11100-10000-58000-0-0000	\$2,750.00
14623	CULLINAN EDUCATION CENTER INC.	251432	01/17/2025	26962	010-74350-0-11100-10000-58000-0-0000	\$1,590.00
14374	ELAN FINANCIAL SERIVCES	251399	01/17/2025	6629 BETTENCOURT	010-07200-0-00000-24950-43000-0-0401	\$52.15
14374	ELAN FINANCIAL SERIVCES	251398	01/17/2025	6629 BETTENCOURT	010-26000-4-11100-10000-43000-0-0000	\$210.66
14603	ELAN FINANCIAL SERVICES	251448	01/17/2025	9963 EVERETT	010-00000-0-00000-72000-58000-0-0000	\$49.65
14373	ELAN FINANCIAL SERVICES	251443	01/17/2025	0461 MARTIN	010-00000-0-00000-81000-43000-0-0000	\$114.64
14603	ELAN FINANCIAL SERVICES	251354	01/07/2025	9963 Everett	010-00000-0-11100-10000-43000-0-0000	\$1,065.65
14603	ELAN FINANCIAL SERVICES	251446	01/17/2025	9963 EVERETT	010-00000-0-11100-10000-43000-0-0000	\$86.77
14603	ELAN FINANCIAL SERVICES	251447	01/17/2025	9963 EVERETT	010-00000-0-11100-10000-43000-0-0000	\$128.24
14603	ELAN FINANCIAL SERVICES	251354	01/07/2025	9963 Everett	010-07200-0-00000-24950-43000-0-0401	\$237.10
14373	ELAN FINANCIAL SERVICES	251406	01/17/2025	0461 MARTIN	010-07230-0-00000-36000-43000-0-0000	\$222.51
14373	ELAN FINANCIAL SERVICES	251404	01/17/2025	0461 MARTIN	010-07230-0-00000-36000-43000-0-0000	\$97.41
14373	ELAN FINANCIAL SERVICES	251405	01/17/2025	0461 MARTIN	010-60100-0-11100-10000-43000-0-0000	\$359.32
14603	ELAN FINANCIAL SERVICES	251354	01/07/2025	9963 Everett	010-60100-0-11100-10000-43000-0-0000	\$423.33
14459	ELAN FINANICAL SERVICES	251403	01/17/2025	1091 YOUNG	010-00000-0-00000-72000-59000-0-0000	\$9.23
14459	ELAN FINANICAL SERVICES	251402	01/17/2025	1091 YOUNG	010-00000-0-11100-10000-43000-0-0000	\$189.32
14459	ELAN FINANICAL SERVICES	251444	01/17/2025	1091 YOUNG	010-00000-0-11100-10000-43000-0-0000	\$19.59
14459	ELAN FINANICAL SERVICES	251445	01/17/2025	1091 YOUNG	010-00000-0-11100-10000-43000-0-0000	\$248.88
14459	ELAN FINANICAL SERVICES	251400	01/17/2025	1091 YOUNG	010-07200-0-11100-10000-43000-0-0116	\$67.85

14459 ELAN FINANICAL SERVICES	251401	01/17/2025 1091 YOUNG	010-58147-0-11100-10000-43000-0-0000	\$150.36
5481 EMPLOYMENT DEVELOPMENT DEPT.	251442	01/17/2025 94238433 Q4 2024	010-00000-0-00000-00000-95025-0-0000	\$682.93
14622 ERNESTO SALDIVAR	251279	12/20/2024 .	010-42030-5-11100-10000-21000-0-0000	\$4,404.68
12614 FRESNO'S CHAFFEE ZOO CORP.	251433	01/17/2025 10622173	010-07200-0-11100-10000-58000-0-0107	\$387.00
11961 GIOTTOS ALARM TECH	251287	12/27/2024 153010	010-81500-0-00000-81000-58000-0-0000	\$493.79
11961 GIOTTOS ALARM TECH	251288	12/27/2024 153068	010-81500-0-00000-81000-58000-0-0000	\$592.14
11961 GIOTTOS ALARM TECH	251389	01/17/2025 153917	010-81500-0-00000-81000-58000-0-0000	\$191.06
11961 GIOTTOS ALARM TECH	251390	01/17/2025 153513	010-81500-0-00000-81000-58000-0-0000	\$192.00
14369 HD SUPPLY FACILITIES MAINTENAN	251340	01/10/2025 840170344	010-81500-0-00000-81000-43000-0-0000	\$58.46
14369 HD SUPPLY FACILITIES MAINTENAN	251341	01/10/2025 84050230	010-81500-0-00000-81000-43000-0-0000	\$57.02
14369 HD SUPPLY FACILITIES MAINTENAN	251342	01/10/2025 841107063	010-81500-0-00000-81000-43000-0-0000	\$2,091.13
14369 HD SUPPLY FACILITIES MAINTENAN	251343	01/10/2025 841285182	010-81500-0-00000-81000-43000-0-0000	\$75.51
13957 INFINITY COMM. & CONSUL., INC.	251395	01/17/2025 18584	010-00000-0-00000-71000-58000-0-0000	\$3,375.00
14581 ISLAND WATERPARK	251344	01/10/2025 1/7/2025	010-07200-0-11100-10000-58000-0-0301	\$764.69
14606 JANA RICE	251345	01/10/2025 1/7/2025	010-00000-0-00000-72000-58000-0-0000	\$2,400.00
13857 JASON MARROQUIN	251431	01/17/2025 REIMB ELOP	010-26000-4-11100-10000-43000-0-0000	\$60.30
3013 JORGENSEN & COMPANY	251346	01/10/2025 6167471	010-00000-0-00000-81000-58000-0-0000	\$971.88
3013 JORGENSEN & COMPANY	251347	01/10/2025 6168666	010-00000-0-00000-81000-58000-0-0000	\$336.30
14069 J's COMMUNICATIONS, INC.	251289	12/27/2024 70257	010-07230-0-00000-36000-58000-0-0000	\$995.40
12733 LAKESHORE	251408	01/17/2025 644503122724	010-60530-0-00000-82000-44000-0-0000	\$29,737.41
12733 LAKESHORE	251409	01/17/2025 644434122724	010-60530-0-00000-82000-44000-0-0000	\$29,640.43
13961 LOWE'S	251299	12/27/2024 987101	010-07230-0-00000-36000-43000-0-0000	\$166.95
13961 LOWE'S	251300	12/27/2024 973272	010-81500-0-00000-81000-43000-0-0000	\$145.94
13961 LOWE'S	251301	12/27/2024 981331	010-81500-0-00000-81000-43000-0-0000	\$428.35
13961 LOWE'S	251303	12/27/2024 984529	010-81500-0-00000-81000-43000-0-0000	\$82.62
13961 LOWE'S	251305	12/27/2024 984617	010-81500-0-00000-81000-43000-0-0000	\$102.66
13961 LOWE'S	251307	12/27/2024 982712	010-81500-0-00000-81000-43000-0-0000	\$175.67
13961 LOWE'S	251309	12/27/2024 997920	010-81500-0-00000-81000-43000-0-0000	\$145.29
13961 LOWE'S	250014	12/27/2024 973245	010-81500-0-00000-81000-43000-0-0000	(\$38.04)
13961 LOWE'S	251304	12/27/2024 988069	010-81500-0-00000-81000-43000-0-0000	\$57.52
13961 LOWE'S	251302	12/27/2024 981345	010-81500-0-00000-81000-43000-0-0000	\$82.96
13961 LOWE'S	251306	12/27/2024 982786	010-81500-0-00000-81000-43000-0-0000	\$311.73
13961 LOWE'S	251308	12/27/2024 985131	010-81500-0-00000-81000-43000-0-0000	\$119.55
12270 LOZANO SMITH	251331	12/27/2024 2234517	010-00000-0-00000-72000-58000-0-0000	\$13,903.87
12270 LOZANO SMITH	251332	12/27/2024 2234518	010-00000-0-00000-72000-58000-0-0000	\$173.25
12270 LOZANO SMITH	251333	12/27/2024 2234519	010-00000-0-00000-72000-58000-0-0000	\$5,313.00
12270 LOZANO SMITH	251334	12/27/2024 2234520	010-00000-0-00000-72000-58000-0-0000	\$721.88
12270 LOZANO SMITH	251438	01/17/2025 2236923	010-00000-0-00000-72000-58000-0-0000	\$12,922.12
12270 LOZANO SMITH	251439	01/17/2025 2236924	010-00000-0-00000-72000-58000-0-0000	\$57.75
12270 LOZANO SMITH	251440	01/17/2025 2236925	010-00000-0-00000-72000-58000-0-0000	\$3,840.38
12270 LOZANO SMITH	251441	01/17/2025 2236926	010-00000-0-00000-72000-58000-0-0000	\$1,386.00
13396 MAS ENTERPRISES	251349	01/10/2025 70067	010-07230-0-00000-36000-58000-0-0000	\$51.75
13396 MAS ENTERPRISES	251350	01/10/2025 70068	010-07230-0-00000-36000-58000-0-0000	\$51.75
14582 MCDERMONT VENTURE, INC.	251429	01/17/2025 6291	010-26000-4-11100-10000-43000-0-0000	\$680.28
14582 MCDERMONT VENTURE, INC.	251430	01/17/2025 6261	010-26000-4-11100-10000-58000-0-0000	\$2,550.00
13882 MOBILE MODULAR MGT. CORP.	251353	01/10/2025 2655469	010-00000-0-00000-81000-56000-0-0000	\$736.00
13882 MOBILE MODULAR MGT. CORP.	251351	01/10/2025 2655536	010-00000-0-00000-81000-56000-0-0000	\$736.00

13882 MOBILE MODULAR MGT. CORP.	251352	01/10/2025	2655478	010-00000-0-00000-81000-56000-0-0000	\$736.00
14488 N & R DIESEL TRUCK REPAIR	251290	12/27/2024	609683	010-07230-0-00000-36000-58000-0-0000	\$1,000.00
12836 OFFICE DEPOT, INC.	250015	12/27/2024	392524502001	010-00000-0-11100-10000-43000-0-0000	(\$56.02)
12836 OFFICE DEPOT, INC.	251314	12/27/2024	391589393001	010-00000-0-11100-10000-43000-0-0000	\$114.60
12836 OFFICE DEPOT, INC.	251319	12/27/2024	396166109001	010-07200-0-11100-10000-43000-0-0103	\$28.41
12836 OFFICE DEPOT, INC.	251320	12/27/2024	396184456001	010-07200-0-11100-10000-43000-0-0103	\$17.44
12836 OFFICE DEPOT, INC.	251325	12/27/2024	396309602001	010-07200-0-11100-10000-43000-0-0103	\$157.84
12836 OFFICE DEPOT, INC.	251326	12/27/2024	394398000001	010-11000-0-11100-10000-43000-0-0000	\$76.14
12836 OFFICE DEPOT, INC.	251327	12/27/2024	396235627001	010-11000-0-11100-10000-43000-0-0000	\$45.05
12836 OFFICE DEPOT, INC.	251328	12/27/2024	3962425207001	010-11000-0-11100-10000-43000-0-0000	\$37.38
12836 OFFICE DEPOT, INC.	251329	12/27/2024	396245208001	010-11000-0-11100-10000-43000-0-0000	\$19.97
12836 OFFICE DEPOT, INC.	251330	12/27/2024	396245209001	010-11000-0-11100-10000-43000-0-0000	\$11.41
12836 OFFICE DEPOT, INC.	251316	12/27/2024	392186793001	010-26000-4-11100-10000-43000-0-0000	\$51.35
12836 OFFICE DEPOT, INC.	251317	12/27/2024	392186807001	010-26000-4-11100-10000-43000-0-0000	\$35.98
12836 OFFICE DEPOT, INC.	251324	12/27/2024	396220662001	010-26000-4-11100-10000-43000-0-0000	\$36.95
12836 OFFICE DEPOT, INC.	251322	12/27/2024	396220651001	010-26000-4-11100-10000-43000-0-0000	\$21.00
12836 OFFICE DEPOT, INC.	251323	12/27/2024	396220660001	010-26000-4-11100-10000-43000-0-0000	\$47.40
12836 OFFICE DEPOT, INC.	251321	12/27/2024	396220040001	010-26000-4-11100-10000-43000-0-0000	\$25.80
12836 OFFICE DEPOT, INC.	251315	12/27/2024	392181994001	010-26000-4-11100-10000-43000-0-0000	\$52.36
12836 OFFICE DEPOT, INC.	251318	12/27/2024	392186818001	010-26000-4-11100-10000-43000-0-0000	\$17.83
14396 S & S AG AND AUTO PARTS	251291	12/27/2024	135332	010-07230-0-00000-36000-43000-0-0000	\$91.92
14396 S & S AG AND AUTO PARTS	251355	01/10/2025	135332	010-07230-0-00000-36000-43000-0-0000	\$91.92
14396 S & S AG AND AUTO PARTS	251356	01/10/2025	135337	010-07230-0-00000-36000-43000-0-0000	\$65.18
14396 S & S AG AND AUTO PARTS	251357	01/10/2025	135738	010-07230-0-00000-36000-43000-0-0000	\$56.57
14396 S & S AG AND AUTO PARTS	251358	01/10/2025	136003	010-07230-0-00000-36000-43000-0-0000	\$34.14
14396 S & S AG AND AUTO PARTS	251359	01/10/2025	136275	010-07230-0-00000-36000-43000-0-0000	\$2.52
14586 SANDRA ARIAS FLORES	251396	01/17/2025	STC EXAM	010-58147-0-11100-10000-52000-0-0000	\$111.92
14111 SISC	251361	01/10/2025	JAN HW RET.BRD.ACT	010-00000-0-00000-00000-95024-0-0000	\$1,673.00
14111 SISC	251360	01/10/2025	JAN HW RET.BRD.ACT	010-00000-0-00000-00000-95028-0-0000	\$81,787.56
14111 SISC	251362	01/10/2025	JAN HW RET.BRD.ACT	010-00000-0-00000-71000-34020-0-0000	\$8,316.65
5388 SOUTHERN CAL GAS	251363	01/10/2025	108 416 9100 8	010-00000-0-00000-81000-55000-0-0000	\$3,729.86
5383 SOUTHERN CALIF EDISON CO	251364	01/10/2025	700140798877	010-99900-0-00000-81000-55000-0-0000	\$7,977.13
5383 SOUTHERN CALIF EDISON CO	251365	01/10/2025	700142519619	010-99900-0-00000-81000-55000-0-0000	\$713.36
14341 SUPREME CONSTRUCTION INC	251434	01/17/2025	24110-01CO	010-26000-4-00000-85000-62000-0-0000	\$770.00
14341 SUPREME CONSTRUCTION INC	251435	01/17/2025	24109-01	010-26000-4-00000-85000-62000-0-0000	\$24,981.00
14341 SUPREME CONSTRUCTION INC	251436	01/17/2025	24110-01	010-26000-4-00000-85000-62000-0-0000	\$21,971.00
14341 SUPREME CONSTRUCTION INC	251437	01/17/2025	24108-01	010-26000-4-00000-85000-62000-0-0000	\$24,898.00
13130 SYSCO FOOD SERVICES	251292	12/27/2024	484330784	010-26000-4-11100-10000-43000-0-0000	\$300.21
13130 SYSCO FOOD SERVICES	251293	12/27/2024	484330784	010-60100-0-11100-10000-43000-0-0000	\$248.72
13130 SYSCO FOOD SERVICES	251424	01/17/2025	484354714	010-60100-0-11100-10000-43000-0-0000	\$531.68
14594 TACOS SAN MARCOS INC	251281	12/27/2024	1119	010-00000-0-00000-72000-43000-0-0000	\$1,163.70
13985 TIFFANI BENEDETTI	251280	12/27/2024	REIMB	010-00000-0-11100-10000-43000-0-0000	\$150.24
12264 TIPTON AUTO PARTS	251367	01/10/2025	82650	010-07230-0-00000-36000-43000-0-0000	\$9.03
12264 TIPTON AUTO PARTS	251368	01/10/2025	82671	010-07230-0-00000-36000-43000-0-0000	\$34.39
12264 TIPTON AUTO PARTS	251369	01/10/2025	82864	010-07230-0-00000-36000-43000-0-0000	\$113.06
12264 TIPTON AUTO PARTS	251371	01/10/2025	83336	010-07230-0-00000-36000-43000-0-0000	\$8.60
12264 TIPTON AUTO PARTS	251372	01/10/2025	83372	010-07230-0-00000-36000-43000-0-0000	\$151.05

12264 TIPTON AUTO PARTS	251373	01/10/2025	83456	010-07230-0-00000-36000-43000-0-0000	\$18.81
12264 TIPTON AUTO PARTS	251374	01/10/2025	83518	010-07230-0-00000-36000-43000-0-0000	\$27.33
12264 TIPTON AUTO PARTS	251375	01/10/2025	83579	010-07230-0-00000-36000-43000-0-0000	\$124.93
12264 TIPTON AUTO PARTS	251370	01/10/2025	82883	010-07230-0-00000-36000-43000-0-0000	\$90.45
12264 TIPTON AUTO PARTS	251376	01/10/2025	83648	010-07230-0-00000-36000-43000-0-0000	\$38.57
12264 TIPTON AUTO PARTS	251377	01/10/2025	83704	010-07230-0-00000-36000-43000-0-0000	\$55.14
5760 TIPTON COMMUNITY SERVICES DIST	251378	01/10/2025	10040002	010-00000-0-00000-81000-55000-0-0000	\$692.24
14414 T-MOBILE USA INC.	251366	01/10/2025	987306951	010-00000-0-00000-81000-59000-0-0000	\$599.10
14414 T-MOBILE USA INC.	251296	12/27/2024	970029235	010-07200-0-11100-24900-58000-0-0102	\$4,686.40
14414 T-MOBILE USA INC.	251407	01/17/2025	970029235	010-07200-0-11100-24900-58000-0-0102	\$4,686.40
13463 TULARE COUNTY OFFICE OF EDUCAT	251379	01/10/2025	251659	010-00000-0-00000-24202-58000-0-0000	\$1,465.56
12324 TULE TRASH COMPANY	251381	01/10/2025	335758	010-00000-0-00000-81000-55000-0-0000	\$1,315.67
14424 U.S. BANK EQUIPMENT FINANCE	251393	01/17/2025	545564858	010-00000-0-00000-72000-58000-0-0000	\$731.38
14424 U.S. BANK EQUIPMENT FINANCE	251394	01/17/2025	545564858	010-00000-0-11100-10000-58000-0-0000	\$2,194.11
14557 UBEO BUSINESS SERVICES	251423	01/17/2025	7478439	010-00000-0-00000-81000-58000-0-0000	\$30.00
13496 VALLEY PACIFIC PET. SERV., INC	251382	01/10/2025	24-864047	010-07230-0-00000-36000-43000-0-0000	\$1,582.43
12788 VESTIS SERVICES, LLC	251297	12/27/2024	5031499241	010-00000-0-00000-81000-58000-0-0000	\$641.82
12788 VESTIS SERVICES, LLC	251383	01/10/2025	5031505296	010-00000-0-00000-81000-58000-0-0000	\$641.82
12788 VESTIS SERVICES, LLC	251384	01/10/2025	5031502281	010-00000-0-00000-81000-58000-0-0000	\$641.82
12788 VESTIS SERVICES, LLC	251411	01/17/2025	5031511385	010-00000-0-00000-81000-58000-0-0000	\$641.82
12788 VESTIS SERVICES, LLC	251412	01/17/2025	5031508323	010-00000-0-00000-81000-58000-0-0000	\$641.82
14429 YOUNG CASSANDRA	251392	01/17/2025	REIMB.STC	010-58147-0-11100-10000-44000-0-0000	\$5,248.58

010-General Fund Total Expenditures:

\$333,455.66

14498 CINTAS	251421	01/17/2025	5247708712	130-53100-0-00000-37000-43000-0-0000	\$255.52
12921 GOLD STAR FOODS INC.	251286	12/27/2024	8231913	130-53100-0-00000-37000-47000-0-0000	\$44.20
12921 GOLD STAR FOODS INC.	251413	01/17/2025	7648969	130-53100-0-00000-37000-47000-0-0000	\$86.85
12921 GOLD STAR FOODS INC.	251414	01/17/2025	8273692	130-53100-0-00000-37000-47000-0-0000	\$39.00
12921 GOLD STAR FOODS INC.	251415	01/17/2025	8273721	130-53100-0-00000-37000-47000-0-0000	\$360.05
12921 GOLD STAR FOODS INC.	251397	01/17/2025	8275227	130-53100-0-00000-37000-58000-0-0000	\$43.75
12836 OFFICE DEPOT, INC.	251311	12/27/2024	391368688001	130-53100-0-00000-37000-43000-0-0000	\$423.24
12836 OFFICE DEPOT, INC.	251312	12/27/2024	391383505001	130-53100-0-00000-37000-43000-0-0000	\$14.53
14427 R & L CROW DISTRIBUTING	251416	01/17/2025	12.324	130-53100-0-00000-37000-47000-0-0000	\$653.00
14427 R & L CROW DISTRIBUTING	251418	01/17/2025	12.12.24	130-53100-0-00000-37000-47000-0-0000	\$416.36
14427 R & L CROW DISTRIBUTING	251417	01/17/2025	12.10.24	130-53100-0-00000-37000-47000-0-0000	\$622.64
14427 R & L CROW DISTRIBUTING	251419	01/17/2025	12.17.24	130-53100-0-00000-37000-47000-0-0000	\$523.40
14427 R & L CROW DISTRIBUTING	251420	01/17/2025	12.19.24	130-53100-0-00000-37000-47000-0-0000	\$329.00
13130 SYSCO FOOD SERVICES	251294	12/27/2024	484330784	130-53100-0-00000-37000-47000-0-0000	\$690.10
13130 SYSCO FOOD SERVICES	251295	12/27/2024	484322733	130-53100-0-00000-37000-47000-0-0000	\$1,369.93
13130 SYSCO FOOD SERVICES	250013	12/27/2024	484332981	130-53100-0-00000-37000-47000-0-0000	(\$51.87)
13130 SYSCO FOOD SERVICES	251425	01/17/2025	484354713	130-53100-0-00000-37000-47000-0-0000	\$2,859.63
12324 TULE TRASH COMPANY	251380	01/10/2025	335757	130-53100-0-00000-81000-55000-0-0000	\$1,433.50
12650 VALLEY FOOD SERVICE	251298	12/27/2024	445672	130-53100-0-00000-37000-47000-0-0000	\$814.05

130-Cafeteria Fund Total Expenditures:

\$352,840.22

13607 MANGINI ASSOCIATES, INC.	251348	01/10/2025	15234	356-78100-0-00000-85000-62000-0-0000	\$20,198.28
14266 ORAL E. MICHAM INC	251422	01/17/2025	PAYMENT #12	356-78100-0-00000-85000-62000-0-0000	\$96,949.20

356-County School Facilities Fund (Kinder Facilities):

\$117,147.48

Total Payments

\$803,443.36

6. **INFORMATION: (Verbal Reports & Presentations)**
 - 6.2 2024-2025 LCAP Mid Year Review

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 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	Jackie Everett Principal	jeverett@tipton.k12.ca.us (559)752-4213

Goal 1

Goal Description

All students will demonstrate growth towards meeting and exceeding standards in English language arts (ELA) as measured by California Assessment of Student Performance and Progress (CAASPP) and local education agency (LEA) assessments. English Learners (ELs) and Long Term English Learners (LTELs) will demonstrate progress towards English language development (ELD) as measured by English Language Proficiency Assessment for California (ELPAC) and LEA assessments.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Points from Standard: ELA SBAC (Smarter Balanced Assessment Consortium): ELA Assessment Data Source: Dashboard	Data Year: 2022-2023 <ul style="list-style-type: none"> All Students: (-34.5) points from standard SED: (-35.2) points from standard English Learner: (-44) points from standard Hispanic: (-33.3) points from standard 	Data Year: 2023-2024 <ul style="list-style-type: none"> All Students: (-32) points from standard SED: (-32.4) points from standard English Learner: (-38.6) points from standard Hispanic: (-29.8) points from standard Homeless: (-58.5) points from standard LTELs: (-47.7) points from standard		Data Year: 2023-2024 <ul style="list-style-type: none"> All Students: (-32) points from standard SED: (-32.4) points from standard English Learner: (-38.6) points from standard Hispanic: (-29.8) points from standard Homeless: (-58.5) points from standard LTELs: (-47.7) points from standard	<ul style="list-style-type: none"> All Students: (-14.5) points from standard SED: (-15.2) points from standard English Learner: (-14) points from standard Hispanic: (-13.3) points from standard
1.2	Percent of 2nd - 8th graders measuring at or above proficiency in reading Data Source: STAR READING	Data Year: 2023-2024 All 2nd-8th All Students: 34% SED: 32% EL: 19%			Data Year: 2024-2025 All 2nd-8th All Students: 67% SED: 66% EL: 49%	All 2nd-8th All Students: 44% SED: 42% EL: 39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic: 33% <ul style="list-style-type: none"> 2nd All Students: 50% SED: 48% EL: 33% Hispanic: 49% 3rd All Students: 51% SED: 50% EL: 32% Hispanic: 51% 4th All Students: 47% SED: 42% EL: 28% Hispanic: 43% 5th All Students: 22% SED: 22% EL: 11% Hispanic: 24% LTELs: 13% 6th All Students: 28% SED: 29% EL: 8% Hispanic: 29% LTELs: 5% 7th All Students: 33% SED: 33% EL: 11% Hispanic: 34% LTELs: 12% 8th All Students: 17% SED: 17% EL: 0% 			Hispanic: 65% <ul style="list-style-type: none"> 2nd All Students: 68% SED: 66% EL: 66% Hispanic: 58% 3rd All Students: 64% SED: 63% EL: 48% Hispanic: 64% 4th All Students: 66% SED: 64% EL: 44% Hispanic: 67% 5th All Students: 63% SED: 64% EL: 36% Hispanic: 61% LTELs: 50% 6th All Students: 64% SED: 65% EL: 56% Hispanic: 64 % LTELs: 63 % 7th All Students: 55% SED: 53 % EL: 24 % Hispanic: 55 % LTELs: 32 % 8th All Students: 86% SED: 85% 	Hispanic: 43% <ul style="list-style-type: none"> 2nd All Students: 60% SED: 58% EL: 53% Hispanic: 59% 3rd All Students: 61% SED: 60% EL: 52% Hispanic: 61% 4th All Students: 57% SED: 52% EL: 48% Hispanic: 53% 5th All Students: 32% SED: 32% EL: 31% Hispanic: 34% LTELs: 23% 6th All Students: 38% SED: 39% EL: 28% Hispanic: 39% LTELs: 15% 7th All Students: 43% SED: 43% EL: 31% Hispanic: 44% LTELs: 22% 8th All Students: 27% SED: 27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic: 17% LTEs: 0%			EL: 71% Hispanic: 88% LTEs: 64%	EL: 20% Hispanic: 27% LTEs: 10%
1.3	Percent of K-2 graders measuring at or above proficiency in DRA Data Source: Developmental Reading Assessment (DRA)	Data Year: 2023-2024 K-2nd Overall: 23% <ul style="list-style-type: none"> Kinder- All Students: 4.26% SED: 4.26% Hispanic: 4.55% EL: 2.78% 1st grade- All Students: 22.03% SED: 21.43% Hispanic: 23.21% EL: 15.79% 2nd grade- All Students: 39.58% SED: 36.96% Hispanic: 38.64% EL: 26.47% 			Data Year: 2024-2025 K will test in the spring <ul style="list-style-type: none"> 1st grade- All Students: 30% SED: 30% Hispanic: 28% EL: 21% 2nd grade- All Students: 13% SED: 13% Hispanic: 13% EL: 14% 	<ul style="list-style-type: none"> Kinder- All Students: 45.0% SED: 45.0% Hispanic: 45.0% EL: 55.0% 1st grade- All Students: 46.0% SED: 46.0% Hispanic: 46.0% EL: 56.0% 2nd grade- All Students: 59.0% SED: 59.0% Hispanic: 59% EL: 65.0%
1.4	Percent of TK - 8 graders who met or exceeded the standard for writing Data Source: Local Writing Benchmarks	Data Year: 2023-2024 <ul style="list-style-type: none"> TK All Students: 55% SED: 47% Hispanic: 50% EL: 46.15% Kinder All Students: 62.5% SED: 60% Hispanic: 64.44% EL: 59.46% 1st All Students: 62.71% SED: 60% Hispanic: 64.29% 			Data Year: 2024-2025 <ul style="list-style-type: none"> TK All Students: 32% SED: 30% Hispanic: 32% Kinder All Students: 67% SED: 67% Hispanic: 67% EL: 67% 1st All Students: 89% SED: 88% Hispanic: 88% 	<ul style="list-style-type: none"> TK All Students: 65% SED: 57% Hispanic: 60% EL: 65.0% Kinder All Students: 72.0% SED: 70.0% Hispanic: 74.0% EL: 75.0% 1st All Students: 72.0% SED: 70.0% Hispanic: 74.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		EL: 57.89% <ul style="list-style-type: none"> 2nd All Students:: 61.22% SED: 59.57% Hispanic: 60.87% EL: 51.43% 3rd All Students: 55.56% SED: 52.94% Hispanic: 55.77% EL: 34.38% 4th All Students: 42.5% SED: 44.74% Hispanic: 40.42 EL: 37.04% 5th All Students: 36.67% SED: 33.93% Hispanics 36.84% EL: 29.73% LTELs: 37.5% 6th All Students: 48.39% SED: 48.33% Hispanics: 50% EL: 22.22% LTELs: 30% 7th All Students: 55.32% SED: 56.82% Hispanics: 55.56% EL: 36.84% LTELs: 41% 8th All Students: 82.76 % SED: 81.48% Hispanics: 84.91% 			EL: 85% <ul style="list-style-type: none"> 2nd All Students: 40% SED: 39 % Hispanic: 41% EL: 36% 3rd All Students: 51% SED: 50% Hispanic: 51% EL: 39% 4th All Students: 43% SED: 39% Hispanic: 44% EL: 17% 5th All Students: 35% SED: 34% Hispanics 33% EL: 16 % LTELs: 25% 6th All Students: 42% SED: 43% Hispanics: 42% EL: 31% LTELs: 38% 7th All Students: 65% SED: 63% Hispanics: 68% EL: 50% LTELs: 58 % 8th All Students: 71 % SED: 70 % 	EL: 67.0% <ul style="list-style-type: none"> 2nd All Students: 77.0% SED: 69% Hispanic: 70.0% EL: 71.0 3rd All Students: 65.0% SED: 62.0% Hispanic: 65.0% EL: 54.0% 4th All Students: 52.0% SED: 54.0% Hispanic: 50.0% EL: 57.0% 5th All Students: 46.0% SED: 43.0% Hispanics 46.0% EL: 49.0% LTELs: 47.% 6th All Students: 58.0% SED: 58.0% Hispanics: 60% EL: 42.0% LTELs: 40% 7th All Students: 65.32% SED: 66.0% Hispanics: 65.0% EL: 46.0% LTELs: 51% 8th All Students: 92.0% SED: 91%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		EL: 52.94% LTELs: 60%			Hispanics:73 % EL:25 % LTELs:21 %	Hispanics: 94..0% EL:72.0% LTELs: 70.0%
1.5	Percent of K - 3rd grade students measuring at or above benchmark in DIBELS Reading Assessment Data Source: Acadience	Data Year: 2023-2024 <ul style="list-style-type: none"> Kinder All Students: 33% SED: 20% Hispanics: 30% EL: 29% 1st Overall 34% SED: 28% Hispanics:35% EL: 21% 2nd Overall: 47% SED: 48% Hispanics:47% EL:36% 3rd Overall: 49% SED: 48% Hispanics:49% EL: 34.5% 			Data Year: 2024-2025 <ul style="list-style-type: none"> Kinder All Students: 20% SED: 22% Hispanics: 19% EL:17 % 1st Overall 27% SED:28 % Hispanics:28% EL:21 % 2nd Overall: 41% SED:40 % Hispanics:42% EL:35% 3rd Overall: 32% SED: 31% Hispanics:33% EL: 17% 	<ul style="list-style-type: none"> Kinder All Students:43% SED: 30% Hispanics: 40% EL: 50% 1st All Students: 44% SED: 38% Hispanics:45% EL: 41% 2nd All Students: 57% SED: 58% Hispanics: 57% EL: 56% 3rd All Students: 59% SED: 58% Hispanics: 69% EL: 55%
1.6	Percent of English learners making progress toward English Language Proficiency. Data Source: English Learner Progress Indicator (ELPI) School Dashboard	Data Year: 2022-23 All Students: 47% of English learner made progress towards language proficiency 2023 Dashboard			Data Year: 2023-24 All Students: 49.3% of English learner made progress towards language proficiency 2024 Dashboard LTELs: 77.8% making progress	All Students: 57% of English learner made progress towards language proficiency 2023 Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.7	Percent of EL students who are reclassified Data Source: CALPADS	Data Year: 2023-2024 Overall:10% of EL students were reclassified			TBD	All Students: 48% of EL students were reclassified
1.8	Percent of students receiving instruction aligned to the ELD standards Data Source: ELD Standards Classroom Observations	Data Year: 2023-2024 All Students: 100% receiving instruction aligned to the ELD standards. This is confirmed through the examination of all lesson plans.	Data Year: 2024-2025 All Students: 100% receiving instruction aligned to the ELD standards. This is confirmed through the examination of all lesson plans.		Data Year: 2024-2025 All Students: 100% receiving instruction aligned to the ELD standards. This is confirmed through the examination of all lesson plans.	All Students: 100% receiving instruction aligned to the ELD standards
1.9	Percent of fully credentialed teachers Data Source: CALPADS Fall 2 submission	Data Year: 2023-2024 96% fully credentialed			Data not yet available	100% fully credentialed
1.10	Percent of Teacher Misassignment Rate Data Source: CALPADS Fall 2 submission	Data Year: 2023-2024 The teacher misassignment rate is 3.6%			Data not yet available	0% Misassignment
1.11	Percent of teacher attrition rate Data Source: AERIES	Data Year: 2023-2024 6.7% teacher attrition rate	Data Year: 2024-2025 10% teacher attrition rate		Data Year: 2024-2025 10% teacher attrition rate	0% teacher attrition rate
1.12	Percent of students with access to standards aligned materials Data Source: Governing Board's Approval of Resolution Determining that Pupils Have	Data Year: 2023-2024 100% of students have access to standards aligned materials	Data Year: 2024-2025 100% of students have access to standards aligned materials		Data Year: 2024-2025 100% of students have access to standards aligned materials	100% of students have access to standards aligned materials

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Sufficient Textbooks or Instructional Materials.					
1.13	Percent of Implementation of academic content/performance standards Data Source: Lesson Plans	Data Year: 2023-2024 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	Data Year: 2024-2025 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards		Data Year: 2024-2025 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards	Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.
1.14	Percent of pupil access and enrollment in a broad range of study, including both unduplicated and special needs students Data Source: Lesson Plans	Data Year: 2023-2024 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.	Data Year: 2024-2025 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.		Data Year: 2024-2025 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.

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	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)	Yes	Fully Implemented	Instructional aides are providing small group support.		\$433,530.00	\$196,281.65

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
1.2	Technology and Resources Provide students with access to technology and resources for student research and learning in English Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician and support staff. Provide all English Language Learner students with access to technology and resources for student research and learning. (LCFF and Title IV)	Yes	Fully Implemented	Technology has been purchased as needed to provide students with access to technology and resources. Technology support technician and support staff are in place supporting students and staff.		\$157,600.00	\$126,273.83
1.3	ELA Materials: Books and Supplies Provide all students, students with special needs and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks.	Yes	Fully Implemented	Materials have been purchased for English Language Arts.		\$25,000.00	\$15,395.27
1.4	Awards/Incentives Provide all students and students with special needs and EL students with incentives and awards to	Yes	Fully Implemented	Awards and incentives are in place and planned throughout the school year.		\$6,000.00	\$2,559.34

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
	recognize and encourage increased achievement in language proficiency and ELA. (LCFF)						
1.5	Librarian Allocate resources for a full-time librarian to enhance student access to books, technology, and assist teachers in implementing the California State Standards (CSS) for English Language Arts. (LCFF)	Yes	Fully Implemented	Full time librarian is in place.		\$98,000.00	\$44,573.68
1.6	Resource Teacher Provide a Resource Teacher to facilitate the adoption of a school-wide CSS-centered professional development strategy, aimed at enhancing the achievement of all students. This includes designing and executing a comprehensive intervention program to assist struggling students across the school. Additionally, the Resource Teacher will monitor student progress diligently to prevent any student from falling behind and will work to enhance community outreach efforts. (LCFF/Title I, Title II)	Yes	Fully Implemented	A Resource Teacher is in place supporting the needs of the students and school.		\$166,738.00	\$84,887.69

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 Expand students' cultural horizons, including those with special needs, by offering educational and college readiness field trips and assemblies aimed at enriching their experiences.	Yes	Fully Implemented	Students are participating in field trips throughout the school year.		\$45,000.00	\$18,143.84
1.8	Salary Increase We are deeply dedicated to recruiting, hiring, and retaining exceptionally skilled personnel, as this significantly impacts the quality of the district's educational offerings, especially for English Learners and Low-Income students. The salary adjustment has contributed to a decrease in teacher turnover, resulting in the retention of highly qualified staff. The success of this initiative will be assessed based on academic achievement metrics related to this objective.	Yes	Fully Implemented	A salary increase was added.		\$125,000.00	\$0.00
1.9	Summer School Offer extended summer learning opportunities aimed at addressing academic intervention and remediation for students who require assistance catching up on missed grade-level content. Additionally, provide targeted interventions tailored to the specific needs of students with disabilities,	No	Planned	Summer School will be offered this summer		\$98,600.00	\$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
	foster youth, homeless individuals, and English Learners. (ELO-P)						
1.10	Tutoring Provide tutoring services designed to address academic intervention and remediation for students who need assistance in catching up on missed grade-level content. Additionally, offer targeted interventions tailored to the unique needs of students with disabilities, foster youth, homeless individuals, and English Learners. (Title I and ELO-P)	No	Partially Implemented	Tutoring services are being provided throughout the school year.		\$39,000.00	\$13,543.50
1.11	Web-Based Programs Implement web-based programs aimed at improving the academic achievement of disadvantaged students. (Title I & LCFF)	Yes	Fully Implemented	Implemented web based programs		\$10,000.00	\$36,912.10
1.12	Materials Title I funds will be allocated to provide instructional materials and supplies to support classroom activities and enhance	No	Fully Implemented	Materials purchased to provide additional materials and supplies to support classroom activities.		\$1,500.00	\$538.67

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
	supplemental learning opportunities.						
1.13	Library Books and Materials Enhance and expand the variety of library resources available to all students.	Yes	Fully Implemented	Additional library books have been purchased.		\$15,000.00	\$8,829.47
1.14	MTSS Coach Enhance the multi-tiered system of supports for students by fostering teacher understanding. Substitute coverage will be arranged to facilitate one-on-one support when a coach enters the classroom to assist teachers.	Yes	Fully Implemented	An MTSS Coach has been contracted with TCOE and is providing support to teachers throughout the school year		\$10,712.50	\$2,959.32
1.15	STEM Enrichment Teacher Employ a STEM enrichment teacher to expedite English Learners' acquisition of oral language fluency, academic vocabulary, and writing proficiency within STEM subject areas.	Yes	Fully Implemented	A Stem enrichment teacher has been provided.		\$130,014.00	\$65,288.80

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
1.16	Materials and Supplies Ensure that all students have access to the necessary materials and manipulatives required for their STEM classes.	Yes	Fully Implemented	Materials and supplies have been purchased to support the STEM class.		\$3,000.00	\$1,153.09
1.17	Writing Professional Development to support ELs & LTELs Professional Development (PD) will be provided to staff in order to best support the writing needs of English Learners and Long-term English Learners. This PD will enable the delivery of effective writing instruction that assist in accelerating English language acquisition and provide successful English Language Development.	Yes	Fully Implemented	Professional Development is being provided this year on writing to support ELs and LTELs throughout the school year.		\$16,620.00	\$1,674.30
1.18	Reading Intervention Provide targeted reading intervention during the after school program using Air Reading. (ELOP)	No	Fully Implemented	Air Reading intervention has been implemented during the afterschool program.		\$30,000.00	\$15,000

Goal 2

Goal Description

All students will demonstrate growth towards meeting and exceeding standards in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) and local education agency (LEA) assessments.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Points from Standard: Math Data Source: Dashboard	Data Year: 2022-2023 <ul style="list-style-type: none"> All Students: (-64.3) points from standard SED: (-65.2) points from standard English Learner: (-71) points from standard Hispanic: (-62.9) points from standard 	Data Year: 2023-2024 <ul style="list-style-type: none"> All Students: (-67.8) points from standard SED: (-69.6) points from standard English Learner: (-73.5) points from standard Hispanic: (-66.2) points from standard Homeless: (-96.2) points from standard LTELs: (-107) points from standard		Data Year: 2023-2024 <ul style="list-style-type: none"> All Students: (-67.8) points from standard SED: (-69.6) points from standard English Learner: (-73.5) points from standard Hispanic: (-66.2) points from standard Homeless: (-96.2) points from standard LTELs: (-107) points from standard	<ul style="list-style-type: none"> All Students: (-44.3) points from standard SED: (-45.2) points from standard English Learner: (-51) points from standard Hispanic: (-42.9) points from standard
2.2	Percent of 2nd - 8th graders measuring at or above proficiency in math Data Source: STAR MATH	Data Year: 2023-2024 All 2nd-8th All students: 51% SED 50% EL: 41% Hispanic: 51%			Data Year: 2024-2025 All 2nd-8th All students: 64% SED 63% EL: 50% Hispanic: 64%	All 2nd-8th All students: 61% SED 60% EL: 51% Hispanic: 61% LTELs: 34%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		LTELs: 24% <ul style="list-style-type: none"> 2nd All students: 60% SED: 59% EL: 47% Hispanic: 60% 3rd All students: 75% SED: 66% EL: 53% Hispanic: 68% 4th All students: 57% SED: 63% EL: 58% Hispanic: 59% 5th All students: 40% SED: 31% EL: 32% Hispanic: 38% LTELs: 25% 6th All students: 31% SED: 32% EL: 15% Hispanic: 30% LTELs: 14% 7th All students: 49% SED: 61% EL: 28% Hispanic: 49% LTELs: 29% 8th All students: 55% SED: 69% EL: 24% 			LTELs: 48% <ul style="list-style-type: none"> 2nd All students: 56% SED: 53% EL: 49% Hispanic: 53% 3rd All students: 67% SED: 66% EL: 55% Hispanic: 67% 4th All students: 76% SED: 75% EL: 59% Hispanic: 75% 5th All students: 56% SED: 53% EL: 44% Hispanic: 55% LTELs: 50 % 6th All students: 65% SED: 67% EL: 63% Hispanic: 65% LTELs: 70% 7th All students: 54% SED: 53% EL: 36% Hispanic: 55% LTELs: 26% 8th All students: 74% SED: 73% 	<ul style="list-style-type: none"> 2nd All students: 70% SED: 69% EL: 57% Hispanic: 70% 3rd All students: 85% SED: 76% EL: 63% Hispanic: 78% 4th All students: 67% SED: 73% EL: 68% Hispanic: 69% 5th All students: 50% SED: 41% EL: 42% Hispanic: 48% LTELs: 35% 6th All students: 41% SED: 42% EL: 25% Hispanic: 40% LTELs: 24% 7th All students: 59% SED: 71% EL: 38% Hispanic: 59% LTELs: 39% 8th All students: 65% SED: 79% EL: 34% Hispanic: 65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic: 55% LTELs: 33%			EL: 47% Hispanic: 76% LTELs: 45%	LTELs: 43%
2.3	Percent of students who met or exceeded standard on the TESD Benchmark Data Source: Local math benchmark	Data Year: 2023-2024 <ul style="list-style-type: none"> K- All students: 64.58% SED: 65.22% EL: 67.57% Hispanic: 62.22% 1st- All students: 67.24% SED: 64.81% EL: 59.46% Hispanic: 67.86% 2nd- All students: 89.36% SED: 88.89% EL: 87.88% Hispanic: 88.64% 3rd- All students: 65.22% SED: 62.79% EL: 58.62% Hispanic: 68.18% 4th- All students: 40.54% SED: 40% EL: 44% Hispanic: 35.29% 5th- All students: 8.93% SED: 9.43% EL: 11.11% Hispanic: 9.26% LTELs: 13% 6th- 			Data Year: 2024-2025 <ul style="list-style-type: none"> K- All students: 65% SED: 62% EL: 63% Hispanic: 65% 1st- All students: 86% SED: 88% EL: 85% Hispanic: 86% 2nd- All students: 51% SED: 48% EL: 46% Hispanic: 50% 3rd- All students: 60% SED: 59% EL: 50% Hispanic: 60% 4th- All students: 37% SED: 35% EL: 21% Hispanic: 38% 5th- All students: 15% SED: 16% EL: 6% Hispanic: 15% LTELs: 0% 6th- 	<ul style="list-style-type: none"> K- All students: 74.58% SED: 75.22% EL: 77.57% Hispanic: 72.22% 1st- All students: 77.24% SED: 74.81% EL: 69.46% Hispanic: 77.86% 2nd- All students: 94% SED: 93% EL: 92% Hispanic: 93% 3rd- All students: 75.22% SED: 72.79% EL: 68.62% Hispanic: 78.18% 4th- All students: 50.54% SED: 50% EL: 54% Hispanic: 45.29% 5th- All students: 18.93% SED: 19.43% EL: 21.11% Hispanic: 19.26% LTELs: 23% 6th-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		All students: 15.51% SED: 16.07% EL: 8% Hispanic: 16.98% LTELs: 10% <ul style="list-style-type: none"> 7th- All students: 23.81% SED: 20.51% EL: 11.11% Hispanic: 23.81% LTELs: 5.88% 8th- All students: 26.53% SED: 23.91% EL: 7.14% Hispanic: 26.67% LTELs: 6.67% 			All students: 15% SED: 15% EL: 11% Hispanic: 15% LTELs: 15% <ul style="list-style-type: none"> 7th- All students: 3% SED: 3 % EL: 4% Hispanic: 3% LTELs: 5% 8th- All students: 28% SED: 27% EL: 0% Hispanic: 29% LTELs: 0% 	All students: 25.51% SED: 26.07% EL: 81% Hispanic: 26.98% LTELs: 20% <ul style="list-style-type: none"> 7th- All students: 33.81% SED: 30.51% EL: 21.11% Hispanic: 33.81% LTELs: 15.88% 8th- All students: 36.53% SED: 33.91% EL: 17.14% Hispanic: 36.67% LTELs: 16.67%
2.4	Percent of fully credentialed Teachers Data Source: CALPADS Fall 2 submission	Data Year: 2023-2024 96% fully credentialed			Data not yet available	100% fully credentialed
2.5	Percent of Teacher Misassignment Rate Data Source: CALPADS Fall 2 submission	Data Year: 2023-2024 The teacher misassignment rate is 3.6%			Data not yet available	0% Misassignment
2.6	Percent of teacher attrition rate Data Source: AERIES	Data Year: 2023-2024 The teacher attrition rate for 6.7%	Data Year: 2024-2025 10% teacher attrition rate		Data Year: 2024-2025 10% teacher attrition rate	0% teacher attrition rate
2.7	Percent of students with access to standards aligned materials	Data Year: 2023-2024	Data Year: 2024-2025		Data Year: 2024-2025	100% of students have access to standards aligned materials

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Data Source: Governing Board's Approval of Resolution Determining that Pupils Have Sufficient Textbooks or Instructional Materials.	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	
2.8	Percent of Implementation of academic content/performance standards Data Source: Lesson Plans	Data Year: 2023-2024 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	Data Year: 2024-2025 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.		Data Year: 2024-2025 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.
2.9	Percent of pupil access and enrollment in a broad range of study, including both unduplicated and special needs students Data Source: Lesson Plans	Data Year: 2023-2024 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson	Data Year: 2024-2025 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson		Data Year: 2024-2025 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson	100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson

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	Math Materials: Books and Supplies Provide all students and students with special needs with ancillary math materials including	Yes	Fully Implemented	Materials and malipulatives will be purchased throughout the year.		\$25,000.00	\$509.24

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						
2.2	Awards/Incentives Provide students with incentives and awards to recognize and encourage increased achievement in math. (LCFF)	Yes	Fully Implemented	Awards and incentives are in place and planned throughout the school year.		\$6,000.00	\$0.00
2.3	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	Math Professional Development is in place.		\$7,200.00	\$2,227.59
2.4	Web-Based Programs Web-based programs to address improving achievement of disadvantaged students (Title I & LCFF)	Yes	Fully Implemented	Web-based programs are being used.		\$2,500.00	\$6,834.90

Goal 3

Goal Description

Enhancing the atmosphere within the school environment, concurrently boosting student attendance, reducing chronic absenteeism and suspension rates and ensuring a safe and secure campus.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Attendance Rate <10% Data Source: CALPADS	Data year: 2022-2023 All students- 95.67% SED- 90.21% Hispanic- 90.77%			Data year: 2023-2024 2023-24 Attendance Rate: 94% (468.64/501)based on P2. All students- 84.5% SED- 83.6% Hispanic- 84.4%	All students- 97% SED- 92% Hispanic- 93%
3.2	Chronic Absentee Rate Data Source: School Dashboard	Data Year: 2022-2023 All students- 19.4% SED - 20.2% English learner - 19.7% Hispanic/Latino - 19.5% Homeless - 25.7%	Data Year: 2023-2024 All students- 15.8% SED - 25% English learner - 13.6% Hispanic/Latino - 15.9% Homeless - 25% LTELs - 14.9%		Data Year: 2023-2024 All students- 15.8% SED - 25% English learner - 13.6% Hispanic/Latino - 15.9% Homeless - 25% LTELs - 14.9%	All students- 9% chronic absentee rate SED - 10.2% English learner - 9.7% Hispanic/Latino - 9.5% Homeless - 15.7%
3.3	Pupil suspension rate	Data Year: 2022-2023	Data Year: 2023-2024		Data Year: 2023-2024	All students- 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Data Source: Dashboard	All students-- 5.7% SED- 5.7% English learner- 5.4% Hispanic - 5.1% Homeless - 2.4%	All students-- 3.1% SED - 2.7% English learner- 3% Hispanic - 2.6% Homeless - 3.1% LTELs - 14.9%		All students-- 3.1% SED - 2.7% English learner- 3% Hispanic - 2.6% Homeless - 3.1% LTELs - 14.9%	SED- 2.4% English learner- 2.4% Hispanic - 2.4% Homeless - 2.4%
3.4	Middle school dropout rate Data Source: CALPADS	Data Year: 2022-2023 0%	Data Year: 2023-2024 0%		Data Year: 2023-2024 0%	0%
3.5	Pupil expulsion rate Data Source: Data Quest/CALPADS	Data Year: 2022-2023 All students- 0.2% SED- 0% Hispanic 0.2% English learner 0.2%	Data Year: 2023-2024 All students- 0.4% SED- 0 % Hispanic 0.2% English learner 0.4%		Data Year: 2023-2024 All students- 0.4% SED- 0 % Hispanic 0.2% English learner 0.4%	All students- less than 1% SED- less than 1% Hispanic- less than 1% English learner- less than 1%
3.6	California Healthy Kids Survey Data Source: California Healthy Kids Survey (CHKS)	Data Year: 2023-2024 All students- 92% of 6th graders and 96% of 7th graders completed the survey. 11.25% of staff complete the survey Note: 5th graders were not able to take the healthy kids survey			Survey not yet administered for 2024-25	95% of 5th and 7th grade students and staff participate in the California Healthy Kids Survey each year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		this year. 6th graders took it instead.				
3.7	Local LCAP parent and employee survey Data Source: Local Survey	Data Year: 2023-2024 14 parents and 60 staff participated in the annual LCAP survey.			Survey not yet administered for 2024-25	To have 60 parents, and 30 employees participate in the survey to provide feedback on the LCAP.
3.8	Parent Safety and Connectedness Survey Data Source: Local Survey	Data Year: 2023-2024 91% of parents feel safe and connected at school			Survey not yet administered for 2024-25	To have 98% of parents that feel safe and connected at school.
3.9	Student LCAP Survey Data Source: Local Survey	Data Year: 2023-2024 85% of students report a need for more counseling services and social emotional learning opportunities			Survey not yet administered for 2024-25	Based on the data a decrease of 20% of students will report the need for more counseling services and SEL opportunities.
3.10	Staff Safety and Connectedness Survey Data Source: Local Survey	Data Year: 2023-2024 86% of staff feel safe and connected at school.			Survey not yet administered for 2024-25	To have 95% of staff that feel safe and connected at school
3.11	Student Safety and Connectedness Survey Data Source: 5th grade Local Survey	Data Year: 2023-2024 85.7% of students in 5th grade feel safe and connected at school.			Survey not yet administered for 2024-25	To have 95% of students feel safe and connected at school

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	Awards and Incentives Offer students incentives and rewards as a way to acknowledge and motivate them for improved attendance and demonstrating positive character traits.	Yes	Fully Implemented	Awards and incentives are in place and planned throughout the school year		\$4,000.00	\$2,225.84
3.2	Psychologist Allocate extra hours for School Psychologists to support efforts in enhancing student attendance, reducing chronic absenteeism, and addressing truancy rates and suspensions. Their involvement will aid in fostering a positive school environment, conducting parent outreach initiatives, and facilitating the implementation of the School Attendance Review Board (SARB) process. (This action addresses the requirement for the Dashboard Red indicator for Suspensions for the All Students and English Learner groups.)	Yes	Fully Implemented	Psychologist is in place and actively supporting students and families.		\$68,840.00	\$15,132.00
3.3	LVN Provide a Licensed Vocational Nurse (LVN) to aid in addressing student health concerns and conducting outreach to families.	Yes	Fully Implemented	The LVN is in place and actively supporting students and families per her respective duties.		\$53,437.00	\$22,136.46

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
3.4	RN Allocate additional days for Registered Nurses (RNs) to support student health needs and conduct outreach to families.	Yes	Fully Implemented	The RN is in in place and actively supporting students and families per her respective duties.		\$12,090.00	\$0.00
3.5	BHS mental health professional Supportive services encompass a range of offerings such as staff and parent training, brief mental health support, interim mental health assistance, crisis intervention, support for the School Attendance Review Board (SARB), aid for school staff and classroom management, family outreach, community connections, and support for student groups focusing on social skills, anger management, anti-bullying efforts, social-emotional learning, girls' circles, mindfulness and behavior associated with suspensions. This action addresses the requirement of the red indicator for all students and English learners.	Yes	Fully Implemented	BHS mental health professional staff is in place and actively supporting students and families per their respective duties.		\$46,000.00	\$16,783.74
3.6	Special Friends Aide Allocate additional counseling support specifically tailored for TK-3 students to help improve attendance, reduce chronic	No	Fully Implemented	A Special Friends Aide is in place to provide additional counseling support.		\$12,250.00	\$5,701.65

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
	absenteeism, and foster a positive school environment.						
3.7	Parent Liaison Our parent liaison functions as a bridge between the school and the community, working closely to identify needs and connect families with essential services aimed at enhancing our students' lives. Acting as a liaison among teachers, parents, students, support staff, and the community, she facilitates communication regarding educational programs, services, and student-related matters. Additionally, she assists in coordinating and arranging various programs and services to address the diverse needs of our students. (Title 1)	No	Fully Implemented	A Parent Liaison is in place to provide services between the school and community along with connecting families with services.		\$29,752.00	\$13,672.51
3.8	Triage Social Worker The Triage Social Worker (TSS) collaborates closely with students, parents/caregivers, community partners, and staff to establish a safe, healthy, and nurturing learning atmosphere for all students. The TSS conducts individual or small group sessions with students to offer interim counseling, social/emotional support, and skill development across different domains such as coping mechanisms, social skills, and	Yes	Fully Implemented	A Triage social worker is in place and actively supporting students and families per their respective duties.		\$46,000.00	\$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
	mindfulness. Furthermore, the TSS is accessible to help families in need by facilitating connections to community resources to address their fundamental requirements. This action addresses the requirement of the red indicator for all students and English learners.						
3.9	Infrastructure/ Software ActVnet Tipton Elementary prioritizes the safety of its students, and as such, school leaders are investing in infrastructure and software to enhance emergency response capabilities. This web-based system will facilitate seamless communication with first responders in case of an emergency. Once deployed, the system will grant law enforcement dispatchers access to the school's camera network, campus maps, and 360-degree images of classrooms. This comprehensive view enables emergency dispatchers to relay critical information swiftly to responding officers, thereby expediting and improving the effectiveness of emergency response efforts.	Yes	Fully Implemented	ActVnet is in place to assist with the safety of the school.		\$2,400.00	\$2,400.00
3.10	Student Information	Yes	Fully Implemented	The Early Warning System (EWS) Aeries		\$4,250.00	\$2,100.00

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.			Analytics identifies at-risk students.			
3.11	CPR CPR training for staff to ensure the safety of all students and staff	No	Planned	This will be offered in the fall of 2025		\$0.00	\$0.00
3.12	Door Locks Updating the current door locks with a keyless entry door lock to increase a safer and more secure campus (LCFF and ELOP)	Yes	Planned	Waiting on estimates prior to starting this project and going out to bid.		\$130,408.75	\$0.00
3.13	Professional Development Provide training to staff on trauma informed practices in school and building relationships with challenging students.	Yes	Fully Implemented	Staff received training on trauma informed practices.		\$4,400.00	\$1,826.89

Goal 4

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Opportunities for parent involvement in district decision making. Data Source: Local Data	Data Year: 2023-2024 19 opportunities for parent involvement in district decision making			Data Year: 2024-2025 3 opportunities for parent involvement in district decision making	20 opportunities for parent involvement in district decision making
4.2	Opportunities for parent education in school wide programs Data Source: Local Data	Data Year: 2023-2024 44 opportunities for parent education in school wide programs			Data Year: 2024-2025 15 opportunities for parent education in school wide programs	45 opportunities for parent education in school wide programs
4.3	Number of school sponsored parent events Data Source: Local Data	Data Year: 2023-2024 23 sponsored parent events			Data Year: 2024-2025 13 sponsored parent events	20 sponsored parent events
4.4	Percent 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 Data Source: Local Data	Data Year: 2023-2024 95% Parent conference rate			Data Year: 2024-2025 87% Parent conference rate	97% Parent conference attendance rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

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	Parent Events Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	Yes	Fully Implemented	Parent events have been held this year. More opportunities have been planned throughout the year.		\$10,000.00	\$2,295.83
4.2	Student Information/Parent Communication Provide parent access to real-time student and school information 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.	Yes	Fully Implemented	Student information/parent communication is used through Parentsquare, the school web site and the Aeries portal for parent access.		\$11,084.00	\$17,897.99

Goal 5

Goal Description

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Number of VAPA events available to entire school community Data Source: Local Records	Data Year: 2023-2024 4 VAPA events			Data Year: 2024-2025 1 VAPA events	Host at least 6 VAPA events available to entire school community
5.2	Percentage of students who participate in music during the regular school day Data Source: AERIES	Data Year: 2023-2024 68% of our students participating in music during the regular school day.			Data Year: 2024-2025 11.2% of our students participating in music during the regular school day.	80% of our students participating in music during the school day
5.3	Feedback from education partners pertaining to engagement nights, VAPA events and elective offerings. Data Source: Surveys	Baseline will be established 2024-2025			TBD	80% of educational partners participate in the survey
5.4	School Facilities Repair Status Data Source: Facility Inspection Tool (FIT) Report	Facilities will maintain a yearly repair status rating of "Good" or better. Rating for 2023-24: Good			Facilities will maintain a yearly repair status rating of "Good" or better. Rating for 2024-2025:	Rating of "Good" or better

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	Facilities Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Enhancements to school infrastructure encompass, among other things, the modernization of buildings, provision of supplies and equipment, upgrading student desks, and maintaining fields and playgrounds.	Yes	Partially Implemented	Adequate facilities offered and will be updated through the modernization of buildings with upcoming projects.		\$325,000.00	\$325,000.00
5.2	Equipment Equip all students with music and theater instruments and apparatus to support their engagement in Visual and Performing Arts (VAPA) activities.	Yes	Planned	Equipment needed for theater will be purchased.		\$5,000.00	\$0.00
5.3	School Garden Provide a school garden serving as an educational space aimed at fostering real-world, hands-on learning experiences for students from kindergarten to eighth grade. This initiative enables students to understand the significance of agriculture and nutrition through outdoor classroom activities.	Yes	Fully Implemented	School garden is provided for all classrooms to utilize. Supplies are purchased for the school garden.		\$2,500.00	\$354.70

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
5.4	Custodial Staff Allocate additional hours to transition one part-time custodial staff member into a full-time position. This expansion enables the provision of extra support for student and parent events, funded through the Additional Concentration Grant.	Yes	Fully Implemented	One custodian transitioned to fulltime. This provided extra support for student and parent events.		\$30,207.00	\$15,030.30
5.5	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	Partially Implemented	Supplies have been purchased and will continue to be purchased as needed.		\$6,000.00	\$75.78
5.6	Music Provide a Music Teacher.	Yes	Not Implementing			\$132,424.47	\$0.00
5.7	Materials and Supplies Provide supplies essential for broad range of study, facilitating the elective courses offered.	Yes	Fully Implemented	Supplies have been purchased and will continue to be as needed.		\$5,500.00	\$1,177.28

Goal 6

Goal Description

Maintain class sizes of 24:1 or less across grades TK-8

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
6.1	Class size of less than or equal to 24:1 Data Source: AERIES	Data Year: 2023-2024 All classes were maintained at or below 24:1			Data Year: 2024-2025 All classes were maintained at or below 24:1	All classes were maintained at or below 24:1
6.2	Points from Standard: ELA Data Source: Dashboard	Data Year: 2022-2023 <ul style="list-style-type: none"> All Students: (-34.5) points from standard SED: (-35.2) points from standard English Learner: (-44) points from standard Hispanic: (-33.3) points from standard 			Data Year: 2023-2024 <ul style="list-style-type: none"> All Students: (-32) points from standard SED: (-32.4) points from standard English Learner: (-38.6) points from standard Hispanic: (-29.8) points from standard Homeless: (-58.5) points from standard LTELs: (-47.7) points from standard	<ul style="list-style-type: none"> Overall: (-14.5) points from standard SED: (-15.2) points from standard English Learner: (-24) points from standard Hispanic: (-13.3) points from standard
6.3	Points from Standard: Math	Data Year: 2022-2023			Data Year: 2023-2024	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Data Source: Dashboard	<ul style="list-style-type: none"> Overall: (-64.3) points from standard SED: (-65.2) points from standard English Learner: (-71) points from standard Hispanic: (-62.9) points from standard 			<ul style="list-style-type: none"> All Students: (-67.8) points from standard SED: (-69.6) points from standard English Learner: (-73.5) points from standard Hispanic: (-66.2) points from standard <p>Homeless: (-96.2) points from standard</p> <p>LTEs: (-107) points</p>	<ul style="list-style-type: none"> Overall: (-44.3) points from standard SED: (-45.2) points from standard English Learner: (-51) points from standard Hispanic: (-42.9) points from standard

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
6.1	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 and increase pupil achievement and engagement	Yes	Fully Implemented	Small classes have been provided.		\$465,480.00	\$231,649.94

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
6.2	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	Additional teachers are being used to support small class size.		\$279,706.00	\$169,128.27

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		

7.

ANY OTHER BUSINESS:

7.1 December Board Policy Updates

Bylaw 9240: Board Training

Status: DRAFT

Original Adopted Date: 03/01/2022

The Governing Board believes that the Board's ability to effectively and responsibly govern the district is essential to promoting student achievement, building positive community relations, and protecting the public interest in district schools. Board members shall participate in mandatory ethics training, as outlined below, and are encouraged to participate in ongoing opportunities for professional development sufficient to help them understand their responsibilities, stay abreast of new developments in education, and improve governance skills.

Unless a Board member's term expires prior to January 1, 2026, each Board member shall complete ethics training in accordance with Government Code 53234-53235.2 by January 1, 2026, and at least once every two years thereafter. (Government Code 53235)

Once completed, the Board member shall inform the Board president and Superintendent, who shall ensure that records are retained for each Board member's participation in the required ethics training.

The Board president and/or the Superintendent or designee shall provide an orientation to newly elected or appointed Board members consistent with Board Bylaw 9230 - Orientation.

The Board president shall work with the Superintendent or designee to include funds for professional development and associated reasonable travel expenses for the Board as a whole and for each individual Board member in the district's proposed annual budget.

Consistent with the availability of funds in the district's adopted annual budget, the Board president or designee shall annually develop, and bring to the Board for adoption at a Board meeting, a Board professional development calendar designed to assist the Board as a whole in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

Consistent with the availability of funds in the district's adopted annual budget, individual Board members may identify and participate in additional professional development opportunities, and shall timely inform the Board president and the Superintendent upon doing so. Additionally, the Superintendent or designee shall establish timelines and procedures for how an individual Board member shall request that the district pay for such professional development opportunities, whether in advance or by reimbursement.

Board members are encouraged to consider participating in the professional development opportunities offered by CSBA such as the Institute for New and First-Term Board Members, Masters in Governance Program, Annual Education Conference and Trade Show, Legal Symposium for Experienced Board Members, Board Presidents Workshop, Brown Act Workshop, Policy Update Webinars, and Ethics Trainings.

Individual Board members are encouraged to share the knowledge or skills acquired from individual professional development opportunities with the full Board, thereby benefiting the Board and district.

Consistent with Board Bylaw 9320 - Meetings And Notices, Board members may attend a professional development opportunity as part of a conference or similar public gathering, such as the Annual Education Conference and Trade Show hosted by CSBA, so long as a majority of the Board members do not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the district's jurisdiction

Bylaw 9270: Conflict Of Interest

Status: DRAFT

Original Adopted Date: 09/06/2016 | **Last Revised Date:** 05/02/2023

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no "District Official," defined as a Board member or position designated in the district's conflict of interest code, shall participate in the making of any decision for the district when the decision will or may be affected by the District Official's financial, family, or other personal interest or consideration, as defined by law.

Additionally, a Board member shall abstain from voting on personnel matters that uniquely affect the Board member's relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which the Board member's relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner, unless the individual is widowed or divorced.

Conflict of Interest Code

The Board shall adopt a conflict of interest code for the district that incorporates the provisions of 2 CCR 18730 by reference, delineates the District Officials, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body.

Upon direction by the code reviewing body, the Board shall review its conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new District Officials or changes to the duties of District Officials, the Board shall amend the code, which shall then be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

Conflict of Interest under the Political Reform Act

A District Official shall not make, participate in making, or in any way use or attempt to use an official position to influence a governmental decision in which the District Official knows or has reason to know that there is a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the District Official's immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18707)

A District Official makes a governmental decision when, acting within the authority of the office or position, the District Official authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before other District Officials for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a District Official is not prohibited from participating in the making of a contract in which the District Official has a financial interest if such participation is required by the rule of necessity or legally required

participation pursuant to Government Code 87101 and 2 CCR 18705.

Conflict of Interest from Campaign Contributions

Prior to the district rendering a decision in a proceeding before the district involving a contract, license, permit, or other entitlement for use, as defined by Government Code 84308, a Board member whose campaign committee received a contribution of more than \$500 from any party or participant to the proceeding, or from an agent of such a party or participant, in the prior 12 months, and the party who made such a contribution, shall both publicly disclose that fact on the record of the proceeding. Additionally, if a Board member willfully or knowingly received a contribution to the Board member's campaign committee of more than \$500 from any party or participant to such a proceeding, or from an agent of a party or participant, in the prior 12 months, and knows or has reason to know that the participant has a financial interest in the district's decision, the Board member shall not make, participate in making, or in any way attempt to use the Board member's official position to influence the district's decision in the proceeding. However, a Board member may make, participate in making, or attempt to use the Board member's official position to influence the decision if the contribution is returned within 30 days after the decision was made or after the Board member knows or should have known about the contribution and the proceeding, whichever is later.

All Board members and the Superintendent are prohibited from accepting, soliciting, or directing a contribution of more than \$500 to a candidate or ballot measure campaign committee from any party or participant to a proceeding before the district involving a contract, license, permit, or other entitlement for use, as defined by Government Code 84308, or from an agent of a party or participant, while the proceeding is pending before the district and for 12 months following the date the district renders a final decision in the proceeding, if the Board member or Superintendent knows or has reason to know that the participant has a financial interest in the district's decision. However, if a Board member or the Superintendent does accept, solicit, or direct such a contribution during those 12 months but did not do so knowingly or willingly, the Board member or the Superintendent may cure the violation by ensuring that the contribution, or the portion exceeding \$500, is returned within 30 days of accepting, soliciting, or directing the contribution. The Board member or Superintendent shall maintain records of curing the violation. (Government Code 84308)

For a Board member or the Superintendent, a proceeding becomes "pending" when an item involving the contract, license, permit, or other entitlement for use, as defined by Government Code 84308, is placed on a Board agenda for discussion or decision or when it is reasonably foreseeable that the proceeding will come before the district for a decision. For a party or participant, and the agent of a party or participant, a proceeding becomes "pending" when an application is filed with the district, or, if the proceeding process does not require an application, when the proceeding is before the district for a decision or other action. (Government Code 84308)

The contributions disclosure requirements and restrictions above do not apply to contracts that are required to be competitively bid, labor contracts, personal employment contracts, contracts valued under \$50,000, contracts where no party receives financial compensation, or contracts with another governmental agency. (Government Code 84308)

Form 700

Each District Official shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. An individual who ceases to be a District Official shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date the individual ceased to be a District Official. (Government Code 87302)

Additional Requirements for Boards that Manage Public Investments

Any Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required

2. Not discuss or vote on the matter, or otherwise act in violation of Government Code 87100

For a Board member, the Board member shall not be counted toward achieving a quorum while the item is discussed.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded

However, the Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, may speak on the issue during the time that the general public speaks on it. Additionally, for a Board member, if the matter has been placed on the consent calendar, the Board member shall abstain from voting on the consent calendar or, if the Board removes the item from the consent calendar, the Board member shall abstain from voting on the item. In any event, the Board member shall refrain from discussing or voting on the item. However, the Board member is not required to leave the room during consideration of the consent calendar.

4. If a decision is made during closed session, disclose the interest orally during the open session preceding the closed session

This disclosure shall be limited to a declaration that the recusal is because of a conflict of interest pursuant to Government Code 87100. The Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the decision.

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

A District Official shall not be financially interested in any contract made by the district, including in the development, internal discussions, negotiations, modifications, planning, deliberation of issues, and specifications and solicitations for bids. If a District Official has such a financial interest in a contract made by the district, the contract is void. (Government Code 1090)

Remote Interest Exception to Government Code 1090

A Board member shall not be considered to be financially interested in a contract in which there is only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

Noninterest Exception to Government Code 1090

A District Official shall not be considered to be financially interested in a contract if the interest is reimbursement for actual and necessary expenses incurred in the performance of official duties, in the employment of a spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other "noninterest" specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A District Official shall abstain from any official action in which the District Official's private or personal interest may conflict with official duties pursuant to the common law doctrine against conflict of interest.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

Gifts

District Officials may accept gifts only under the conditions and limitations specified in law including, but not limited to, Government Code 89503 and 2 CCR 18730.

Gifts of travel and related lodging and subsistence shall be subject to the current gift conditions and limitations, except when: (Government Code 89506)

1. The travel is in connection with a speech given by a District Official, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States
2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code

Gifts of travel exempted from the gift limitation, as described in Items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for District Officials. (Government Code 89506)

Honoraria

District Officials shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Advice

Any District Official, who, in good faith, believes that they may be subject to the requirements of this Bylaw and has questions, is unclear, or is unsure regarding the application of the requirements of this Bylaw to any particular instance or situation, may seek advice from the district's legal counsel with the permission of the Superintendent, Board President, or majority of the Board.

Training

Unless a Board member's term expires prior to January 1, 2026, each Board member shall complete ethics training in accordance with Government Code 53234-53235.2 by January 1, 2026, and at least once every two years thereafter as specified in Board Bylaw 9240 - Board Training.

Policy 6158: Independent Study

Status: ADOPTED

Original Adopted Date: 12/22/2005 | **Last Revised Date:** 12/13/2022 | **Last Reviewed Date:** 12/13/2022

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered for short- or long-term placements, on a full-time basis or on a part-time basis, and/or in conjunction with part- or full-time classroom study.

Independent study may also be offered in the event of emergency conditions which make in-person instruction infeasible for all or some students pursuant to Education Code 46393. Emergency conditions may include fire, flood, impassable roads, epidemic, earthquake, the imminence of a major safety hazard as determined by local law enforcement, a strike involving transportation services to students provided by a non-school entity, and an order provided for in Education Code 41422. (See Education Code § 46392.)

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult education students. (Education Code 51747; 5 CCR 11701)

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

Student participation in independent study shall be voluntary and no student shall be required to participate. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

General Independent Study Requirements

The Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

An individual with exceptional needs, as defined in Section 56026, may participate in independent study if the student's individualized education program developed pursuant to Article 3 (commencing with section 56340) of Chapter 4 of Part 30 specifically provides for that participation.

The minimum instructional minutes for students participating in independent study shall be the same as required for their peers at the school who are receiving in-person instruction, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than five school days after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date specified in the student's written agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060.
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.
3. Learning of required concepts, as determined by the supervising teacher.
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation made to determine whether it is in the student's best interest to remain in independent study shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards that is substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 16 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction;
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction; and

3. For students in grades 9-12, opportunities for at least weekly synchronous instruction.

The Superintendent or designee shall ensure that procedures for tiered reengagement are used for all students participating in an independent study program for 16 school days or more who are: (Education Code 51747)

1. Not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar;
2. Found not to be participatory pursuant to Education Code 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
3. In violation of their written agreement.

Tiered reengagement strategies procedures used in district independent study programs shall include local programs intended to address chronic absenteeism, as applicable, with at least all the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student;
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation;
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary; and
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. This requirement only applies to students participating in an independent study program for 16 school days or more in a school year. (Education Code 51747)

The requirements for tiered reengagement, synchronous instruction/live interaction, and a required plan to transition to return to in-person instruction from independent study shall not apply to students who participate in an independent study program for 15 school days or fewer in a school year and students enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for students to participate in independent study pursuant to this provision. (Education Code 51747)

The Superintendent or designee shall ensure that a written agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Master Agreement

A written agreement is required for students participating in independent study for any length of time.

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but is not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress.
2. The objectives and methods of study for the student's work and the methods used to evaluate that work.
3. The specific resources that will be made available to the student, including materials and personnel, and access to internet connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate, and the student has the continuing option of classroom instruction.
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.

10. For a student participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable.

For a student participating in independent study program that is scheduled for 15 school days or fewer, each written agreement may be signed at any time during the school year in which the independent study program takes place, including at or before the beginning of the school year, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a student, parent/guardian, or caregiver prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Also, prior to signing the independent study agreement, the parent or guardian may request that the District conduct a telephone, videoconference, or in-person student-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent/guardian, an education advocate, may ask questions about the education options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (Education Code 51747, 51749.6)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study.
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education.

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3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher.
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5).
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5).

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day for purposes of pupil participation reporting and tiered reengagement pursuant to Section 514747. (Education Code 51747.

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreements, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, which includes the daily time value students spend engaged in asynchronous instruction regardless of whether the work product is produced, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Policy 0460: Local Control And Accountability Plan

Status: DRAFT

Original Adopted Date: 02/05/2019 | **Last Revised Date:** 03/05/2024

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)

The LCAP shall also include focused goals, as specified in Education Code 52064, for each school generating local control funding formula (LCFF) equity multiplier funds.

Beginning July 1, 2027, 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, 2027, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2030, 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 LCFF 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)

The District English Learner Advisory Committee (DELAC) may serve as the district's LCAP English Learner Parent Advisory Committee, as specified in Administrative Regulation 6174 - Education for English Learners.

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)

If the Board is unable to review local indicator data due to any emergency specified in Education Code 46392, the local indicator data shall be reviewed at the next Board meeting, and a resolution describing the emergency event and the date on which the local indicator data was reviewed shall be adopted and submitted to CDE. (Education Code 52064.5)

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.

Policy 1250: Visitors/Outsiders

Status: DRAFT

Original Adopted Date: 05/01/2012

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program consistent with this Board policy, the accompanying administrative regulation, and any procedures established by the Superintendent or designee.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours shall be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

Any person who is not a student or staff member shall register immediately as a visitor upon entering any school building or grounds when school is in session.

The principal or designee shall provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

Any visitor who is in a school building or on school grounds when school is in session shall behave in an orderly manner while on school grounds and by utilizing the district's complaint process if they have concerns with any district program or employee. In accordance with Penal Code 626.7 and Administrative Regulation 3515.2 - Disruptions, the principal or designee shall request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds, in accordance with Board Policy and Administrative Regulation 3515.5 - Sex Offender Notification. The principal shall report to the Superintendent or designee anytime such a request is received and notify the Superintendent or designee if permission is granted or denied. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)

Policy 3100: Budget

Status: DRAFT

Original Adopted Date: 06/06/2019

The Governing Board recognizes its critical responsibility for adopting a sound budget each fiscal year which is aligned with and reflects the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127. The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians. (Education Code 42103, 42127, 52062, 52064.1)

The Board shall adopt the district budget at a public meeting held after the date of the public hearing, but on or before July 1 of each year. The Board shall adopt the budget following its adoption of the LCAP, or annual update to the LCAP, and the LCFF budget overview for parents/guardians. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)

The budget that is presented at the public hearing as well as the budget formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file the adopted district budget with the County Superintendent of Schools. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to the County Superintendent's recommendations at a regular public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

Budget Advisory Committee

OPTION 1: (Budget advisory committee appointed by the Superintendent)

The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

Budget Criteria and Standards

The district budget shall be developed in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, LCFF revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. In addition, the Superintendent or designee shall provide the supplemental information specified in 5 CCR 15451, which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33129, 42127.01; 5 CCR 15440-15451)

The district budget shall provide for increased or improved 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 in accordance with 5 CCR 15496. Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

Additionally, the district budget shall provide for increased or improved services for each school which generates LCFF equity multiplier funding. (Education Code 42238.024, 52064)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

Fund Balance

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact
2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law
3. Committed fund balance includes amounts constrained to specific purposes by the Board

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. Assigned fund balance includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent shall have discretion to further delegate the authority to assign funds.

5. Unassigned fund balance includes amounts that are available for any purpose

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Reserve Balance

The district budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.

In any year following the fiscal year in which the district is notified by the SPI that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds, unless the requirement is waived in accordance with Education Code 42127.01. (Education Code 42127.01)

Long-Term Financial Obligations

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

The Board may approve a plan for meeting the district's long-term obligations to fund contributions to the California Public Employees' Retirement System (CalPERS) or other defined pension plans such as the California State Teachers Retirement System which, to the extent possible, minimizes significant increases in annual general fund expenditures towards pension obligations. The plan may include prefunding required pension contributions through the California Employers' Pension Prefunding Trust Program pursuant to Government Code 21710-21716.

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

The Superintendent or designee shall annually present a report to the Board on the estimated accrued but unfunded cost of OPEBs. As a separate agenda item at the same meeting, the Board shall disclose whether it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

The Superintendent or designee shall annually present a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims and the actuarial reports upon which the estimated costs are based. As a separate agenda item at the same meeting, the Board shall disclose whether it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the

funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Policy 3280: Sale Or Lease Of District-Owned Real Property

Status: DRAFT

Original Adopted Date: 12/05/2017 | **Last Revised Date:** 01/12/2021

The Governing Board believes that district facilities and resources should be utilized in an economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space for the effective delivery of instruction.

Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. The Board may elect not to appoint a district advisory committee for any of the following: (Education Code 17388, 17391)

1. A rental of property for a period of time not exceeding 30 days
2. A lease or rental of surplus property to a private educational institution for the purpose of offering summer school
3. A sale, lease, or rental of surplus property to be used for teacher or other employee housing

In addition, to ensure that the proposed disposition of the property conforms with any general plan adopted by the local planning agency that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)

The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)

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

Before taking action to dispose of any land, the Board shall declare, at a regular meeting, supported by written findings that, under the Surplus Land Act, the land is either (1) surplus land or (2) exempt surplus land. (Government Code 54221)

However, if the land involved is exempt surplus land as specified in Government Code 54221(f)(1), the Board, at its discretion, may decide not to make such a declaration. Instead of the declaration, the Board may identify the land as exempt surplus land in a notice that is published and available for public comment and to the entities identified in Government Code 54222 at least 30 days before the exemption takes effect. (Government Code 54221)

Additionally, at least 30 days prior to disposing of exempt surplus land, the district shall provide the Department of Housing and Community Development (HCD) a copy of the Board's declarations and findings supporting the Board's determination that the land is exempt surplus land using the form prescribed by HCD. (Government Code 54221)

If the district has received notification from HCD that the district has violated the Surplus Land Act pursuant to Government Code 54230.5, the Board shall not pursue a final action to ratify or approve the proposed disposal of surplus land unless the Board holds an open and public meeting in compliance with Government Code 54230.7 to review and consider the substance of the notice.

When selling or leasing district real property, the Board shall comply with applicable procedures and give priority to specified public agencies as required by law. (Education Code 17230, 17464, 17485-17500; Government Code

54221-54234)

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

At least 60 days prior to the public meeting, the Superintendent or designee shall take reasonable steps to provide written notification of the public meeting, by certified mail, to the former owner from whom the district acquired the property. (Education Code 17470)

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

Use of Proceeds

The Superintendent or designee shall ensure that the proceeds from the sale or lease with an option to purchase of surplus district property are used for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. (Education Code 17462; 2 CCR 1700)

Proceeds from a sale of surplus district property shall generally be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the State Allocation Board (SAB), for up to a five-year period. (Education Code 17462)

However, if the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and

renovation of school sites or in the district's general fund. (Education Code 17462)

Whenever the district sells real property that was purchased, improved, or modernized with funds that were received from a state school facilities funding program within the previous 10 years, the district shall notify OPSC within 90 calendar days of the sale of the property if the proceeds from the sale are not used for capital outlay and the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services. If SAB subsequently makes a finding that the sale is subject to Education Code 17462.3, the district shall return the funds to the SAB within 90 calendar days of the finding. (2 CCR 1702)

Policy 3320: Claims And Actions Against The District

Status: DRAFT

Original Adopted Date: 06/11/2009

The Governing Board desires to conduct district operations in a manner that minimizes risk, protects district resources, and promotes the health and safety of students, staff, and the public. Any and all claims for money or damages against the district shall be presented to and acted upon in accordance with the Government Claims Act or other applicable state or district procedures, as well as the district's joint powers authority (JPA) agreement or other insurance coverage.

Any claim for money or damages not governed by the Government Claims Act (Government Code 810-996.6) or specifically excepted by Government Code 905 shall be presented and acted upon in accordance with district-established procedures consistent with the manner and time limitations specified in this Board policy. (Government Code 935)

Unless otherwise provided by law, a written claim shall be presented to and acted upon by the Board in accordance with such procedures prior to filing a lawsuit against the district for money or damages.

Upon notice to the district of a claim, the Superintendent or designee shall take all necessary steps to protect the district's rights under any applicable contractual agreements, including the right to indemnification from its insurance or other coverage provider.

Time Limitations

The following time limitations apply to the presentation of claims for money or damages against the district:

1. Claims relating to a cause of action for death or for injury to a person, personal property, or growing crops shall be presented to the Board not later than six months after the accrual of the cause of action (Government Code 911.2)
2. Claims relating to any other cause of action subject to the Government Claims Act shall be filed not later than one year after the accrual of the cause of action (Government Code 911.2)
3. Claims relating to childhood sexual assault and other causes of action which are specifically excepted from the Government Claims Act by Government Code 905, that are subject to a claims presentation procedure in another statute or regulation, shall be presented to the Board in accordance with the applicable governing statute or regulation (Government Code 905)
4. Claims relating to any cause of action which is specifically excepted from the Government Claims Act by Government Code 905 but is not governed by any other claim presentation statute or regulation shall be presented to the Board within the time limits specified in Items #1 and 2 above, depending on the applicable cause of action (Government Code 911.2, 935)

Receipt of Claims

A claim shall be deemed presented and received when delivered to the district office or deposited in a post office, mailbox, sub-post office, substation, mail chute, or other similar facility maintained by the U.S. government, in a sealed envelope properly addressed to the district office with postage paid, or when otherwise actually received in the district office or by the Board secretary or clerk. (Government Code 915, 915.2)

A claim may be submitted electronically in the manner specified by the Superintendent or designee. (Government Code 915, 915.2)

Upon receipt of a claim against the district pursuant to the Government Claims Act, the Superintendent or designee shall promptly provide written notice to the district's JPA or insurance carrier in accordance with the applicable

conditions of coverage.

Review of Contents of the Claim

The Superintendent or designee shall review any claim received to ensure that the claim contains all of the following information as specified in Government Code 910 and 910.2:

1. The name and post office address of the claimant
2. The post office address to which the person presenting the claim desires notices to be sent
3. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim asserted
4. A general description of the indebtedness, obligation, injury, damage, or loss incurred insofar as it may be known at the time of presentation of the claim
5. The name(s) of the district employee(s) causing the injury, damage, or loss, if known
6. The amount claimed if it totals less than \$10,000, including the estimated amount of any prospective injury, damage, or loss, insofar as it may be known at the time of the claim, together with the basis of computation of the amount claimed

If the amount claimed exceeds \$10,000, the dollar amount shall not be included in the claim and the claimant shall indicate whether the claim is a limited civil case as specified in Code of Civil Procedure 85 and 86.

7. The signature of the claimant or the person acting on the claimant's behalf

Notice of Claim Insufficiency

If a claim is found insufficient or not to satisfy the form requirements under Government Code 910 and 910.2, the Board or its designee shall, within 20 days of receipt of the claim, provide a notice in the manner specified in Government Code 915.4 that states the particular defects or omission in the claim. (Government Code 910.8)

The Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

Amendment to Claims

Within the time limits provided in "Time Limitations" above or prior to final action by the Board, whichever is later, a claim may be amended if, as amended, it relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

Late Claims

When a claim that is required to be presented not later than six months after the accrual of the cause of action, as specified in "Time Limitations" above, is not presented within that time, an application to present a late claim may be presented to the Board, in the manner specified in Government Code 915 and 915.2, within a reasonable time not to exceed one year after the accrual of the cause of action. The application shall include the proposed claim and shall state the reason for the delay in presenting the claim. (Government Code 911.4)

If the claim is presented late and is not accompanied by an application to present a late claim, the Board or its designee shall, within 45 days, give written notice, in the manner specified in Government Code 911.3, that the claim was not presented timely and that it is being returned without further action. (Government Code 911.3)

The Board shall grant or deny the application to present a late claim within 45 days after it is presented. This 45-day period may be extended by written agreement of the claimant and the Board provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

The Board shall grant the application to present a late claim where one or more of the following conditions are

applicable: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the district was not prejudiced in its defense regarding the claim by the claimant's failure to present the claim within the time limit
2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified for presentation of the claim
3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason the person failed to present the claim
4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified for the presentation of the claim

If the application to present a late claim is denied, the claimant shall be given notice in substantially the same form as set forth in Government Code 911.8 and in the manner specified in Government Code 915.4.

If the Board does not take action on the application to present a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless the time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6)

Action on Claims

Within 45 days after the presentation or amendment of a claim, the Board shall take action on the claim. This time limit may be extended by written agreement between the district and the claimant before the expiration of the 45-day period. If the 45-day period has expired, the time limit may be extended if legal action has not commenced or been barred by legal limitations. (Government Code 912.4)

The Board may act on the claim in one of the following ways: (Government Code 912.4, 912.6)

1. If the Board finds that the claim is not a proper charge against the district, the claim shall be rejected
2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed
3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance
4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim
5. If the Board takes no action on the claim, the claim shall be deemed rejected

In accordance with Government Code 935.4, the Board delegates to the Superintendent the authority to allow, compromise, or settle claims of \$50,000 or less pursuant to any conditions of coverage in the district's JPA agreement or insurance coverage.

If the Board, or Superintendent when appropriate, allows the claim, in whole or in part, or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the Board may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

The Board or its designee shall transmit to the claimant written notice of action taken or of inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall be provided in the manner specified in Government Code 915.4. (Government Code 913)

Registry of Public Agencies

Within 10 days of any change in the full, legal name of the district, the mailing address of the Board, or the names, titles, and addresses of the Board president, the Board clerk or secretary, or other Board members, the Superintendent or designee shall file the updated information with the Secretary of State and the County Clerk.
(Government Code 53051)

Policy 3515.5: Sex Offender Notification

Status: DRAFT

Original Adopted Date: 12/22/2005

In order to protect students while they are traveling to and from school, or attending school or a school-related activity, the Governing Board believes it is important that the district respond appropriately when a law enforcement agency notifies the district about registered sex offenders who may reside or work within district boundaries.

The Superintendent or designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt and dissemination of such information. To the extent authorized by law, the Superintendent or designee also shall establish procedures for notifying appropriate staff as necessary.

Any district employee to whom sex offender information is disclosed by a law enforcement entity shall disclose the information only when authorized by the law enforcement entity and in the manner authorized.

The Superintendent or designee may annually notify parents/guardians of the availability of information about registered sex offenders on the Department of Justice's Megan's Law website.

Role of District Police/Security Department

In accordance with law, Board policy and administrative regulation, the district police/security department may disseminate information about registered sex offenders to the school community. The district police/security department shall consult with local law enforcement and the Superintendent or designee prior to any such dissemination.

When a registered sex offender's email address or username used for instant messaging or social networking or other internet identifier, as defined in Penal Code 290.024, is submitted to the district police/security department, such information shall only be used by the department or released to another law enforcement entity for the purpose of investigating a sex-related crime, a kidnapping, or human trafficking. No other disclosure shall be made or authorized by the department, except as required by a court order. (Penal Code 290.45)

The district police/security department shall maintain records of the means and dates of dissemination for five years. (Penal Code 290.45)

Policy 3540: Transportation

Status: DRAFT

Original Adopted Date: 06/11/2019 | **Last Revised Date:** 03/07/2023

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, including expanded learning opportunities programs, promote regular attendance, and reduce tardiness. In determining the extent to which the district will provide transportation services, the Board shall weigh student and community needs against the cost of providing such services.

The Superintendent or designee shall recommend to the Board economical, environmentally sustainable, and appropriate means of providing transportation services. The district's transportation services may be provided by means of a joint powers agreement, a cooperative student transportation program, or a consortium, as permitted by law.

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student pursuant to Education Code 35350 or the evacuation of students as necessary for their safety.

Transportation Plan

The Superintendent or designee shall develop a transportation plan in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents/guardians, students, and other stakeholders. (Education Code 39800.1)

The transportation plan shall be presented to and adopted by the Board at an open meeting, with the opportunity for in-person and remote public comment, and shall be updated annually by April 1. (Education Code 39800.1)

The transportation plan shall include descriptions of the following: (Education Code 39800.1)

1. The transportation services offered to students
2. The prioritization of transportation services for low-income students, and students in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive
3. The transportation services accessible to students with disabilities and homeless children and youth, as defined pursuant to the federal McKinney-Vento Homeless Assistance Act (42 USC 11301)
4. The manner in which unduplicated students, as defined in Education Code 42238.02, will be able to access available home-to-school transportation at no cost

Transportation Contracts

The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools to provide necessary transportation services. (Education Code 35330, 39800, 39801)

In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts. (Education Code 39802, 39803)

Prior to contracting with a private entity for student transportation services, the district shall obtain written attestations from the entity that: (Education Code 39879)

1. The entity does not have any applicable law violations at the time of applying for the contract
2. The entity will maintain compliance with applicable laws for the duration of the contract

3. Under the contract, only drivers who meet the requirements specified in Education Code 39877 will work
4. The entity has on file all the reports and documents required pursuant to Education Code 39877 for the duration of the contract, including, but not limited to, updated, revised, or modified reports and documents, and that the reports and documents shall be available for inspection by the district

Any vehicle used to provide student transportation for compensation shall meet both of the following requirements: (Education Code 39879)

1. Be inspected every 12 months, or every 50,000 miles, whichever comes first, at a facility licensed by the Bureau of Automotive Repair to ensure that the vehicle passes a 19-point vehicle inspection, as adopted by the Public Utilities Commission and as specified in D.13-09-045, before allowing the vehicle to be driven, except for vehicles which are already subject to a statutory inspection program
2. Be equipped with a first aid kit and a fire extinguisher

Expenses and Fees

In lieu of providing transportation in whole or in part, the district may pay the student's parents/guardians either their actual and necessary expenses in transporting the student or the cost of the student's food and lodging at a place convenient to the school. In either case, the amount of the payment shall not exceed the cost that would be incurred by the district to provide for the transportation of the student to and from school. (Education Code 39806-39807)

The Board may charge a transportation fee to parents/guardians of transported students in accordance with Education Code 39807.5 and Board Policy/Administrative Regulation 3250 - Transportation Fees.

Safety and Monitoring

The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.

The district may install a global positioning system (GPS) on school buses and/or student activity buses in order to enhance student safety and provide real-time location data to district and school administrators, and parents/guardians.

The Superintendent or designee shall ensure the qualifications of bus drivers, in accordance with Administrative Regulation 3542 - School Bus Drivers, and related staff employed by the district; provide for the maintenance and operation of district-owned school buses and other equipment; and ensure adequate facilities for equipment storage and maintenance.

Policy 5113.1: Chronic Absence And Truancy

Status: DRAFT

Original Adopted Date: 12/05/2017 | **Last Revised Date:** 01/12/2021

The Governing Board believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district, and that students who are identified as chronically absent or truant receive appropriate support services and interventions as early as possible.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district.

The Superintendent, attendance supervisor, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy, including in relation to grade level and student subgroup patterns of chronic absence and truancy.

The Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include strategies for preventing attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment; relevant and engaging learning experiences; school activities that help develop students' feelings of connectedness with the school, including personalized relationships between students and teachers and/or support staff; school-based health services; letters alerting parents/guardians to the value of regular school attendance, including the use of bilingual aides and communication in the primary language used by parents/guardians; and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

Students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to, health care referrals; transportation assistance; counseling, including trauma-informed practices, for mental or emotional difficulties; academic supports; efforts to address school or community safety concerns; discussions with the student and parent/guardian about their attitudes regarding schooling; or other strategies to remove identified barriers to school attendance. The Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

Students who are identified as chronically absent or truant shall be subject to the interventions specified in law and administrative regulation.

To provide students with an opportunity to make up lost instructional time and offset absences, the Superintendent or designee may implement an attendance recovery program for students in grades transitional kindergarten-12. Any such attendance recovery program shall be operated in accordance with Education Code 46211 and as specified in the accompanying administrative regulation.

A student's truancy, tardiness, or other absence from school shall not be the basis for suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

The Superintendent, attendance supervisor, or designee shall periodically report to the Board regarding student attendance patterns in the district, including rates of chronic absence and truancy districtwide and for each school, grade level, and numerically significant student subgroup as defined in Education Code 52052. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to develop annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

Policy 5148.2: Before/After School Programs

Status: DRAFT

Original Adopted Date: 07/11/2017 | **Last Revised Date:** 03/07/2023

The Governing Board desires to provide learning opportunities for students beyond the regular school day that support the regular education program in a supervised environment. The content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

Each program offered by the district shall be planned through a collaborative process as required by law. (Education Code 8422, 8482.5, 8484.75, 46120)

The district shall prioritize offering Expanded Learning Opportunities Programs (ELO) at school sites in the lowest income communities, as determined by prior year percentages of students eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with ELOs across their attendance area. (Education Code 46120)

To the extent feasible, the district shall give priority to establishing expanded learning opportunities beyond the regular school day in low-performing schools and/or programs that serve low-income and other at-risk students.

Any expanded learning opportunities, including but not limited to After School Education and Safety (ASES), 21st Century Community Learning Center (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens (ASSETs), ELO, or any other program to be established pursuant to Education Code 8421, 8482.3, 8484.75, or 46120, shall be approved by the Board. Additionally, the Board shall declare its operational intent to run an ELO to the Superintendent of Public Instruction as specified in Education Code 46120.

The Superintendent or designee shall ensure that all staff who directly supervise students in any expanded learning opportunities possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

Each before-school, after-school, summer, vacation or intersessional expanded learning opportunity shall include academic and enrichment elements in accordance with law and administrative regulation, and may be used in conjunction with attendance recovery programs. Additionally, each program may include support services that reinforce the educational component and promote student health and well-being.

No fee shall be charged for participation in the program.

Eligible students who are 11 or 12 years of age shall be placed in a before-school or after-school program, if and when available, rather than subsidized child-care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child-care and development services in accordance with the enrollment priorities established in Administrative Regulation 5148 - Child Care and Development. (Welfare and Institutions Code 10273)

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years in accordance with law and as specified in Board Policy/Administrative

Record 3580 - District Records and Board Policy/Administrative Record 5125 - Student Records. (Education Code 8482.3, 46120)

Policy 6170.1: Transitional Kindergarten

Status: DRAFT

Original Adopted Date: 12/11/2018 | **Last Revised Date:** 03/05/2024

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 2024-25 school year, children whose fifth birthday is between September 2 and June 2
2. 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 child care program, including, but not limited to, a Head Start program, a child care center serving children through an alternative payment program, a general child care and development program, a California State Preschool Program (CSPP), a migrant child care and development program, child care 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.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that upon the recommendation of the Superintendent or designee, the Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Additionally, the district may enroll an early enrollment child in TK whose fourth birthday is between June 3 and September 1, inclusive, preceding the school year during which they are enrolled in TK. The Superintendent or designee shall maintain any classroom that includes an early enrollment child with a classroom enrollment that does not exceed 20 students and an adult-to-student ratio of at least one adult to every 10 students. Additionally, if an early enrollment child is enrolled in TK, the district shall concurrently offer enrollment to the child in the district's CSPP, subject to available space. (Education Code 48000.15)

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.

Students in TK are not required to be assessed in English listening and speaking for purposes of initial identification as an English learner. However the district shall conduct the Home Language Survey during enrollment to identify whether the primary or native language of a student is other than English.

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 opportunities, 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.

TK students may be commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
2. An observation using the Classroom Assessment Scoring System (CLASS) tool and CLASS Environmental tool are completed for the classroom
3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing (CTC) in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

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.

Policy 6174: Education For English Learners

Status: DRAFT

Original Adopted Date: 07/11/2017 | **Last Revised Date:** 10/03/2023

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

No middle or high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history/social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion

However, a middle or high school student who is a newcomer student or an immigrant child or youth, as defined in 20 USC 7011, or is a student participating in a program designed to meet the academic and transitional needs of newcomer students and that has as its primary objective the development of English language proficiency, may be denied enrollment in any of the courses stated above if the course of study provided to the student is designed to remedy academic deficits incurred during participation and is reasonably calculated to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in Item #1 above
3. Other courses that meet the "A-G" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners and long-term English learners, in accordance with Board Policy and Administrative Regulation 0460 - Local Control and Accountability Plan.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

Staff Qualifications and Training

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

Identification and Assessment

The Superintendent or designee shall maintain procedures for the early identification and assessment of the proficiency of English learners at all grade levels, except transitional kindergarten, using the English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 853. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

Language Acquisition Programs

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding
2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with

parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Reclassification/Redesignation

When an English learner has acquired a reasonable level of English proficiency, as determined based on state and district reclassification criteria pursuant to Education Code 52164.6, or upon the request of the parent/guardian of an English learner, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The criteria for determining whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC
2. Evaluation by the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student, including, but not limited to, a review of the student's curriculum mastery and academic performance
3. Parent/guardian involvement, including:
 - a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate
 - b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process
 - c. Provision of an interpreter for the parent/guardian, when necessary
4. Comparison of student performance on an objective assessment of basic skills in English against an empirically established range of performance in basic skills, based on the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least four years following their reclassification to ensure the students have not prematurely exited, any academic deficit incurred through participation in the English learner program has been remedied, and the students are meaningfully participating in the standard instructional program compared to students who had never participated in an English learner program. (5 CCR 11304; 20 USC 6841)

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners as defined in Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals identified in the district's LCAP for English learners and long-term English learners as defined in Education Code 52052
7. A comparison of current data with data from at least the previous year in regard to Items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Regulation 0460: Local Control And Accountability Plan

Status: DRAFT

Original Adopted Date: 02/05/2019 | **Last Revised Date:** 03/05/2024

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 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 CTE 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 area
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 410 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 to the LCAP and the budget overview for parents/guardians. The report, which shall be presented to the Board at a regular meeting as a nonconsent item, 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)

Regulation 1250: Visitors/Outsiders

Status: DRAFT

Original Adopted Date: 03/08/2005

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. (Education Code 35160)

Registration Procedure

In order to register, a visitor shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. Name, address, and occupation
2. Age, if less than 21
3. Purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Principal's Registration Authority

The principal or designee may refuse to register any visitor if the principal or designee reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee may revoke any visitor's registration if there is a reasonable basis for concluding that the individual's presence on school grounds would interfere, or is interfering, with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4)

When a visitor fails to register, or when the principal or designee denies or revokes a visitor's registration privileges, the principal or designee shall request that the individual promptly leave school grounds. If a visitor is shown reasonable cause to believe that the visitor is willfully disrupting the orderly operation of a school the principal or designee may issue a "Stay Away Letter" in accordance with Penal Code 626.4.

When a visitor is directed to leave, the principal or designee shall inform the visitor that if the visitor reenters the school within seven days the visitor may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal either of these determinations by submitting, within five days after the person's departure from school, a written request for a hearing to either the Superintendent or the principal of the school at which the registration was denied or revoked. This request must state why the person believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

Regulation 3100: Budget

Status: DRAFT

Original Adopted Date: 06/06/2019

Public Hearing

The agenda for the public hearing on the district budget shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127, 52062)

The Superintendent or designee shall notify the County Superintendent of Schools of the location and dates at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing, as specified in Education Code 42103. Beginning January 1, 2027, this notification, rather than being published in a newspaper of general circulation as described above, shall be prominently posted on the homepage of the district's website at least three days before the availability of the proposed budget for public inspection.

Whenever the proposed district budget includes a combined assigned and unassigned ending fund balance that exceeds the minimum recommended reserve for economic uncertainties adopted by the State Board of Education, the district shall provide, for each fiscal year included in the budget, the following information for public review and discussion at the public hearing: (Education Code 42127; 5 CCR 15450)

1. The minimum recommended reserve for economic uncertainties
2. The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve
3. A statement of reasons substantiating the need for the combined assigned and unassigned ending balances that are in excess of the minimum recommended reserve

During the hearing, any district resident may appear and object to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. (Education Code 42103)

Budget Review Committee for Disapproved Budgets

If the district's budget is disapproved by the County Superintendent for any reason other than disapproval of the district's LCAP or annual update to the LCAP, the budget shall be reviewed by a budget review committee, unless the Board and County Superintendent agree to waive the requirement and the California Department of Education accepts the waiver. (Education Code 42127)

This committee shall consist of either: (Education Code 42127.1, 42127.2)

1. Three persons selected by the Board from a list of candidates provided by the Superintendent of Public Instruction (SPI), who shall be selected within five working days after receiving the list of candidates
2. A regional review committee selected and convened by the County Superintendent with the approval of the Board and SPI

If the budget review committee recommends disapproval of the district budget, the Board may submit a response to the SPI no later than five working days after receipt of the committee's report. The response may include any revisions to the adopted final budget and any other proposed actions to be taken as a result of the committee's recommendations. (Education Code 42127.3)

If the SPI disapproves the district budget after reviewing the committee's report and the district's response, the

Board shall consult with the County Superintendent to develop and adopt, by December 31, a fiscal plan and budget that will allow the district to meet its current fiscal year and multiyear financial obligations. For the current fiscal year, the district shall operate in accordance with the budget adopted by the County Superintendent. (Education Code 42127.3)

Until the district receives approval of its budget, it shall continue to operate either on the basis of the prior year's budget or on the basis of the current year's unapproved budget as adopted and revised by the Board, whichever budget contains a lower total spending authority. (Education Code 42127.4)

Regulation 3280: Sale Or Lease Of District-Owned Real Property

Status: DRAFT

Original Adopted Date: 03/01/2022

Definitions

Dispose means either (1) the sale of surplus land or (2) the lease of surplus land for a term longer than 15 years, inclusive of any extension or renewal options included in the terms of the initial lease. *Dispose* does not include the entering of a lease for surplus land on which no development or demolition will occur, regardless of the term of the lease. (Government Code 54221)

Under the Surplus Land Act, *exempt surplus land* means land, as described in Items #1-10 below, that is: (Government Code 54221)

1. Less than one-half acre in area and is not contiguous to land owned by a state or local agency that is used for open-space or low- and moderate-income housing purposes
2. Being exchanged for another property necessary for the district's use, including easements, pursuant to Education Code 17536
3. Subject to the district advisory committee pursuant to Education Code 17388
4. Jointly occupied by the district and any private person, firm, local governmental agency or corporation pursuant to Education Code 17515
5. Being transferred to a local, state, or federal agency, or to a third-party intermediary for future dedication for the receiving agency's use, or to a federally recognized California Indian tribe
6. A former street, right of way, or easement, and is conveyed to an owner of an adjacent property
7. Developed for low- or moderate-income housing development that meets specified criteria
8. Subject to a valid legal restriction that is not imposed by the district and that makes housing prohibited, such as a conservation easement
9. Transferred to a community land trust, and meets certain specified conditions
10. Included in any of the other exemptions specified in Government Code 54221

District Advisory Committee

The district advisory committee, which may be referred to as a "7-11 Committee," on use or disposition of surplus school buildings or space shall consist of not less than seven or more than 11 members representative of each of the following: (Education Code 17389)

1. The district's ethnic, age group, and socioeconomic composition
2. The business community, such as store owners, managers, or supervisors
3. Landowners or renters, with preference to representatives of neighborhood associations
4. Teachers
5. Administrators
6. Parents/guardians of students
7. Persons with expertise in environmental impact, legal contracts, building codes, and land use planning, including, but not limited to, knowledge of the zoning and other land use restrictions of the cities and counties

in which the surplus property is located

This committee shall: (Education Code 17390)

1. Review projected school enrollment and other data to determine the amount of surplus space and real property
2. Establish and circulate throughout the attendance area a priority list for use of surplus space and real property that will be acceptable to the community
3. Hold hearings, with community input, on acceptable uses of space and real property, including the sale or lease of surplus real property for child care development purposes
4. Make a final determination of limits of tolerance of use of space and real property
5. Send the Governing Board a report recommending uses of surplus space and real property

The district advisory committee shall comply with open meeting requirements of the Brown Act. (Government Code 54952)

Regulation 5113.1: Chronic Absence And Truancy

Status: DRAFT

Original Adopted Date: 12/05/2017 | **Last Revised Date:** 01/12/2021

Definitions

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and the student's parent/guardian after either of the two previous reports. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)

For purposes of classifying a student as a truant, a valid excuse includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5, and Administrative Regulation 5113 - Absences and Excuses. A valid excuse may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

Addressing Chronic Absence

When a student is identified as a chronic absentee, the Superintendent, attendance supervisor, or designee shall communicate with the student and the student's parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

The student may be referred to a student success team or school-site attendance review team to assist in evaluating the student's needs and identifying strategies and programs to assist the student. When necessary, the student may be referred to a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee, in accordance with Education Code 48263 and Item #3 in "Addressing Truancy" below.

A student who is struggling academically may be offered tutoring or other supplemental instruction, expanded learning opportunities, and/or alternative educational options as appropriate.

Students who are absent shall be given an opportunity to make up missed assignments or assessments and shall receive full credit for satisfactory completion of the work. Students with excessive absences shall be supported to the extent possible to limit the impact of absences on the student's grades.

Whenever chronic absenteeism is linked to a health, social-emotional, family, or other nonschool issue, the Superintendent or designee may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and the student's family.

Addressing Truancy

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from home

who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

The Superintendent, attendance supervisor, or designee shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies the student has committed:

1. Initial truancy

- a. The student shall be reported to the Superintendent, attendance supervisor, or designee (Education Code 48260)
- b. The student's parent/guardian shall be notified, by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)
 - i. The student is truant
 - ii. The parent/guardian is obligated to compel the student to attend school
 - iii. Alternative educational programs are available in the district
 - iv. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy
 - v. Mental health and supportive services may be available to the student and the family
 - vi. School personnel are available to meet with the student and family to develop strategies to support the student's attendance at school
 - vii. Research shows that missing 10 percent of school for any reason can translate into students having difficulty learning to read by third grade, achieving in middle school, and graduating from high school
- c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223 (Education Code 48264.5)
- d. The student and, as appropriate, the student's parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance (Education Code 48264.5)
- e. The Superintendent, attendance supervisor, or designee may notify the district attorney and/or probation officer of the student's name and the name and address of the student's parents/guardians (Education Code 48260.6)

2. Second truancy

- a. Any student who has once been reported as a truant shall again be reported to the Superintendent, attendance supervisor, or designee as a truant if the student is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year (Education Code 48261)
- b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223 (Education Code 48264.5)
- c. The student may be assigned to an after-school or weekend study program within the county and, if the student fails to successfully complete this study program, the student shall be subject to Item #3 below (Education Code 48264.5)
- d. An appropriate district staff member shall make a conscientious effort to hold at least one conference

with the student and the student's parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call (Education Code 48262)

- e. The student may be given a written warning by a peace officer

A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

- f. The Superintendent or designee may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with Item #1b above (Education Code 48260.6)

3. Third truancy (habitual truancy)

- a. A student who is habitually truant, a chronic absentee, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a SARB program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee (Education Code 48263, 48264.5)
- b. Upon making a referral to the SARB or the probation department, the Superintendent, attendance supervisor, or other person designated to make the referral shall provide the student, the student's parent/guardian, and SARB or probation department with documentation of the interventions undertaken at the school

Additionally, the attendance supervisor or designee shall provide the student and the student's parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and the student's parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)

- c. If the student does not successfully complete the truancy mediation program or other similar program, the student shall be subject to Item #4 below (Education Code 48264.5)
- d. If the Superintendent or designee determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or the student's parents/guardians have failed to respond to the directives of the district or to services provided, the Superintendent or designee may so notify the district attorney and/or the probation officer (Education Code 48263)

4. Fourth truancy

- a. Upon the fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court (Education Code 48264.5; Welfare and Institutions Code 601)
- b. If a student has been adjudged by the county juvenile court to be a habitual truant, the Superintendent or designee shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school

The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

Attendance Recovery Program

Beginning July 1, 2025, the district may implement an attendance recovery program for students to make up a maximum of 10 days of attendance for lost instructional time and offset absences incurred during the school year. Any student participating in the program shall not be credited with more than five days of attendance per school week or more than one day of attendance for any calendar day of participation in the program. (Education Code 46211)

The district's program may be operated before or after school, on weekends, or during intersessional periods. The district shall offer access to an attendance recovery program throughout the school year, including, at least once during each term. (Education Code 46211)

The program shall be provided only as a limited-term option for a classroom-based, regular educational program. Students otherwise enrolled in a nonclassroom-based program, such as independent study, shall not participate in an attendance recovery program. (Education Code 46211)

A student shall not be required to participate in the program. Students concurrently participating in both an attendance recovery program and an Expanded Learning Opportunities Program (ELO) pursuant to Education Code 46120, shall retain the ability to participate in the entirety of the ELO's offerings for the duration of the school year. (Education Code 46211)

The district's attendance recovery program shall be composed of students engaged in educational activities and content aligned to grade level standards that are substantially equivalent to the students' regular instructional program, which may include one-on-one or small group tutoring, and shall be under the immediate supervision and control of a certificated teacher who is also an employee of the district and who possesses a valid certification document. (Education Code 46211)

The district's attendance recovery program shall not exceed a student-to-certificated teacher ratio of 10 to 1 for TK and kindergarten or 20 to 1 for grades 1 to 12. The district shall maintain documentation demonstrating how the attendance recovery program met these applicable ratios. (Education Code 46211)

Records

The Superintendent, attendance supervisor, or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. In addition, the attendance supervisor, designee, and/or the staff persons who have direct contact with the student or parent/guardian shall document all their contacts regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

The Superintendent, attendance supervisor, or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

Additionally, in regard to the district's attendance recovery program, the Superintendent or designee shall maintain documentation demonstrating how the attendance recovery program met the student-to-teacher ratios specified in Education Code 46211.

Regulation 5148.2: Before/After School Programs

Status: DRAFT

Original Adopted Date: 03/06/2018 | **Last Revised Date:** 03/07/2023

Definitions

Expanded learning opportunities means before school, after school, summer, vacation, and/or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Expanded learning opportunities does not mean an extension of instructional time, but rather, opportunities to engage students in enrichment, play, nutrition, and other developmentally appropriate activities. (Education Code 8482.1, 46120)

Intersession program means an expanded learning program offered by a district on non-school days, including, but not limited to, summer school. (Education Code 48853.5)

Offer access, with regard to an Expanded Learning Opportunities Program (ELO), means to recruit, advertise, publicize, or solicit through culturally and linguistically effective and appropriate communication channels. (Education Code 46120)

Provide access, with regard to an ELO, means to enroll a student in an ELO. If a parent/guardian has a signed an ELO registration form and that form is on file, the student shall be considered enrolled in the ELO. (Education Code 46120)

Unduplicated student means a student enrolled in a district who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. (Education Code 42238.02, 46120)

Grades Transitional Kindergarten-9

The district's After School Education and Safety Program (ASES) or 21st Century Community Learning Center Program (21st CCLC) shall serve students in any of grades Transitional Kindergarten (TK)-9 as the district may determine based on local needs. (Education Code 8482.3, 8484.7, 8484.75, 8484.8)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs. (Education Code 8484.8; 20 USC 7173)

The district's ELO shall serve students in grades TK-6. (Education Code 46120)

The district's programs shall be planned through a collaborative process that includes parents/guardians, students, representatives of participating schools, governmental agencies, including city and county parks and recreation departments, local law enforcement, community organizations, and the private sector. As appropriate, the Superintendent or designee may include other stakeholders in such collaborative process. (Education Code 8422, 8482.5, 8483.3, 8484.75, 46120)

The district shall offer access to ELO to all unduplicated students in grades TK-6 and provide access to such program to at least 50 percent of enrolled unduplicated students. (Education Code 46120)

The district shall offer access to ELO to all classroom-based students in grades TK-6. The district shall provide access to any student whose parent/guardian requests placement in an ELO.

The district shall provide transportation to any student who attends a school that is not operating an ELO so that the student may attend at a location that is providing an ELO and return to the original location or another location that is established by the district. (Education Code 46120)

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year

before kindergarten addresses the needs of children and their families as specified in Board Policy 6170.1 - Transitional Kindergarten. (Education Code 8322)

The district's ASES, 21st CCLC, and ELO program(s) shall be operated in accordance with the following:

1. Program Elements

- a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science (Education Code 8482.3, 8484.75, 46120)
- b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities (Education Code 8482.3, 8484.75, 46120)

2. Nutrition

- a. Snacks or meals made available in the program shall conform to nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable (Education Code 8482.3, 8484.75, 46120; 42 USC 1766-1766a; 7 CFR 226.17)
- b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants (Education Code 8483.1, 8484.75)

3. Location of Program

- a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility (Education Code 8482.3, 8484.75)
- b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the Superintendent or designee may, with the approval of the Superintendent of Public Instruction, provide services at another school site

Such transfer of services shall occur only if the school to which the program will be transferred agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. A significant barrier includes any of the following: (Education Code 8482.8, 8484.75)

- i. Fewer than 20 students participating in the program component
- ii. Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation
- iii. A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8, 8484.75)

4. Staffing

- a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide (Education Code 8483.4, 8484.75, 45330, 45344, 45344.5)
- b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy (Education Code 8483.4, 8484.75)

- c. The student-to-staff ratio shall be no more than 20 to 1, except that programs serving TK or kindergarten students shall maintain a student-to-staff member ratio of no more than 10 to 1 (Education Code 8483.4, 8484.75, 46120)

5. Hours of Operation

- a. A before-school program shall not operate for less than one and one-half hours per regular school day (Education Code 8483.1, 8484.75)
- b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day (Education Code 8483, 8484.75)
- c. An ELO shall provide in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, shall not be less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day (Education Code 46120)

6. Admissions

- a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity (Education Code 8482.6, 8484.75)
- b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:
 - i. First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year, to students who are identified by the program as being in foster care, and to students who are eligible for free or reduced-price meals (Education Code 8483, 8483.1, 8484.75)

The district is not required to disenroll a current student in order to secure the enrollment of a student who has priority for enrollment. (Education Code 8483, 8483.1)

The district shall inform the parent/guardian of a student experiencing homelessness or foster youth, or student eligible for free or reduced price meals, of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483, 8484.75)

If a student experiencing homelessness or a foster youth will be moving during an intersession period, the student's educational rights holder, or in the case of an American Indian Student, Indian custodian, may determine which school the student attends for the intersession period. (Education Code 48850, 48853.5)

- ii. Second priority for enrollment of middle or junior high school students shall be given to students who attend daily (Education Code 8483, 8483.1, 8484.75)
- iii. Third priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulation
- iv. Any remaining capacity shall be filled by students selected at random
- v. A waiting list shall be established to accommodate additional students if space becomes available

7. Attendance/Early Release

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that the student participates

An ELO offered pursuant to Education Code 46120 does not have an attendance requirement, but the district may track student attendance for safety and continuous quality improvement purposes.

- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival for the before-school program or the reasonable early daily release from the after-school program

The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

8. Summer/Intersession/Vacation Programs

- a. ELOs shall offer no less than nine hours of in-person expanded learning opportunities per day for at least 30 non-school days, during extended school year or intersession periods (Education Code 46120)
- b. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day

An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)

- c. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant (Education Code 8483.76)
- d. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site

When a district is temporarily prevented from operating an ELO because of a school or program site closure due to emergency conditions specified in Education Code 8482.8 or 41422, the Superintendent or designee shall complete and submit to the California Department of Education (CDE) any necessary forms or records substantiating the need for closure, including a resolution adopted by the Governing Board. (Education Code 46120)

The program shall notify CDE of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)

- e. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day (Education Code 8483.76)
- f. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in Item #7 above shall apply (Education Code 8483.76)

Grades 9-12

The district's 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs) shall serve students in any of grades 9-12 as the district may determine based on local needs. (Education Code 8421)

The district's ASSETs program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422)

The program shall be operated in accordance with the following guidelines:

1. Program Elements

- a. The program shall include an academic assistance element that is coordinated with the regular academic program and includes, but is not limited to, at least one of the following: (Education Code 8421)

- i. Tutoring
 - ii. Career exploration, including activities that help students develop the knowledge and skills that are relevant to their career interests and reinforce academic content
 - iii. Homework assistance
 - iv. College preparation, including information about the Cal Grant program pursuant to Education Code 69430-69460
- b. The program shall include an enrichment element that may include, but is not limited to: (Education Code 8421)
 - i. Community service
 - ii. Career and technical education
 - iii. Job readiness
 - iv. Opportunities for mentoring and tutoring younger students
 - v. Service learning
 - vi. Arts
 - vii. Computer and technology training
 - viii. Physical fitness
 - ix. Recreation activities
- c. The program shall include a nutritional snack and/or meal and a physical activity element (Education Code 8423)
- d. The program shall provide for access to, and availability of, computers and technology (Education Code 8423)
- e. The Superintendent or designee shall assess students' preferences for program activities (Education Code 8423)

2. Location of Program

- a. The district's program may operate on one or multiple school sites or at another location approved by CDE (Education Code 8421)
- b. If applying for a location off school grounds, the Superintendent or designee shall ensure that safe transportation is available for students, if necessary, and the program is at least as available and accessible as similar programs conducted on school sites (Education Code 8421)

3. Hours of Operation

- a. The district's program shall operate for a minimum of 15 hours per week (Education Code 8421)
- b. The district's program may be operated either after school only or for any combination of after school, before school, weekends, summer, intersession, and vacations (Education Code 8422)

Volunteers

The Superintendent or designee may establish a registry of volunteer after-school physical recreation instructors and other before-school and after-school program volunteers. (Education Code 35021.3)

To be included in the registry, a volunteer shall submit to a criminal background check pursuant to Education Code 45125. The volunteer shall also submit current contact information to the district and shall update that information whenever the information changes. (Education Code 35021.3)

The Superintendent or designee may use a volunteer registered with the district or may select another person to provide physical recreation to students after school hours or to provide other services. (Education Code 35021.3)

Reports

The Superintendent or designee shall annually submit to CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis
 2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards
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Regulation 6174: Education For English Learners

Status: DRAFT

Original Adopted Date: 07/11/2017 | **Last Revised Date:** 10/03/2023

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Long-term English learner means:

1. For the purpose of setting the local control and accountability plan (LCAP) priorities, a student who has not attained English language proficiency within seven years of initial classification as an English learner (Education Code 52052)
2. For the purpose of English language proficiency assessment, an English learner in grades 6- 12 who has been enrolled in school in the United States for six years or more and who either: (Education Code 313.1)
 - a. Has remained at the same English language proficiency level for two or more consecutive years, or has regressed to a lower proficiency level; or
 - b. Is a student in grades 6-9 who has scored far below basic or below basic on the prior year's English language arts standards-based achievement test, or a score determined by the Superintendent of Public Instruction on any successor test

Native speaker of English means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

Identification and Assessments

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307, 11518.5)

Any student in kindergarten or grades 1-12, not including transitional kindergarten, who is identified as having a primary language other than English, as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). Prior to administering the ELPAC, the Superintendent or designee shall notify the student's parent/guardian in writing that the student will be administered the initial ELPAC. (Education Code 313, 52164.1; 5 CCR 11518.5)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.37.

Based on the initial assessment, the student shall be classified either as Initial Fluent English Proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The Superintendent or designee shall notify parents/guardians of their child's results on the summative assessment of the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided no later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
 - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
 - b. The manner in which the program will meet the educational strengths and needs of the student
 - c. The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation
 - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
 - e. When the student has been identified for special education, the manner in which the program meets the requirements of the student's individualized education program
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request

6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request

As needed, the school shall assist the parent/guardian in clarifying the request.

All requests shall be maintained for at least three years from the date of the request in accordance with Board Policy 3580 - District Records.

2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program

If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in Item #2 is attained, the Superintendent or designee shall:
 - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English Learner Parent Advisory Committee and parent advisory committee, in writing, of the requests for a language acquisition program
 - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals
 - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in Item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators

If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided. The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program,

including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals

5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language
6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught

The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

The district shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. (5 CCR 11302)

Advisory Committees

A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; 5 CCR 11308)

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the importance of regular school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the district master plan. (Education Code 52176)

When the district has more than 50 English learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students in the district. (Education Code 52176)

The DELAC shall advise the Board on at least the following tasks: (5 CCR 11308)

1. Developing a district master plan, including policy(ies), for education programs and services for English learners, taking into consideration the school site plans for English learners
2. Conducting a districtwide needs assessment on a school-by-school basis
3. Establishing a district program, goals, and objectives for programs and services for English learners
4. Developing a plan to ensure compliance with applicable teacher or instructional aide requirements
5. Administering the annual language census
6. Reviewing and commenting on the district's reclassification procedures
7. Reviewing and commenting on the required written parental notifications

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that DELAC and ELAC committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Local Control and Accountability Plan (LCAP) Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English Learner Parent Advisory Committee shall be established to review and comment on the district's LCAP. Such advisory committee shall provide input regarding the district's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs, in accordance with Board Policy 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. If the DELAC acts as the ELAC pursuant to Education Code 52063 and 52062, the DELAC shall also review and comment on the development or annual update of the LCAP. (Education Code 52062, 52063; 5 CCR 11301, 15495)

The DELAC may also serve as the LCAP ELAC, as specified in Board Policy 0460 - Local Control and Accountability Plan

Regulation 6158: Independent Study

Status: ADOPTED

Original Adopted Date: 12/06/2016 | **Last Revised Date:** 12/13/2022 | **Last Reviewed Date:** 12/13/2022

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in-person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in-person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher or teachers of record for that student pursuant to Education Code 51747.5.

Educational Opportunities

The Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction;
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum;
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum;
4. Continuing and special study during travel;
5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement;
6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance
7. Emergency conditions making in-person instruction infeasible for some or all pupils pursuant to Education Code 48393.

In addition, when requested by a parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and district-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Content Standards

The content of each independent study program shall be aligned to grade-level standards that are substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.

Eligibility for Independent Study

Students are eligible for independent study as authorized by law, and as specified in board policy and administrative regulation. A student shall be enrolled in a district school, while participating in independent study. (Education Code 51748)

The Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction.

A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For

an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

A student with exceptional needs, as defined in Education Code 56026, may participate in independent study if the student's individualized education program (IEP) specifically provides for such participation. (Education Code 51745)

If a parent/guardian of a student with exceptional needs requests independent study because the student's health would be put at risk by in-person instruction, the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education (FAPE) while participating in independent study. The IEP team shall not reject a request for participation in independent study on the basis of any of the following: (Education Code 51745)

1. The student's inability to work independently;
2. The student's need for adult support; or
3. The student's need for special education and related services.

In addition, any student with disabilities who receives services from a nonpublic, nonsectarian school through a virtual program may be permitted to participate in independent study if the student's IEP team determines that FAPE can be provided to the student by means of the virtual program and other conditions of law are satisfied. (Education Code 51745(c))

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through independent study. (Education Code 51745)

Except for students participating in independent study due to an emergency as described in Education Code 41422 and 46392 and pregnant and parenting students who are the primary caregiver for their child(ren), no more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children shall be enrolled in independent study. (Education Code 51745)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator;
2. Approving or denying the participation of students requesting independent study;
3. Facilitating the completion of written independent study agreements;

4. Ensuring a smooth transition for students into and out of the independent study mode of instruction;
5. Approving all credits earned through independent study; and
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation.

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments.
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due.
4. Maintaining an attendance register documenting each hour or fraction of an hour of both pupil work products and the time the student engaged in asynchronous instruction in accordance with Item #4 in the section on "Records" in the accompanying Board policy.
5. Providing direct instruction and counsel as necessary for individual student success.
6. Providing synchronous instruction in accordance with the accompanying Board policy.
7. Regularly meeting with the student to discuss the student's progress.
8. Determining the time value of assigned work or work products completed and submitted by the student, including participation in asynchronous instruction regardless of whether work products are produced.
9. Assessing student work and assigning grades or other approved measures of achievement.

10. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided.

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

Assessment and Documentation of Work Product and Participation

The independent study by each student shall be coordinated, evaluated, and shall be under the general supervision of an employee of the District who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300, registered as required by law.

Apportionment credit for independent study may be claimed only to the extent of the time value of pupil work products, as personally judged in each instance by a certificated teacher employed by the local educational agency. It is the intent of the Legislature that teachers be given access to digital assignment tracking systems to reduce workload associated with evaluating and accounting for pupil work.

The District shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day for purposes of student participation reporting and tiered reengagement pursuant to Education Code 51747.

A local educational agency shall maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades.

For purposes of these documentation requirements, a local educational agency shall not be required to sign and date pupil work products when assessing the time value of pupil work products for apportionment purposes.