REGULAR BOARD MEETING
03/08/2023 [03:00 PM]

REGULAR BOARD MEETING OF MARCH 8, 2023

For the Regular Board Meeting of March 8, 2023, at 3:00 p.m., in the Redwood CDEF meeting room at the Jim Vidak Education Center, 6200 S. Mooney Blvd., Visalia, California.

1. CALL TO ORDER
   a. Pledge of Allegiance
   b. Welcome

2. ADA ACCOMMODATION REQUIREMENT

Persons who are in need of a disability-related modification or accommodation in order to participate in the board meeting must make a request in writing to the Office of the County Superintendent of Schools, 6200 South Mooney Boulevard, Visalia, California, P.O. Box 5091, 559/733-6301. A request for accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required and the name and telephone number of the person making the request. The written request should be made as soon as possible and no later than 2 days before the meeting. The agenda, agenda packet and any written documents distributed to the board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act.

Written documents concerning agenda items are available for public inspection during normal business hours within 72 hours of a regular board meeting at the Tulare County Office of Education, 6200 South Mooney Boulevard, Visalia, California.

3. PUBLIC COMMENTS

Members of the public may address the board on any agenda item, or other item of interest within the subject matter jurisdiction of the board during the public comment period. Agenda items may also be addressed by the public at the time they are taken up by the board. The board is not able to discuss or take action on any item not appearing on the agenda. A five-minute time limit can be imposed on public input for individuals/issues as deemed necessary.

4. ACTION ITEMS

4.a. Routine Matters

4.a.a. Consent Calendar -- Consideration and Approval

a. Approval of Minutes for the Regular Board Meeting of February 8, 2023, Encl. No. 1
b. Authorization of Countywide Registration of Credentials, Encl. No. 2
c. Authorization of Temporary County Certificates, Encl. No. 3

d. Authorization of Countywide Emergency Permit Applications, Encl. No. 4

e. Acceptance of Donation from Rick's Vending and Distributing ($950.62) to AcCEL, OTP, and Akers CBI, Encl. No. 5

4.b. Old Business

4.b.a. Second Reading, Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities -- Tammy Bradford, Encl. No. 6


4.b.c. Second Reading, Board Policy 6146.1 - High School Graduation Requirements -- Julie Berk, Encl. No. 8

4.b.d. Second Reading, Board Policy and Administrative Regulation 6143 - Courses of Study -- Julie Berk, Encl. No. 9

5. New Business

5.a. Consideration and Approval, PERS Golden Handshake Window Period April 1, 2023 through June 30, 2023 (Earlimart) -- Sara Marvin, Encl. No. 10

5.b. Consideration and Approval, IDEA 619 Federal Preschool Grant 2022-2023 ($1,213,521) -- Joe Martinez, Encl. No. 11

5.c. Consideration and Approval, Preschool Staff Development Grant 2022-2023 ($3,522) -- Joe Martinez, Encl. No. 12

5.d. Consideration and Approval, Tulare County District SELPA Transportation Plan -- Tammy Bradford, Encl. No. 13

5.e. Consideration and Approval, Resolution 22/23-15 Proclaiming April 2023 as Friday Night Live Month -- Lynne Goodwin, Encl. No. 14

5.f. First Reading of Board Policy and Administrative Regulation 6171 - Title 1 Programs -- Gabriela Guzman, Encl. No. 15

5.g. Consideration and Approval, Budget Revisions through January 31, 2023 -- Jody Arriaga, Encl. No. 16


5.i. Consideration and Approval, Adoption of Resolution 22/23-18 Support of Funding for County Office of Education Operated Juvenile Court and Community Schools -- Tim A. Hire, Encl. No. 18

5.j. Consideration and Approval, Resolution 22/23-16 to Authorize to Submit Loan Application for Energy Efficiency ($5 million) for Mooney site, 6200 S. Mooney Blvd., Visalia -- Jeff Ramsay, Encl. No. 19

5.k. Consideration and Approval, Resolution 22/23-17 to Authorize to Submit Loan Application for Energy Efficiency ($3 million) for SCICON, 41569 Bear Creek Rd., Springville -- Jeff Ramsay, Encl. No. 20

5.l. Consideration and Approval, Vote for 2023 CSBA Assembly County Delegate for SubRegion 12-A -- Tom Link, Encl. No. 21
6. INFORMATION (Non-Discussion Items)
   a. Letters and Communication/Correspondence
   b. Reports from Superintendent and Staff
   c. Reports from Board, Information and Questions

7. NEXT SCHEDULED BOARD MEETING
   a. April 12, 2023 - 10:00 a.m. (SCICON)

8. ADJOURNMENT
TULARE COUNTY BOARD OF EDUCATION
MINUTES

The Tulare County Board of Education met on Wednesday, February 8, 2023, at 3:00 p.m. for a regular board meeting in the Redwood CDEF meeting room at the Jim Vidak Education Center, 6200 S. Mooney Boulevard, Visalia, California.

PRESENT
Board Members
Tom Link, President
Joe Enea, Vice President
Debby Holguin
Celia Maldonado-Arroyo
Chris Reed
Tony Rodriguez
Dr. Fernie Marroquin, Ex-Officio Secretary

ABSENT
Board Member
Judy Coble

PRESENT
Staff Members
Julie Berk, Assistant Superintendent, Student Support Services
Jennifer Fisher, Administrative Secretary
Rob Herman, Communications Director
Jeff Ramsay, Director, General Services
Freddy Reyes, Helpdesk Support Specialist, Information Systems
Jose Bedolla, Principal, La Sierra Military Academy
John Davis, Administrator, Leadership Support Services
Dedi Somavia, Assistant Superintendent, Human Resources
Paula Terrill, Student Events Coordinator
Sara Marvin, Credentials/Retirement Analyst
Dr. Jennifer Newell, Director, Behavioral Health Services
Ron Pekarek, Program Manager, Bright Future/Bright Start Programs
Jennifer Reimer, Administrator, Mild to Moderate Programs
Tammy Bradford, Assistant Superintendent, Special Services
Eric Thiessen, Principal, University Preparatory High School
Sarah Hamilton, Administrator II, AcCEL Programs
Kelley Petty, CHARACTER COUNTS! Coordinator
Andrea Perez, Assistant Superintendent, District Support Services

GUESTS
Guests as listed in the register including Laura A. Gonzalez and Joshua Whiteside.

CALL TO ORDER
Pledge of Allegiance/
Welcome
Board President Tom Link welcomed everyone and called the meeting to order.
Tony Rodriguez led the Pledge of Allegiance.
Mr. Link announced that ADA accommodations had been met.

Members of the public did not address any matter of jurisdiction.

It was moved by Enea, seconded by Maldonado-Arroyo to approve the consent calendar to include minutes for the Regular Board Meeting of January 11, 2023, Countywide Registration of Credentials, Temporary County Certificates, Emergency Permits and listed donations. Motion unanimously carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

Tom Link thanked Rick’s Vending and Distributing for their donation of $1,000, Tulare Community Church for their donation of $2,000 and TCOE staff, district staff and community partners for their donations totaling $3,030.

Tom Link called on Laura Gonzalez for the presentation about Woodlake Unified School District. Ms. Gonzalez introduced their schools and highlighted their Aviation Pathway. The program started in August 2021 and is supported by a $100,000 grant. She shared a video about the pathway program.

Additionally, Ms. Gonzalez highlighted the Dog School Program, which trains service dogs, the McCracken District Farm, and the Robotics team. Their Robotics team, which started this year, is the only school from California to compete nationally. Woodlake Unified has strong partnerships with the Woodlake Family Resource Center, City of Woodlake and the Woodlake Rodeo.

Ms. Gonzalez’s first year as Superintendent at Woodlake was during the pandemic. Many of their middle and high school students fell behind at this time because they were babysitting younger siblings at home rather that studying. The district is working to make up for the learning loss that occurred. In order to keep parents informed, she started monthly parent video messages. Ms. Gonzalez invited the board to visit Woodlake.

The Board thanked Ms. Gonzalez for her presentation.

Dedi Somavia presented the Williams/Valenzuela Uniform Complaint Report for the Fourth Quarter of 2022. There were no complaints received during this period in any areas. This was an informational item only.
PRESENTATION OF STUDENT FUTURE READY EVENTS BUTTON AND LANYARD PROJECT

Paula Terrill presented the Student Future Ready Events Button and Lanyard Project to the Board. Ms. Terrill explained the project will help track and promote the events that students participate in with TCOE. Students will receive a blue lanyard when they participate in their first event. Additionally, students will receive a button for every event they participate in. Event staff and volunteers will receive a red lanyard and buttons for each event that they participate in. Ms. Terrill noted that each board member had been given a schedule of events, a red lanyard and a button for each event. This item was an informational item only.

Mr. Link thanked Ms. Terrill for her presentation.

REPORT OF ESTIMATED COSTS OF PERS RETIREMENT INCENTIVE WINDOW PERIOD 04/01/2023-06/30/2023

Sara Marvin reported to the Board that the retirement incentive window of April 1, 2023, through June 30, 2023, for Earlimart shows a cost savings. This item was an informational item only.

RED RIBBON DONATION TO CASA OF TULARE COUNTY

Jennifer Fisher requested the Board’s approval to give the Red Ribbon donation of $3,030 to CASA of Tulare County. It was moved by Reed, seconded by Holguin to approve the Red Ribbon Donation to CASA of Tulare County. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

MENTAL HEALTH AVERAGE DAILY ATTENDANCE GRANT 2022-2023

Dr. Jennifer Newell asked the Board’s approval on the Mental Health Average Daily Attendance Grant 2022-2023 for $1,214,680. This grant provides federal funds for mental health services. Mr. Rodriguez requested more information about the services provided by Behavioral Health Services. Dr. Newell said that she would be happy to provide the information to him. It was moved by Enea, seconded by Rodriguez to approve the Mental Health Average Daily Attendance Grant 2022-2023. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

PART C, EARLY EDUCATION PROGRAM GRANT 2022-2023

Ron Pekarek asked for the Board to approve the Part C, Early Education Program Grant 2022-2023 for $140,675. This annual grant from the state supplements the Bright Start Program. It was moved by Maldonado-Arroyo, seconded by Enea to approve Part C, Early Education Program Grant 2022-2023. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.
Jennifer Reimer requested approval from the Board for the Workability I Program Grant 2022-2023 for $81,540. The grant supports the vocational education training programs for Special Services’ students. It was moved by Reed, seconded by Rodriguez to approve the Workability I Program Grant 2022-2023. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

Tammy Bradford shared that Special Services’ Behavioral Health Services was asked to present to the Governor’s Advisory Council on Special Education next week.

She advised the Board this was the first reading of Board Policy 6146.4, Differential Graduation and Competency Standards for Students with Disabilities. Students on a certificate of diploma track are can graduate with a certificate of completion based on their IEP, progress, and goals. Action will be taken on this agenda item at the March board meeting.

Dr. Marroquin announced that Tammy Bradford has been named Administrator of the Year for Special Education by both ACSA of Tulare County and Region XI. Her nomination will be forwarded on to the state level. The Board congratulated Ms. Bradford.

Julie Berk advised the Board this was the first reading of Board Policy and Administrative Regulation 6161.1, Selection and Evaluation of Instructional Materials. The updates and revisions are based on recommendation from CSBA to include new laws and legislation. This board policy now includes an administrative regulation. Action will be taken on this agenda item at the March board meeting.

Julie Berk advised the Board this was the first reading of Board Policy 6146.1, High School Graduation Requirements. The updates and revisions from CSBA are for dependent charters. Action will be taken on this agenda item at the March board meeting.

Julie Berk advised the Board this was the first reading of Board Policy and Administrative Regulation 6143, Courses of Study. The language changed very little on this policy. Action will be taken on this agenda item at the March board meeting.
John Davis reported that the Comprehensive School Safety Plans are required to be updated and submitted for board approval annually by March 1. Schools work with educational partners, first responders and their school site councils to update the plans.

Eric Thiessen requested approval from the Board for the Comprehensive School Safety Plan 2023-2024 for University Preparatory High School. UPHS works with their school site council, school site advisory board and COS Police Department. Their plan incorporates COS safety procedures and UPHS works closely with COS during an incident. It was moved by Enea, seconded by Holguin to approve the Comprehensive School Safety Plan 2023-2024 for University Preparatory High School. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

Sarah Hamilton asked for the Board’s approval on the Comprehensive School Safety Plan 2023-2024 for Community and Special Education Schools. The plan addresses the needs of community school students and AcCEL students, many of whom are on district sites. It was moved by Reed, seconded by Rodriguez to approve the Comprehensive School Safety Plan 2023-2024 for Community and Special Education Schools. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

Jose Bedolla requested the Board’s approval for the Comprehensive School Safety Plan 2023-2024 for La Sierra Military Academy. The plan has been updated and approved by their school site council. It was moved by Maldonado-Arroyo, seconded by Enea to approve the Comprehensive School Safety Plan 2023-2024 for La Sierra Military Academy. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.

Jose Bedolla asked the Board to approve the Title I Parent Involvement Policy and Parent Compact 2022-2023 for La Sierra Military Academy. The Parent Involvement Policy details the steps that La Sierra is committed to implementing in order to build parent capacity, collaboration, and involvement. The parent compact describes the shared responsibilities that families, students, and staff have to ensure students receive a top quality education. It was moved by Enea, seconded by Maldonado-Arroyo to Title I Parent Involvement Policy and Parent Compact 2022-2023 for La Sierra Military Academy. Motion carried with the following votes: Ayes: Enea, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez. Board member Coble was absent.
Dr. Fernie Marroquin presented on behalf of Superintendent Hire. He noted the information for the CSBA district assembly ballot in their packets. This item will be on the agenda to for action to be taken at next month’s meeting. Dr. Marroquin invited the Board to the upcoming student events that Ms. Terrill shared in her presentation.

Dr. Marroquin shared exciting news that TCOE is in the final phases of purchasing the 30 acres surrounding the Planetarium and Liberty Center. This property will provide TCOE ample space to grow. Mr. Hire will share more of his vision in the future.

Mr. Link reported that the Tulare County Trustee dinner, hosted by Uniserv, will be at the Visalia Marriott tomorrow night. He also announced Green Acres will present Oklahoma! this weekend.

**NEXT SCHEDULED MEETING**

**March 8, 2023, at 3:00 p.m. Redwood Rooms CDEF**

**ADJOURNMENT**

Meeting adjourned at 4:01 p.m.
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**APPROVAL OF EMERGENCY PERMITS FOR FULL-TIME EMPLOYMENT**

**March 08, 2023**

**Emergency Permits: Online Recommendations**

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SUBMITTED BY:
Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:
Acceptance of donation from Rick's Vending and Distributing

DESCRIPTION/SUMMARY:
Rick’s Vending and Distributing has donated funds for Tulare County Office of Education, Academic Collaborative for Exceptional Learners, Occupational Training Program, Akers Community Based Instruction. The funds will be utilized to purchase instructional supplies.

FINANCING:
$950.62

RECOMMENDATION:
Acceptance of donation.
SUBMITTED BY:
Tammy Bradford, Assistant Superintendent
Special Services

SUBJECT:
Second Reading of Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities

DESCRIPTION/SUMMARY:
BP 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities
Education Code 56390-56392 authorize local educational agencies to award a certificate of achievement or completion to students with disabilities who meet specific criteria. This existing policy is being updated and revised according to law.

FINANCING:
N/A

RECOMMENDATION:
Adopt policy
Differential Graduation and Competency Standards for Students with Disabilities

The Tulare County Board of Education (County Board) and the Tulare County Superintendent of Schools (County Superintendent) recognize that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to Tulare County Office of Education’s (TCOE) regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student’s individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and TCOE assessments.

Certificate of Educational Achievement or Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
2. Satisfactorily met his/her IEP goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Legal Reference:
EDUCATION CODE
56341 – Individualized Education Program Team
56345 – Individualized Education Program contents
56390-56392 – Recognition for educational achievement, special education
CODE OF REGULATIONS, TITLE 5
3070 – Graduation
UNITED STATES CODE, TITLE 20
1400-1482 – Individuals with Disabilities Education Act
UNITED STATES CODE OF FEDERAL REGULATIONS, TITLE 30
300.1-300.818 – Individuals with Disabilities Education Act
300.320 – Definition of IEP

Management Resources:
WEB SITES
U.S. Department of Education, Office of Special Education and Rehabilitative Services:
https://www2.ed.gov/about/offices/list/osers/index.html

Policy adopted: 11/18/1987                          Tulare County Board of Education
                                                 Visalia, California

Revised: 3/__/2023
Differential Graduation and Competency Standards for Individuals with Exceptional Needs

Students with Disabilities

The Tulare County Board of Education (County Board) and the Tulare County Superintendent of Schools (County Superintendent) recognizes that proficiency standards adopted for students enrolled in regular educational programs may not be appropriate for all students enrolled in department special education programs. Certain students with diagnosed disabilities which prevent them from attaining the regularly adopted proficiency competencies may need differential standards. that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the Tulare County Office of Education’s (TCOE) regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student’s individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and TCOE assessments.

Students with exceptional needs should meet the department’s graduation standards to the extent that their handicap or disability permit.

The Individualized Education Program (IEP) Team will determine if a student’s handicaps or disabilities preclude the student from attaining the department’s standards. The determination and development of appropriate differential proficiency standards will be included in the process of developing and managing the student’s individualized education program.

Certificate of Educational Achievement or Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP

2. Satisfactorily met his/her IEP goals and objectives during high school as determined by the IEP team

3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services
A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Legal Reference:
EDUCATION CODE
51215(d) – Proficiency standards in basic skills
56000 – Education of individuals with exceptional needs
56341(b) – Individualized Education Program Team
56345(b) – Elements of Program Individualized Education Program contents
56390-56392 – Recognition for educational achievement, special education
CODE OF REGULATIONS, TITLE 5
3070 – Graduation
UNITED STATES CODE, TITLE 20
1400-1482 – Individuals with Disabilities Education Act
UNITED STATES CODE OF FEDERAL REGULATIONS, TITLE 30
300.1-300.818 – Individuals with Disabilities Education Act
300.320 – Definition of IEP

Management Resources:
WEB SITES
U.S. Department of Education, Office of Special Education and Rehabilitative Services: https://www2.ed.gov/about/offices/list/osers/index.html

Policy adopted: 11/18/1987
Tulare County Board of Education
Visalia, California

Revised: 3/__/2023
SUBMITTED BY:
Julie Berk, Assistant Superintendent
Student Services

SUBJECT:
Second Reading Board Policy and Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials

DESCRIPTION/SUMMARY:
BP 6161.1 - Selection and Evaluation of Instructional Materials
This existing policy is being updated and revised according to law. The Board must adopt textbooks and instructional materials for use in TCOE schools/programs and must hold a public hearing each year regarding the sufficiency of instructional materials as a condition of received state funds. The accompanying administrative regulation indicates the required and optional criteria for the selection of instructional materials.
AR 6161.1 - Selection and Evaluation of Instructional Materials
This is a new administrative regulation that is being added to meet Education Code requirements.

FINANCING:
N/A

RECOMMENDATION:
Adopt the policy and regulation.
Selection and Evaluation of Instructional Materials

The Tulare County Board of Education (County Board) desires that Tulare County Office of Education (TCOE) instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect and value society’s diversity, and enhance instructors’ ability to educate all students through the use of multiple teaching strategies and technologies. The County Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and TCOE’s curriculum to ensure that they effectively support TCOE’s adopted course of study.

The County Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or that have, during TCOE’s review process, been determined to be aligned with the state academic content standards adopted by SBE. (Education Code 60200, 60210)

The County Board shall adopt instruction materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the County Board shall consider the recommendation of the Tulare County Superintendent of Schools (County Superintendent) or designee and/or an advisory committee established to review the materials.

Public Hearing on Sufficiency of Instructional Materials

The County Board shall annually conduct one or more public hearings on the sufficiency of TCOE’s instructional materials, including textbooks, technology-based materials, other educational materials, and test. Technology-based materials include, but are not limited to, software programs, video disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The County Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the County Superintendent or designee shall post a notice in three public places within the county containing the
time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the County Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program
5. World language
6. Health

The County Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the County Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the TCOE school/program, and has the ability to use and access them at home. (Education Code 60119)

If the County Board determines that there are insufficient textbooks or other instructional materials, TCOE shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reason that each student does not have sufficient textbooks or instructional materials. The County Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in TCOE’s local control and accountability plan. (Education Code 52060)

Complaints

Complaints concerning instructional materials shall be handled in accordance with BP/AR 1312.2 – Complaints Concerning Instructional Materials or AR 1312.4 – Williams Uniform Complaint Procedures, as applicable.
Legal Reference:

EDUCATION CODE
220 – Prohibition of discrimination
1240 – County superintendent of schools, duties
33050-33053 – General waiver authority
33126 – School accountability report card
35272 – Education and athletic materials
44805 – Enforcement of course of studies; use of textbooks, rules and regulations
49415 – Maximum textbook weight
51501 – Prohibited means of instruction
52060-52077 – Local control and accountability plan
60000-60005 – Instructional materials, legislative intent
60010 – Instructional materials, definition
60040-60052 – Requirements for instructional materials
60060-60063.5 – Requirements for publishers and manufacturers
60070-60076 – Prohibited acts (re instructional materials)
60110-60115 – Instructional materials on alcohol and drug education
60119 – Sufficiency of textbooks and instructional materials; hearing and resolution
60200-60210 – Elementary school materials
60226 – Requirements for publishers and manufacturers
60350-60352 – Core reading program instructional materials
60400-60411 – Instructional materials, high schools
60510-60511 – Donation for sale of obsolete instructional materials
60605 – State-adopted content and performance standards in core curricular areas
60605.8 – Common core standards
60605.86-60605.88 – Supplemental instructional materials aligned with Common Core State Standards

CALIFORNIA CODE OF REGULATIONS, TITLE 5
9505-9530 – Instructional materials

Management Resources
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Standards for Evaluating Instructional Materials for Social Content, 2013
Instructional Materials FAQ
01-05 Guidelines for Piloting Textbook and Instructional Materials, rev. January 2015

WEBSITES
California School Board Association: csba.org
California Department of Education: cde.ca.gov
Association of American Publishers: publishers.org

Policy adopted: 1/7/1981
Tulare County Board of Education
Visalia, California

Revised: 3/--/2023
TULARE COUNTY
OFFICE OF EDUCATION

Board Policy

Guidelines for Selection and Evaluation of Instructional Materials

The Tulare County Board of Education (County Board) desires that Tulare County Office of Education (TCOE) instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect and value society’s diversity, and enhance instructors’ ability to educate all students through the use of multiple teaching strategies and technologies. The County Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and TCOE’s curriculum to ensure that they effectively support TCOE’s adopted course of study.

The County Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or that have, during TCOE’s review process, been determined to be aligned with the state academic content standards adopted by SBE. (Education Cod 60200, 60210)

The County Board shall adopt instruction materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the County Board shall consider the recommendation of the Tulare County Superintendent of Schools (County Superintendent) or designee and/or an advisory committee established to review the materials.

Public Hearing on Sufficiency of Instructional Materials

The County Board shall annually conduct one or more public hearings on the sufficiency of TCOE’s instructional materials, including textbooks, technology-based materials, other educational materials, and test. Technology-based materials include, but are not limited to, software programs, video disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing hall beheld on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The County Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the County Superintendent or designee shall post a notice in three public places within the county containing the
time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the County Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics  
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The County board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the County Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the TCOE school/program, and has the ability to use and access them at home. (Education Code 60119)

If the County Board determines that there are insufficient textbooks or other instructional materials, TCOE shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reason that each student does not have sufficient textbooks or instructional materials. The County Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in TCOE’s local control and accountability plan. (Education Code 52060)

Complaints

Complaints concerning instructional materials shall be handled in accordance with BP/AR 1312.2 – Complaints Concerning Instructional Materials or AR 1312.4 – Williams Uniform Complaint Procedures, as applicable.

Purpose of Guidelines
The purpose of these guidelines is to provide consistent, systematic standards for evaluating instructional materials proposed for use in California's public elementary schools to ensure compliance with the Education Code.

Children pattern their interests, prejudices, and ideas after what they see and hear. Children dream of and aspire to those goals they are encouraged to attain. Their world can be expansive and filled with exiting and infinite possibilities, or frustrating in its limitations, depending on their exposure. Much of a child's early development takes place in school, and the potentially positive or negative effect of the school experience is well documented. The Legislature recognized the vital role instructional materials play in the formation of a child's attitudes and beliefs when it adopted Education Code sections 60040 and 60044.

These guidelines comprise the minimum standards for acceptability, including compliance with Education Code sections 60040 and 60044.

In order to portray accurately the cultural and racial diversity and the male and female roles in our society, instructional materials must encourage students to understand not only the historical roles and contributions of women and minorities, but also the forces which shaped those roles and contributions, and how and why the contemporary roles and contributions of women and minorities are different.

Limitations

1. The guidelines should be used when evaluating both the student material and the teacher material. In no event should instructions in a teacher manual, designed to overcome noncompliant pictures or text in a pupil edition, be given any consideration in evaluation of the pupil edition.

2. In certain limited situations it would be inappropriate to require that a pictorial or textual item conform exactly to these guidelines. Such an instance would arise, for example, in reprinting an item of classical or contemporary literature, music, or art, including folk tales, which is considered to make an important contribution to a given instructional material. In such a situation, however, discussion material should be included in the pupil edition indicating that, for example, although a particular attitude toward women or a minority group was prevalent during a certain period in history, or is prevalent in the particular culture or country depicted, that attitude has changed or does not occur in the contemporary United States as appropriate.

3. When examining an instructional material for adverse reflection on one's race, creed, sex, etc., prohibited by Education Code section 60044, the evaluator should make a qualitative judgment with respect to stories or articles having a historical or particular cultural perspective. Any description, depiction, label, or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussion, or other devices included therein, or immediately attached thereto, which may overcome the impact of such offending words or pictures. The instructional materials should be rejected only if, on a total basis, the story or article would, in the mind of an average pupil for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex, or occupation.

4. These guidelines may be inapplicable to certain instructional materials. For example, materials need not include references to people. Therefore, math problems described solely in abstract terms or stories about animals without human attributes are outside the scope of these guidelines.
Additionally, materials which contain references to children need not include references to adults.

5. In determining how strictly to apply the guidelines, consideration must also be given to the number of characters presented, and the relationship among them. For example, if there are only three or four main characters, or if all of the main characters are members of the same family, it would obviously be unrealistic to expect a wide diversity of ethnic groups and kinds of roles portrayed. Likewise, if the setting is restricted to a certain locale, such as a large city ghetto or a sparsely settled desert region, the possibilities for showing a wide range of socio-economic groups in a wide range of activities are necessarily limited.

Materials in a Series

When evaluating instructional materials which are designed to be used as a graded, nongraded, or multigraded series, each component thereof shall be judged individually for compliance and without regard to the content of any other component. However, a group or sequence of materials which is designed for use exclusively within a particular single grade shall be judged on a total basis for compliance with the sex and ethnic portrayal standards in Education Code section 60040, but judged on an individual basis for compliance with the prohibitions in Education Code section 60044 concerning adverse reflections on one’s race, creed, sex, etc. For example, if a package of three different books is designed to be used as fourth-grade readers, and a pupil is expected to complete all books in that school year, any portrayal deficiencies found in one book may be balanced against any exemplary portrayal in another book. However, each of the three books must be judged separately for compliance with the adverse reflection prohibitions.

A. Male and Female Roles — Education Code sections 60040(a) and 60044(a)

In order to encourage the individual development and self-esteem of each child, regardless of gender, instructional materials, when they portray people (or animals having identifiable human attributes), shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavior situations, presenting both sexes in the full range of their human potential.

The following criteria #1 and #2 are essential, and each shall be met. The remainder of the criteria should be met, but 100 percent compliance on each one is not essential to a “yes” vote. Unless the deficiency is flagrant, failure in one of the criteria #3 through #9 should not disqualify the item, provided it meets the other criteria to a reasonable degree. Criteria #3 through #9 may be judged as a group, wherein an especially good rating on one criterion may compensate for a poorer showing on another one.

Regardless of subject area, all the following criteria apply to all instructional materials that reflect contemporary United States or California society or any unidentifiable society. In addition, Criterion #1 applies to all materials that reflect any society outside the United States (see Limitations #3).

Consideration is given to reprints of certain types of literature, music, and art which do not conform to any one or more of these criteria (see Limitation #2). For example, when references to women are omitted, their absence must be discussed and questioned in the student edition, with an eye toward making the student aware of the historical and cultural situation in which this
inequity occurred, the process of philosophical change and its effects on social patterns, and the underlying goal of equity basic to our democratic system.

1. Descriptions, depictions, labels, or retorts which tend to demean, stereotype, or be patronizing toward females must not appear.

2. Instructional materials containing references to, or illustrations of, people must refer to or illustrate males and females approximately evenly, in both number and importance, except as limited by accuracy or special purpose. Even though numerically the portrayals of males and females may be approximately even, the aspect of importance or impact of those portrayals is a qualitative judgment. For example, assume that a single illustration of one or more females is quantitatively overbalanced by a ten-page story of one or more male characters. If, however, the illustration is judged to have an educational effectiveness or impact equal to or greater than that of the story, the two items may be considered to be in balance.

3. Mentally or physically active, creative, problem-solving roles, and success and failure in those roles, should be divided approximately evenly between male and female characters.

4. Emotions—for example, fear, anger, aggression, excitement, or tenderness—should occur randomly among characters regardless of gender.

5. Traditional activities engaged in by characters of one sex should be balanced by the presentation of nontraditional activities for characters of that sex.

6. If professional or executive roles, or vocations, trades, or other gainful occupations are portrayed, men and women should be represented therein approximately equally.

7. Where life-style choices are discussed, boys and girls should be offered an equally wide range of such aspirations and choices.

8. Whenever a material presents developments in history or current events, or achievements in art, science, or any other field, the contributions of women should be included and discussed when historically accurate.

9. Imbalance or inequity of any kind, when presented for historical accuracy, should, in the student edition of the instructional material, be interpreted in light of contemporary standards and circumstances.

10. Sexually neutral language—for example, “people”, “Persons”, “men and women”, “pioneers”, “they”—should generally be used.

(The standard here is basically objective and easy to measure: Does the material indulge in male references so as to exclude females as participants in society? It is left to the evaluator’s discretion to determine when there are extenuating circumstances, such as adherence to grammatical rules or the requirement to convey the author’s intended meaning.)

B. Ethnic and Cultural Groups—Education Code sections 60040(b) and 60044(b)
In order to project the cultural diversity of our society, instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage the individual development of each child, instructional materials, when portraying people (or animals having identifiable human attributes), shall include a fair representation of majority of minority group characters portrayed in a wide variety of occupational and behavioral roles, and present the contributions of ethnic and cultural groups, thereby reinforcement the self-esteem and potential of all people and helping the members of minority groups to find their rightful places in society.

1. Descriptions, depictions, or labels which tend to demean, stereotype, or be patronizing toward minority groups must not appear.

2. When diverse ethnic or cultural groups are portrayed, such portrayal must not depict differences in customs or life-styles as undesirable and must not reflect an adverse value judgment on such differences.

3. Instructional materials containing references to, or illustrations of, people must refer to or illustrate a fair proportion of diverse ethnic groups, except as limited by accuracy or special purpose.

4. Mentally active, creative, and problem-solving roles, and success and failure in those roles, should be divided in fair proportion between majority and minority group characters.

5. The portrayal of minority characters in roles to which they have been traditionally restricted by society should be balanced by the presentation of nontraditional activities for characters of that race.

6. Minority persons should be depicted in the same range of socio-economic settings as are persons of the majority group.

7. Depiction of diverse ethnic and cultural groups should not be limited to the root culture, but rather expanded to include such groups within the mainstream of United States life.

8. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, majority and minority groups should be presented therein in fair proportion.

9. Whenever developments in history or current events, or achievements in art, science, or any other field are presented, the contributions of minority peoples, and particularly the identification of prominent minority persons, should be included and discussed when historically accurate.

10. Imbalance or inequity of any kind, when presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.

C. Entrepreneur and Labor—Education Code sections 60040(c) and 60044(c)

1. References or labels which tend to demean, stereotype, or be patronizing toward and occupation, vocation, or livelihood must not appear.
2. Where appropriate, reference should be made to the role and contribution of the entrepreneur in the total development of California and the United States, and any such reference should be accurate.

3. Where appropriate, reference should be made to the role and contribution of labor in the total development of California and the United States, and any such reference should be accurate.

D. Religion – Education Code sections 60040(b) and 60044(b)

These three criteria are essential items— in order for the material to be approved, they SHALL all be met.

1. No religious belief or practice shall be held up to ridicule, nor any religious group portrayed as inferior.

2. Any explanation or description of a religious belief or practice shall be presented in a manner which neither encourages nor discourages belief in the matter, nor indoctrinates the student in any particular religious belief.

3. Portrayals of contemporary United States society should, where religion is discussed or depicted, reflect its religious diversity. Except where a material deals with a particular racial, ethnic, or cultural group or a particular historical era in the United States or California, materials in, but not limited to, art, music, and social sciences must, to a reasonable extent, reflect the religious diversity of contemporary United States society. (Education Code section 60040(b) in conjunction with cultural diversity.)

E. Brand Names

The criteria are:

Instructional materials shall not contain illustrations of any identifiable commercial brand names, representations of corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations, or unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration. (Grades Kindergarten through Grade 8)

F. Food

The criterion is:

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritive value. (Grades Kindergarten through Grade 8)

G. Ecological Systems; use of Tobacco, Alcohol, Drugs, and Other Dangerous Substances

When adopting instructional materials for use in schools, governing boards shall include only instructional materials which accurately portray, whenever appropriate:

(a) Man’s place in ecological systems and the necessity for the protection of our environment.

(b) The effect on the human system of the use of tobacco, alcohol, narcotics and restricted dangerous drugs as defined in Section 11032 of the Health and Safety Code, and other dangerous substances. [Education Code section 60041(b)]
H. —— Thrift, Fire Prevention and Humane Treatment of Animals and People
When adopting instructional materials for use in the schools, governing boards shall require such materials as they deem necessary and proper to encourage thrift, fire prevention and the humane treatment of animals and people. (Education Code section 60042)

I. —— Declaration of Independence and Constitution of the United States
When adopting instructional materials for use in the schools, governing boards shall require, when appropriate to the comprehension of pupils, that textbooks for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. (Education Code section 60043)

Prohibited Instructional Materials

No instructional materials shall be adopted by any governing board for use in the schools which, in its determination, contain:

(a) —— Any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex, or occupation.

(b) —— Any sectarian or denominational doctrine or propaganda contrary to law. (Education Code section 60044)

The county board of education will consider for approval only those films and filmstrips which have been previously reviewed by members of the staff, or other competent persons, and attested to in writing. It shall be the policy of the board to personally review all films and filmstrips relating to family life education and other possible controversial topics.

The county board of education will consider for approval only those books which have been previously reviewed by members of the staff, or other competent persons, and attested to in writing.

Legal Reference:
EDUCATION CODE
220 – Prohibition of discrimination
1240 – County superintendent of schools, duties
33050-33053 – General waiver authority
33126 – School accountability report card
35272 – Education and athletic materials
44805 – Enforcement of course of studies; use of textbooks, rules and regulations
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60000-60005 – Instructional materials, legislative intent
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60040-60047, 60052 – Requirements for instructional materials
60060-60063.5 – Requirements for publishers and manufacturers
60070-60076 – Prohibited acts (re instructional materials)
60110-60115 – Instructional materials on alcohol and drug education
60119 – Sufficiency of textbooks and instructional materials; hearing and resolution
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60605.8 – Common core standards
60605.86-60605.88 – Supplemental instructional materials aligned with Common Core State Standards
CALIFORNIA CODE OF REGULATIONS, TITLE 5
9505-9530 – Instructional materials

State Board of Education “Guidelines” contained in memorandum from legal office to State Superintendent of Schools, April, 1976

Specific Criteria 7 and 8 approved by State Board of Education, December 8, 1977

Title IX of Education Amendments of 1972

Management Resources
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Standards for Evaluating Instructional Materials for Social Content, 2013
Instructional Materials FAQ
01-05 Guidelines for Piloting Textbook and Instructional Materials, rev. January 2015

WEBSITES
California School Board Association: csba.org
California Department of Education: cde.ca.gov
Association of American Publishers: publishers.org

Policy adopted: 1/7/1981 Tulare County Board of Education
Visalia, California

Revised: 3/--/2023
TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:
Julie Berk, Assistant Superintendent
Student Services

SUBJECT:
Second Reading Board Policy 6146.1 - High School Graduation Requirements

DESCRIPTION/SUMMARY:
BP 6146.1 - High School Graduation Requirements
This existing policy is being updated and revised according to law.
Education Code 51225.3 specifies the courses that students are required to complete in order to
graduate from high school and requires adoption of alternative means for students to complete the
prescribed course of study. Exemptions are also required for eligible students with disabilities.

FINANCING:
N/A

RECOMMENDATION:
Adopt the policy.
TULARE COUNTY
OFFICE OF EDUCATION

Board Policy

High School Graduation Requirements

The Tulare County Board of Education (County Board) desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increase their opportunities for postsecondary education and employment.

Students in Tulare County Office of Education (TCOE) schools and programs shall complete graduation course requirements as specified in Education Code 51225.3 and those adopted by the Board, except for students who are exempted as provided in “Exemptions from TCOE-adopted Graduation Requirements,” below. Students who are exempted from TCOE-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)
2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grade 9-12. (Education Code 51224.5)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States (U.S.) history and geography; world history, culture, and geography; and one-semester course in American government and civics; and one-semester course in economics (Education Code 51225.3)
5. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)
6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

7. Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)

Because the prescribed course of study may not accommodate the needs of some students, the County Board shall provide alternative means for the completion of prescribed courses in accordance with law.

**Exemption from TCOE-Adopted Graduation Requirements**

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the County Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student’s parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student’s IEP provides for both of the following requirements: (Education Code 51225.31)

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640

2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

In addition, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into a TCOE school or program or between schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the County Board that are in addition to statewide course requirements. This exemption shall not apply if the County Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the County Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

**Retroactive Diplomas**

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, TCOE may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440):
1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure.

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by TCOE that are consistent with the purpose of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the County Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a Tulare County high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars.

Deceased former student who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a Tulare County high school.

4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

**Honorary Diplomas**

The County Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student’s home country following the completion of one academic school year in a TCOE school or program.

2. A student who is terminally ill.

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by TCOE. (Education Code 51225.5)
Legal Reference:

**EDUCATION CODE**

220 – Prohibition of discrimination
47612 – Average daily attendance in charter school
48200 – Compulsory attendance
48204.4 – Parents/guardians departing California against their will
48412 – Certificate of proficiency
48430 – Continuation education schools and classes
48645.5 – Former juvenile court school students; enrollment
48980 – Parent/Guardian notification
49701 – Provisions of the Interstate Compact on Educational Opportunities for Military Children
51224 – Skills and knowledge required for adult life
51224.5 – Algebra in course of study for grades 7-12
51225.1 – Exemption from district graduation requirements
51225.2 – Course credits
51225.3 – High school graduation requirements
51225.31 – Exemption for students with disabilities
51225.35 – Mathematics course requirements; computer science
51225.36 – Instruction in sexual harassment and violence; districts that require health education for graduation
51225.5 – Honorary diplomas; foreign exchange and terminally ill students
51225.6 – Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
51225.9 – Courses of Study, Grades 7 to 12; Career Technical Education
51228 – Course of study; offerings and timely opportunity
51230 – Credit for community emergency response training
51240-51246 – Exemptions from requirements
51250-51251 – Assistance to military dependents
51410-51413 – Diplomas
51420-51427 – High school equivalency certificates
51430 – Retroactive high school diplomas
51440 – Credit and granting of diplomas to veterans and members of the military service
51450-51455 – Golden State Merit Diploma
51744-51749.6 – Independent study
56390-56392 – Recognition for educational achievement; special education
60640 – California Assessment of Student Performance and Progress
66204 – Certification of high school courses as meeting university admission criteria
67386 – Student safety; affirmative consent standard

**CODE OF REGULATIONS, TITLE 5**

1600-1651 – Graduation of students from grade 12 and credit toward graduation
4600-4670 – Uniform complaint procedures

**COURT DECISIONS**


Management Resources:

**WEB SITES**

CSBA District and County Office of Education Legal Services: https://legalservices.csba.org/
California Department of Education, High School: https://www.cde.ca.gov/ci/gs/hs/
University of California, List of Approved A-G Courses:
https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/
CSBA: https://www.csba.org/

Policy adopted: 12/7/2005
Tulare County Board of Education
Visalia, California

Revised: 03/--/2023
High School Graduation Requirements

The Tulare County Board of Education (County Board) desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increase their opportunities for postsecondary education and employment.

Students in Tulare County Office of Education (TCOE) schools and programs shall receive diplomas of graduation from high school only after completing the prescribed course of study and passing the CAHSEE (2006 forward) or meeting proficiency standards (until 2006 or CAHSEE mandated). requirements as specified in Education Code 51225.3 and those adopted by the Board, except for students who are exempted as provided in “Exemptions from TCOE-adopted Graduation Requirements,” below. Students who are exempted from TCOE-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)

2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grade 9-12. (Education Code 51224.5)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

4. Three courses in social studies, including United States (U.S.) history and geography; world history, culture, and geography; and one-semester course in American government and civics; and one-semester course in economics (Education Code 51225.3)

5. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)
To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

7. Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)

The County Superintendent recognizes that the prescribed course of study may not accommodate the needs of some students. The County Superintendent, with the active involvement of parents/guardians, administrators, teachers and students, shall adopt alternative means for the completion of prescribed courses, which may include:

1. Practical demonstration of skills and competencies,
2. Work experience, extended campus experiences or other outside school experience,
3. Career technical education classes,
4. Courses offered by Regional Occupational Centers or Programs,
5. Interdisciplinary study,
6. Independent study,
7. Credit earned at a post-secondary institution,

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians and the public.

Because the prescribed course of study may not accommodate the needs of some students, the County Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemption from TCOE-Adopted Graduation Requirements

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the County Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student’s parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student’s IEP provides for both of the following requirements: (Education Code 51225.31)

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640

2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

In addition, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into a TCOE school or program or between schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the County Board that are in addition to statewide course requirements. This exemption shall not apply if the County Superintendent or designee makes a finding
that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the County Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, TCOE may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440):

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by TCOE that are consistent with the purpose of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the County Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.

2. The Tulare County Board of Education may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a Tulare County high school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service in those wars.

In addition, the Tulare County Board of Education may retroactively grant a diploma to a deceased former student who satisfies the above conditions may be granted a retroactive diploma to. The diploma shall be received by the deceased student’s next of kin.
3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a Tulare County high school.

4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

**Honorary Diplomas**

The County Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student’s home country following the completion of one academic school year in a TCOE school or program.

2. A student who is terminally ill.

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by TCOE. (Education Code 51225.5)

Legal Reference:

**EDUCATION CODE**

37252 – Pupils to whom summer school instruction programs shall be offered

220 – Prohibition of discrimination

47612 – Average daily attendance in charter school

48200 – Compulsory attendance

48204.4 – Parents/guardians departing California against their will

48412 – Certificate of proficiency

48430 et seq. – Continuation education schools and classes

48645.5 – Former juvenile court school students; enrollment

48980 – Parent/Guardian notification

49701 – Provisions of the Interstate Compact on Educational Opportunities for Military Children

51224 – Course of study: Skills and knowledge required for adult life

51224.5 – Algebra in course of study for grades 7-12

51225.1 – Exemption from district graduation requirements

51225.2 – Course credits

51225.3 – Requirements for High school graduation requirements

51225.31 – Exemption for students with disabilities

51225.35 – Mathematics course requirements; computer science

51225.36 – Instruction in sexual harassment and violence; districts that require health education for graduation

51225.4 – Courses of instruction implementation policy; certification

51225.5 – Honorary diplomas; foreign exchange and terminally ill students

51225.6 – Instruction in cardiopulmonary resuscitation; districts that require health education for graduation

51225.9 – Courses of Study, Grades 7 to 12; Career Technical Education
§1226 — Model curriculum standards
§1228 – Course of study; offerings and timely opportunity
§1230 – Credit for community emergency response training
§1240-51246 – Exemptions from requirements
§1250-51251 – Assistance to military dependents
§1260-51269 – Drug education
§1400-51455 51410-51413 – Diplomas and certificates
§1420-51427 – High school equivalency certificates
§1430 – Retroactive high school diplomas
§1440 – Credit and granting of diplomas to veterans and members of the military service
§1450-51455 – Golden State Merit Diploma
§1744-51749.6 – Independent study
§1850-51854 – Driver training
§2508 – Diplomas or certificates (adult school)
§2510 – Requirements for eighth grade graduation (adult school)
56390-56392 – Recognition for educational achievement; special education
60640 – California Assessment of Student Performance and Progress
66204 – Certification of high school courses as meeting university admission criteria
67386 – Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5
1600-1651 – Graduation of pupils students from grade 12 and graduation credit toward graduation
10020 – Automotive driver education
10040-10043 – Automotive driver training
4600-4670 – Uniform complaint procedures

COURT DECISIONS

Management Resources:
WEB SITES
CSBA District and County Office of Education Legal Services: https://legalservices.csba.org/
California Department of Education, High School: https://www.cde.ca.gov/ci/gs/hs/
University of California, List of Approved A-G Courses: https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/
CSBA: https://www.csba.org/

Policy adopted: 12/7/2005 Tulare County Board of Education
Visalia, California

Revised: 03/--/2023
SUBMITTED BY:
Julie Berk, Assistant Superintendent
Student Services

SUBJECT:
Second Reading Board Policy and Administrative Regulation 6143 - Courses of Study

DESCRIPTION/SUMMARY:
BP 6143 - Courses of Study
The Education Code requires that the adopted course of study for secondary (grades 7-12) offer specific courses that fulfill the requirements and prerequisites for admission to California public colleges. This existing policy is being updated and revised according to law and TCOE offerings.

AR 6143 - Courses of Study
This is a new administrative regulation that is being added to meet Education Code requirements for specific courses of study.

FINANCING:
N/A

RECOMMENDATION:
Adopt the policy and regulation.
Courses of Study

The Tulare County Board of Education (County Board) recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The Tulare County Office of Education’s (TCOE) course of study shall provide students with opportunities to attain the skill, knowledge, and abilities they need to be successful academically, professionally, and personally.

The Tulare County Superintendent of Schools (County Superintendent) or designee shall establish processes for ensuring the articulation of courses across grade levels with TCOE schools/programs. As necessary, the County Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which TCOE students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

TCOE shall not provide any courses separately or require or refuse participation by any student on the basis of the student’s actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status, race, ancestry, national origin, religion, color, mental or physical disability, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student’s association with a person or group with one or more of such actual or perceived characteristics. (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

Elementary Grades

The County Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

Secondary Grades

TCOE shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. TCOE’s course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry. (Education Code 51228)
In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

The County Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as “a-g” course requirements) are submitted to the University of California for review and certification. The County Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and shall make updated lists readily available. (Education Code 51229, 66204)

Legal Reference:
EDUCATION CODE
33319.3 – Driver education; CDE materials on road rage
33540 – Standards for government and civics instruction
48980 – Parent/Guardian notification
51202 – Instruction in personal and public health and safety
51203 – Instruction on alcohol, narcotics and dangerous drugs
51204 – Course of study designed for student’s needs
51204.5 – History of California; contributions of men, women, and ethnic groups
51210-51212 – Course of study for grades 1-6
51220-51229 – Course of study for grades 7-12
51241 – Temporary, two-year or permanent exemption from physical education
51911-51921 – Comprehensive health education
51930-51939 – California Healthy Youth Act
51940 – Curriculum for brain and spinal cord injury prevention
60040-60052 – Requirements for instructional materials
66204 – Certification of high school courses as meeting university admission criteria

HEALTH & SAFETY CODE
11032 – Definition of dangerous drugs

CODE OF REGULATIONS, TITLE 5
4940 – Nondiscrimination; course access
10020-10043 – Automobile driver education and training
10060 – Criteria for high school physical education program

UNITED STATES CODE, TITLE 20

Management Resources:
WEB SITES
University of California, List of Approved a-g Courses: https://hs-articulation.ucop.edu/agcourselist
University of California, a-g Course Submissions: https://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses
CSBA: www.csba.org
California State University, Admission Requirements: www.calstate.edu/apply
California Department of Education: www.cde.ca.gov
California Colleges.edu: www.californiacolleges.edu
California Career Resource Network: www.californiacareers.info
American Health Association: www.heart.org

Policy adopted: 1/7/1981

Tulare County Board of Education
Visalia, California

Revised: 3/23/2023
Curriculum Guides Courses of Study

The Tulare County Board of Education (County Board) recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The Tulare County Office of Education’s (TCOE) course of study shall provide students with opportunities to attain the skill, knowledge, and abilities they need to be successful academically, professionally, and personally.

The Tulare County Superintendent of Schools (County Superintendent) or designee shall establish processes for ensuring the articulation of courses across grade levels with TCOE schools/programs. As necessary, the County Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which TCOE students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

TCOE shall not provide any courses separately or require or refuse participation by any student on the basis of the student’s actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status, race, ancestry, national origin, religion, color, mental or physical disability, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student’s association with a person or group with one or more of such actual or perceived characteristics. (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

Elementary Grades

The County Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

Secondary Grades

TCOE shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. TCOE’s course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry. (Education Code 51228)
In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

The County Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as “a-g” course requirements) are submitted to the University of California for review and certification. The County Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and shall make updated lists readily available. (Education Code 51229, 66204)

Curriculum guides, courses of study and monographs shall be prepared in harmony with the legal requirements of the State and the purposes of the program of instruction adopted by the county board of education.

The superintendent or his designee shall have general coordinating authority and oversight over the formation of all courses of study, curriculum guides, and monographs.

Curriculum development is based on the assumption that such effort is most productive when conducted as a cooperative enterprise in which teachers, administrators, students and parents participate appropriately.

Legal Reference:
EDUCATION CODE
33319.3 – Driver education; CDE materials on road rage
33540 – Standards for government and civics instruction
48980 – Parent/Guardian notification
51202 – Instruction in personal and public health and safety
51203 – Instruction on alcohol, narcotics and dangerous drugs
51204 – Course of study designed for pupil’s student’s needs
51204.5 – History of California; contributions of men, women, and ethnic groups
51210-51213 51212 – Course of study for grades 1 through 6
51220-51227 51229 – Course of study for grades 7 through 12
51241 – Temporary, two-year or permanent exemption from physical education
51880 et seq. 51911-51921 – Comprehensive health education
51930-51939 – California Healthy Youth Act
51940 – Curriculum for brain and spinal cord injury prevention
60040-60052 – Requirements for instructional materials
66204 – Certification of high school courses as meeting university admission criteria
GOVERNMENT CODE
3543.2 – Scope of negotiations
HEALTH & SAFETY CODE
11032 – Definition of dangerous drugs
CODE OF REGULATIONS, TITLE 5
4940 – Nondiscrimination; course access
10020-10043 – Automobile driver education and training
10060 – Criteria for high school physical education program
UNITED STATES CODE, TITLE 20

Management Resources:
WEB SITES
University of California, List of Approved a-g Courses: https://hs-articulation.ucop.edu/agcourselist
University of California, a-g Course Submissions: https://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses
CSBA: www.csba.org
California State University, Admission Requirements: www.calstate.edu/apply
California Department of Education: www.cde.ca.gov
California Colleges.edu: www.californiacolleges.edu
California Career Resource Network: www.californiacareers.info
American Health Association: www.heart.org

Policy adopted: 1/7/1981
Tulare County Board of Education
Visalia, California

Revised: 3/--/2023
Courses of Study

Grade 7-12

Courses of study for grades 7-12 shall include the following:

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)

2. Social science: age-appropriate instruction drawing upon the discipline of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)
   a. The history, resources, development, and government of California and the United States, including instruction in:
      i. The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5)
   b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

      This course may include participation in a teen court or peer court program (Education Code 51220.2)
   c. The development of the American economic system, including the role of the entrepreneur and labor
   d. The relations of persons to their human and natural environment, including the wise use of natural resources (Education Code 51221)
   e. Eastern and western cultures and civilizations
   f. Human rights issues, with particular attention to the study of the inhumanity of genocide (which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides), slavery, and the Holocaust
g. Contemporary issues

3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)

4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)

7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic and creative expression (Education Code 51220)

8. Applies arts: consumer education, family and consumer science education, industrial arts, general business education, or general agriculture (Education Code 51220)

9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)
   a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and CPR when appropriate equipment is available
   b. Fire prevention
   c. The protection and conservation of resources, including the necessity for the protection of the environment
   d. Venereal disease
   e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

1. Vehicle Code provisions and other relevant state laws

2. Proper acceptance of personal responsibility in traffic
3. Appreciation of the causes, seriousness, and consequences of traffic accidents

4. Knowledge and attitudes necessary for the safe operation of motor vehicles

5. The safe operation of motorcycles

6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle

7. The rights and duties of a motorist as they pertain to pedestrians and the rights and duties of pedestrians as they pertain to traffic laws and traffic safety

Notification and Information to Students in Grades 9-12

At the beginning of each school year, the County Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and the California State University (CSU)

2. A list of the current UC and CSU web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU

3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)

4. The Internet address for the portion of the CDE web site where students can learn more about career technical education

5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

The County Superintendent or designee shall provide information to students and parents/guardians regarding the completion and submission of the Free Application for Federal Student Aid (FAFSA) and/or the California Dream Act Application (CADAA) at least once before grade 12. (Education Code 51225.8)

Financial Aid Requirements for Students in Grade 12

Commencing in the 2022-2023 school year, the County Superintendent or designee shall ensure that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education or, if a student is exempt from paying nonresident tuition a CADAA to the Student Aid Commission (CSAC), unless either: (Education Code 51225.7)

1. The student’s parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to TCOE
2. If TCOE determines that a student is unable to complete a requirement of Education Code 51225.7, TCOE shall exempt the student or the student’s parent/guardian from completing the FAFSA, CADAA, or opt-out form and shall complete and submit an opt-out form on the student’s behalf.

The County Superintendent or designee shall ensure that each high school student in grade 12, and if applicable, the student’s parent/guardian, be directed to any support and assistance necessary to complete the FAFSA and/or CADAA that may be available through outreach programs, including, but not limited to, programs operated by CSAC, and/or legal resource organization. (Education Code 51225.7)

Information shared by students and parents/guardians in completing and submitting the FAFSA and/or CADAA shall be handled in compliance with the federal Family Rights and Privacy Act and applicable state law, regardless of any person’s immigration status or other personal information. (Education Code 51225.7)

Legal Reference:
EDUCATION CODE
33319.3 – Driver education; CDE materials on road rage
33540 – Standards for government and civics instruction
48980 – Parent/Guardian notification
51202 – Instruction in personal and public health and safety
51203 – Instruction on alcohol, narcotics and dangerous drugs
51204 – Course of study designed for student’s needs
51204.5 – History of California; contributions of men, women, and ethnic groups
51210-51212 – Course of study for grades 1-6
51220-51229 – Course of study for grades 7-12
51241 – Temporary, two-year or permanent exemption from physical education
51911-51921 – Comprehensive health education
51930-51939 – California Healthy Youth Act
51940 – Curriculum for brain and spinal cord injury prevention
60040-60052 – Requirements for instructional materials
66204 – Certification of high school courses as meeting university admission criteria

HEALTH & SAFETY CODE
11032 – Definition of dangerous drugs

CODE OF REGULATIONS, TITLE 5
4940 – Nondiscrimination; course access
10020-10043 – Automobile driver education and training
10060 – Criteria for high school physical education program

UNITED STATES CODE, TITLE 20

Management Resources:
WEB SITES
University of California, List of Approved a-g Courses: https://hs-articulation.ucop.edu/agcourselist
University of California, a-g Course Submissions:
https://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses
Policy adopted: 3/--/2023

Tulare County Board of Education
Visalia, California

______________________________
Tulare County Superintendent of Schools
Visalia, California

Revised:
TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:
Sara Marvin/Human Resources

SUBJECT: GOLDEN HANDSHAKE FOR EMPLOYEES UNDER PERS
(Public Employees Retirement System)
(Government Code Section 20904)
Approval of Window Period: 04/01/2023 – 06/30/2023

DESCRIPTION/SUMMARY:
As required under Government Code Section 7507, the costs for providing the Golden Handshake to eligible* PERS members were reported at the board meeting of February 8, 2023. We now request approval of the Golden Handshake and would like to establish a window period of April 1, 2023, through June 30, 2023. PERS members must retire during the designated window period to receive two years additional service credit. Earlimart School District was the only district who expressed interest, so the incentive will be restricted to them.

The employer must certify that the retirements under the Golden Handshake will either: (1) result in a net savings to the district or county office, or (2) result in an overall reduction in the workforce of the organizational unit because of impending mandatory transfers, demotions and/or layoffs that constitute at least 1% of the job classification, as designated by the county superintendent of schools, resulting from the curtailment of or change in the manner of performing, its services.

*To be eligible, employees must be age 50 or older with at least five years of credited service under PERS.

FINANCING:
n/a

RECOMMENDATION:
Approval of PERS Golden Handshake window period of April 1, 2023 through June 30, 2023.
SUBMITTED BY:
Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:
IDEA 619 Federal Preschool Grant Award 2022-2023

DESCRIPTION/SUMMARY:
The Federal Preschool Grant award is specifically allocated for special education and related services to children with disabilities for preschool ages three, four, and five.

FINANCING:
$1,213,521 to be expended by September 30, 2024.

RECOMMENDATION:
Approval of funds.
Tammy Bradford, Assistant Superintendent  
Special Services Division

Preschool Staff Development Grant Award 2022-2023

Preschool staff development funds will be used to support local staff development for personnel working in infant and preschool programs that serve children with disabilities.

$3,522 to be expended by September 30, 2024.

Approval of funds.
SUBMITTED BY:
Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:
Tulare County/District SELPA Transportation Plan

DESCRIPTION/SUMMARY:
The Tulare County/District SELPA Transportation Plan will be presented for review and adoption.

FINANCING:
N/A

RECOMMENDATION:
Recommend adoption of the Transportation Plan for the Tulare County/District SELPA.
Transportation Services

Enter description of transportation services offered to pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 - 6 inclusive and pupils who are low income. Plan may provide for the LEA to partner with municipally owned transit system to provide services to middle and high school students. An LEA may provide no-cost transit passes to students.

The Tulare County SELPA provides home-to-school transportation services for qualifying Member School Districts for students with disabilities from Preschool through the Adult Transitional Program, regardless of income, and that are enrolled in the County Operated Programs for Special Education, and with required transportation on the student's IEP. The SELPA shall ensure that the concept of “Least Restrictive Environment” (LRE) applies to the transportation of students with special needs as operationalized by its Member LEAs.

When an IEP team determines that transportation is not a necessary related service, the child’s parent/guardian shall choose the mode of travel to and from school from the options available to general education students. When addressing transportation as a related service, there are two categories of students with special needs to be considered: (1) Those for whom transportation is a related service, but delivering that service does not require any accommodation. These students can ride with their peers with no special needs; and (2) those for whom transportation is a related service and accommodation is necessary to ensure they can access educational services.

Enter description of LEA's transportation services that would be accessible to pupils with disabilities, and homeless children and youth.

Transportation services for special education students may be provided by the regular transportation system of an LEA, specially designed vehicles operated by an LEA, contracts with other public or private agencies or by payment in lieu of transportation to parents or other qualified individuals. The responsibility for providing and paying for transportation services may vary according to the circumstances related to individual placements of students.
The following listing, which is not all inclusive, identifies the most common situations which may require that transportation be provided and identifies the LEA/s responsible for providing and paying the costs of the service.

A. For students who are residents of the school district which operates the special education program in which the student has been placed, the district of residence must provide and/or pay for the transportation.

B. For students who are residents of one school district, but have been placed through the IEP process to receive service in another district or SELPA, the district of residence is responsible to provide and/or pay the transportation costs.

C. For students who are residents of a school district or reside in an LCI or FFH within a school district, and are placed through an IEP in a Nonpublic school or Agency, the district making the placement is responsible to provide and/or pay the costs for the transportation.

D. For students who reside in school districts within the SELPA, but are assigned through the IEP process to programs for which the county office is given responsibility shall,
   a. Wherever possible, pupils with disabilities shall be transported by regular transportation to classes and programs.
   b. Pupils placed in special classes operated by the Tulare County Office of Education shall, whenever possible, be transported by regular district transportation.

E. Students transported to special day classes outside of their district of residence and there being no other available means, shall be provided transportation, a) under the Tulare County Office of Education Master Transportation Contract, or b) with private drivers or parents in isolated cases.

F. If this is not feasible, then the county office has the responsibility to apply all state transportation revenues received to reduce excess costs. The school districts in the county are responsible for the excess costs of transportation services provided by the SELPA in accordance with the SELPA’s Funding Allocation Plan (FAP).

G. Transportation will be provided to and from sites or clinics where a student is scheduled to receive a related service that is included in the student’s IEP. The district of residence is responsible for the cost.
Enter description of how unduplicated pupils, would be able to access available home-to-school transportation at no-cost to the pupils.

Transportation services for special education students may be provided by the regular transportation system of an LEA, specially designed vehicles operated by an LEA, contracts with other public or private agencies or by payment in lieu of transportation to parents or other qualified individuals. The responsibility for providing and paying for transportation services may vary according to the circumstances related to individual placements of students.

The following listing, which is not all inclusive, identifies the most common situations which may require that transportation be provided and identifies the LEA/s responsible for providing and paying the costs of the service.

H. For students who are residents of the school district which operates the special education program in which the student has been placed, the district of residence must provide and/or pay for the transportation.

I. For students who are residents of one school district, but have been placed through the IEP process to receive service in another district or SELPA, the district of residence is responsible to provide and/or pay the transportation costs.

J. For students who are residents of a school district or reside in a Licensed Children’s Institutions (LCI) or Family Foster Home (FFH) within a school district, and are placed through an IEP in a Nonpublic school or Agency, the district making the placement is responsible to provide and/or pay the costs for the transportation.

K. For students who reside in school districts within the SELPA, but are assigned through the IEP process to programs for which the county office is given responsibility shall,

   a. Wherever possible, pupils with disabilities shall be transported by regular transportation to classes and programs.
   
   b. Pupils placed in special classes operated by the Tulare County Office of Education shall, whenever possible, be transported by regular district transportation.

L. Students transported to special day classes outside of their district of residence and there being no other available means, shall be provided transportation, a) under the Tulare County Office of Education Master Transportation Contract, or
b) with private drivers or parents in isolated cases.

M. If this is not feasible, then the county office has the responsibility to apply all state transportation revenues received to reduce excess costs. The school districts in the county are responsible for the excess costs of transportation services provided by the SELPA in accordance with the SELPA’s Funding Allocation Plan (FAP).

N. Transportation will be provided to and from sites or clinics where a student is scheduled to receive a related service that is included in the student’s IEP. The district of residence is responsible for the cost.

Consultation

Enter description of the required plan consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils and other stakeholders.

Tulare County SELPA will use our School Site Council and Community Advisory meetings for the consultation needed. Utilizing both venues will provide us with representation of parents, pupils, classified staff, teachers, school administrators, and various other stakeholders. We will also be able to make phone calls and/or meetings for the regional local transit authorities, local air pollution control districts, and air quality management districts, and other stakeholders as needed and seen as necessary.
## Revenue Calculation

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total 2021-22 Transportation Expenses (Function 3600)</td>
<td>5,962,365.78</td>
</tr>
<tr>
<td>Less Capital Outlay (object 6XXX, Function 3600)</td>
<td>-</td>
</tr>
<tr>
<td>Less Nonagency Expenditures (Goal 7110,7150, Function 3600)</td>
<td>-</td>
</tr>
<tr>
<td>Estimated 60% Reimbursement</td>
<td>3,577,419.47</td>
</tr>
<tr>
<td>Less 2021-22 Transportation add-on (from LCFF Calculator)</td>
<td>1,802,742.00</td>
</tr>
<tr>
<td><strong>Total Revenue (Object 8590, Resource 0000)</strong></td>
<td><strong>1,774,677.47</strong></td>
</tr>
</tbody>
</table>

## Expenditures and Other Financing Uses

<table>
<thead>
<tr>
<th>Classification</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2999 - Classified Salaries</td>
<td>-</td>
</tr>
<tr>
<td>3000-3999 - Employee Benefits</td>
<td>-</td>
</tr>
<tr>
<td>4000-4999 - Books and Supplies</td>
<td>-</td>
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<tr>
<td>5000-5999 - Services and other Operating Expenditures</td>
<td>5,961,679.82</td>
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<tr>
<td>6000-6999 - Capital Outlay</td>
<td>-</td>
</tr>
<tr>
<td>7000-7999 - Other Outgo</td>
<td>685.96</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>5,962,365.78</strong></td>
</tr>
</tbody>
</table>

**Board Approval Date:** (must be on or before April 1, 2023)

The Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1.
TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:
Lynne Goodwin

SUBJECT:
April is Friday Night Live Month

DESCRIPTION/SUMMARY:
April 2023 recognized as California Friday Night Live Month

FINANCING:
n/a

RECOMMENDATION:
Proclaim April as Friday Night Live Month
TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:
Gabriela Guzman, Administrator
Leadership Support Services

SUBJECT:
Board Policy and Administrative Regulation 6171 - Title I Programs

DESCRIPTION/SUMMARY:
BP 6171 - Title I Programs
This is a mandated policy for school districts and county offices of education that receive Title I funds to ensure comparability of services. This existing policy is being updated and revised according to legal requirements.

AR 6171 - Title I Programs
This is a new administrative regulation that is being added to accompany the board policy.

FINANCING:
N/A

RECOMMENDATION:
Review the policy and regulation
Title I Programs

The Tulare County Board of Education (county board) desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, the Tulare County Office of Education (TCOE) shall use Title I funds to provide services that strengthen the academic program and provide support to students at risk of failing to achieve academic standards.

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs. (20 USC 6314, 6321)

Descriptions of how TCOE will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within TCOE’s control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with TCOE’s plan and be tailored to the specific needs of the students at the school.

In addition, TCOE and each school receiving Title I funds shall develop a written parent/guardian and family engagement policy in accordance with 20 USC 6318.

Comparability of Services

In schools receiving Title I funds, state and local funds shall be used to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all TCOE schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among TCOE schools, TCOE shall:

1. Adopt and implement a TCOE-wide salary schedule.

2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:
   a. The ratio of students to instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio for all non-Title I TCOE schools within that grade span.
   b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I TCOE schools.
3. Ensure equivalence in the provision of curriculum materials and instructional supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instruction supplies in Title I schools is between 90 and 110 percent of the TCOE-wide average.

4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 to 110 percent of the per student average for each grade span in non-Title I schools.

In determining comparability, TCOE shall not include staff salary differentials for years of employment. TCOE also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to students with disabilities, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

The Tulare County Superintendent of Schools (county superintendent) or designee shall annually assess comparability in accordance with the above criteria and maintain records documenting TCOE’s compliance. If any instances of noncomparability are identified, the county superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

The county board shall regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of TCOE’s progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the county board shall review disaggregated data on academic achievement, school attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

Legal Reference:
EDUCATION CODE
11503 – Parent involvement programs in Title I schools
52060-52077 – Local control and accountability plan
54420-54425 – State Compensatory Education
64001 – School plan for student achievement, consolidated application programs
UNITED STATES CODE, TITLE 20
6301 – Highly qualified teachers
6311-6322 – Improving basic programs for disadvantaged students, including:
6312 – Local educational agency plan
6313 – Eligibility of schools and school attendance areas; funding allocation
6314 – Title I schoolwide program
6315 – Targeted assistance schools
6318 – Parent and family engagement
6320 – Participation of private school students
6321 – Fiscal requirements/comparability of services
6333-6335 – Grants to local educational agencies
6391-6399 – Education for migrant students
7881 – Participation of private school students
CODE OF FEDERAL REGULATIONS, TITLE 34
200.1-200.73 – Improving basic programs for disadvantaged students

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Meeting Title I, Part A Comparability Requirements, October 2017
Local Control and Accountability Plan Federal Addendum Template
Frequently Asked Questions About Title I Schoolwide Programs
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Title I Services to Eligible Private School Students, October 17, 2003
Title I Fiscal Issues, Non-Regulatory Guidance, February 2008
Fiscal Changes and Equitable Service Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA)
Designing Schoolwide Programs, Non-Regulatory Guidance, March 22, 2006
Supplemental Educational Services, June 13, 2005

WEB SITES
California Department of Education:  http://www.cde.ca.gov
CSBA: http://www.csba.org

Policy adopted:  8/11/2010               Tulare County Board of Education
                              Visalia, California

Revised:  4/--/2023
TULARE COUNTY
OFFICE OF EDUCATION

Board Policy

Instruction
BP 6171
Title I Programs

Title I Programs

In order to improve the academic achievement of students from The Tulare County Board of Education (county board) desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, the Tulare County Office of Education (TCOE) shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic assessments, strengthen the academic program and provide support to students at risk of failing to achieve academic standards.

The county superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs. (20 USC 6314, 6321)

Descriptions of how TCOE will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within TCOE’s control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with TCOE’s plan and be tailored to the specific needs of the students at the school.

In addition, TCOE The county office and each school receiving Title I funds shall develop a written parent/guardian and family involvement engagement policy in accordance with 20 USC 6318.

Local Educational Agency Plan

The county superintendent or designee shall consult with teachers, principals, administrators, other appropriate county office personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the county board of education for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the county office will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the county office.
Comparability of Services

State and local funds used in schools receiving Title I funds shall be used to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all county office TCOE schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among county office TCOE schools, TCOE shall:

1. The county board of education shall adopt and implement a county office TCOE-wide salary schedule.

2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:
   a. The ratio of students to teachers, administrators, and other instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio across all non-Title I TCOE schools within that grade span.
   b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I TCOE schools.

3. All county office schools shall be provided with the same level of base funding per student for curriculum and instructional materials supplies, by determining whether the per-student expenditure of state and local funds for curriculum and instruction supplies in Title I schools is between 90 and 110 percent of the TCOE-wide average.

4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 to 110 percent of the per student average for each grade span in non Title I schools.

5. The county superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

In determining comparability, the county office TCOE shall not include staff salary differentials for years of employment. The county office TCOE also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students with disabilities, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

At the beginning of each school year, the Tulare County Superintendent of Schools (county superintendent) or designee shall measure annually assess comparability in accordance with the above criteria and maintain records documenting the county office’s TCOE’s compliance. If any instances of noncomparability are identified, the county superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation
The county board of education shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state’s proficient level of achievement on state assessments. (20 USC 6316) regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of TCOE’s progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the county board shall review disaggregated data on academic achievement, school attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

Legal Reference:
EDUCATION CODE
11503 – Parent involvement programs in Title I schools
52055.57 – Districts identified or at risk of identification for program improvement
54020-54028 – Economic Impact Aid
52060-52077 – Local control and accountability plan
54420-54425 – State Compensatory Education
64001 – Single School plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20
6301 – Program purpose
6311-6322 – Improving basic programs for disadvantaged students, including:
6312 – Local educational agency plan
6313 – Eligibility of schools and school attendance areas; funding allocation
6314 – Title I schoolwide program
6315 – Targeted assistance schools
6316 – School improvement
6318 – Parent involvement and family engagement
6320 – Participation of private school students
6321 – Fiscal requirements/comparability of services
6333-6335 – Grants to local educational agencies
6391-6399 – Education for migrant students
7881 – Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34
200.1-200.79 200.73 – Improving basic programs for disadvantaged students

Management Resources:
CSBA PUBLICATIONS
Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
LEA Plan, rev. May 17, 2006
Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005
Meeting Title I, Part A Comparability Requirements, October 2017
Local Control and Accountability Plan Federal Addendum Template
Frequently Asked Questions About Title I Schoolwide Programs
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Title I Services to Eligible Private School Students, October 17, 2003
Title I Fiscal Issues, May 26, 2006 Non-Regulatory Guidance, February 2008
Fiscal Changes and Equitable Service Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA)
Designing Schoolwide Programs, Non-Regulatory Guidance, March 22, 2006
Supplemental Educational Services, June 13, 2005
The Impact of the New Title I Requirements on Charter Schools, July 2004
Parental Involvement: Title I, Part A, April 23, 2004
Serving Preschool Children Under Title I, March 4, 2004
Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2004

WEB SITES
California Department of Education:  http://www.cde.ca.gov
CSBA: http://www.csba.org
No-Child Left Behind:  http://www.ed.gov/nclb

Policy adopted:  8/11/2010  Tulare County Board of Education
Visalia, California

Revised:  5/--/2023
Board Policy

BP 6171
Instruction

Title I Programs

In order to improve the academic achievement of students from economically disadvantaged families, the county office shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

The county superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)

The county office and each school receiving Title I funds shall develop a written parent involvement policy in accordance with 20 USC 6318.

Local Educational Agency Plan

The county superintendent or designee shall consult with teachers, principals, administrators, other appropriate county office personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the county board of education for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the county office will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the county office.

Comparability of Services

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all county office schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among county office schools:

1. The county board of education shall adopt and implement a county office wide salary schedule.
2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across non-Title I schools.

3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non-Title I schools.

4. All county office schools shall be provided with the same level of base funding per student for curriculum and instructional materials.

5. The county superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

In determining comparability, the county office shall not include staff salary differentials for years of employment. The county office also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

At the beginning of each school year, the county superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the county office's compliance. If any instances of noncomparability are identified, the county superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

**Program Evaluation**

The county board of education shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)

**Legal Reference:**

**EDUCATION CODE**

11503 Parent involvement programs in Title I schools
52055.57 Districts identified or at risk of identification for program improvement
54020-54028 Economic Impact Aid
54420-54425 State Compensatory Education
64001 Single plan for student achievement, consolidated application programs

**UNITED STATES CODE, TITLE 20**

6301 Program purpose
6311-6322 Improving basic programs for disadvantaged students, including:
6312 Local educational agency plan
6313 Eligibility of schools and school attendance areas; funding allocation
6314 Title I schoolwide programs
6315 Targeted assistance schools
6316 School improvement

*Legal References continued on next page*
6318 Parent involvement
6320 Participation of private school students
6321 Comparability of services
7881 Participation of private school students
CODE OF FEDERAL REGULATIONS, TITLE 34
200.1-200.79 Improving basic programs for disadvantaged students

Management Resources:
CSBA PUBLICATIONS
Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
LEA Plan, rev. May 17, 2006
Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Title I Fiscal Issues, May 26, 2006
Designing Schoolwide Programs, March 22, 2006
Supplemental Educational Services, June 13, 2005
The Impact of the New Title I Requirements on Charter Schools, July 2004
Parental Involvement: Title I, Part A, April 23, 2004
Serving Preschool Children Under Title I, March 4, 2004
Title I Services to Eligible Private School Students, October 17, 2003
Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov/iasa/titleone
No Child Left Behind: http://www.ed.gov/nclb

Policy adopted: 8/11/10
Tulare County Board of Education
Visalia, California
Title I Programs

Schoolwide Programs

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. (20 USC 6314; 34 CFR 200.25)

A school that does not meet these criteria may operate a Title I schoolwide program if it receives a waiver from the California Department of Education. (20 USC 6314)

Any school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents/guardians, other members of the community to be served, and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of other federal education programs), the Tulare County Office of Education (TCOE), tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, secondary school students as applicable, and other individuals determined by the school. (20 USC 6314)

The schoolwide program plan shall be based on a comprehensive needs assessment of the entire school and shall be incorporated into a single plan for student achievement which also incorporates the plans required for other categorical programs included in the state’s consolidated application. (Education Code 64001; 20 USC 6314)

The plan shall describe the strategies that the school will implement to address school needs, including a description of how such strategies will:

1. Provide opportunities for all students, including economically disadvantaged students, ethnic subgroups, students with disabilities, and English learners, to meet state academic standards.

2. Use methods and instructional strategies that strengthen the school’s academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

3. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting state academic standards, through activities which may include the following:
a. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas

b. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school

c. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act

d. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers, particularly in high-need subjects

e. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

The plan shall also include a description of any applicable federal, state, and local programs that will be consolidated in the schoolwide program. (20 USC 6314; 34 CFR 200.27)

The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet state academic standards. (20 USC 6314)

**Targeted Assistance Programs**

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to eligible students who are failing, or most at risk of failing, to meet state academic standards. Students shall be identified on the basis of multiple, educationally related, objective criteria, except that students in preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by TCOE and supplemented by the school. (20 USC 6315)

Eligible students include those who are economically disadvantaged; students with disabilities; migrant students, including those who participated in a migrant education program pursuant to 20 USC 6391-6399 in the preceding two years; English learners; students who participated in a Head Start or state preschool program in the preceding two years; students in a local institution for neglected or delinquent children and youth or attending a community day program for such students; and homeless students. (20 USC 6315)

Any targeted assistance program shall: (20 USC 6315)

1. Use program resources to help participating students meet state academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education

2. Use methods and instructional strategies that strengthen the academic program, through activities which may include:
   a. Expanded learning time, before- and after-school programs, and summer programs and opportunities
b. A schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act

3. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs

4. Provide professional development to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel and other school personnel who work with eligible students in Title I programs or in the regular education program. The professional development shall be provided using funds from Title I and, to the extent practicable, other sources.

5. Implement strategies to increase the involvement of parents/guardians of participating students

6. If appropriate and applicable, coordinate and integrate federal, state, and local services and programs, such as programs supported by the Elementary and Secondary Education Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career technical education programs, and comprehensive or targeted support and improvement activities under 20 USC 6311

7. Provide assurances to the Tulare County Superintendent of Schools (county superintendent) or designee that the program will:
   a. Help provide an accelerated, high-quality curriculum
   b. Minimize the removal of students from the regular classroom during regular school hours for instruction supported by Title I funds
   c. On an ongoing basis, review the progress of participating students and revise the targeted assistance program, if necessary, to provide additional assistance to enable such students to meet state academic standards

Legal Reference:
EDUCATION CODE
11503 – Parent involvement programs in Title I schools
52060-52077 – Local control and accountability plan
54420-54425 – State Compensatory Education
64001 – School plan for student achievement, consolidated application programs
UNITED STATES CODE, TITLE 20
6301 – Highly qualified teachers
6311-6322 – Improving basic programs for disadvantaged students, including:
6312 – Local educational agency plan
6313 – Eligibility of schools and school attendance areas; funding allocation
6314 – Title I schoolwide program
6315 – Targeted assistance schools
6318 – Parent and family engagement
6320 – Participation of private school students
6321 – Fiscal requirements/comparability of services
6333-6335 – Grants to local educational agencies
6391-6399 – Education for migrant students
7881 – Participation of private school students
CODE OF FEDERAL REGULATIONS, TITLE 34
200.1-200.73 – Improving basic programs for disadvantaged students

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Meeting Title I, Part A Comparability Requirements, October 2017
Local Control and Accountability Plan Federal Addendum Template
Frequently Asked Questions About Title I Schoolwide Programs
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Title I Services to Eligible Private School Students, October 17, 2003
Title I Fiscal Issues, Non-Regulatory Guidance, February 2008
Fiscal Changes and Equitable Service Requirements Under the Elementary and Secondary Education
Act of 1965 (ESEA)
Designing Schoolwide Programs, Non-Regulatory Guidance, March 22, 2006
Supplemental Educational Services, June 13, 2005

WEB SITES
California Department of Education:  http://www.cde.ca.gov
CSBA: http://www.csba.org

Regulation adopted:  4/__/2023  Tulare County Board of Education
Visalia, California

Tulare County Superintendent of Schools

Revised:
SUBMITTED BY:
Jody Arriaga, Director
Internal Business Services

SUBJECT:
Budget Revisions through January 31, 2023

DESCRIPTION/SUMMARY:
The budget revisions reflect programmatic adjustments to show budget revisions through January 31, 2023. They summarize all budget adjustments into unrestricted and restricted programs and illustrate their effect on the fund balance. New grants have been added and carry-over has been budgeted where applicable. Significant adjustments are listed at the end of each summary.

FINANCING:
N/A

RECOMMENDATION:
Approve the Budget Revisions
Tulare County Office of Education

Tim A. Hire, County Superintendent of Schools

2022-2023
2nd Interim Budget Revisions

MARCH 8, 2023
## Budget Revisions as of 1-31-2023

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<th>INCREASE (DECREASE) AMOUNT</th>
<th>REVISED BUDGET AMOUNT</th>
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### REASON FOR CHANGE

#### LOCAL CONTROL FUNDING (LCFF)
- LCFF PI Certification-$2,305,794
- Property Taxes PI Certification-$228,612
- EPA PI Certification-($1,269,431)
- EPA PI Property Tax-SPE&-228,104

#### FEDERAL REVENUE
- 21-22 Title I Part A-($226,099)
- 21st Century-$156,492

#### STATE REVENUE
- After School Education and Safety-($301,543)
- Pro Youth/HEART Funding-$313,123
- Teacher Residency Grant-$250,000
- Strong Workforce K-12 Grant-$130,000
- SELPA Funds Trf to Fund 100 ($8,677,954)

#### LOCAL REVENUE
- LCFF SPE& County Operated ADA-$1,916,615
- Mental Health Medi-Cal-$200,000
- CFNLP CalHope-$500,000
### Budget Revisions as of 1-31-2023

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<th>CURRENT</th>
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|                      |          |                      |          |
| **EXPENSES**         |          |                      |          |
| CERTIFICATED SALARIES | $1,440,566 | $157,047            | $1,597,613 |
| CLASSIFIED SALARIES  | $141,860 | $21,992              | $163,852 |
| BENEFITS             | $1,080,994 | $47,795             | $1,128,789 |
| BOOKS & SUPPLIES     | $209,869 | $7,607               | $217,476 |
| SERVICES & OPERATING | $877,097 | $167,494             | $1,044,591 |
| CAPITAL OUTLAY (Building & Equipment) | $0 | $0 | $0 |
| OTHER FINANCING SOURCES/USES | $119,140 | $1,000 | $120,140 |
| **TOTAL EXPENDITURES** | $3,869,526 | $402,935            | $4,272,461 |

|                      |          |                      |          |
| **EXCESS (DEFICIENCY OF REVENUE)** | -$267,368 |                      | -$267,958 |

| BEGINNING FUND BALANCE | $679,981 |                      | $679,981 |

| ESTIMATED ENDING FUND BALANCE | $412,613 |                      | $412,023 |

### REASON FOR CHANGE

**LOCAL CONTROL FUNDING FORMULA**

- Increase: LCFF Projection Adjustment-$6,086
- Decrease: EPA Adjustment-$3,120

**STATE REVENUE**

- Increase: Learning Recovery Grant-$399,379
## Budget Revisions as of 1-31-2023

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| EXCESS (DEFICIENCY OF REVENUE)| -$505,305       |                     | -$447,230      |

| BEGINNING FUND BALANCE        | $1,218,905      |                     | $1,218,905     |

| ESTIMATED ENDING FUND BALANCE | $713,600        |                     | $771,675       |

## REASON FOR CHANGE

### LOCAL CONTROL FUNDING FORMULA

**Decrease:**
- LCFF Projection Adjustment (−$77,578)
- EPA Adjustment (−$1,513)

### STATE REVENUE

**Net Increase:**
- Learning Recovery Grant−$169,259
- Arts Music Grant−$81,998
- Mandate Block Grant−$12,552
SPECIAL EDUCATION PASS-THRU

Budget Revisions as of 1-31-2023

<table>
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<th>CURRENT</th>
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REASON FOR CHANGE

STATE REVENUE

Increase:
• SELPA Funds Trf from Fund 010- $8,648,774
• AB 602 Out of Home Funding-$1,094,092
• AB 602 Program Specialist Funding-$22,107
CHIL DEVELOPMENT FUND

Budget Revisions as of 1-31-2023

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**EXPENSES**

|                        |                |                             |                        |
| CERTIFICATED SALARIES  | $3,052,768     | $13,342                     | $3,066,110             |
| CLASSIFIED SALARIES    | $14,430,688    | -$786                       | $14,429,902            |
| BENEFITS               | $12,793,902    | -$4,351                     | $12,789,551            |
| BOOKS & SUPPLIES       | $3,862,959     | -$17,056                    | $3,845,903             |
| SERVICES & OPERATING   | $35,353,040    | $1,099,017                  | $36,452,057            |
| BUILDING & EQUIPMENT   | $703,578       | -$199,567                   | $504,011               |
| OTHER OUTGO            | -$184,356      | $162                        | -$184,194              |
| DIRECT/INDIRECT SUPPORT | $4,234,497    | $62,597                     | $4,297,094             |
| OTHER FINANCING SOURCES/USES | $0 | $0 | $0 |
| **TOTAL EXPENDITURES** | $74,247,076    | $953,358                    | $75,200,434            |

**EXCESS (DEFICIENCY OF REVENUE)**

|                | -$799,380      |                             | -$998,457              |

**BEGINNING FUND BALANCE**

|                | $3,481,107       |                             | $3,481,107             |

**ESTIMATED ENDING FUND BALANCE**

|                | $2,681,727       |                             | $2,482,650             |

REASON FOR CHANGE

**FEDERAL REVENUE**

Net Increase:
- CAIWorks Stage 2 - $301,167
- CAIWorks Stage 3 - $472,234
- Child Care Migrant - $21,857 transferred from State Revenue
- SB 115 Supplemental Rate Provider Stipends - $149,978

Net Increase:
- CCTR General Child Care - ($26,894) transferred to State Revenue per contract
- CRRSA One Time Stipend - ($202,309)

**STATE REVENUE**

Net Increase:
- CAIWorks Stage 2 - $89
- CCTR General Child Care - $26,894 transferred from Federal Revenue per contract

Net Increase:
- Child Care Migrant - ($21,857) transferred to Federal Revenue

**LOCAL REVENUE**

Net Increase:
- Food Sales-$100
- First 5 IMPACT-$12,924
- Alpaugh-$14,902

Net Increase:
- Parent Cafe-$4,800
- Unrestricted Local-$866
- Family Fees Waived 22/23-($470)
## CAFETERIA FUND - SCICON

### Budget Revisions as of 1-31-2023

<table>
<thead>
<tr>
<th></th>
<th>CURRENT BUDGET</th>
<th>INCREASE (DECREASE) TO BUDGET</th>
<th>REVISED BUDGET AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
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### REASON FOR CHANGE

**NO CHANGES**
## Budget Revisions as of 1-31-2023

<table>
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<tr>
<th></th>
<th>CURRENT BUDGET</th>
<th>INCREASE (DECREASE) TO BUDGET</th>
<th>REVISED BUDGET AMOUNT</th>
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**Reason for Change**

**No Changes**
# CAFETERIA FUND - UNIVERSITY HIGH SCHOOL

**Budget Revisions as of 1-31-2023**

<table>
<thead>
<tr>
<th></th>
<th>CURRENT BUDGET</th>
<th>INCREASE (DECREASE) TO BUDGET</th>
<th>REVISED BUDGET AMOUNT</th>
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**REASON FOR CHANGE**

**INTERFUND TRANSFERS IN**

*Decrease:
Contribution from UPHS General Fund to cover Food program costs ($100,000)*
## FOREST RESERVE FUND

### Budget Revisions as of 1-31-2023

<table>
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<tr>
<th></th>
<th>CURRENT</th>
<th>INCREASE/DECREASE</th>
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<td><strong>BUDGET AMOUNT</strong></td>
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<td><strong>REVENUES</strong></td>
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<td>Federal Revenue</td>
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<td>$2,011</td>
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</tbody>
</table>

### REASON FOR CHANGE

**LOCAL REVENUE**

- Increase:
  - Interest Earned $1,578

**EXPENSES**

- Apportionment Trf to Districts and Scicon-$197,355
# FOUNDATION TRUST FUND

## Budget Revisions as of 1-31-2023

<table>
<thead>
<tr>
<th></th>
<th>CURRENT BUDGET AMOUNT</th>
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<th>REVISED BUDGET AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES</strong></td>
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<td></td>
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</tr>
<tr>
<td>Local Revenue</td>
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<td><strong>Total Revenue</strong></td>
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</tr>
<tr>
<td><strong>EXPENSES</strong></td>
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<td>Services &amp; Operating</td>
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<td><strong>Total Expenditures</strong></td>
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<td>$1,525,141</td>
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</table>

## Reason for Change

**EXPENSES**
- Equipment for Scicon Needs: $68,430
TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM

SUBMITTED BY:
Jody Arriaga, Director
Internal Business Services

SUBJECT:
2nd Interim Report as of January 31, 2023

DESCRIPTION/SUMMARY:
County superintendents are required to certify twice a year regarding their ability to meet their financial obligations for the remainder of the fiscal year and for the subsequent two fiscal years. This certification, along with the accompanying documents, are referred to as the Interim Reports. The following documents are attached:
- County Certification of Interim Report with Criteria and Standards Summary Review
- Average Daily Attendance Estimate
- County School Service Fund Summary: Unrestricted/Restricted Summary; Multiyear
- Projections; Criteria and Standards; Cash Flow Report; and Budget Assumptions
The report reflects a positive ending fund balance with adequate reserves; therefore we are able to certify a positive financial position.

FINANCING:
N/A

RECOMMENDATION:
Acceptance of the 2nd Interim Report
SUBMITTED BY:
Tim A. Hire, County Superintendent of Schools

SUBJECT:
Approval of Resolution 22/23-18 Support of funding for County Office of Education operated juvenile court and community schools.

DESCRIPTION/SUMMARY:
To support sustainable fiscal resources for the provision of public education and college and career transition for youth enrolled in juvenile court and community schools by establishing a funding formula that supports the provision of academic, college and career readiness, and social-emotional services.

FINANCING: n/a

RECOMMENDATION: Recommend approval/adoption of Resolution 22/23-18 to support funding for County Office of Education operated juvenile court and community schools.
Resolution in Support of Funding for County Office of Education Operated Juvenile Court and Community Schools

WHEREAS, juvenile court and community schools are operated by county offices of education to provide public education for students;

WHEREAS, students enrolled in court and community schools need individualized academic, social-emotional learning, and career technical education courses of study; and

WHEREAS, juvenile court schools provide public education for students who are incarcerated in facilities operated by county probation departments; and

WHEREAS, community schools provide opportunities for students to prepare for post-secondary education, meet graduation requirements, college and career transition support, access quality prenatal and parenting education, and receive health and mental services; and

WHEREAS, students attending a juvenile court or community school have unique needs, including higher rates of trauma requiring mental health support; obstacles to receiving specialized supports in a comprehensive school setting; a need for specialized supports and services; credit deficiency and unfinished learning; and more; and

WHEREAS, the teachers, paraeducators, and staff at juvenile court and community schools are highly specialized, able to serve multiple grade levels, multiple subjects, use restorative practices and inclusionary practices; and

WHEREAS, students attending juvenile court and community schools are underserved by the current attendance-based funding model, known as “average daily attendance” (“ADA”); and

WHEREAS, juvenile court and community schools have unpredictable enrollment levels throughout a school year, while their specialized staffing costs remain consistent; and

WHEREAS, the ADA-only funding model does not support core and ongoing staffing needs and does not account for the variable enrollment and attendance of the court and community school model; and

WHEREAS, the ADA-only funding model does not account for the complexity of the realignment of the Department of Juvenile Justice affecting many counties; and

WHEREAS, an ADA-only funding model creates inequitable programs across the 58 counties.

NOW, THEREFORE BE IT RESOLVED, that the County Superintendent of Schools and the Tulare County Board of Education urge the State Legislature and Governor’s Administration to support sustainable fiscal resources for the provision of public education and college and career transition for youth enrolled in juvenile court and community schools by establishing a funding formula that supports the provision of academic, college and career readiness, and social-emotional services.
Adopted this __ day of the month of _______________ in 2023.

Motion made by: ____________________________
Second made by: ____________________________
List members voting “aye:” _______________________

____________________________________________
List members voting “no:” _______________________
List members abstaining: _______________________
List members not present: _______________________
Sustainable Programs Serving At-Promise Students

Summary

The at-promise students served by juvenile court and community schools often face unique barriers to academic achievement and social-emotional well-being. This proposal brings greater equity to these students by ensuring access to robust services and supports.

Background

Juvenile court schools and county community schools offer alternative education opportunities for students who face unique challenges.

- **Juvenile court schools** provide public education for students who are incarcerated in facilities operated by county probation departments.

- **Community schools** provide opportunities for students to prepare for post-secondary education, meet graduation requirements, access quality prenatal and parenting education, and receive health and services.

These schools are operated by county offices of education and are designed to support the achievement of all students through individualized academic, social-emotional, and career-technical education courses of study. Students frequently attend Juvenile court and community schools for a short period of time and ultimately return to a comprehensive school.

Despite serving our most at-promise youth, the existing funding for juvenile court and community schools is both insufficient and unpredictable. County offices fund the annual deficits in their court and community school programs by diverting general operating resources.

Because these programs operate year-round and have highly specialized staffing needs, costs are relatively fixed. But actual funding – based on average daily attendance (ADA) – is highly variable since students enter and exit the schools frequently throughout the calendar year. Attendance is based on referrals from probation departments, school districts, and families. The decline in referrals has outpaced statewide declining enrollment trends – which is positive – but it does not change the baseline need for these important programs to continue providing an educational safety net.

Issue

For juvenile court and community schools, the current ADA-based funding model does not adequately support the unique needs of at-promise youth. The volatility and insufficiency of resources creates perennial financial uncertainty for student programs, dedicated teachers, mental health professionals, and other support staff. Additionally, juvenile court schools face new challenges serving the educational needs of students (non-graduates and graduates) who will be supported in their county of origin due to the realignment of the Department of Juvenile Justice (Ch. 337, Stats. 2020).

An attendance-based funding model also underserves juvenile court and community school students in two ways. First, funding based on ADA is designed to incentivize keeping students in a program, rather than proactively help students return to their comprehensive campuses. Second, funding based exclusively on ADA is not appropriate for specialized programs with unpredictable enrollment levels that fluctuate throughout the school year.

Solution

Funding for juvenile court and community schools should be included within a COE’s base grant. A standardized funding level based on countywide factors will protect high-quality programs from annual funding disruptions by providing sufficient and predictable resources. The state should invest in our at-promise students so they gain the academic, career readiness and social-emotional skills necessary to succeed.

Contact

Derick Lennox, Senior Director, Governmental Relations and Legal Affairs, California County Superintendents: dlennox@ccsesa.org

Brianna Bruns, Director, Policy and Advocacy, California County Superintendents: bbruns@ccsesa.org
SUBMITTED BY:
Jeff Ramsay, Director of General Services

SUBJECT:
Approval of Resolution 22/23-16 Authorizing to submit an application for Energy Efficiency Loan for the Mooney Admin site, 6200 S. Mooney Blvd., Visalia.

DESCRIPTION/SUMMARY:
Requesting to apply, upon approval, for an energy loan from the California Energy Commission to implement energy efficiency measure at the Jim Vidak Education Center.

FINANCING: Loan for $5 million

RECOMMENDATION: Recommend adoption of Resolution 22/23-16 to apply for an energy loan to implement energy efficiency measures at the Jim Vidak Education Center, 6200 S. Mooney Blvd., Visalia, CA
SUBMITTED BY:
Jeff Ramsay, Director of General Services

SUBJECT:
Approval of Resolution 22/23-17 Authorizing to submit an application for Energy
Efficiency Loan for SCICON, 41569 Bear Creek Rd., Springville, CA.

DESCRIPTION/SUMMARY:
Requesting to apply, upon approval, for an energy loan from the California Energy
Commission to implement energy efficiency measure at SCICON.

FINANCING:  Loan for $3 million

RECOMMENDATION:  Recommend adoption of Resolution 22/23-17 to apply for an
energy loan to implement energy efficiency measures at SCICON, 41569 Bear Creek Rd.,
Springville, CA.
SUBMITTED BY:  Tom Link, Board President

SUBJECT:  Vote for 2023 CSBA Assembly County Delegate(s) for SubRegion 12-A

DESCRIPTION/SUMMARY:  
Vote for two SubRegion 12-A county delegates for a two-year term beginning April 1, 2023 through March 31, 2025

FINANCING:  None

RECOMMENDATION:  Take and approve vote for two 2023 CSBA Assembly County Delegates for SubRegion 12-A
REQUIRES BOARD ACTION

This complete, ORIGINAL Ballot must be SIGNED by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than WEDNESDAY, MARCH 15, 2023. Only ONE Ballot per Board. Be sure to mark your vote “X” in the box. A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2023 DELEGATE ASSEMBLY BALLOT
SUBREGION 12-A
(Tulare County)

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

Delegates will serve two-year terms beginning April 1, 2023 - March 31, 2025

*denotes incumbent

☐ Felipe Martinez (Porterville USD)*

☐ Cathy Mederos (Tulare Joint Union HSD)*

☐ Randy Villegas (Visalia USD)

---

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.
REGION 12 – 13 Delegates (11 elected/2 appointed◇)

Director: Bill Farris (Sierra Sands USD)

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

Subregion 12-A (Tulare)
Jacqueline Gaebe (Visalia USD), term expires 2024
Peter Lara Jr. (Porterville USD), term expires 2024
Felipe Martinez (Porterville USD), term expires 2023
Cathy Mederos (Tulare Joint Union HSD), term expires 2023

Subregion 12-B (Kern)
Leigh Ann Cook (Rosedale Union ESD), term expires 2024
Pamela Jacobsen (Standard ESD), term expires 2024
David Manriquez (Kern HSD) ◇, appointed term expires 2023
Keith Wolaridge (Panama-Buena Vista Union SD), term expires 2023
Vacant, term expires 2023
Vacant, term expires 2023
Vacant, term expires 2023
Vacant (Kern HSD)◇, appointed term expires 2024

County Delegate:
Mary Little (Kern COE), term expires 2024

Counties

Tulare (Subregion A)
Kern (Subregion B)