



Central Union School District  
Lemoore, CA

District Advisory Council (DAC) Meeting #1 Minutes  
October 5, 2023  
8:30 am – 10:00 am

**1. Call The meeting to order**

- a. Welcome and Introductions  
Rosa Serrano called the meeting to order at 8:34 AM and welcomed members in attendance.
- b. Establish quorum  
Quorum was established and meeting commenced by President Rosa Serrano.

**2. Approval or Correction of the Minutes**

- a. A motion was made by Rosa to approve April 13, 2023, minutes and was seconded by Margaret.
- b. Motion made by Margaret to approve September 20, 2023 DAC Orientation minutes and was seconded by Yanet.

**3. Uniform Complaint Procedures**

Davinder reviewed Uniform Complaint Procedures.

**Big Picture-Planning for Success**

**4. Local Control and Accessibility Plan (LCAP) 2023 to 2024 Overview**

The LCAP Overview handout was reviewed in detail by Davinder and Superintendent Addington. A three year plan is in motion for next school year.

**5. Coordination of District Plans**

Davinder briefly described the following plans. All plans are geared back to the CUSD 5 year plan. Plan information can be found on the district website.

- a. Local Control and Accountability Plan (LCAP)
- b. Elementary and Secondary School Emergency Relief Funds (ESSER III)
- c. Educator Effectiveness Plan
- d. Expanded Learning Opportunity Program Plan (ELOP)
- e. Universal Pre-Kindergarten (UPK)

**How are we doing?**

**6. i. Student Data Update**

- a. Spring 2022 to 2023  
Davinder discussed end of year data.
- b. Fall 2023 to 2024

Discussed in detail by Davinder-New results should be out in October end of month. Statistics were reviewed to include how well students are performing in math and ELA. Mention was also made of progress of students who have English as a second language and how it impacted their grades and school districts.

## **ii. Student Attendance Update**

Chronic absenteeism data was shared and improvement of attendance is happening at the sites.

## **What are We Doing in Response to the Data?**

### **7. Central Union School District 2022 to 2023 Focus**

- a. Multi-Tiered Systems of Support (MTSS)  
Davinder discussed the multi-tiered system of support. There are three areas of focus that can be reviewed on the MTSS pyramid handout.
- b. Professional Learning Communities (PLC)  
Teachers meet every Wednesday and work on the 4 Essential Questions. SEL competencies also addressed.

### **8. Committee Reports and Input**

- a. District Comprehensive Four-Year Plan  
Davinder addressed development of the Four-Year Plan.
- b. Technology Update  
Discussed by Jared Johnson, Chief Technological Officer, so far the system works well. System safety was addressed. Schools will continue to use iPad in the classroom and there will be upgrades of sites and network switching. They are planning to change projectors to TV and there will be major changes regarding loaner iPad which will be available in the library for checkout.
- c. Superintendent Report  
Superintendent Addington discussed the annual Federal Survey Day is coming up. He stated that it is important because of the CUSD students, 85% are federally connected. It was reiterated that 30% of the budget for the school district comes from the federal government. He also explained the trustee areas, vacant areas for 3 and 4, and that school board members must have residency in California to be eligible to sit on board.

### **9. Site updates**

- a. Akers  
Heiko Sweeney absent
- b. Central  
Anne discussed field trips for K1, schoolwide Halloween activities, anti-bullying awareness, distribution of progress reports, sports specifically volleyball, and addressing absenteeism.
- c. Neutra  
Alvarado discussed national walk-ride-bike to school day, absenteeism, deployment club, and discipline and positive versus punitive discipline.
- d. Stratford



National bullying prevention, attendance, fire safety presentations and earthquake drill, behavioral health drug use prevention, red ribbon week, trunk or treat, and pumpkin patch on October 27<sup>th</sup>.

**10. Questions or Concerns**

Questions and concerns were addressed.

**11. Adjournment**

The meeting was adjourned at 10:03 AM.

Next meeting will be on December 7, 2023, at 08:30 AM

Respectfully Submitted by,  
Sherion Shaw-Porter, IEC Secretary



**District Advisory Council (DAC)**  
**Central Union School District Presentation Center**  
**October 5, 2023**  
**8:30 - 10:00 am**

Please note the DAC meeting will be held at Central Union School District located at 15783 Eighteenth Avenue Lemoore, CA. The district telephone number is 559-924-3405. When you arrive at the district please check in at the main office and they will direct you to the meeting room.

- 1. Call the Meeting to Order**
  - a. Welcome and Introductions
  - b. Establish Quorum
  
- 2. Approval or Correction of the Minutes**
  - a. April 13, 2023
  - b. September 20, 2023 DAC Orientation
  
- 3. Uniform Complaint Procedures**

**Big Picture - Planning for Success**

- 4. Local Control and Accountability Plan (LCAP) 2023 - 2024 Overview**
  
- 5. Coordination of District Plans**
  - a. Local Control and Accountability Plan (LCAP)
  - b. Elementary and Secondary School Emergency Relief Funds (ESSER III)
  - c. Educator Effectiveness Plan
  - d. Expanded Learning Opportunity Program Plan (ELOP)
  - e. Universal Pre-Kindergarten (UPK)

**How are we doing?**

- 6. i. Student Data Update**
  - a. Spring 2022 - 2023
  - b. Fall 2023 - 2024
  
- ii. Student Attendance Update**

**What are We Doing in Response to the Data?**

- 7. Central Union School District 2022 - 2023 Focus**
  - a. Multi-Tiered Systems of Support (MTSS)
  - b. Professional Learning Communities (PLC)
  
- 8. Committee Reports and Input**
  - a. District Comprehensive Four-Year Plan
  - b. Technology Update
  - c. Superintendent Report
  
- 9. Site Updates**
  - a. Akers
  - b. Central
  - c. Neutra
  - d. Stratford
  
- 10. Questions or Concerns**
  
- 11. Adjournment**

**District Advisory Council (DAC)  
Central Union School District Presentation Center**

**April 13, 2023  
8:30 - 10:30 am**

**1. Call the meeting to Order**

a. Welcome and Introductions

Julie Duty called the meeting to order at 8:35am, and welcomed members in attendance.

Anne Gonzales, Christina Gonzales, Julie Duty, Cindee Rael, Loretta Black, Michelle King, Pam Vavruska, Tom Addington, Danny Llamas, Ginny Grady-Steele

Two additional ladies were in attendance. EFMP coordinator from NAS Lemoore and one of her colleagues. I didn't catch their names and Yvette, one of the Central parent reps.

b. Establish Quorum

Quorum could not be established when the meeting was called to order. Quorum was established as more people arrived.

**2. Approval or Correction of the Minutes**

a. A motion was made by Danny Llamas to approve the February 2, 2023 DAC Meeting minutes and seconded by Michelle King. Voting members unanimously approved.

**3. Data Review - Loretta Black and Cindee Rael**

- iReady - Results of the winter testing window were shared. All CUSD schools and students are moving in the right direction.  
iReady results will be shared electronically with CUSD Site Admin.  
Students spend 40 minutes a week working on iReady Math and 40 minutes a week on iReady Reading.  
Math gains were not the same as Reading gains, but there was still growth for all students.  
K-2 Students will take a Spring iReady assessment and 3-8 students will be taking CAASP.
  - LCAP - Students need access to a broad course of study. CUSD students have access to all courses, and are enrolled in the courses they should be. The trimester 2 data shows that all students district wide are making progress and passing a broad course of study and showing iReady growth.
- Suspension Data - Data was shared and there is a decrease across CUSD. Instances of suspension are counted by the student, not by the incident.
- Attendance - Chronic Absenteeism was discussed. Attendance levels are still not at pre-pandemic levels. The CUSD goal is 95% attendance and the district is hovering around that percentage.

**4. Expanded Learning Opportunity Program (ELO-P) update**

- June 2023 will have a pilot program at Stratford. This program is for unduplicated students.

- July 2023 (15 days) will have another ELO-P session district wide. The July session will help toward the 30 days total required for the 2023-2024 Academic year.
- Summer School will not be happening as it has in the past.

**5. Superintendent Report - Tom Addington**

Superintendent Addington had another meeting to attend so he spoke earlier in the agenda.

- Neutra Federal Construction Project - The criteria for how construction improvements are approved on Federal land was explained (80% Federal and 20% Local contribution) Planning is underway and should take a year and a half to design. Groundbreaking is set for January 2025 and construction is estimated at two and a half years. The time frame takes the presence and safety of students, faculty, and staff being on campus during the construction. All portable buildings will be removed.
- Enrollment and ADA - These improvements could impact staffing because enrollment is down post Covid. This decline in enrollment can be credited to online learning, private and homeschool, decrease in billets on board NAS Lemoore.
- Board Vacancies - Trustee are 3 and 4 (on board NAS Lemoore) The criteria for a Service Member or Spouse residing on the Base to serve on the Board is that they have to be registered to Vote in the State of California, they do not have to be a resident of California.

**6. Committee Reports and Input**

- LCAP goals were discussed. - Cindee Rael  
 Goal 1 - All students provided conditions for learning leading to college and career readiness.  
 -New math textbook adoption will be coming in the future.

Goal 2 - Parents, Students, and the community will be engaged to participate collaboratively in the educational process.

-The #1 indicator of student success is parent involvement and engagement. Parent Square, and open campuses have helped that partnership take place.

Goal 3 - All students will make progress towards proficient achievement of state adopted standards through data driven decision making. Cindee discussed the funding of each of these actions and the budgeted vs expended funds for each of these were explained. "Homeless" classification was clarified.

1. Implement PLC process and MTSS/RTI
2. Replacing tech devices on a regular basis.
3. Provide targeted, additional services.
4. Provide targeted additional services for English Language Learners.
5. ELD coaching and supplementary materials.
6. Instructional aides
7. Title I district program administration costs.
8. Title I Homeless-set-aside.

Members present discussed Goal 2 with site Principals present and ranked the schools on a 5 point scale

5	Full implementation/Sustainability
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4	Full implementation
3	Initial implementation
2	Beginning development
1	Exploration and research

Section 1 Building Relationships, Section 2 Building Partnerships for Student Outcomes, Section 3 Seeking Input for Decision Making.

Takeaways include: Regular Face to Face contact between parents and faculty, empower parents to request conferences with their child's teacher, fostering an environment where parents know they are invited and welcome to participate in meetings and events.

- Special Education and Student Services - Loretta Black  
New Reading Intervention materials being delivered to school sites today.  
  
Influx of out of date IEP's from students that had not been regularly attending school/transient/covid
- Technology Update - Mark Tompkins not present

**7. Site Updates**

- a. Akers - Heiko Sweeney not present
- b. Central - Anne Gonzales, state testing, rally to kick off state testing, color run, track meets, field trips, book fair.
- c. Neutra - Michelle King, Saturday School, State Testing, Month of the Military Child, open house
- d. Stratford - Christina Gonzales, CAASP Testing Rally, soccer clinic, track meet, color run

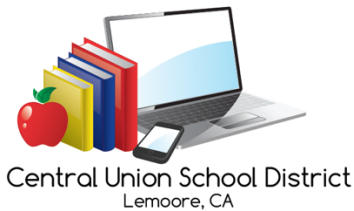
**9. Questions, Concerns or Announcements**

None

**10. Adjournment**

Meeting adjourned at 11:14am.

The next DAC meeting will be September 21, 2023 at 8:30am.



District Advisory Council (DAC) Orientation Minutes  
September 20, 2023  
8:30 – 10:00 am

**1. Call the meeting to Order**

**a. Welcome and Introductions**

The following individuals were in attendance: Akers Parent, Sherion Shaw-Porter; Central Parent, Esperanza Ortiz.; Special Education Parent, Rosa Serrano; Title I Parent, Maria Gonzalez; English Learner Parent, Yanet Vargas; Stratford Community Representative, Ashley Sierra; NAS Lemoore Community Representative, Margaret Gladders; Neutra Principal, Elizabeth Alvarado; Central Principal, Anne Gonzales, Stratford Principal, Christina Gonzales; District Admin, Davinder Sidhu; District Admin, Karla Rodriguez; District Clerk, Christina Muñoz; Erika Maldonado attended in place of Danny Llamas, Central Community Representative.

At 8:30am, Davinder welcomed everyone in attendance and thanked them for being a part of DAC. She provided an overview of DAC.

**b. Establish Quorum**

Davinder reviewed how to establish a quorum. A quorum was established and the meeting proceeded.

**2. Approval or Correction of the Minutes**

**a. April 13, 2023 DAC Meeting**

The minutes from April 13, 2023 were reviewed. A motion was made by Rosa Serrano to approve the minutes and seconded by Elizabeth Alvarado. All were in favor and the motion carried.

**3. Purpose of Orientation**

The business of the orientation meetings shall be limited to board orientation, including parliamentary procedure, vote in officers. All members are to attend the orientation meeting.

**4. Review Bylaws**

Davinder explained an overview of the Bylaws. The Bylaws were previously approved at the April 21, 2022 DAC meeting. No further action needed.

**5. Review Meeting Packet**

**a. Membership**

Davinder reviewed membership roles and responsibilities. She informed members that a Site Representative and District Representative are still needed.



Karla Rodriguez was nominated for the position of District Representative by Elizabeth Alvarado and seconded by Christina Gonzales. Karla accepted, all were in favor and the motion carried.

Elizabeth Alvarado was nominated for the position of Site Representative by Christina Gonzales and seconded by Anne Gonzales. Elizabeth accepted, all were in favor and the motion carried.

**b. Robert's Rules of Order - Making A Motion**

Davinder reviewed Robert's Rules of Order and how to make a motion. She explained how she wants the process to be as easy as possible so everyone can participate. All members understood how to make a motion.

**c. Roles and Responsibilities**

Davinder reviewed the roles and responsibilities.

**6. Election of Officers**

Davinder brought the meeting to the Election of Officers for the 2023-24 school year. A description of the Officers' roles was given as written in the Bylaws. Ballots were passed out and members nominated officers. Votes were counted and the following is the outcome of the election. The following three members accepted their roles.

**a. Chairman**

Rosa Serrano

**b. Vice Chairman**

Esperanza Ortiz

**c. Secretary**

Sherion Shaw-Porter

**7. Meeting Dates**

October 5, 2023  
December 7, 2023  
February 1, 2024  
April 4, 2024

All meetings will begin at 8:30am at the CUSD Presentation Center.

**8. Questions or Concerns**

Davinder thanked everyone for attending.

**9. Adjournment**

Meeting was adjourned at 9:05am.

**Policy 1312.3: Uniform Complaint Procedures**

**Status:** ADOPTED

**Original Adopted Date:** 06/10/2019 | **Last Revised Date:** 01/11/2021 | **Last Reviewed Date:** 01/11/2021

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

**Complaints Subject to UCP**

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8498)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content, when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students, and immigrant students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)

18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. State preschool programs (Education Code 8235-8239.1)
23. State preschool health and safety issues in license-exempt programs (Education Code 8235.5)
24. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

### **Non-UCP Complaints**

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 -

Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

5. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
  6. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
  7. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)
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**Regulation 1312.3: Uniform Complaint Procedures**

**Status:** ADOPTED

**Original Adopted Date:** 06/10/2019 | **Last Revised Date:** 01/11/2021 | **Last Reviewed Date:** 01/11/2021

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.  
Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment. The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

Assistant Superintendent  
15783 18<sup>th</sup> Avenue  
Lemoore, CA 93245  
(559) 924-3405

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

**Notifications**

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as

identified in the section "Complaints Subject to UCP" in the accompanying Board policy

2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate
3. A statement that a UCP complaint must be filed no later than one year from the date the alleged violation occurred
4. A statement that, in the case of a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, a UCP complaint must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct
5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
7. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process
8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
9. A statement that the complainant has a right to appeal the district's investigation report to CDE for programs within the scope of the UCP by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision
10. A statement advising the complainant 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
11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

### **Filing of Complaints**

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.
3. A UCP complaint shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Board. (5 CCR 4630)
4. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
5. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
6. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

### **Mediation**

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

### **Investigation of Complaint**

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

### **Timeline for Investigation Report**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the investigation report at the same time it is provided to the complainant.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant, shall be sent the district's investigation report, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

### **Investigation Report**

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with



the relevant law

3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the investigation report shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

### **Corrective Actions**

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation

6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

### **Appeals to the California Department of Education**

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including as least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the district's investigation report are not supported by substantial evidence.
4. The legal conclusion in the district's investigation report is inconsistent with the law.
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the district's investigation report
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint
5. A copy of the district's UCP
6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

#### **Health and Safety Complaints in License-Exempt Preschool Programs**

Any complaint regarding health or safety issues in a license-exempt CSPP program shall be addressed through the procedures described in 5 CCR 4690-4694.

In each license-exempt CSPP classroom, a notice shall be posted notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. (Education Code 8235.5; 5 CCR 4690)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint and shall contain a space to indicate whether the complainant desires a response to the complaint. If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. (Education Code 8235.5; 5 CCR 4690)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8235.5; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8235.5; 5 CCR 4692)

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the

complaint to the Board at a regularly scheduled meeting and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8235.5; 5 CCR 4693, 4694)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools. (5 CCR 4693)

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**Regulation 1312.4: Williams Uniform Complaint Procedures**

**Status:** ADOPTED

**Original Adopted Date:** 01/10/2005 | **Last Revised Date:** 03/09/2020 | **Last Reviewed Date:** 03/09/2020

**Types of Complaints**

The district shall use the procedures described in this administrative regulation only to investigate and resolve the following:

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: (Education Code 35186; 5 CCR 4681)
  - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
  - b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
  - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
  - d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: (Education Code 35186; 5 CCR 4682)
  - a. A semester begins and a teacher vacancy exists.
  - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
  - c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

3. Complaints regarding the condition of school facilities, including any complaint alleging that: (Education Code 35186; 5 CCR 4683)
  - a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for student safety or to make repairs. (Education Code 35292.5)

In any district school serving any of grades 6-12 in which 40 percent or more of the students in the school or school attendance area are from low-income families, as defined in 20 USC 6314, a complaint may be filed alleging noncompliance with the requirement of Education Code 35292.6 to stock, at all times, at least half of the restrooms in the school with feminine hygiene products and to not charge students for the use of such products.

### **Forms and Notices**

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form specifies the location for filing a complaint and contains a space to indicate whether the complainant desires a response to the complaint. A complainant may add as much text to explain the complaint as desired. (Education Code 8235.5, 35186; 5 CCR 4680)

The Superintendent or designee shall post in each K-8 classroom in each school a notice containing the components specified in Education Code 35186.

### **Filing of Complaint**

A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. A complaint about problems beyond the authority of the principal shall be forwarded to the Superintendent or designee in a timely manner, but not to exceed 10 working days. Complaints may be filed anonymously. (Education Code 8235.5, 35186; 5 CCR 4680)

### **Investigation and Response**

The principal or a designee of the Superintendent shall make all reasonable efforts to investigate any problem within their authority. (Education Code 8235.5, 35186; 5 CCR 4685)

The principal or Superintendent's designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 8235.5, 35186; 5 CCR 4685)

If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the principal or Superintendent's designee shall report the resolution of the complaint to the complainant within 45 working days of the initial filing of the complaint. If the principal makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8235.5, 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 8235.5, 35186)

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board of Trustees at a regularly scheduled meeting. (Education Code 8235.5, 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3a or #4 in the section "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days

of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 8235.5, 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 8235.5, 35186; 5 CCR 4686)

### **Reports**

On a quarterly basis, the Superintendent or designee shall report, to the Board at a regularly scheduled public Board meeting and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. (Education Code 8235.5, 35186; 5 CCR 4686)

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## Williams Complaints Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers Complaints Rights

**Pursuant to California *Education Code* Section 35186, you are hereby notified that:**

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.
4. Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
5. Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
6. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at [www.central.k12.ca.us](http://www.central.k12.ca.us). You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

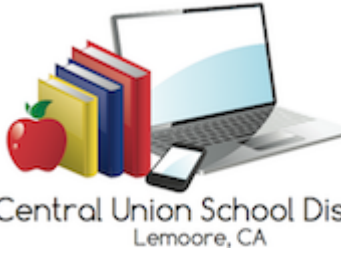
## Quejas Williams Aula Aviso

Aviso a los Padres, Tutores, Alumnos, Maestros y Quejas Derechos

**De conformidad con el Código de Educación de California Sección 35186, se le notifica que:**

1. Debe haber libros de texto y materiales didácticos suficientes. Eso significa que cada alumno, incluyendo los aprendices del inglés, debe tener un libro de texto o materiales didácticos, o ambos, para usar en clase y para llevar a casa.
2. Las instalaciones escolares deben estar limpias, seguras y mantenidas en buen estado.
3. No debe haber vacantes o asignaciones incorrectas de maestros. Debe haber un maestro asignado a cada clase y no una serie de suplentes u otros maestros temporales. El maestro debe tener la credencial apropiada para enseñar la clase, incluyendo la certificación requerida para enseñar a estudiantes de inglés si está presente.
4. Vacante de maestro significa una posición para la cual un empleado certificado no ha sido asignado al principio del año por todo un año o, si la posición es para un curso de un semestre, una posición para la cual un empleado certificado no tiene sido asignado al principio del semestre por todo un semestre.
5. Asignación equivocada significa la colocación de un empleado certificado en una enseñanza o de servicio para el cual el empleado no posee un certificado o credencial legalmente reconocidos o la colocación de un empleado certificado en posición de enseñanza o servicios que el empleado no está autorizado por ley a mantener.
6. Un formulario de queja puede ser obtenida en la oficina de la escuela, oficina del distrito, o descargado desde el sitio web de la escuela al [www.central.k12.ca.us](http://www.central.k12.ca.us). También puede descargar una copia del formulario de quejas del Departamento de Educación de California del siguiente sitio Web: <http://www.cde.ca.gov/re/cp/uc>.





# 2023-24 Local Control and Accountability Plan (LCAP) Overview

## Central Union Elementary Sch Dist

### State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

### Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

### Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

### Student Enrollment

Ethnicity	Percent of Enrollment
African American	7.5
American Indian	5.3
Asian	0.7
Filipino	3.2
Hispanic/Latino	41.4
Pacific Islander	0.5
White	28.8
Two or More Races	12.7

Student Group	Percent of Enrollment
English Learners	8.2
Low Income	53.3
Foster Youth	0.8

### Our Community



3

Communities Served



1,753

Students



4

Schools



245

Staff

### 2023-24 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$2,506,361.00
Other State Funds	\$494,505.00
Local Funds	
Federal Funds	\$415,069.00
<b>Total Funds</b>	<b>\$3,415,935.00</b>

Type	Totals
Personnel	\$2,295,979.00
Non-Personnel	\$1,119,956.00






# 2023-24 LCAP Goals and Services

## GOAL

# 1

All Students will be provided the **CONDITIONS FOR LEARNING** leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.



<p>1.1</p>	<p><b>Provide all students access to Basic Services</b>  All Students will have access to  (1)appropriately assigned and credentialed teachers,  (2)their own copy of standards-aligned materials,  (3)facilities that, at a minimum, meet the standard of "good repair." (Including guidance and protocols for cleaning and sanitation for COVID19 based on current CDC and County Health Dept. guidance.)</p> <p>Aligned to Priority 1 Basic Conditions  Measured by Metrics 1A, 1B, and 1C  Local Indicator: Priority 1 Basic Conditions at School Self-Reflection Tool</p>	<p>\$408,113.00</p>	 <p>All Students</p>
<p>1.2</p>	<p><b>Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard.</b>  Grade level standards-aligned instruction for all students in Tier 1.  All English Learners will be provided both Designated and Integrated ELD as part of core curriculum. (Instruction provided by staff provided in Action 1. No Additional cost).</p> <p>Aligned to Priority 2  Measured by Metrics 2A and 2B  Local Indicator: Priority 2 Implementation of State Standards Self-Reflection Tool</p>	<p>\$0.00</p>	 <p>All Students</p>
<p>1.3</p>	<p><b>Broad Course of Study</b>  All Students will have access to a Broad Course of Study including Unduplicated students and students with exceptional needs. (Instruction provided by staff provided in Action 1. No Additional cost).</p> <p>Aligned to Priority 7 Access to Broad Course of Study  Measured by Metrics 7A, 7B, and 7C (Master Schedule)  Local Indicator: Priority 7 Pupil Access Self-Reflection Tool</p>	<p>\$0.00</p>	 <p>All Students</p>

## GOAL

# 2

Parents, Students, and the community will be **ENGAGED** to participate collaboratively in the educational process.



<p><b>2.1</b></p>	<p><b>Actively Engage Parents in the Learning Process</b>            The District and Sites will            (1)Build Relationships: - Support staff in learning about families through use of parent completed Student Inventory (strengths, culture, language, goals).            (2)Build Partnerships for Student Outcomes: Provide parents Information &amp; Resources to Support Learning at Home.            (3)Seek Input for Decision Making - Provide opportunities to plan, design, implement and evaluate family engagement together (families, teachers, principals, and district admin.)            (4)Sites will implement at least 1 new opportunity for teachers to meet with families.            (5)System for 2-way communication between parents and teachers, sites, and/or District Office.</p> <p>Aligned to Priority 3 Parent Involvement            Metric: Local Indicator Self-Reflection Tool for Priority 3 Parent Engagement            Local Measure: Local Survey and Input from Committees</p>	<p>\$15,000.00</p>	<p>  <b>All Students</b></p>
<p><b>2.2</b></p>	<p><b>Actively Engage Students in the Learning Process</b>            The District and Sites will . . .            (1)Implement Multi-Tiered System of Supports for Social-Emotional and Behavioral needs including Tier I SEL Curriculum and Trauma Informed Practices            (2)Counselors and PE Teachers collaborating to promote Social and Emotional learning through physical Activity            (3)Develop SMART Goals and plans for celebrating and improving attendance each site. Principally Directed for Unduplicated Students.</p> <p>Aligned to Priority 5 Pupil Engagement            Measured by Metrics: School attendance, Chronic Absenteeism Rate, Middle School Drop out Rate</p>	<p>\$1,037,876.00</p>	<p>  <b>English Learners            Foster Youth            Low Income</b></p>
<p><b>2.3</b></p>	<p><b>Create and sustain a School Climate of Safety and Connectedness</b>            The District and Sites will . . .            (1)Implement planned Connectedness strategies at all sites            (2)Resource Officer            (3)Safety and Security Enhancements            (4)Stop It (Bully Program)            (5)Raptor (screening of adults on campus)            (6)Securly (internet filtering software)</p> <p>Aligned to Priority 6 School Climate            Measured by Metrics: Suspension Rate, Expulsion Rate, Local Measures of pupils', parents', and teachers' sense of Safety and Connectedness            Local Measure: Local Survey</p>	<p>\$86,016.00</p>	<p>  <b>All Students</b></p>

**GOAL**

**3**

All students will make progress towards proficient **ACHIEVEMENT** of state adopted standards through data driven decision making.



<p><b>3.1</b></p>	<p><b>Implement PLC Process and MTSS/RTI</b>                  The District and Sites will . . .                  (1)Implement a Comprehensive PL Plan to build capacity of all staff (classified, certificated, and administration)                  (2) Administrators provided ongoing coaching to lead the work of PLCs &amp; MTSS/RTI at their sites as the Instructional Leaders.                  (3)PD Materials/Supplies &amp; Supplementary Materials                  (4)Implement MTSS/RTI for Academics with emphasis on Essentials Standards at each site                  (5)Implement Balanced Assessment Plan including Academic Screener 3 times per year, Formative, Interim, and Summative Assessments.                  (6)Local Assessment &amp; Data Management Systems including access to local and state data for purposes of collaboration in monitoring and decision making.                  (7)Professional Learning Communities (District, Site, Teacher and Administrators) will actively collaborate around and make decisions based on data. (Weekly early release days are provided.)</p> <p>Aligned to Priority 4 Pupil Achievement                  Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p> <p>Aligned to Priority 8 Other Student Outcomes                  Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)</p>	<p>\$328,670.00</p>	<p>  <b>All Students</b></p>
<p><b>3.2</b></p>	<p><b>Replace Technology Devices</b>                  Replacement of instructional technology to ensure access to up-to-date technology and regular academic use. (400 new iPads)</p> <p>Aligned to Priority 8 Other Student Outcomes                  Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)</p>	<p>\$278,827.00</p>	<p>  <b>All Students</b></p>
<p><b>3.3</b></p>	<p><b>Provide targeted additional services</b>                  The District will provide . . .                  (1)Summer Learning Opportunities                  (2)Targeted Interventions (before school, after school, Saturdays)</p> <p>Aligned to Priority 4 Pupil Achievement                  Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p> <p>Aligned to Priority 8 Other Student Outcomes</p>	<p>\$409,505.00</p>	<p>  <b>All Students</b></p>

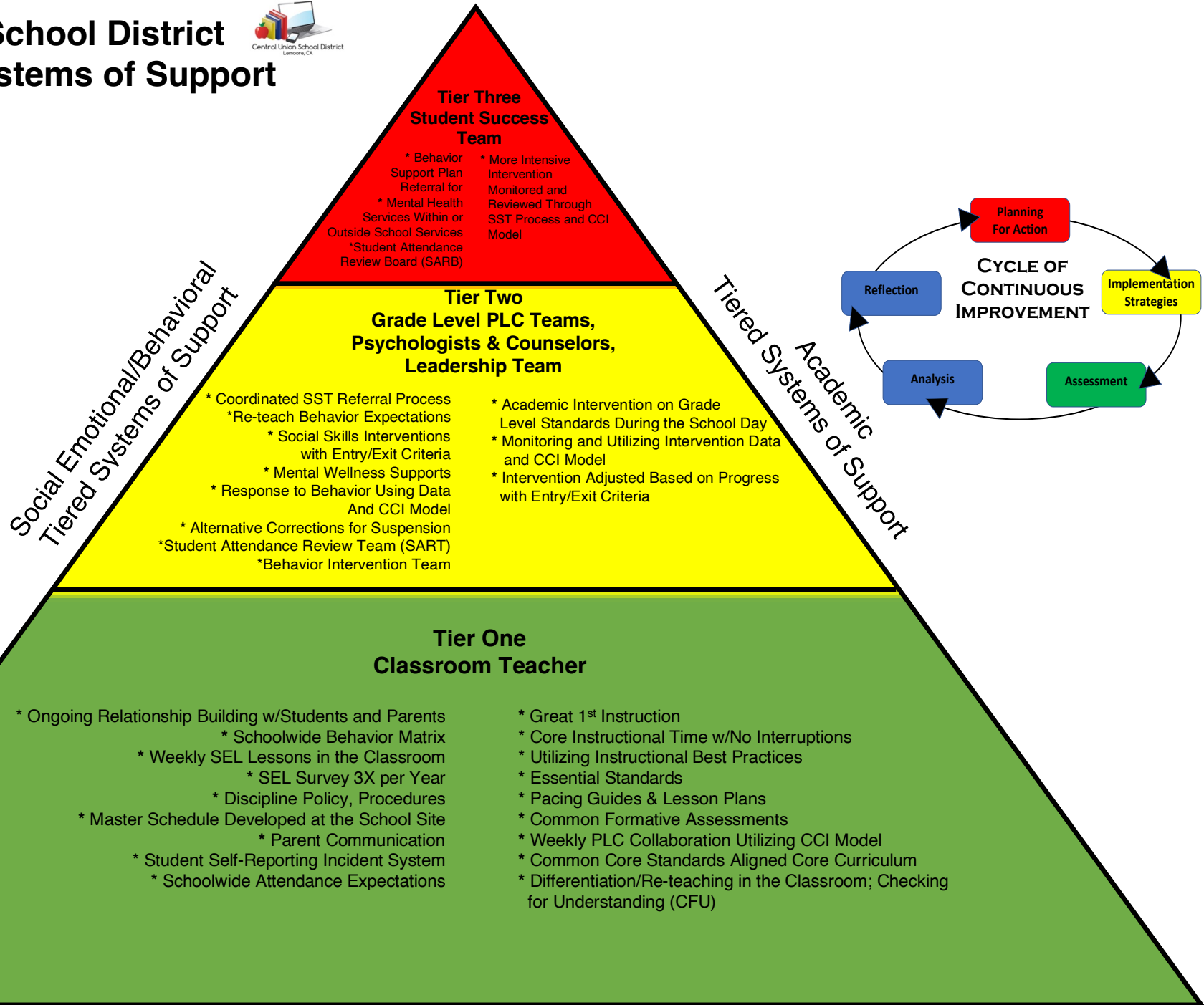
	Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)		
3.4	<p><b>Provide targeted additional services for English Learners</b> The District will provide Target Intervention services beyond the school day.</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>	\$13,591.00	 <b>English Learners</b>
3.5	<p><b>ELD Coaching &amp; Supplementary Materials</b> The District will provide . . . (Title III Funded) (1)ELD Consultant to provide training and coaching to support staff in effectively meeting the needs of their English Learners. (improving Designated and/or Integrated ELD, and EL Intervention) (2)ELD supplementary materials</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>	\$15,000.00	 <b>English Learners</b>
3.6	<p><b>Instructional Aides</b> Instructional Aides, principally directed for Unduplicated Students, will support small group instruction and assist in providing "just in time" supports in ELA, Math, and overall literacy. This action is principally directed to meet the needs of most at-risk students, our Unduplicated Students. Aides Salaries (70 staff)</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)</p>	\$778,742.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
3.7	<p><b>Title I Program District Administrative Costs</b> Title I Program administrative costs. (Title I Funded)</p>	\$43,095.00	 <b>Low Income Students</b>
3.8	<p><b>Title I Homeless Set-Aside</b> Funds set aside to provide a variety of services to homeless students. Includes services to assist homeless students in meeting the State's challenging academic standards and other services to help homeless students effectively take advantage of educational opportunities. (see also Consolidated Application) (Title I Funded)</p>	\$1,500.00	 <b>Homeless</b>

Educational Partner	Major Changes for 2023-24	We Want to Increase	We Want to Decrease
	<p>No Major changes for 2022-23. The District continues to focus on leveraging and refining the Multi-Tiered System of supports in both social-emotional/behavioral and academic areas to meet the needs of the whole child. We remain committed to leveraging the PLC Process and making data driven decisions for continuous improvement.</p>	<p>Student Connectedness, Attendance, Student Achievement</p>	<p>Suspensions, Chronic Absenteeism</p>

**Central Union Elementary Sch Dist**

15783 18th Ave. • Lemoore, CA | Phone: (559) 924-3405 | Fax: | Email:  
 Website:

# Central Union School District Multi-Tiered Systems of Support



- Site Behavior Intervention Team**
- \* Principal
  - \* Assistant Principal
  - \* Counselor
  - \* Psychologist

### Tier Three Student Success Team

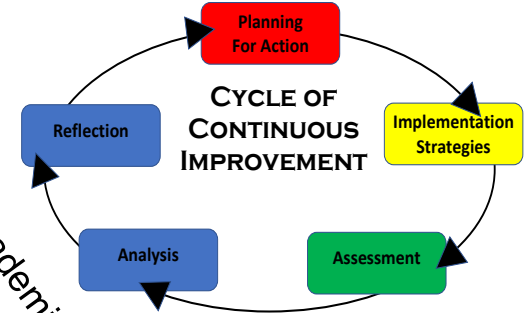
- \* Behavior Support Plan Referral for
- \* Mental Health Services Within or Outside School Services
- \* Student Attendance Review Board (SARB)
- \* More Intensive Intervention Monitored and Reviewed Through SST Process and CCI Model

### Tier Two Grade Level PLC Teams, Psychologists & Counselors, Leadership Team

- \* Coordinated SST Referral Process
- \* Re-teach Behavior Expectations
- \* Social Skills Interventions with Entry/Exit Criteria
- \* Mental Wellness Supports
- \* Response to Behavior Using Data And CCI Model
- \* Alternative Corrections for Suspension
- \* Student Attendance Review Team (SART)
- \* Behavior Intervention Team
- \* Academic Intervention on Grade Level Standards During the School Day
- \* Monitoring and Utilizing Intervention Data and CCI Model
- \* Intervention Adjusted Based on Progress with Entry/Exit Criteria

### Tier One Classroom Teacher

- \* Ongoing Relationship Building w/Students and Parents
- \* Schoolwide Behavior Matrix
- \* Weekly SEL Lessons in the Classroom
- \* SEL Survey 3X per Year
- \* Discipline Policy, Procedures
- \* Master Schedule Developed at the School Site
- \* Parent Communication
- \* Student Self-Reporting Incident System
- \* Schoolwide Attendance Expectations
- \* Great 1<sup>st</sup> Instruction
- \* Core Instructional Time w/No Interruptions
- \* Utilizing Instructional Best Practices
- \* Essential Standards
- \* Pacing Guides & Lesson Plans
- \* Common Formative Assessments
- \* Weekly PLC Collaboration Utilizing CCI Model
- \* Common Core Standards Aligned Core Curriculum
- \* Differentiation/Re-teaching in the Classroom; Checking for Understanding (CFU)



# 4 Essential Questions

