

IEC Meeting Minutes
October 19th, 2023

1. Call to Order @ 12:23 pm by D. Llamas

- Roll call
 - Quorum – 3 parents (Kenny Barrios, Tonya Williams, Cecelia Torres)
 - Student – Heavenly Sorondo

2. Additions, Deletions, and Approval of Agenda

- **October 19, 2023 Agenda**
 - Accepted as they were
 - Motion made by Anne Gonzales and seconded by Kenny Barrios

3. Approval of the Minutes from Previous IEC Meetings

- **May 16, 2023**
 - Accepted as they were
 - Motion made by Tonya Williams and seconded by Cecelia Torres
- **September 19, 2023**
 - Accepted as they were
 - Motion made by Kenny Barrios and seconded by Tonya Williams

4. Elections

- **Election of Members**

Kenny Barrios, Tonya Williams, and Cecelia Torres were nominated to serve as Parent representatives. A motion was made by Danny Llamas to approve and was seconded by Kenny Barrios. All approved and motion carried.

Heavenly Sorondo was nominated to serve as the High School representative. A motion was made by Danny Llamas to approve and was seconded by Cecelia Torres. All approved and motion carried.

Anne Gonzales was nominated to serve as Site Administrator representative. A motion was made by Danny Llamas to approve and was seconded by Kenny Barrios. All approved and motion carried.

Rodney Brumit was nominated to serve as LUHSD Employee representative. A motion was made by Danny Llamas to approve and was seconded by Kenny Barrios. All approved and motion carried.

Danny Llamas was nominated to serve as Director of SRR Education Department representative. A motion was made by Kenny Barrios to approve and was seconded by Tonya Williams. All approved and motion carried.

Dr. Sidhu was nominated to serve as CUESD District representative. A motion was made by Danny Llamas to approve and was seconded by Tonya Williams. All approved and motion carried.

- **Election of Officers**

The following members were nominated as Officers. A motion was made by Danny Llamas to approve and was seconded by Tonya Williams. All approved and motion carried.

Chairman: D. Llamas

Vice Chairman: T. Williams

5. Student Achievement Data and Social Emotional Data

- Dr. Sidhu shared Native Student Data from CUESD (Passability)
 - ELA: Dropped from 16% to 10%
 - Math: Increased from 16% to 20%
- Professional Development days are happening more to help aid students and increase percentages; programs are being made to help students who struggle with subjects
 - IREADY – Interventions
 - Reformatting instructional methods
 - After school programs
 - Deployment
 - During certain times students move from group to group with different instructors that can help students gain skill sets and teaching methods that can help them more
- LUHSD shared, every trimester ends with students taking surveys to get insight on students
 - Leadership club and admin work together to try and implement things that will aide students and increase positivity rating
- Parent suggested to investigate low ELA scores and the connection between lack of culture in an educational setting and student interest on working on ELA
 - Parent shared, her child is uninterested in doing ELA work due to not feeling connected to it culturally while he shows interest in studying Tachi language and tribal history. Claims to feel “colonized” in the school system – Losing his heritage.

6. Uniform Complaint Procedure

- CUESD, Dr. Sidhu, reviewed the policy. There were no questions from the committee.
- LUHSD shared their policy.

7. JOM Funding

Dr. Sidhu reviewed the budget.

- No new funding so far for the 2023 – 2024 school year
- Remaining balances
 - Stratford: \$245
 - Central: \$13,055

8. Title 6 Grant

Valerie Botelho, Assistant Superintendent of C & I LUHSD

- Awarded \$15,000
 - 48% goes to after school programs/Bridge/etc.
 - 19% goes to supplies
 - The remaining goes to misc.

9. Indian Education Policy and Procedures (IPP) (CUESD & LUHSD)

Dr. Sidhu reviewed the IPPs. IPPs and Parent Input Letters were mailed to Native American families (Spanish copies provided if needed). No input was provided by parents.

- No changes were made to the IPPs
 - Accepted as they were
 - Motion made by Cecelia Torres and seconded by Kenny Barrios

- LUHSD had no IPP input provided by parents
 - Accepted as they were
 - Motion made by Kenny Barrios and seconded by Tonya Williams

10. IEC Bylaws

- No changes
 - Accepted as they were
 - Motion made by Tonya Williams and seconded by Cecelia Torres

11. Joint Indian Education Committee

LUHSD

- Working on a grading system to improve student eligibility; focusing on actual quality of work rather than “appearance of work”
 - Have made progress which in return allowed more students to attend extracurricular activities
- Tuesdays/Wednesdays dedicated to interventions for student tutoring & makeup work
 - Have an app where students can request teachers to attend intervention at
 - Teachers can reject students if they see that they need help with another subject; prevents kids from choosing to avoid getting help
- Implemented emotional regulation/drug rehab programs/academic interventions
- Monday Homeroom
 - See Homeroom schedule

Jamison

- 7 native students currently enrolled
- Attendance issues are being addressed
- Student eligibility changes weekly to encourage students to raise grades
- Mondays/Fridays are early out for students
 - Some weeks are for SEL while others are for tutoring

Central

- Parent conference 13th – November 17th

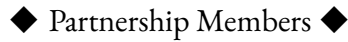
12. Parent and Public Input

- Issue with teachers not updating grades which results in bad grades and liaisons contacting parents and student eligibility being taken away
 - LHS updates every 2 weeks

13. Adjournment @ 1:45 pm

Respectfully Submitted by,
Esperanza Gonzalez

JOINT INDIAN EDUCATION COMMITTEE



Santa Rosa Rancheria ~ Lemoore Union High School District ~ Central Union Elementary School District

YOU ARE INVITED TO ATTEND AND PARTICIPATE

Date: Thursday, October 19, 2023

Place: Santa Rosa Rancheria Education Center

Time: 12:00pm

MEETING AGENDA ITEMS

1. Elections and Officers

2. Student Achievement data and Social Emotional Data

3. Uniform Complaint Procedure

The purpose of the UCP is to have a formal process in place to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs.

4. Johnson-O-Malley Funding for Native American Students

The purpose of the funding is to promote culture, language, academics, and school connectedness. The JOM budget is designed and monitored with input from the IEC committee.

5. Title VI Funding for Native American Students

The purpose of the funding is to support the Native American students in meeting the same challenging academic achievement standards as all students.

6. Indian Education Policies and Procedures (CUESD & LUHSD)

Review and discussion of IPP and parent and community comments

7. IEC Bylaws

Current Bylaws discussed, reviewed, and approved.

8. Joint Indian Education Committee Reports

Members provide academic, activities, and events updates.

9. Guests

All invited to attend and share information and ideas.

10. Parents and Public Input

Input is encouraged and welcomed

JOINT INDIAN EDUCATION COUNCIL

Santa Rosa Rancheria ~ Lemoore Union High School District ~ Central Union Elementary School District

Agenda for Thursday, October 19, 2023
Santa Rosa Rancheria Education Center
Time: 12:00 pm ~ Lunch provided

- 1. Call to Order**
 - a. Time
 - b. Roll-Call (Sign-In sheet)
 - c. Establish a Quorum of Members
 - Members:
 - 3 Parents of Indian Students:
 - 1 Alternate Parent (Non-Voting Participant):
 - 1 Indian Students: 1 Middle School student:
 - 1 High School Student:
 - 1 Site Administrator:
 - 1 School Employee:
 - 1 Director of the SRR Education Department:
 - 1 Employee of the SRR Education Department:
 - 1 District Representative (Non-Voting Participant):

- 2. Additions, Deletions, and Approval of Agenda**

(A motion was made by _____ and seconded by _____).
(All approve. Motion by saying "I").

- 3. Approval of the Minutes from the Previous IEC Meetings**
 - a. May 16, 2023
 - b. September 19, 2023

(A motion was made by _____ and seconded by _____).
(All approve. Motion by saying "I").

- 4. Elections and Officers**
 - a. Nominate, Accept Nomination, Vote
(Each nomination needs to be approved individually)
(A motion was made by ____ and seconded by _____).
(All approve. Motion by saying "I").

- 5. Student Achievement Data and Social Emotional Data**
 - a. Karla Rodriguez, Director of Student Services (CUESD)
 - iReady Update
 - Social Emotional Supports

- 6. Uniform Complaint Procedure**
 - a. Lemoore Union High School District
 - b. Central Union Elementary School District

- 6. Johnson-O-Malley (JOM) Funding Business and Reporting (Budget to be Provided)**
 - a. Report given by CUESD Representative
 - b. Budget - Review, discuss, and approval as needed

- 7. Title VI Funding Business and Reporting (Budget to be Provided)**
 - a. Report given by LUHSD Representative

b. Review, discuss, and approve as needed

8. Indian Education Policy and Procedures (CUESD & LUHSD)

a. LUHSD Indian Ed Policy and Procedure

Review, discuss, and vote.

(A motion was made by _____ and seconded by _____).

(All approve. Motion by saying "I").

b. CUESD Indian Policy and Procedure

Review, discuss, and vote.

(A motion was made by _____ and seconded by _____).

(All approve. Motion by saying "I").

9. IEC Bylaws

a. Review, discuss, and vote.

(A motion was made by _____ and seconded by _____).

(All approve. Motion by saying "I").

10. Joint Indian Education Committee

a. Santa Rosa Rancheria (SRR)

b. Lemoore Union High School District (LHS & Jamison)

c. Central Union Elementary School District (Central & Stratford)

11. Parent and Public Input

12. Adjournment

(Motion was made by _____ to adjourn the meeting at _____pm).

(All approve. Motion by saying "I").

IEC Meeting Minutes

May 16, 2023

1. Call to Order @ 12:20pm (D. Llamas)
 - a. Roll Call (intro of everyone present)
 - b. Quorum
2. Additions, Deletions and approval of agenda
 - a. Motion by C. Gonzalez
 - b. Seconded by E. Maldonado
3. Approval of the minutes from previous IEC Meeting on April 4, 2023
 - a. Motion by C. Gonzalez
 - b. Seconded by E. Maldonado
4. Introduction of Guests
5. Student Attendance Rate
 - a. C. Gent
 - b. V. Botelho
 - c. D. Sidhu
 - d. A. Gonzales (Central) – Attendance is still a concern. Establishment of coalition has helped develop strategies to prevent truancy. One Saturday school left 5/24.
 - e. C. Gonzales (Stratford) – Attendance rates have gone back to normal.
6. Student Achievement Update
 - a. LHS District (C. Gent)
 - i. Dashboard on state website was updated
 - ii. 450 graduates
 - iii. 128 Students completed CTE Pathways
 - iv. 79 Graduates completed 1 semester of college credit
 - v. 13 completed 2 semesters of college credit
7. JOM (Johnson O'Malley)
 - a. Received additional funding (D. Sidhu)
 - b. \$2000 IEC
 - c. \$1011 Additional Spending
 - d. A. Gonzales
 - i. Central to continue with Afterschool tutorial
 - ii. Wolf Pack Academy will continue funding to support personnel
 - iii. Activities to focus on literacy
 - iv. Would like to have a field trip built into literacy plan
 - e. C. Gonzales
 - i. Asked regarding timeline of funding
 1. D. Sidhu replied with Early Fall but no specific guideline
 - I. Not all forms turned in
 - II. Still looking into enrichment for students
8. Title 6
 - a. C. Gent
 - i. Right on track for personnel spending
 - ii. Summer bridge 3-week program and field trips
 - iii. Paid for liaisons
 - iv. Need to be covered by end of June
 - v. D. Llamas
 1. Meet with C. Gent to order binder, supplies

IEC Meeting Minutes

May 16, 2023

9. Title 6 & JOM Application process
 - a. D. Sidhu
 - i. Central District has applied
 1. Distributed 506 forms for funding
 - a. Mailed out forms with self-addressed envelopes
 - i. Not great turn out
 2. Problem with 506 forms is that they expire
 3. Number of forms related to the amount of funding we receive
 4. Need to be submitted in January
10. Parent Needs Assessment
 - a. D. Sidhu Would like a survey for parents on what they would like to see/help with
 1. D. Llamas suggested ParentSquare? Will review strategies in September
11. Student Activity data
 - a. V. Botelho
 - i. NA students getting more involved in Leadership and Drama
 - b. LHS & Central District – No Report
12. Joint Indian Education Committee
 - a. SRR Report (D. Llamas)
 - i. FAFSA workshop, 5K, 5C
 - b. LHS Report (R. Brumit)
 - i. Auditions for welcome speech
 - ii. Gradnight is on Friday
 - c. Jamison Repot V. Botelho
 - i. Conegar Garfield is this year's welcome speaker
 - ii. Fun activities planned to end the year
 - iii. Last exit interviews 5/30
 - d. Central (A. Gonzales)
 - i. Open House & Spaghetti Dinner (Ronnie)
 - ii. May 31 8th Grade Grad (Paula)
 - iii. June 2md Kinder/1st Promotion (Kali)
 - iv. iReady testing for k-2
 - v. Yearbooks on sale \$25
 - vi. Trimester Awards Grades 2-5 on May 30
 - e. Stratford (C. Gonzales)
 - i. Open house @ 4:30pm
 - ii. 8th Grade Grad at 6pm May 30
13. Parent & Public Input
 - a. None
 - b. A. Gonzales wanted to thank Paula, Kali and Ronnie for participating in IEC
14. Proposed IEC Dates – Calendar invites will be sent out
15. Meeting adjourned at 12:49pm



Lemoore Union High School District

Uniform Complaint Procedures (UCP) Annual Notice 2023-2024

The *Lemoore Union High School District* annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes

- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of the *Lemoore Union High School District*

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California *Health and Safety Code* (HSC)

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California *Health and Safety Code* (HSC) a notice

shall be posted in each California state preschool program classroom in each school in our agency.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations (5 CCR)* that apply to California state preschool programs pursuant to *HSC Section 1596.7925*, and (2) the location at which to obtain a form to file a complaint.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Valerie Botelho
Assistant Superintendent, Curriculum and Instruction
Lemoore Union High School District
5 Powell Avenue
Lemoore, CA 93245
(559) 924-6610, extension 1202
vbotelho@luhsd.k12.ca.us

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Lemoore Union High School District.

Lemoore Union High School District
**Uniform Complaint Procedures (UCP)
Policies and Procedures**

October 2023

Lemoore Union High School District

5 Powell Avenue

Lemoore, CA 93245

(559) 924-6610

www.luhSD.k12.ca.us

Adopted by our Governing Board or authorized designee (here and after “the board”) on October 13, 2022 **will go to board for this years adoption on October 26,2023.**

Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by *Lemoore Union High School District* of federal or state laws or regulations governing educational programs.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student’s duly authorized representative.

A complainant is any individual, including a person’s duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The *Lemoore Union High School District* developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board or the authorized designee.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils

REVISED UCP POLICIES AND PROCEDURES 10/26/2023

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory Education
- Consolidated categorical aid programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

The Responsibilities of Lemoore Union High School District

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with the our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties .

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the *Health and Safety Code (HSC)* a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations (5 CCR)* apply to California state preschool programs pursuant to *HSC* Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Valerie Botelho

Assistant Superintendent, Curriculum and Instruction

Lemoore Union High School District

5 Powell Avenue

Lemoore, CA 93245

REVISED UCP POLICIES AND PROCEDURES 10/26/2023

(559) 924-6610, extension 1202

vbotelho@luhsd.k12.ca.us

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Investigating UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the *Lemoore Union High School District* to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

UCP Complaint Resolution

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:
 - for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
 - for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
 - With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

UCP Complaint Appeal Process

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- The *Lemoore Union High School District* failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

REVISED UCP POLICIES AND PROCEDURES 10/26/2023

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.

All complaints and responses are public records.

Legal References

20 *United States Code* [20 U.S.C.] Section 6301 et seq.

34 *Code of Federal Regulations* [34 CFR] Sections 106.8, 34 CFR 299.10-11

California *Education Code* [EC] Sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 260, 3031, 8200-8498, 8235.5, 8235-8239.1, 8261, 8482-8484.65, 8500-8538, 17002(d), 17592.72, 32280-32289, 32289, 33126(b)(5)(A), 33126(b)(5)(B), 33315, 35161, 35186, 46015, 48645.7, 48853, 48853.5, 48987, 49010-49013, 49069.5, 49531, 49556, 51210, 51222, 51223, 51225.1-3, 51228.1-51228.3, 52059, 52075, 52300-52462, 52334.7, 52355, 52451, 52460-52462, 52500-52617, 54440-54445, 54445, 56100(a), 56100(j), 60010, 64001, 65000.

California *Government Code* [GC] Sections 11135, 11136, 12960

California *Penal Code* [PC] Section 422.55, 11166

California *Code of Regulations Title 5* (5 CCR) Sections 4600-4640, 4690-4694



Lemoore Union High School District

Williams Complaint Classroom Notice

October 2023

Lemoore Union High School District

Notice to Parents, Guardians, Pupils, and Teachers

2023-2024

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.

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.

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.

4. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site: www.luhsd.k12.ca.us {in the "Helpful Links" menu}

You may also download a copy of the Sample Williams Complaint Form in English and in other languages from the California Department of Education Web site.



Williams Complaint Form 2023-2024

Lemoore Union High School District

Filing Williams Complaints

California *Education Code (EC)* Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response, you must provide the following contact information.

Is a response requested – yes or no?

Name: _____

Mailing Address: _____

Phone Number: _____

Issue of complaint: _____

Textbooks and Instructional Materials

A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.

A pupil 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 pupil.

Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

Facility Conditions

A condition poses an urgent or emergency threat to the health or safety of students or staff, including: 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 pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.

A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

Williams Complaint Form 2023-2024

Teacher Vacancy or Misassignment

Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is 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.)

Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.

Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

The complainant adds the following information:

Date of Problem: _____ Location of problem: _____

School name: _____

Address: _____

Room number: _____

Course/Grade Level and Teacher Name: _____

Describe complaint in detail. You may include as much text as necessary (attach additional pages if necessary):

File this complaint with the principal of the school or his/her designee in which the complaint occurred:

Location: _____

Address: _____

A complaint about problems beyond the authority of the principal shall be forwarded within 10 working days to the appropriate school district official for resolution.

Williams Complaint Policies and Procedures



Lemoore Union High School District

Williams Complaint Policies and Procedures

October 2023

Lemoore Union High School District
5 Powell Avenue
Lemoore, CA 93245
(559) 924-6610

Adopted by our Governing Board in October 2022 Going to Board on *October 26, 2023*

Williams Complaint Policies and Procedures

This document contains rules and instructions about the filing, investigation and resolution of a Williams complaint regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

The Lemoore Union High School District adopted the Uniform Complaint Procedures (UCP) process in accordance with Chapter 5.1 (commencing with Section 4680) of the *California Code of Regulations*, Title 5, to resolve Williams complaints. This document presents information about how we process complaints concerning Williams Settlement issues. A UCP complaint is a written and signed statement by a complainant alleging a violation of state laws or regulations. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of state laws or regulations, regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. If a complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Responsibility of the Lemoore Union High School District

The Lemoore Union High School District is required to have local policies and procedures that enable Williams Complaints to be handled through our UCP process, to post a classroom notice informing parents, guardians, pupils, and teachers of their rights to file a Williams complaint in each classroom in each school, and to provide a complaint form for Williams complaints regarding alleged deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

If a response is requested by the complainant, the response will go to the mailing address of the complainant indicated on the complaint.

If *Education Code* Section 48985 is applicable and 15 percent or more of the pupils in grades K – 12 enrolled in our district speak a language other than English, the Williams Complaint Classroom Notice and the Williams Complaint Form shall be written in English and in the primary language of the complainant. The complaint response, if

Williams Complaint Policies and Procedures

requested, and final report shall be written in English and the primary language in which the complaint was filed.

A Williams Complaint about problems beyond the authority of the school principal shall be forwarded in a timely manner, but will not exceed 10 working days, to the appropriate school district official for resolution.

The principal or the designee of the district superintendent, as applicable, shall make all reasonable efforts to investigate any problem within his or her authority.

The principal, or, where applicable, district superintendent or his or her designee shall remedy a valid complaint within a reasonable time period but not to exceed 30 working days from the date the complaint was received.

The principal, or where applicable, district superintendent or his or her designee, shall report to the complainant the resolution of the complaint within 45 working days of the initial filing, if complainant identifies himself or herself and requested a response.

The principal makes this report; the principal shall also report the same information in the same timeframe to the district superintendent or his or her designee.

The school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district.

The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

The complaints and responses shall be available as public records.

The Williams Complaint Classroom Notice

We make sure that the Williams Complaint Classroom Notice is posted in each classroom in each school in the district and includes:

- The parents, guardians, pupils, and teachers,
- a statement proclaiming sufficient textbooks and instructional materials,
- (For there to be sufficient textbooks and instructional materials each pupil, including English Learners, must have a textbook or instructional materials, or both, to use in class and to take home)
- a statement that school facilities must be clean, safe, and maintained in good repair,
- a statement that there should be no teacher vacancies or misassignments, and

the location at which to obtain a form to file a complaint in case of a shortage.

The Williams Complaint Form

We make sure that the Williams Complaint form is available for parents, guardians, pupils, and teachers to use.

Williams Complaint Policies and Procedures

Every school in our district shall have a complaint form available for such Williams complaints.

The Williams Complaint form shall include:

- A section to indicate if a response is requested,
- a section for contact information including mailing address if a response be requested.
- a statement that a pupil, including an English Learner, does not have standards - aligned textbooks or instructional materials or state adopted or district adopted textbooks or other required instructional materials to use in class.
- a statement that a pupil 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 pupil.
- a statement that textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
- a statement that a pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
- a statement that a condition poses an urgent or emergency threat to the health or safety of pupils or staff, including: 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 pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- a statement that a school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and towels or functional hand dryers.
- a statement that the school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restroom is necessary for pupil safety or to make repairs.
- a statement that a semester begins and a teacher vacancy exists. (A position to which a single designated certificate 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 of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester).
- a statement that a teacher who lacks credentials or training to teach English Learners is assigned to teach a class with more than 20 percent English Learners pupils in the class.
- a statement that a teacher is assigned to teach a class for which the teacher lacks subject matter competency.
- a section to identify the location of the school in which the alleged violation took place,

Williams Complaint Policies and Procedures

- a section to identify the course or grade level, if applicable,
- a section where the complainant describes the specific nature of the complaint in detail,
- a statement that the complainant may include as much text as the complainant feels is necessary, and
- a statement identifying the place to file the complaint that includes the office and address of the principal or his/her designee of the school in which the alleged violation took place.

Filing a Williams Complaint with the Lemoore Union High School District

A Williams complaint shall be filed with the principal of the school or his or her designee, in which the complaint arises.

A Williams complaint may be filed anonymously.

The complainant need not use the Williams Complaint form to file a complaint.

How to Appeal a Williams Complaint

A complainant who is not satisfied with the resolution of the principal or the district superintendent or his or her designee, involving deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment, has the right to describe the complaint to the governing board of the school district at a regularly scheduled meeting of the governing board.

A complainant who is then not satisfied with the resolution proffered by the principal, or the district superintendent or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, as defined in paragraph (1) of subdivision (c) of *EC* Section 17592.72, has the right to file an appeal to the State Superintendent of Public Instruction at the California Department of Education (CDE) within 15 days of receiving the report.

Conditions that pose an emergency or urgent threat (not cosmetic or nonessential) to the health and safety of pupils or staff while at school include the following:

- 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 pupil or staff.
- Structural damage creating a hazardous or uninhabitable condition.

Williams Complaint Policies and Procedures

In regards to the resolution proffered by the principal, or the district superintendent or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, the complainant shall comply with the appeal requirements of 5 *CCR* Section 4632.

A complainant may appeal the Decision of an emergency or urgent threat to the CDE by filing a written appeal within 15 days of receiving the Decision.

The complainant shall specify the basis for the appeal of the Decision and whether the facts are incorrect and/or the law is misapplied.

The appeal shall be accompanied by:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

State Laws Cited:

California *Education Code* Sections 1240, 17592.72, 35186, 35292.5, 48985.

California *Code of Regulations*, Title 5 [*5 CCR*] Sections 4600–4694

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)
-

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. 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. 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>.

IEC Meeting
October 19,2023

Title VI Grant
2023 – 2024 Proposed Budget

Proposed Budget

Personnel.....
\$30,202 (48%)

- After School Tutoring at the SRR Education Center
- Summer School classes
- Counseling Services from LHS
- Bridge Program – transition for current 8th grade students to high school

Supplies.....
\$11,955 (19%)

- Instructional Materials & Supplies
- Student Consumables

Other Expenditures..... ***\$18,246***
(29%)

- Math Intervention at CUSD
- Inspirational Speaker / Field Trip / Student Activities

Indirect Cost..... ***\$***
2,517 (4%)

- Indirect Cost at LUHSD

Total Funding-Title VI Grant ***\$62,920 (100%)***

Policy 6173.4: Education For American Indian Students

Status: ADOPTED

| Last Revised Date: 10/13/2022 **| Last Reviewed Date:** 10/13/2022

It is the intent of the Lemoore Union High School District that all students of school age in the District have equal access to all programs, services and activities offered. To this end, the Lemoore Union High School District will consult with local tribal officials and parents of Indian children to ensure that the planning and development of the Indian Policies and Procedures (IPPs), ensure that Indian Children have equal access to general education programs, and activities.

These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

The Lemoore Union High School District attests that it has established IPPs as required in Section 7004 of the Impact Aid law for any children who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures are attached to the current fiscal year Impact Aid application.

The Lemoore Union High School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children as outlined in the IPP consultation process and disseminated these responses consistent with the process of communication as addressed in the IPP prior to the submission of the current fiscal year Impact Aid application.

The Tachi-Yokut Tribal leadership has established the Santa Rosa Rancheria (SRR) Indian Education Department as the Tribe's designee and liaison for communication and connection with the Lemoore Union High School District. The administrator of the SRR Education Department acts on behalf of and is responsible to the Tribal council and officials for education related matters.

The following policies and procedures are implemented to reflect the current practice of communication with the Tachi-Yokut Tribe.

1. The Lemoore Union High School District will disseminate relevant applications, evaluations, program plans and information related to the education program and activities with sufficient advanced notice to allow the Tachi-Yokut Tribe and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)].
 - a. The Lemoore Union High School District will disseminate information and seek timely input regarding the following programs on its educational programs in which Indian children participate (including, but not limited to, as appropriate): Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; Title V, Part B subpart 2; Title VI, Part A, subpart 1; Title VII-Impact Aid programs; Johnson O'Malley programming.
 - b. The Lemoore Union High School District will discuss relevant applications, evaluations, and program planning during scheduled meetings of the Indian Education Council (IEC). The IEC, which is open to all members of the community, is comprised of nine (9) standing/voting council members, and one (1) nonvoting District representative.
 - i. Three (3) at large seats for parents of Indian Children
 - ii. Two (2) Indian students
 - iii. One (1) school site administrator
 - iv. One (1) school employee/teacher
 - v. Two (2) tribal employees of the SRR Education Department
 - vi. One (1) District representative (nonvoting participant)
 - vii. One (1) Alternate parent of Indian Children
 - c. Agendas for the IEC meetings are posted at the Lemoore Union High School Site, the Lemoore High School District Office, and the SRR Education Department. These notices are posted 72 hours in advance. In addition, the IEC notice of meetings are posted on school websites, and a global phone message is sent to all parents of

Indian students in advance of the IEC meeting.

- d. A summary of the relevant information will be made available to parents of Indian children, Tribal officials, and the IEC. The summary will be posted on the school website and an automated phone messaging system will be delivered to the respective groups listed above. The summary of relevant information will be prepared one week in advance of IEC Meetings held in September and October.
 - e. Parents of Indian children, tribal officials, IEC and any other interested persons can review assessment data and services regarding participation of Indian students on an equal basis in the district in order to help develop or modify educational programs.
 - f. Minutes from the IEC meetings will be posted on the District's website for all community members, parents of Indian children, and Tribal officials to review. This will allow for ongoing dissemination of information.
2. The Lemoore Union High School District will provide an opportunity for the Tachi-Yokut Tribe and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34CFR222.94(a)(2)]
- a. The IEC of Lemoore Union High School District will meet a minimum of seven (7) times (Sept, Oct, Nov, February, March, April, May) during the school calendar year for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. Additional meetings will be scheduled as needed in order to review data and comments for consideration of educational programs and activities.
 - b. The meeting agendas are posted and all meetings are open to the public, to afford tribal officials, representatives of the IEC who are appointed to carry out the desires of the Tribal Officials in educational affairs, as well as parents of Indian children, the opportunity to give comments and recommendations for consideration relative to educational programs and activities.
 - c. The District Superintendent or designee, will participate as a non-voting member of the IEC. This District representation provides for discussion and communication regarding educational program offerings to students, as well as allows for dialogue between the District and the IEC representative body.
 - d. Monthly, during regularly scheduled school board meetings, District reports and information are provided from District Administration to the School Board. During these regular agenda items, the District Superintendent or designee, may advise the Board in a public forum regarding District educational programs and activities for Indian students as appropriate.
 - e. In addition, at each of the monthly school board meetings, a section of time is set aside for public comments. This is a time in which members of the public can bring forth comments and suggestions regarding programming for all students.
 - f. The SRR Education Department officials maintain regular contact with parents of Indian children. This is accomplished through SRR tribal employees who are assigned as liaisons to monitor and work with Indian students. The SRR Education Department Liaisons oversee all tribal students and provide parents of Indian students with weekly updates on student's grades, attendance, school behavior and social needs. Each SRR Liaison is closely associated with the Indian student and family. The SRR Liaison attends all meetings scheduled for the Indian student in which educational program decisions may be made. Through this regular contact, the SRR Liaison serves as a conduit for gathering suggestions, preferred methods of communication as well as ways to maximize participation from parents of Indian children. This information is shared with the SRR Education Department Officials and translated into discussion items, which are shared during regularly IEC meetings. Through this intricate system of support for the Indian student, the SRR Education Department operates a model program for other tribes. Input from these connections will also be utilized as a method of During the of gathering input from parents of Indian children and incorporated into policy changes as appropriate. (See Exhibit 5136).
 - g. Information will be included in student handbooks/enrollment packets regarding opportunities to provide input to the District.
3. The Lemoore Union High School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)], share relevant information related to Indian children's participation in the District's education programs and

activities; and allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

The Lemoore Union High School District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

- a. Throughout the school year, the Lemoore Union High School District will monitor Indian student participation in all academic and co-curricular activities. The IEC will review the comprehensive analysis of the yearlong data during the April meeting with the intent to provide the opportunity for consultation and/or recommendation on program participation and modification.
 - b. School district officials will review school data to assess the extent of Indian children's participation in the District's educational programs on an equal basis. This information will be regularly presented following each trimester of the Lemoore Union School Year (November, March, and May).
 - c. The Lemoore Union High School District will share its assessment of Indian student participation; related academic achievements and other relevant data during regular meetings of the IEC and with the SRR Education Department. Comments and/or suggestions brought forth from these conversations will become part of the Council's approved minutes
 - d. Participation rates of students in educational activities is collected annually for all students, inclusion of percentage rates of Indian students will be added to this report to review the equality of Indian children's participation with other children
 - e. Copies of annual reports will be provided to the SRR Education Department for distribution among tribal officials, and will be included in the school websites.
 - f. Parents of Indian children or tribal officials may comment on the results at scheduled IEC meetings, during the public comment section of any regularly scheduled school board meetings, or directly to the school district (by phone, email, writing, etc.).
 - g. In addition, parents of Indian children and tribal officials may comment in the spring semester through the District's annual Local Control Accountability Plan (LCAP) parent survey. The LCAP parent survey is used to develop District short and long term goals associated with District educational plans.
 - h. If it is determined that there are gaps in Indian participation in the educational program or activities, the Lemoore Union High School Board with consultation from the IEC and SRR Education Department will recommend modifications to the education program in such a way as to improve Indian participation.
4. The Lemoore Union High School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)]
- a. During the Fall (September) meeting of the IEC, the IPPs will be reviewed and revised as necessary.
 - b. The IEC shall serve as the group to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District's response to Indian commentary. The IEC will review the effectiveness of the District's methods of gathering the input of Indian parents and Tribal members; calculate the number of Indian suggestions, which were actually implemented; permit Indian parents and Tribal officials to suggest more effective ways of communicating their views.
 - c. If necessary, the IEC shall make recommendations to the Board to modify the District's IPPs.
 - d. Once this has occurred, the IPPs will be forwarded to the Lemoore Union High School Board for review and consideration of adoption during a regularly scheduled Board Meeting (no later than November).
 - e. If necessary, the IEC may suggest revisions at other times of the year as appropriate
 - f. Notification of any updates which are acted upon and approved by the Lemoore Union School Board will be sent to the SRR Education Department for distribution among tribal officials and parents of Indian children.
 - g. Following any review or modification of the IPPs, the Lemoore Union School District shall post updates on the District website.

5. The Lemoore Union High School District will respond at least annually in writing to any comments and recommendations made by the Tachi-Yokut tribe or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222.94(a)(5)]
 - a. The Lemoore Union High School District will at least annually respond in writing to comments and recommendations made by the IEC, tribal officials, or parents of Indian children. In the event community responses, the District will disseminate the reply to the SRR Education Department. As the acting Liaison between the Lemoore Union School District, and the Tachi-Yokut Tribe, the SRR Education Department will submit the District responses to the tribal officials. Additionally, the District will post the District responses on the school website and will send notification of this posting to all parents via the Districts automated telephone notification system.

6. The Lemoore Union High School District will annually provide a copy of the IPPs to the affected Tachi-Yokut tribe by posting on the District website, providing a copy to the SRR Education Department for distribution to the tribal offices, and through inclusion in the District's annual notice packets which are distributed to all parents at the beginning of each school year. [34CR F222.94 (a)(6)]

Reference: Public Law No: 114-95 (Every Student Succeeds Act of 2015)

Regulation 6173.4: Education For American Indian Students

Status: ADOPTED

| Last Revised Date: 10/13/2022 **| Last Reviewed Date:** 10/13/2022

With the assistance of federal Title VI funding for the education of children from federally recognized tribes, the district shall offer programs and activities to meet the unique cultural, language, and educational needs of American Indian students, as defined in 20 USC 7491. Program objectives and outcomes shall be based on state academic standards. (20 USC 7424)

In developing, implementing, and evaluating Title VI programs and activities, the Superintendent or designee shall consult with and involve parents/guardians and family members of American Indian students and other community representatives. (20 USC 7424)

The district shall establish a committee that is composed of, and selected by, parents/guardians and family members of American Indian students, representatives of tribes on tribal lands located within 50 miles of any district school that serves any children of the tribes, teachers, and, if appropriate, American Indian students enrolled in secondary schools in the district. The majority of the committee shall be parents/guardians and family members of American Indian students. The committee shall participate in program development and provide written approval for the program. (20 USC 7424)

The district's Title VI program for American Indian education may include any of the following services and activities: (20 USC 7425)

1. Activities that support Native American language programs and Native American language restoration programs, which may be taught by traditional leaders
2. Culturally related activities that support the district's program
3. Early childhood and family programs that emphasize school readiness
4. Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of state academic standards
5. Integrated educational services in combination with other programs that meet the needs of American Indian students and their families, including programs that promote parent/guardian involvement in school activities and increase student achievement
6. Career preparation activities that enable American Indian students to participate in career technical education programs, including programs for mentoring and apprenticeship
7. Activities to educate individuals so as to prevent violence, suicide, and substance abuse
8. The acquisition of equipment that is essential to achieve program goals
9. Activities that promote the incorporation of culturally responsive teaching and learning strategies into the district's educational program
10. Family literacy services
11. Activities that recognize and support the unique cultural and educational needs of American Indian students, and incorporate appropriately qualified tribal elders and seniors
12. Dropout prevention strategies for American Indian students
13. Strategies to meet the educational needs of American Indian students in correctional facilities, including such strategies that support American Indian students who are transitioning from such facilities to schools served by the district

Any federal funds received to support American Indian education programs shall be used to supplement, not supplant, state or local funds allocated for such purposes. (20 USC 7424)

Program funds may be used to support a Title I schoolwide program pursuant to 20 USC 6314 if approved by the committee established pursuant to 20 USC 7424, provided that the schoolwide program is consistent with the purpose of American Indian education programs and the district's application identifies how the use of such funds in a schoolwide program will produce benefits to American Indian students that would not be achieved if not used in a schoolwide program. (20 USC 7424)

As needed, professional development shall be provided to teachers and other school staff to assist them in working with American Indian students and carrying out Title VI programs. (20 USC 7424)

The Superintendent or designee shall maintain a record of the information establishing the status of each student as an American Indian student eligible for assistance through the federal American Indian education program. (20 USC 7427)

The Superintendent or designee shall periodically assess the progress of American Indian students, including American Indian students who do not participate in programs funded through Title VI, in meeting program goals and objectives. Assessment results shall be provided to the Board, the committee established pursuant to 20 USC 7424, tribes whose children are served by the district, and the community. (20 USC 7424)

Policy 6173.5: ^Indian Policies and Procedures

Status: ADOPTED

Original Adopted Date: 05/09/1988 | **Last Revised Date:** 11/08/2021 | **Last Reviewed Date:** 11/08/2021

It is the intent of the Central Union Elementary School District that all students of school age in the District have equal access to all programs, services and activities offered. To this end, the Central Union Elementary School District will consult with local tribal officials and parents of Indian children to ensure that the planning and development of the Indian Policies and Procedures (IPPs), ensure that Indian Children have equal access to general education programs, and activities.

These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

The Central Union Elementary School District attests that it has established IPPs as required in Section 7004 of the Impact Aid law for any children who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures are attached to the current fiscal year Impact Aid application.

The Central Union Elementary School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children as outlined in the IPP consultation process and disseminated these responses consistent with the process of communication as addressed in the IPP prior to the submission of the current fiscal year Impact Aid application.

The Tachi-Yokut Tribal leadership has established the Santa Rosa Rancheria (SRR) Indian Education Department as the Tribe's designee and liaison for communication and connection with the Central Union Elementary School District. The administrator of the SRR Education Department acts on behalf of and is responsible to the Tribal council and officials for education related matters.

The following policies and procedures are implemented to reflect the current practice of communication with the Tachi-Yokut Tribe.

1. The Central Union Elementary School District will disseminate relevant applications, evaluations, program plans and information related to the education program and activities with sufficient advance notice to allow the Tachi-Yokut Tribe and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)].

a. The Central Union Elementary School District will disseminate information and seek timely input regarding the following programs on its educational programs in which Indian children participate (including, but not limited to, as appropriate): Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; Title V, Part B subpart 2; Title VI, Part A, subpart 1; Title VII-Impact Aid programs; Johnson O'Malley programming.

b. The Central Union Elementary School District will discuss relevant applications, evaluations, and program planning during scheduled meetings of the Indian Education Council (IEC). The IEC, which is open to all members of the community, is comprised of nine (9) standing/voting council members, and one (1) nonvoting District representative.

i. Three (3) voting members in at large seats and one (1) alternate for parents of Indian Children

1. The alternate will serve in the capacity of the regular member in case of absence or termination of IEC voting member

ii. Two (2) Indian students

iii. One (1) school site administrator

iv. One (1) school employee/teacher

v. Two (2) tribal employees of the SRR Education Department

vi. One (1) District representative (nonvoting participant)

c. Agendas for the IEC meetings are posted at the Central Union Elementary School Site, the Lemoore High School District Office, and the SRR Education Department. These notices are posted 72 hours in advance. In addition, the IEC notice of meetings are posted on school websites, and a global phone message is sent to all parents of Indian students in advance of the IEC meeting.

d. A summary of the relevant information will be made available to parents of Indian children, Tribal officials, and the IEC. The summary will be posted on the school website and an automated phone messaging system will be delivered to the respective groups listed above. The summary of relevant information will be prepared one week in advance of IEC Meetings held in September and October.

e. Parents of Indian children, tribal officials, IEC and any other interested persons can review assessment data and services regarding participation of Indian students on an equal basis in the district in order to help develop or modify educational programs.

f. Minutes from the IEC meetings will be posted on the District's website for all community members, parents of Indian children, and Tribal officials to review. This will allow for ongoing dissemination of information.

2. The Central Union Elementary School District will provide an opportunity for the Tachi-Yokut Tribe and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34CFR222.94(a)(2)]

a. The IEC of Central Union Elementary School District will meet a minimum of seven (7) times (Sept, Oct, Nov, February, March, April, May) during the school calendar year for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. Additional meetings will be scheduled as needed in order to review data and comments for consideration of educational programs and activities.

b. The meeting agendas are posted and all meetings are open to the public, to afford tribal officials, representatives of the IEC who are appointed to carry out the desires of the Tribal Officials in educational affairs, as well as parents of Indian children, the opportunity to give comments and recommendations for consideration relative to educational programs and activities.

c. The District Superintendent or designee, will participate as a non-voting member of the IEC. This District representation provides for discussion and communication regarding educational program offerings to students, as well as allows for dialogue between the District and the IEC representative body.

d. Monthly, during regularly scheduled school board meetings, District reports and information are provided from District Administration to the School Board. During these regular agenda items, the District Superintendent or designee, may advise the Board in a public forum regarding District educational programs and activities for Indian students as appropriate.

e. In addition, at each of the monthly school board meetings, a section of time is set aside for public comments. This is a time in which members of the public can bring forth comments and suggestions regarding programming for all students.

f. The SRR Education Department officials maintain regular contact with parents of Indian children. This is accomplished through SRR tribal employees who are assigned as liaisons to monitor and work with Indian students. The SRR Education Department Liaisons oversee all tribal students and provide parents of Indian students with weekly updates on student's grades, attendance, school behavior and social needs. Each SRR Liaison is closely associated with the Indian student and family. The SRR Liaison attends all meetings scheduled for the Indian student in which educational program decisions may be made. Through this regular contact, the SRR Liaison serves as a conduit for gathering suggestions, preferred methods of communication as well as ways to maximize participation from parents of Indian children. This information is shared with the SRR Education Department Officials and translated into discussion items, which are shared during regularly IEC meetings. Through this intricate system of support for the Indian student, the SRR Education Department operates a model program for other tribes. Input from these connections will also be utilized as a method of gathering input from parents of Indian children and incorporated into policy changes as appropriate. (See Exhibit 5136).

g. Information will be included in student handbooks/enrollment packets regarding opportunities to provide input to the District.

3. The Central Union Elementary School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)], share relevant information related to Indian children's participation in the District's education programs and activities; and allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

The Central Union Elementary School District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

a. Throughout the school year, the Central Union Elementary School District will monitor Indian student participation in all academic and co-curricular activities. The IEC will review the comprehensive analysis of the yearlong data during the April meeting with the intent to provide the opportunity for consultation and/or recommendation on program participation and modification.

b. School district officials will review school data to assess the extent of Indian children's participation in the District's educational programs on an equal basis. This information will be regularly presented following each trimester of the Central Union School Year (November, March, and May).

c. The Central Union Elementary School District will share its assessment of Indian student participation; related academic achievements and other relevant data during regular meetings of the IEC and with the SRR Education Department. Comments and/or suggestions brought forth from these conversations will become part of the Council's approved minutes

d. Participation rates of students in educational activities is collected annually for all students, inclusion of percentage rates of Indian students will be added to this report to review the equality of Indian children's participation with other children

e. Copies of annual reports will be provided to the SRR Education Department for distribution among tribal officials, and will be included in the school websites.

f. Parents of Indian children or tribal officials may comment on the results at scheduled IEC meetings, during the public comment section of any regularly scheduled school board meetings, or directly to the school district (by phone, email, writing, etc.).

g. In addition, parents of Indian children and tribal officials may comment in the spring semester through the District's annual Local Control Accountability Plan (LCAP) parent survey. The LCAP parent survey is used to develop District short and long term goals associated with District educational plans.

h. If it is determined that there are gaps in Indian participation in the educational program or activities, the Central Union Elementary School Board with consultation from the IEC and SRR Education Department will recommend modifications to the education program in such a way as to improve Indian participation.

4. The Central Union Elementary School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)]

a. During the Fall (September) meeting of the IEC, the IPPs will be reviewed and revised as necessary.

b. The IEC shall serve as the group to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District's response to Indian commentary. The IEC will review the effectiveness of the District's methods of gathering the input of Indian parents and Tribal members; calculate the number of Indian suggestions, which were actually implemented; permit Indian parents and Tribal officials to suggest more effective ways of communicating their views.

c. If necessary, the IEC shall make recommendations to the Board to modify the District's IPPs.

d. Once this has occurred, the IPPs will be forwarded to the Central Union Elementary School Board for review and consideration of adoption during a regularly scheduled Board Meeting (no later than November).

e. If necessary, the IEC may suggest revisions at other times of the year as appropriate.

f. Notification of any updates which are acted upon and approved by the Central Union School Board will be sent to the SRR Education Department for distribution among tribal officials and parents of Indian children.

g. Following any review or modification of the IPPs, the Central Union School District shall post updates on the District website.

5. The Central Union Elementary School District will respond at least annually in writing to any comments and recommendations made by the Tachi-Yokut tribe or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222 .94(a)(5)]

a. The Central Union Elementary School District will at least annually respond in writing to comments and recommendations made by the IEC, tribal officials, or parents of Indian children. In the event community responses, the District will disseminate the reply to the SRR Education Department. As the acting Liaison between the Central Union School District, and the Tachi-Yokut Tribe, the SRR Education Department will submit the District responses to the tribal officials. Additionally, the District will post the District responses on the school website and will send notification of this posting to all parents via the Districts automated telephone notification system.

6. The Central Union Elementary School District will annually provide a copy of the IPPs to the affected Tachi-Yokut tribe by posting on the District website, providing a copy to the SRR Education Department for distribution to the tribal offices, and through inclusion in the District's annual notice packets which are distributed to all parents at the beginning of each school year. [34CR F222.94(a)(6)]

Reference: Public Law No: 114-95 (Every Student Succeeds Act of 2015)

La intención del Distrito Escolar Primario Central Union es que todos los estudiantes en edad escolar del Distrito tengan igual acceso a todos los programas, servicios y actividades ofrecidos. Con este fin, el Distrito Escolar Primario Central Union consultará con funcionarios tribales locales y padres de niños indios para garantizar que la planificación y el desarrollo de las Políticas y Procedimientos Indígenas (IPP) garanticen que los niños indios tengan igual acceso a los programas de educación general. y actividades.

Estas políticas y procedimientos se revisarán anualmente y las revisiones se realizarán dentro de los 90 días posteriores a la determinación de que no se están cumpliendo adecuadamente los requisitos.

El Distrito Escolar Primario Central Union certifica que ha establecido IPP según lo exige la Sección 7004 de la ley de Ayuda de Impacto para cualquier niño que resida en tierras indígenas elegibles. Los IPP se han difundido adecuadamente entre las tribus y los padres de niños que residen en tierras indígenas elegibles. Se adjunta una copia de las políticas y procedimientos actuales a la solicitud de Ayuda de Impacto del año fiscal actual.

El Distrito Escolar Primario Central Union certifica que ha proporcionado una copia de las respuestas escritas a los comentarios, inquietudes y recomendaciones recibidas de líderes tribales y padres de niños indios como se describe en el proceso de consulta del IPP y ha difundido estas respuestas de acuerdo con el proceso de comunicación abordado. en el IPP antes de la presentación de la solicitud de Ayuda de Impacto del año fiscal actual.

El liderazgo tribal Tachi-Yokut ha establecido el Departamento de Educación Indígena de Santa Rosa Rancheria (SRR) como la persona designada y enlace de la tribu para la comunicación y conexión con el Distrito Escolar Primario Central Union. El administrador del Departamento de Educación de SRR actúa en nombre y es responsable ante el consejo tribal y los funcionarios de los asuntos relacionados con la educación.

Las siguientes políticas y procedimientos se implementan para reflejar la práctica actual de comunicación con la tribu Tachi-Yokut.

1. El Distrito Escolar Primario Central Union difundirá solicitudes, evaluaciones, planes de programas e información relevantes relacionados con el programa educativo y las actividades con suficiente antelación para permitir a la tribu Tachi-Yokut y a los padres de niños indios la oportunidad de revisar y hacer recomendaciones. [34CFR222.94(a)(1)].
 - a. El Distrito Escolar Primario Central Union difundirá información y buscará comentarios oportunos sobre los siguientes programas educativos en los que participan niños indígenas (incluidos, entre otros, según corresponda): Título I, Parte A; Título I, Parte C; Título I, Parte D; Título II, Parte A; Título III, Parte A; Título IV, Parte A; Título IV, Parte B; Título V, Parte B subparte 2; Título VI, Parte A, subparte 1; Título VII-Programas de Ayuda de Impacto; Programación de Johnson O'Malley.
 - b. El Distrito Escolar Primario Central Union discutirá las solicitudes, evaluaciones y planificación de programas relevantes durante las reuniones programadas del Consejo de Educación Indígena (IEC). El IEC, que está abierto a todos los miembros de la comunidad, está compuesto por nueve (9) miembros del consejo permanentes/con derecho a voto y un (1) representante del distrito sin derecho a voto.
 - i. Tres (3) miembros votantes en puestos generales y un (1) suplente para los padres de niños indios.

1. El suplente actuará en calidad de miembro regular en caso de ausencia o cese del

miembro votante del IEC.

- ii. Dos (2) estudiantes indios
 - iii. Un (1) administrador del sitio escolar
 - iv. Un (1) empleado/maestro de la escuela
 - v. Dos (2) empleados tribales del Departamento de Educación de SRR
 - vi. Un (1) representante del distrito (participante sin derecho a voto)
- c. Las agendas para las reuniones de IEC se publican en el sitio de la Escuela Primaria Central Union, la Oficina del Distrito Escolar Secundario de Lemoore y el Departamento de Educación de SRR. Estos avisos se publican con 72 horas de antelación. Además, el aviso de las reuniones de IEC se publica en los sitios web de las escuelas y se envía un mensaje telefónico global a todos los padres de estudiantes indios antes de la reunión de IEC.
- d. Se pondrá a disposición de los padres de niños indios, los funcionarios tribales y el IEC un resumen de la información relevante. El resumen se publicará en el sitio web de la escuela y se entregará un sistema automatizado de mensajería telefónica a los respectivos grupos enumerados anteriormente. El resumen de la información relevante se preparará una semana antes de las reuniones de IEC celebradas en septiembre y octubre.
- e. Los padres de niños indios, funcionarios tribales, IEC y cualquier otra persona interesada pueden revisar los datos y servicios de evaluación relacionados con la participación de estudiantes indios en igualdad de condiciones en el distrito para ayudar a desarrollar o modificar programas educativos.
- f. Las actas de las reuniones de IEC se publicarán en el sitio web del Distrito para que las revisen todos los miembros de la comunidad, padres de niños indígenas y funcionarios tribales. Esto permitirá una difusión continua de la información.
2. El Distrito Escolar Primario Central Union brindará una oportunidad para que la tribu Tachi-Yokut y los padres de niños indios expresen sus puntos de vista sobre el programa y las actividades educativas del Distrito, incluidas recomendaciones sobre las necesidades de sus hijos y sobre cómo el Distrito puede ayudar a esos niños. darse cuenta de los beneficios de los programas y actividades educativas. [34CFR222.94(a)(2)]
- a. El IEC del Distrito Escolar Primario Central Union se reunirá un mínimo de siete (7) veces (septiembre, octubre, noviembre, febrero, marzo, abril, mayo) durante el año calendario escolar con el fin de abordar comentarios e inquietudes de los padres de estudiantes indígenas. niños sobre los programas y actividades educativas del Distrito. Se programarán reuniones adicionales según sea necesario para revisar datos y comentarios para la consideración de programas y actividades educativas.
 - b. Las agendas de las reuniones se publican y todas las reuniones están abiertas al público, para brindar a los funcionarios tribales, a los representantes del IEC designados para llevar a cabo los deseos de los funcionarios tribales en asuntos educativos, así como a los padres de niños indios, la oportunidad de dar comentarios y recomendaciones para su consideración en relación con programas y actividades

educativas.

- c. El Superintendente de Distrito o su designado participará como miembro sin derecho a voto del IEC. Esta representación del Distrito proporciona discusión y comunicación sobre los programas educativos que se ofrecen a los estudiantes, así como también permite el diálogo entre el Distrito y el organismo representativo de IEC.
 - d. Mensualmente, durante las reuniones regulares de la junta escolar, la administración del distrito proporciona informes e información del distrito a la junta escolar. Durante estos puntos regulares de la agenda, el Superintendente del Distrito o su designado puede asesorar a la Junta en un foro público sobre los programas y actividades educativos del Distrito para estudiantes indios, según corresponda.
 - e. Además, en cada una de las reuniones mensuales de la junta escolar, se reserva una sección de tiempo para comentarios públicos. Este es un momento en el que el público puede presentar comentarios y sugerencias sobre la programación para todos los estudiantes.
 - f. Los funcionarios del Departamento de Educación de SRR mantienen contacto regular con los padres de niños indios. Esto se logra a través de empleados tribales de SRR que son asignados como enlaces para monitorear y trabajar con estudiantes indios. Los enlaces del Departamento de Educación de SRR supervisan a todos los estudiantes tribales y brindan a los padres de estudiantes indios actualizaciones semanales sobre las calificaciones, la asistencia, el comportamiento escolar y las necesidades sociales de los estudiantes. Cada enlace de SRR está estrechamente asociado con el estudiante y la familia indios. El enlace de SRR asiste a todas las reuniones programadas para el estudiante indio en las que se pueden tomar decisiones sobre el programa educativo. A través de este contacto regular, el enlace de SRR sirve como conducto para recopilar sugerencias, métodos preferidos de comunicación y formas de maximizar la participación de los padres de niños indios. Esta información se comparte con los funcionarios del Departamento de Educación de SRR y se traduce en temas de discusión, que se comparten durante las reuniones periódicas de IEC. A través de este intrincado sistema de apoyo al estudiante indio, el Departamento de Educación de SRR opera un programa modelo para otras tribus. Los aportes de estas conexiones también se utilizarán como método para recopilar aportes de los padres de niños indios y se incorporarán a los cambios de políticas según corresponda. (Ver Anexo 5136). Los aportes de estas conexiones también se utilizarán como método para recopilar aportes de los padres de niños indios y se incorporarán a los cambios de políticas según corresponda. (Ver Anexo 5136). Los aportes de estas conexiones también se utilizarán como método para recopilar aportes de los padres de niños indios y se incorporarán a los cambios de políticas según corresponda. (Ver Anexo 5136).
 - g. Se incluirá información en los manuales/paquetes de inscripción de los estudiantes sobre las oportunidades para brindar comentarios al Distrito.
3. El Distrito Escolar Primario Central Union evaluará anualmente hasta qué punto los niños indios participan en igualdad de condiciones con los niños no indios en el programa y las actividades educativas del Distrito. [34CFR222.94(a)(3)], compartir información relevante relacionada con la participación de los niños indígenas en los programas y actividades educativas del Distrito; y permitir a las tribus y a los padres de niños indios la oportunidad y el tiempo para revisar y comentar si los niños indios participan en igualdad de condiciones con los niños no indios.

El Distrito Escolar Primario Central Union tomará las siguientes medidas para evaluar anualmente el grado en

que los niños indios participen en igualdad de condiciones con los niños no indígenas en el programa y las actividades educativas del Distrito.

- a. A lo largo del año escolar, el Distrito Escolar Primario Central Union monitoreará la participación de los estudiantes indios en todas las actividades académicas y cocurriculares. El IEC revisará el análisis integral de los datos de todo el año durante la reunión de abril con la intención de brindar la oportunidad de consulta y/o recomendación sobre la participación y modificación del programa.
 - b. Los funcionarios del distrito escolar revisarán los datos escolares para evaluar el alcance de la participación de los niños indios en los programas educativos del distrito en igualdad de condiciones. Esta información se presentará periódicamente después de cada trimestre del año escolar de Central Union (noviembre, marzo y mayo).
 - c. El Distrito Escolar Primario Central Union compartirá su evaluación de la participación de los estudiantes indios; logros académicos relacionados y otros datos relevantes durante las reuniones periódicas del IEC y con el Departamento de Educación de SRR. Los comentarios y/o sugerencias que surjan de estas conversaciones pasarán a formar parte del acta aprobada por el Consejo.
 - d. Las tasas de participación de los estudiantes en actividades educativas se recopilan anualmente para todos los estudiantes; la inclusión de tasas porcentuales de estudiantes indios se agregará a este informe para revisar la igualdad de participación de los niños indios con otros niños.
 - e. Se proporcionarán copias de los informes anuales al Departamento de Educación de SRR para su distribución entre los funcionarios tribales y se incluirán en los sitios web de las escuelas.
 - f. Los padres de niños indios o funcionarios tribales pueden comentar sobre los resultados en las reuniones programadas de IEC, durante la sección de comentarios públicos de cualquier reunión de la junta escolar programada regularmente o directamente al distrito escolar (por teléfono, correo electrónico, escrito, etc.).
 - g. Además, los padres de niños indios y los funcionarios tribales pueden hacer comentarios en el semestre de primavera a través de la encuesta anual para padres del Plan de Responsabilidad de Control Local (LCAP) del Distrito. La encuesta para padres LCAP se utiliza para desarrollar metas del Distrito a corto y largo plazo asociadas con los planes educativos del Distrito.
 - h. Si se determina que existen brechas en la participación de los indios en el programa o las actividades educativas, la Junta Escolar Primaria de Central Union, con consulta del Departamento de Educación de IEC y SRR, recomendará modificaciones al programa educativo de tal manera que mejore la participación de los indios.
4. El Distrito Escolar Primario Central Union modificará los IPP si es necesario, según los resultados de cualquier evaluación o aporte descrito en este documento. [34CRF222.94(a)(4)]
- a. Durante la reunión de otoño (septiembre) del IEC, los IPP serán revisados y modificados según sea necesario.

- b. El IEC servirá como grupo para revisar la importancia de los aportes de los indios, para revisar el alcance de las oportunidades para los aportes de los indios y para revisar la respuesta del Distrito a los comentarios de los indios. El IEC revisará la efectividad de los métodos del Distrito para recopilar las opiniones de los padres indígenas y miembros tribales; calcular el número de sugerencias indias que realmente se implementaron; Permitir a los padres indios y a los funcionarios tribales sugerir formas más efectivas de comunicar sus puntos de vista.
 - c. Si es necesario, el IEC deberá hacer recomendaciones a la Junta para modificar los IPP del Distrito.
 - d. Una vez que esto haya ocurrido, los IPP se enviarán a la Junta Escolar Primaria de Central Union para su revisión y consideración de adopción durante una reunión de la Junta programada regularmente (a más tardar en noviembre).
 - e. Si es necesario, el IEC puede sugerir revisiones en otras épocas del año, según corresponda.
 - f. La notificación de cualquier actualización sobre la cual la Junta Escolar de Central Union actúe y apruebe se enviará al Departamento de Educación de SRR para su distribución entre los funcionarios tribales y los padres de niños indios.
 - g. Luego de cualquier revisión o modificación de los IPP, el Distrito Escolar Central Union publicará actualizaciones en el sitio web del Distrito.
5. El Distrito Escolar Primario Central Union responderá al menos anualmente por escrito a cualquier comentario y recomendación hecha por la tribu Tachi-Yokut o los padres de niños indios, y difundirá las respuestas a la tribu y a los padres de niños indios antes de la presentación de los IPP. por la LEA. [34CRF222.94(a)(5)]
- a. El Distrito Escolar Primario Central Union responderá al menos una vez al año por escrito a los comentarios y recomendaciones hechos por el IEC, funcionarios tribales o padres de niños indios. En caso de que haya respuestas de la comunidad, el Distrito difundirá la respuesta al Departamento de Educación de SRR. Como enlace interino entre el Distrito Escolar Central Union y la tribu Tachi-Yokut, el Departamento de Educación de SRR presentará las respuestas del distrito a los funcionarios tribales. Además, el Distrito publicará las respuestas del Distrito en el sitio web de la escuela y enviará una notificación de esta publicación a todos los padres a través del sistema automatizado de notificación telefónica del Distrito.
6. El Distrito Escolar Primario Central Union proporcionará anualmente una copia de los IPP a la tribu Tachi-Yokut afectada mediante su publicación en el sitio web del Distrito, proporcionando una copia al Departamento de Educación de SRR para su distribución a las oficinas tribales y mediante su inclusión en el informe anual del Distrito. paquetes de avisos que se distribuyen a todos los padres al comienzo de cada año escolar. [34CR F222.94(a)(6)]

Referencia: Ley Pública No: 114-95 (Ley Cada Estudiante Triunfa de 2015)

Thomas Addington

Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

Board Members

Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

September 22, 2023

Dear Parent or Guardian of a Native American Student,

The Central Union School District is responsible for providing your children with an exceptional elementary school education. The Central Union School District is required by the Federal Government to have an Indian Education Policies and Procedures (IPP) in place. The IPP plays an important role. The policy ensures there is communication and input regarding the education of our Native American students between the families and the Central Union School District.

We are asking that you review the enclosed draft of the IPP and provide the District with your input. If you have ideas, thoughts, questions, or concerns, the Central Union School District would appreciate you taking the time to communicate that information to us in writing. You may write the information on this form and have the form returned to the Central or Stratford office, or you are welcome to email your comments, concerns, or questions to dsidhu@central.k12.ca.us by **October 6, 2023**. The IPP will be approved by the CUESD Board at their November 13, 2023 Board meeting.

This information can be found on the district webpage at <http://www.central.k12.ca.us>

MY IDEAS, THOUGHTS, QUESTIONS, or CONCERNS

Name (Optional) _____ Date _____

Please use the back of this form if needed.

All information submitted will be addressed and discussed at the Indian Education Council. Meetings are held 7 times per school year by the SRR Education Department.

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

Board Members

Dale Davidson
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Ceil Howe, III

22 de septiembre, 2023

Estimados Padres o Guardianes de Estudiantes Nativos Americanos

El Distrito Escolar de Central Unión es responsable en proveer a sus hijos con una educación primaria excepcional en la escuela. El Gobierno Federal requiere que el Distrito Escolar de Central Unión tenga implementadas las Pólizas y Procedimientos de Educación Nativa Americana (IPP). IPP juega un papel importante. La póliza asegura que haya comunicación y participación con respecto a la educación de nuestros estudiantes nativos americanos entre las familias y el Distrito Escolar de Central Unión.

Le pedimos que revise la nota adjunta del IPP y provea sus sugerencias al Distrito. Si usted tiene ideas, pensamientos, preguntas o preocupaciones, el Distrito Escolar de Central le agradecería que tome el tiempo para comunicarnos esa información por escrito. Usted puede escribir la información en esta forma y regresar la forma a la oficina de Central o Stratford, o usted puede mandar sus comentarios en un correo electrónico a dsidhu@central.k12.ca.us no más tarde del 6 de octubre, 2023. El IPP será aprobado por la mesa directiva de CUESD en su junta de noviembre.

Puede encontrar esta información en la página de internet del distrito en: <http://www.central.k12.ca.us>

MIS IDEAS, PENSAMIENTOS, PREGUNTAS O PREOCUPACIONES

Nombre (Opcional) _____

Fecha _____

Favor de usar la parte de atrás de esta forma si es necesario.

Toda la información sometida será tratada y discutida en el Consejo de Educación Nativa Americana. Las reuniones se llevarán a cabo 7 veces en el año escolar en el Centro de Educación Nativo Americano SRR.

Bylaws
District Indian Education Advisory Council (IEC)
Santa Rosa Rancheria/Lemoore Union High School District/Central Union Elementary School

ARTICLE I

Name

The name of this organization shall be the Santa Rosa Rancheria/Lemoore Union High School District/Central Union Elementary School District Indian Education Advisory Council (IEC)

ARTICLE II

Objective

The objective of the IEC shall be to assist the Santa Rosa Rancheria (SRR)/Lemoore Union High School District (LUHSD)/Central Union Elementary School District (CUESD) to bring about cooperation and coordination of community and other resources, such as, the Johnson O'Malley and Title VI Federal funding, which may be of value to the SRR, LUHSD, and CUESD Native American students in regards to student achievement and other projects. In achieving this purpose, the IEC shall accomplish these tasks:

1. To help plan, develop and implement an educational plan for our Native American students
2. To determine organizational structures to accomplish its tasks which would include adoption of bylaws that meet *California Education Code* requirements
3. To establish communication processes with the governing boards of LUHSD and CUESD, local schools within the two districts. SRR, and the local community
4. To establish processes for evaluation.

ARTICLE III

Membership

1. The IEC shall be composed of three **(3) parents of Native American students** who have at least one child at LUHSD or CUESD, plus **(1) Alternate Parent member** one **(1) Site administrator** from LUHSD or CUESD, **one (1) employee** from LUHSD or CUESD, **two students (2) CUESD & LUHSD students** (one middle school & one high school) one **(1) Director of the SRR Education Department** **(1) Employee of the SRR Education Department,** **(1) CUESD District Representative (Non-Voting Participant)**

2. Those members identified as parents of the school must not employ members of the community.
3. Native American parents, Director of the SRR Education Department, Native American students, SRR employee shall comprise the majority of persons representing the committee.

ARTICLE IV

Officers

Section 1: Officers

The officers of the IEC shall be a chairperson, vice-chairperson, secretary and such other officers, as the IEC may deem desirable.

Section 2: Election and Term of Office

The officers of the IEC shall be elected for a (1) year term. Officers may be elected again the following year. The election will be held during the first regular meeting of each school year.

Section 3: Removal

Any officer elected by the IEC may be removed by a two-thirds vote of all members of the IEC whenever, in the judgment of the IEC, the best interests of the IEC would be served.

Section 4: Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or any other reason, may be filled by the IEC for the unexpired portion of the term. Parents vote to replace parents, teachers vote to replace teachers, etc.

Section 5: Chairperson

The chairperson shall preside at all meetings of the IEC and may sign all letters, reports and other communications of the IEC. In addition, he/she shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the IEC.

Section 6: Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his/her absence. He/she shall also perform such other duties as from time to time may be assigned to him/her by the chairperson or by the IEC.

Section 7: Secretary

The secretary shall keep all minutes of the meetings, both regular and special, and shall promptly transmit them to each member of the IEC and to such other persons the IEC may direct. He/she shall see that all notices are duly given in accordance with the provisions of these by-laws. He/she shall keep a register of the address and phone number of each member of the IEC and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned by the chairperson or the IEC.

Section 8: Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted for a vote to the IEC. Proxy voting and absentee ballots shall not be permitted. Unofficial members and alternate members shall not be allowed to vote except in such cases as when an alternate is declared a voting member for a meeting in which a regular voting member is absent. Alternates can only vote for members of like category (i.e. a teacher for a teacher, a parent for a parent).

Section 9: Termination of Membership

A member shall no longer hold membership should he/she cease to be a resident of the area served by LUHSD and/or CUESD or if he/she terminates his/her relationship with the group for which he/she was selected to represent. Membership will automatically terminate when a member is absent for a period of four consecutive months. The IEC, by affirmative vote of two-thirds of all the members, may suspend or expel a member.

Section 10: Transfer of Membership

Membership on the IEC is not transferable or assignable.

Section 11: Alternates

Alternates may be elected annually when the voting members of the IEC are elected. Alternates may vote in the absence of a voting member according to the restrictions of Section 8. The number of votes received during the annual election will determine first alternate, second alternate, etc. An alternate may become a voting member upon the termination of a voting member.

Section 12: Resignation

Any member may resign by filing a written resignation with the secretary or chairperson.

Section 13: Vacancy

Any vacancy of a member, shall be filled for the remainder of the unexpired term by a member of the same subcategory (i.e. teacher, parent, administrator).

ARTICLE V

Committees

Section 1: Standing and Special Committees

The IEC may establish and abolish such standing or special committees, as it may desire. Each member of a standing or special committee shall be a member of the IEC. No standing or special committee may exercise the authority of the IEC.

Section 2: Membership

Unless otherwise determined by the IEC in its decision to establish a committee, the chairperson of the IEC shall appoint members of a committee.

Section 3: Term of Office

Each member of a committee shall continue as such for the term of his/her appointment and until his/her successor is appointed, unless the committee shall be terminated or abolished or unless such member shall cease to qualify as a member.

Section 4: Rules

Each committee may adopt rules for its own governance not inconsistent with these by-laws.

Section 5: Quorum

A majority of the committee shall constitute a quorum and an act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6: Vacancies

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

ARTICLE VI

Meetings of the IEC

Section 1: Regular Meetings

The IEC meetings shall be held as needed, generally the committee will meet monthly during the school year (September- May) on the **third Tuesday** of the month. The month of September shall be utilized for the election of the members of the IEC.

Section 2: Special Meetings

Special meetings may be called by the chairperson or by a majority of the IEC.

Section 3: Place of Meetings

The IEC shall hold its regular meetings in a facility provided by the SRR Education Department.

Section 4: Notice of Meetings

Regular and special meetings shall be noticed. All notices shall be in writing and shall state the day, hour, and location of the meeting. The flyer and Agenda are to be posted 72 hours prior to each meeting.

The Native American student assessment data is to be presented during the first Trimester of each school year. This meeting must be posted in the local newspaper.

Section 5: Decisions of the IEC

All decisions of the IEC shall be made only after an affirmative vote of a majority of its members in attendance when a quorum is present.

Section 6: Conduct of Meetings

All regular and special meetings of the IEC shall be conducted in accordance with *Robert's Rules of Order* or in accordance with an appropriate adaptation thereof.

Section 7: Meetings Open to School Representatives, SRR, and Parents of Indian Students.

All regular and special meetings of the IEC and of its standing or special committees shall be open at all times to representatives from LUHSD, CUESD, and SRR.

Section 8: Quorum

A majority of the members of the IEC shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the IEC.

ARTICLE VII

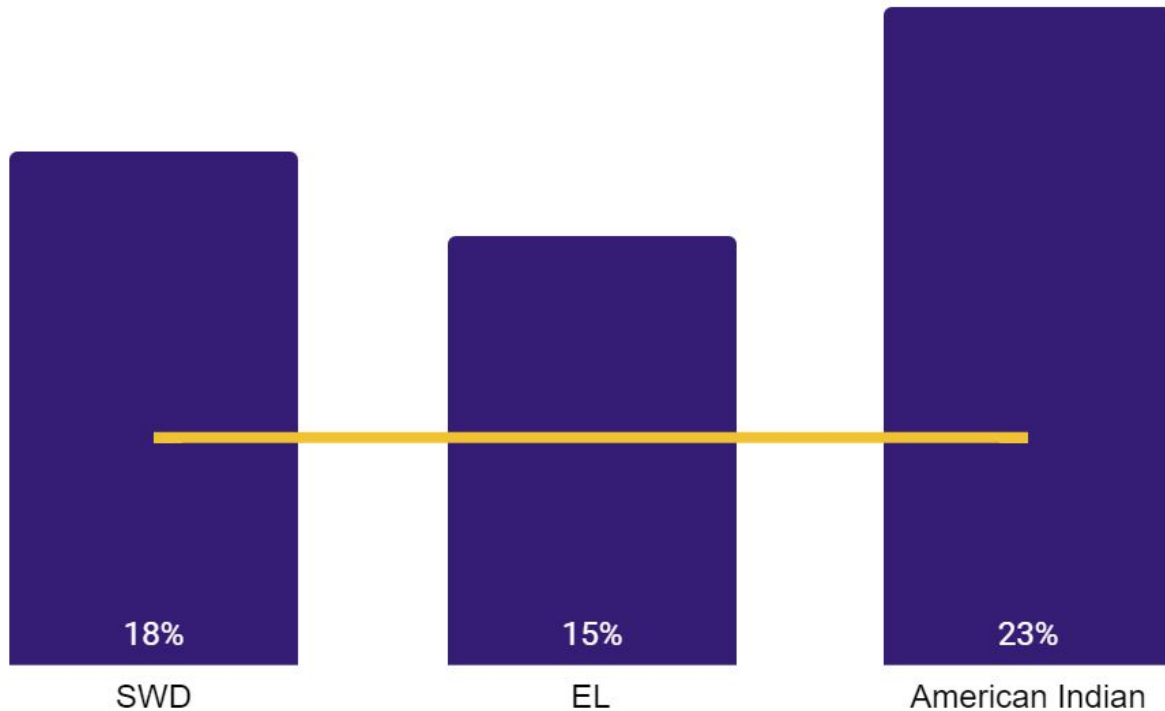
Amendments

These bylaws may be amended at any time by a two-thirds affirmative vote of the members of the IEC and with the help of the SRR, LUHSD, and/or CUESD, provided that the amendment is to carry out the objectives of the IEC as herein expressed. Any amendments must conform to the laws and regulations of the State of California.

Approved: April 20, 2021

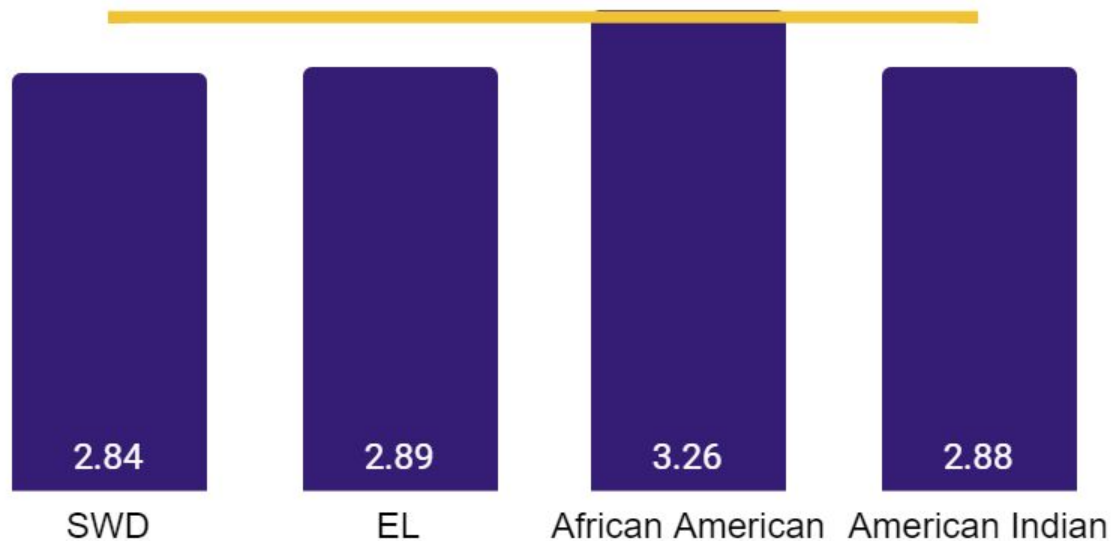
LHS Student Group Ineligibility Comparison

■ Ineligibility Percentage — All Students Ineligibility



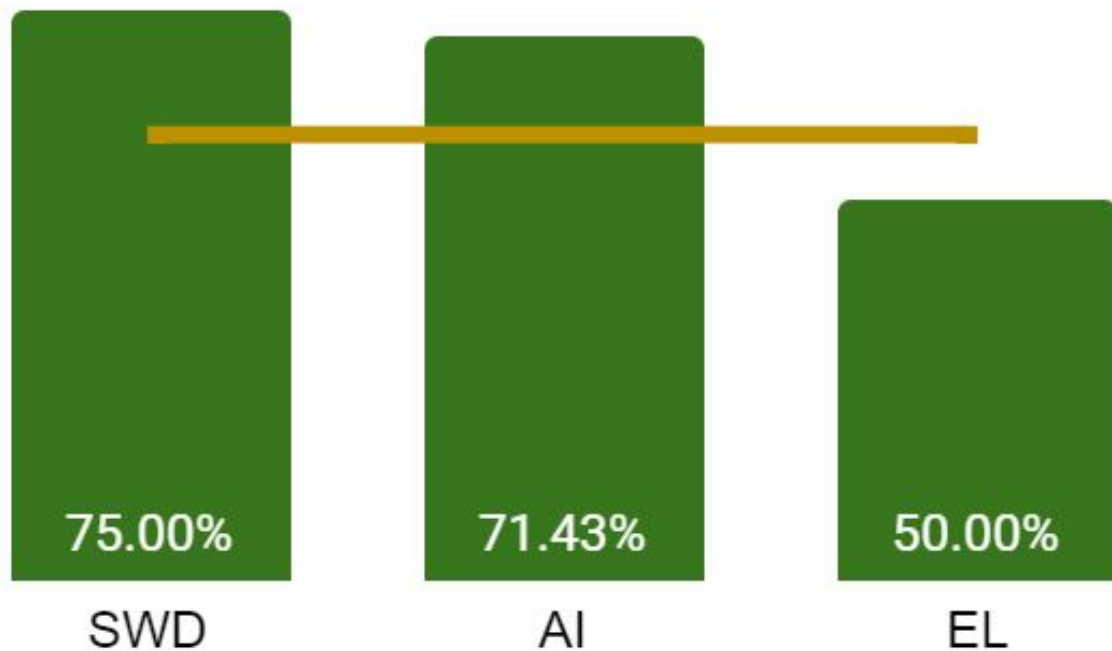
LHS Student Group GPA Comparison

■ Average GPA ■ All Students



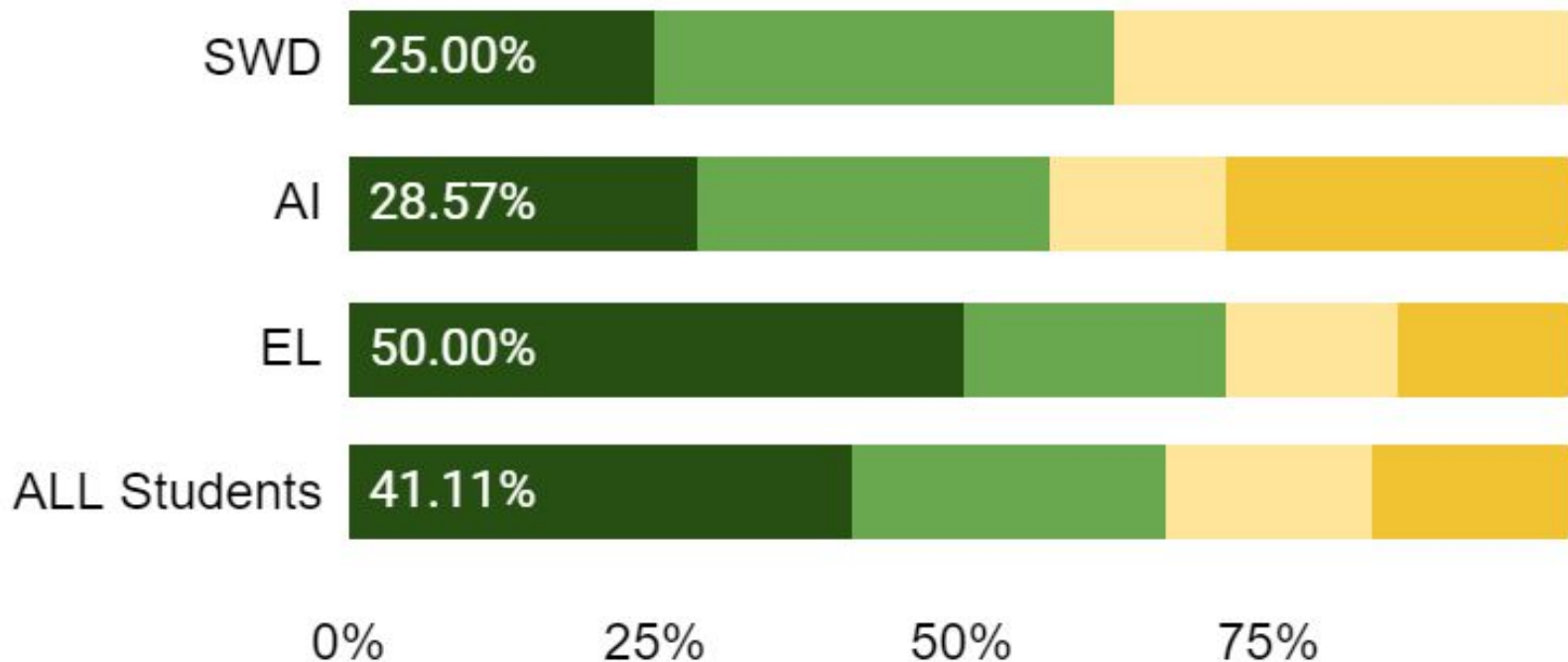
JHS Grades 11 & 12 1+ D/F Data

■ 1 or more D/Fs ■ ALL Students



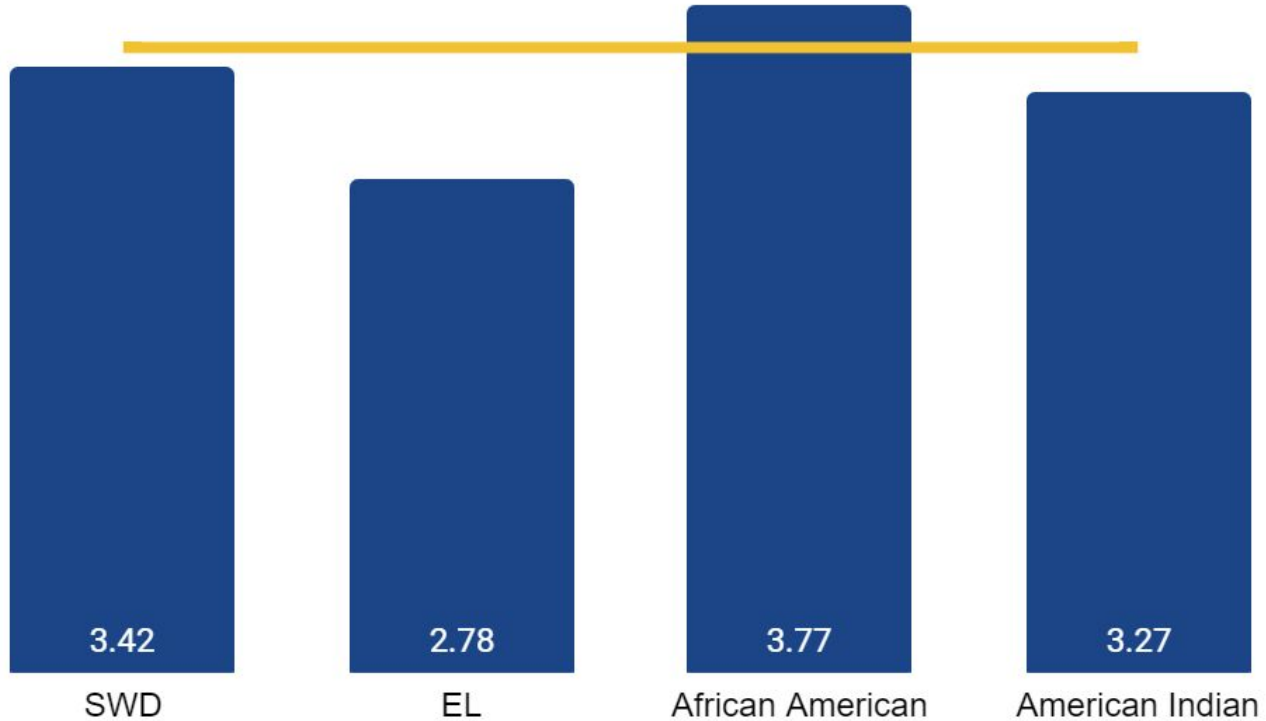
JHS Grades 11 & 12 D/F Data

0 D/F 1-2 D/F 3-4 D/Fs 5-6 D/Fs



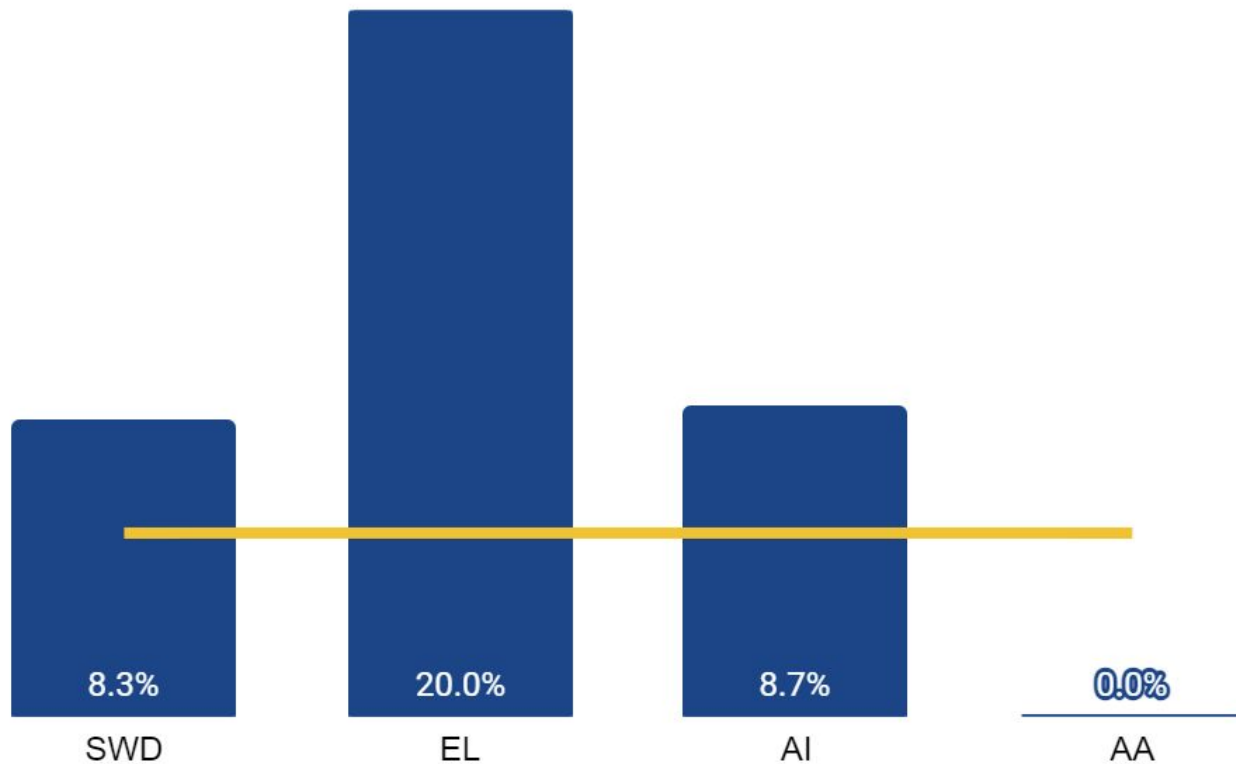
LMCHS Student Group GPA Comparison

■ Average GPA ■ All Students



LMCHS Student Group Ineligibility Comparison

■ Ineligibility Percentage ■ All Students Ineligibility





2/10 9th graders
Have 1+ F's



3/10 10th graders
Have 1+ F's



2/10 11th graders
Have 1+ F's



3/10 12th graders
Have 1+ F's



Of our *Native American* STUDENTS
Have 1+ F's



Of our Special Education STUDENTS
Have 1+ F's



Of our *English Learner* STUDENTS
Have 1+ F's

CENTRAL ELEMENTARY SCHOOL

15783 18TH AVE
LEMOORE, CA 93245
559-924-7797 (FAX) 924-0919

"HOME OF THE WOLVES"

ANNE GONZALES, PRINCIPAL
DAVID PILCHER, ASSISTANT PRINCIPAL



October Calendar

October is National Bullying Prevention Month. Celebrate Unity Day Wednesday October 19th- "Together against bullying. UNITED for kindness, acceptance and inclusion".

WEAR ORANGE EACH WEDNESDAY IN OCTOBER - Central School Weekly Themes:

Week 1	10-2 to 10-6	"Go Against Bullying"
Week 2	10-9 to 10-13	"Random Acts of Kindness Week"
Week 3	10-16 to 10-20	"Unity Week – Wear Orange"
Week 4	10-23 to 10-27	"Celebrate Red Ribbon Week and School Spirit"

School Activities, Events and Game Days:

October 1	Anti-Bully Awareness Month
October 2	Trimester 1 Progress Reports Go Home via Parent Square/Mail
October 5	District Advisory Committee Meeting @ 8:30am School Site Council Meeting and Parent Club Meeting @ 2pm Room 1 7 th & 8 th Grades only – Parent Classroom visitation @ 3pm – 4pm
October 6	Game Day (HOME) RSMS @ Central @ 2pm (A Team – Football plays at Central School field) (A Team - Volleyball - location to be announced)
October 9	Holiday – Indigenous Peoples Day
October 11	Federal Survey Day Camp READ IN Day @ 1:30pm for 2 nd and 3 rd Grades in Cafeteria
October 13	BYE Game Storybook Walk Day #2 @ 8:30am for Kindergarten and 1 st Grade
October 14	Saturday School
October 16	Digital Citizenship Week
October 17	Indian Education Council Meeting
October 18	
October 19	Great American Shakeout " Mock Drill #3" @ 10:05am
October 19	Game Day (HOME) Akers @ Central @ 1pm (A Team – Football plays at Central School field) (A Team - Volleyball plays at Coyote Corner)
October 23	Red Ribbon Week and Central Spirit Dress Up Week (Schedule TBA)
October 26	Kindergarten and 1 st Grades to Fresno Chaffee Zoo
October 30	Informational Writing Assessment for Kindergarten – 2 nd Grades
October 31	Halloween!! School Dress-up Theme: "Disney" Wear your favorite Disney character
October 31	Kindergarten and 1 st Grades to on site Pumpkin Patch



Stratford Elementary School - October Update

October is

National Bullying Prevention Month

Founded by PACER's National Bullying Prevention Center in 2006

October 2 nd	Progress Reports sent home
October 6 th	Football/Volleyball Games @Stratford vs. Parkview
October 9 th	No School- Columbus/Indigenous People's Day
October 11 th	Federal Survey Day
October 12 th	Fire Safety Presentations, TK-3 rd Grade
October 13 th	Football/Volleyball Games @Reef Sunset
October 14 th	Saturday School
October 16 th -20 th	Digital Citizenship Week
October 19 th	Great American Shake Out Earthquake Drill
October 20 th	Football/Volleyball Games @Stratford vs. Island
October 22 nd	Saturday School
October 23 rd	Kings Behavioral Health Red Ribbon Presentations, 6 th -8 th Grade
October 23 rd -27 th	Red Ribbon Week Activities & Dress-up Days
October 26 th	Stratford Community Trunk-or-Treat Event
October 27 th	Pumpkin Patch & Pumpkin Science Competition
October 28 th	Saturday School
October 31 st	October Attendance Reward- Costume Dance Party

Upcoming in November

November 1 st	No School- Teacher Professional Development Day
November 10 th	End of Trimester 1
	No School- Veteran's Day
November 13 th -17 th	Parent Conferences- 1:00PM Early Release all week
November 20 th -24 th	No School- Thanksgiving Break
November 30 th	Trimester Awards