Central Union School District
Lemoore, CA

District English Learner Advisory Committee/Comité Consejero del Lenguaje de Ingles (DELAC)

Wednesday, November 05, 2025 at 10:00 am / miércoles 06 de noviembre de 2025 a las 10:00 am
Central School Office/Escuela Central, oficina

Agenda

- **Roll-Call/Establish Quorum/** Rodar-Llame/establezca el Quorum
  A quorum of the committee is 51%. A quorum must be present in order to conduct business/ Quorum del comité es el 51%. Un quórum debe ser presente para dirigir negocio.

- **Call to Order/** Llamada a Orden

- **Approval of Agenda/** Aprobar la Agenda

- **Approval of Previous Meeting Minutes/** Aprobación del Acta de la Reunión Anterior

- **Responsibilities/Legal Requirements/** Responsabilidades/Requisitos Legales
  - Role & Function of DELAC/ *Rol y Función de DELAC*
  - Robert's Rules of Order/ *Entrenamiento en las reglas de Roberto de la orden*
  - Training on Student/Parent/School Compact/ *Entrenamiento en estudiante/padre/compacto de escuela*
  - District Uniform Complaint Procedures, including William's requirements/ *Entrenamiento en los procedimientos de queja de los uniformes del distrito, incluyendo los requisitos de Guillermo*
  - District Program, Goals, and Objectives for Programs and Services for English Learners/*Desarrolla-miento o revisión del master plan del distrito del programa de educación y servicios para el Estudiante de Inglés, incluyendo el Plan Local Educacional y Planes Singular de la Educación para Logro Estudiantil*
  - Review and comment on the district's reclassification procedures/ *Revisar y comentar en los procedimientos de la reclasificación del distrito*
  - District's English Learner's Master Plan, Local Educational Plan, and Single School Plans for Student Achievement/ *el Plan Maestro de aprendices de Inglés del Distrito, Plan Educativo Local, y Plan Singular de la Escuela para el Rendimiento del Estudiante.*

- **Election of Officers**/ Elección de oficiales
  - President/ Presidente
  - Vice President/ Vicepresidente
  - Secretary/ Secretaria

- **Local Control Accountability Plan (LCAP)/** Plan Local del Control de Responsabilidad

- **Data/** Datos

- **Public Input/** Aporte público

- **Next Meeting/** Próxima reunión
  - January 21/ 21 de enero

- **Future Meeting Training Input/** Teleconferencia futura entrada de Formación

- **Adjournment/** Aplazamiento

Central Union School District
Lemoore, CA

District English Learner Advisory Committee/Comité Consejero del Lenguaje de Ingles (DELAC)

Wednesday, May 7, 2025 at 10:00 am / miércoles 7 de mayo de 2025 a las 10:00 am

Central School, Rm. 1/Escuela Central, salón 1

Minutes

- **Roll-Call/Establish Quorum/** Rodar-Llame/establezca el Quorum

  A quorum of the committee is 51%. A quorum must be present in order to conduct business/ Quorum del comité es el 51%. Un quórum debe ser presente para dirigir negocio.

  - *A quorum was established. Mrs. Vargas, Mrs. Gonzalez, Mrs. Gonzales, and Dr. Taylor were present.*

- **Call to Order/** Llamada a Orden
  - Meeting was called to order by Mrs. Gonzalez at 9:58 a.m.

- **Approval of Agenda/**Aprobar la Agenda
  - A motion was made to approve the agenda by Mrs. Maria Gonzalez
  - It was seconded by Yanet Vargas
  - All approved by saying "I"

- **Approval of Previous Meeting Minutes/**Aprobación del Acta de la Reunión Anterior
  - A motion was made to approve the previous minutes by Mrs. Maria Gonzalez
  - It was seconded by Yanet Vargas
  - All approved by saying "I"

- **Consolidated Application for Funding**/La Aplicación Consolidada de financiación
  - The funding is all generated by unduplicated students, such as Foster and Homeless, English Learners, and low-income students. We need DELAC approval for Title III funding, because that funding is specifically for English Learners.
  - **Title I:** Funds goes to Stratford because the percentage of unduplicated students is the highest at Stratford School as compared to our other schools. They use this funding to support their reading program.
  - **Title II:** Professional Development: Used to train our teachers, such as reading program or for teaching strategies for working with EL students.
  - **Title III:** Our district uses Title III funding to provide interventions beyond the school day for English Learners, such as before and after school tutoring, Saturday School Boot Camps, etc.
  - **Title IV:** Only to be used for Art or Music.
    - Stratford and Central both have an art teacher
    - Neutra has music only
    - Akers has both art and music
  - All Title funding is based upon the number of unduplicated students.
  - Motion to approve the application to apply for the funds and use for the same

purpose.
    - A motion was made to approve Title funding application and expenditure plan by Mrs. Yanett Vargas.
    - Seconded by Mrs. Maria Gonzalez
    - All Approved by saying, "I"

- **Responsibilities/Legal Requirements/** Responsabilidades/Requisitos Legales
    - There is a legal requirement to get DELAC approval on the CON APP and expenditure plan for Title funds.

- **Data**/Datos
    - **Mrs. Christina Gonzales**
        - **Chronic Absenteeism:** Our English Learners have an extreme low chronic absenteeism rate. This is really good because if our students are in school, they will learn.
        - **Attendance:** Average 97.5%, above the district's average of 96.7%
        - **Suspended:** 73 students district wide and only 8 were EL students
        - **Office referrals:** 423 district wide and 69 were EL learners
        - **Expulsions:** 5 students district wide and 1 was an EL student.
        - **I-Ready Data:** Reading and Math data was presented to the committee for them to review.
        - **SEL Survey Information:** Data given for Spring.
            - **District-wide:** Grades 3-5 - most growth was made in school safety.
            - **District-wide:** Grades 6-8th - most growth was made in school safety and growth mindset.
                - 41 EL students took the spring survey – highest scores in school safety and self-management.
                - EL students struggled most in Emotional Regulation 3-8
                - Slight increases from fall to spring in all areas.
                    - Mrs. Gonzalez stated that she thinks a lot of students are struggling to control their emotions with the things that are going on in society.
                    - Dr. Taylor expressed how much the video games has a strong impact on students' emotions.
                    - Mrs. Gonzalez stated that she noticed that the number of suspensions and behaviors has increased. This is concerning. Mrs. Gonzalez said that Mr. Martinez and Gately is trying but she's leaving.

- **Local Control Accountability Plan (LCAP)/** Plan de Responsabilidad de Control Local (LCAP)
    - The team was asked to review the final LCAP goals.
    - Training teachers on the ELPAC assessment, so they can best support them throughout the year and be prepared for the summative assessment (LCAP GOAL 3.5).
    - The team was asked if there were any questions. There were no questions.

- **Expanded Learning Opportunity Program (ELOP) Update/**Actualización del Programa de Oportunidades de Aprendizaje Ampliadas (ELOP)
    - Our ELOP funding is based on the number of our unduplicated students.
        - IF we accept the funding for next school year 2025-2026, we are required to provide 30 additional school days.

        - The last time we provided the additional 30 days only 40 students participated district-wide.
        - Due to lack of participation, we will not be applying for ELOP funding next school year.
        - We will continue to offer an after-school program for Stratford and Central only.

- **Public Input/**Aportaciones del público
    - None at this time

- **Next Meeting/** Proxima reunion
    - Fall – October 2025/Otoño 2025

- **Future Meeting Training Input/** Aportes de capacitación para reuniones futuras
    - None.

- **Adjournment/** Aplazamiento
    - The meeting was adjourned at 10:25 a.m. by Mrs. Christina Gonzales.
    - Mrs. Maria Gonzalez said she is willing to serve every day.

Respectfully Submitted by,

Dr. Tara Taylor
DELAC Secretary

Robert's Rules of Order

Motions: made at appropriate time, only 1 before the group at a time.

A member makes the motion: I move that (or "to") ... and states the motion.

Second: Without a second, the motion dies. Mover could accept a friendly amendment to their motion.

Another member seconds the motion: I second the motion or I second it or second.

Discussion: The council or committee discusses the motion on the floor.

The chair asks if there is any discussion if there is no discussion the chair takes the motion to a vote.

The chair asks: If no discussion we will take a vote. All those in favor of….(restating the motion) say 'Aye.' (Pause for response.) Those opposed, say 'Nay.' (Pause for response.) Those abstained, please say 'Aye.'

Majority Rules: The most votes.

The chair states: The vote has __ (number) of 'Ayes' in favor, __ number of 'Nays' opposed, and__ number abstained. The vote carries, or the vote does not take depending on the majority.

Quorum: The minimum number of members of an assembly or society that must be present at any of its meetings to make proceedings of that meeting valid.

Robert's Rules of Order
Making A Motion
Keep it simple

- Any voting member may make a motion by stating, "I move that…" or "I move to….."
- Another voting member must "second" the motion.
- Discussion may then take place.
- Following discussion, the Meeting Chair must call for a vote:
  - Those in favor
  - Those opposed
  - Those abstaining

CENTRAL UNION SCHOOL DISTRICT
Exhibit
School-Parent-Student Compact

E 6171

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

Provide high-quality curriculum and instruction.

Endeavor to motivate my students to learn.

Have high expectations and help every child to develop a love of learning.

Communicate regularly with families about student progress.

Provide a warm, safe, and caring learning environment.

Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-8).

Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.

Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

Come to school ready to learn and work hard.

Bring necessary materials, completed assignments and homework.

Know and follow school and class rules.

Ask for help when I need it.

Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.

Limit my TV watching and instead study or read every day after school.

Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

Provide a quiet time and place for homework and monitor TV and Internet use.

Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-8).

Communicate with the teacher or the school when I have a concern.

Ensure that my child attends school every day on time.

Ensure my child gets adequate sleep, regular medical attention and proper nutrition.

Regularly monitor my child's progress in school.

Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.

Communicate the importance of education and learning to my child.

Respect the school, staff, students, and families.

_____
Student

_____
Teacher

_____
Parent/Guardian

Approved 6-12-2006

Regulation 1312.3: Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 06/10/2019 | **Last Revised Date:** 02/03/2025 | **Last Reviewed Date:** 02/03/2025

Except as may otherwise be specifically provided in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying Board policy.

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying and in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment for handling complaints regarding sex discrimination and sex-based harassment.

Assistant Superintendent of Curriculum and Instruction

15783 18th Avenue
Lemoore, CA. 93245

(559) 924-3405

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

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

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

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

Notifications

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

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

4622)

The notice shall include:

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

2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate

3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred

4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct

5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities

6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

7. A statement that the district will post a standardized notice of the educational and graduation requirements of foster youth, students experiencing homelessness, children of military families, former juvenile court school students now enrolled in the district, students who are migratory, and newcomer students as specified in Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant

9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision

10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable

11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 and 34 CFR 106.8 shall be posted on the district and district school websites, published in handbooks, catalogs, announcements, bulletins, and application forms, and may be provided through district-supported social media, if available.

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

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance

with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints, except for those that allege sex discrimination, including sex-based harassment, shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600; 34 CFR 106.2)

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

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization (5 CCR 4600)

2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance

   A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.

3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred (5 CCR 4630)

   For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Governing Board. (5 CCR 4630)

4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying (5 CCR 4630)

5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination (5 CCR 4630)

   The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation

7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action

   When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints

that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

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

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

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

Investigation of Complaint

The compliance officer shall begin an investigation into the complaint within 10 business days of receiving the complaint.

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

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

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

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

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the investigation report shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint.

Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Investigation Report" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board.

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

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

For any complaint alleging unlawful discrimination, harassment, intimidation, or bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Investigation Report

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

1. The findings of fact based on the evidence gathered

2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law

3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600

4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610

5. Procedures to be followed for initiating an appeal to CDE

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

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

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE (Education Code 262.3)

2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law (Education Code 262.3)

3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination

Corrective Actions

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

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

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

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

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

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

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

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the

LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

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

Appeals to the California Department of Education

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

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

1. The district failed to follow its complaint procedures
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law
3. The material findings of fact in the district's investigation report are not supported by substantial evidence
4. The legal conclusion in the district's investigation report is inconsistent with the law
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy

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

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

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

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt California State Preschool Program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying

parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the Superintendent or designee may download and post a notice available from the CDE website. (Education Code 8212; 5 CCR 4691)

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

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

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

Regulation 1312.4: Williams Uniform Complaint Procedures

Status: ADOPTED

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

Types of Complaints

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

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: (Education Code 35186; 5 CCR 4681)

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

    b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.

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

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

2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: (Education Code 35186; 5 CCR 4682)

    a. A semester begins and a teacher vacancy exists.

    b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.

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

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

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

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

3. Complaints regarding the condition of school facilities, including any complaint alleging that: (Education Code 35186; 5 CCR 4683)

    a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

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

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

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

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

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

Forms and Notices

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

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

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

Filing of Complaint

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

Investigation and Response

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

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

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

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

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

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

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

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

Reports

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

Williams Complaints Classroom Notice

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

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

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

Quejas Williams Aula Aviso

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

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

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

Central Union School District
Lemoore, CA

Central Union School District
Lemoore, CA

LCAP Goal 1 - Actions and Metrics

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

Action Title	Description	Metric
1.1 Provide all students access to Basic Services	*All Students will have access to* *(1)Appropriately assigned and credentialed teachers* *(2)Their own copy of standards-aligned materials* *(3)Facilities meet standard of "good repair"*	*1A – Teachers (SARC)* *1B – Instructional Materials (Williams)* *1C – Facilities – (FIT Tool)*
1.2 Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standards	*Grade level standards-aligned instruction for all students in Tier 1. All English Learners provided both Designated and Integrated ELD as part of core curriculum.*	*Local Indicator* *Priority 2: Implementation of State Standards Reflection Tool*
1.3 Broad Course of Study	*All Students will have access to a Broad Course of Study including Unduplicated students and students with exceptional needs.*	*Current Master Schedule*

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LCAP Goal 2 - Actions and Metrics

To promote students' sense of belonging and connectedness in school, parents, students, and the community will be **ENGAGED** to participate collaboratively in the educational process.

Action Title	Description	Metric
2.1 Actively Engage Parents in the Learning Process	*District and Sites will:* (1) *Build Relationships* (2) *Build Partnerships for Student Outcomes* (3) *Seek Input for Decision Making* (4) *Implement at least 1 new opportunity for teachers to meet with families at the sites* (5) *System for 2-way communication*	*3A – Parental Input in Decision Making (Local Survey)* *3B – Promote Parent Participation – Unduplicated Pupils (Local Survey)* *3C – Promote Parent Participation – Exceptional Needs Pupils (Local Survey)*
2.2 Actively Engage Students in the Learning Process	*District and Sites will:* (1) *Implement Multi-Tiered System of Supports for Social Emotional and Behavioral needs including Tier 1 SEL Curriculum and Trauma Informed Practices* (2) *Counselors and PE Teachers collaborating to promote Social Emotional Learning through PE* (3) *Develop SMART Goals and plans for celebrating and improving attendance at each site.*	*5A – School Attendance Rate* *5B – Chronic Absenteeism Rate* *5C – Middle School Drop-out Rate* *6A –Suspension Rate* *6B – Expulsion Rate*
2.3 Create and sustain a School Climate of Safety and Connectedness	*District and Sites will:* (1) *Implement planned Connectedness strategies at sites* (2) *Resource Officer* *(3) Safety and Security Enhancements* (4) *Stop It (Bully Program)* *(5) Raptor (Screening adults on site)* (6) *Securly (internet filtering software)*	*6C – Sense of Safety and School Connectedness (Local Survey)*

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LCAP Goal 3 - Actions and Metrics

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

Action Title	Description	Metric
3.1 Implement PLC Process and MTSS/RTI	*District and Sites will:* *(1) Comprehensive PD Plan* *(2) Build Partnerships for Student Outcomes* *(3) PD Materials/Supplies & Supplementary Materials* *(4) Implement MTSS/RTI for Academics emphasizing the Essentials* *(5) Balanced Assessment Plan* *(6)* Local Assessment & Data Management Systems *(7)* Professional Learning Communities	*4A – State Assessments – ELA* *4A – State Assessments - Math*
3.2 Instructional Aides	*Instructional Aides, principally directed for Unduplicated students, will support small group instruction.*	*4A – State Assessments – ELA* *4A – State Assessments - Math*
3.3 Replace Technology Devices	*(1) Replacement of instructional technology to ensure access to up-to-date technology and regular academic use*	*4A – State Assessments – ELA* *4A – State Assessments - Math*
3.4 Provide Targeted Additional Services for English Learners	*District will provide:* *(1) Targeted Intervention services beyond the school day*	*4C – Percentage of ELs making progress towards English Language Proficiency* *4D – English Learner Reclassification Rate*

LCAP Goal 3 - Actions and Metrics (continued)

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

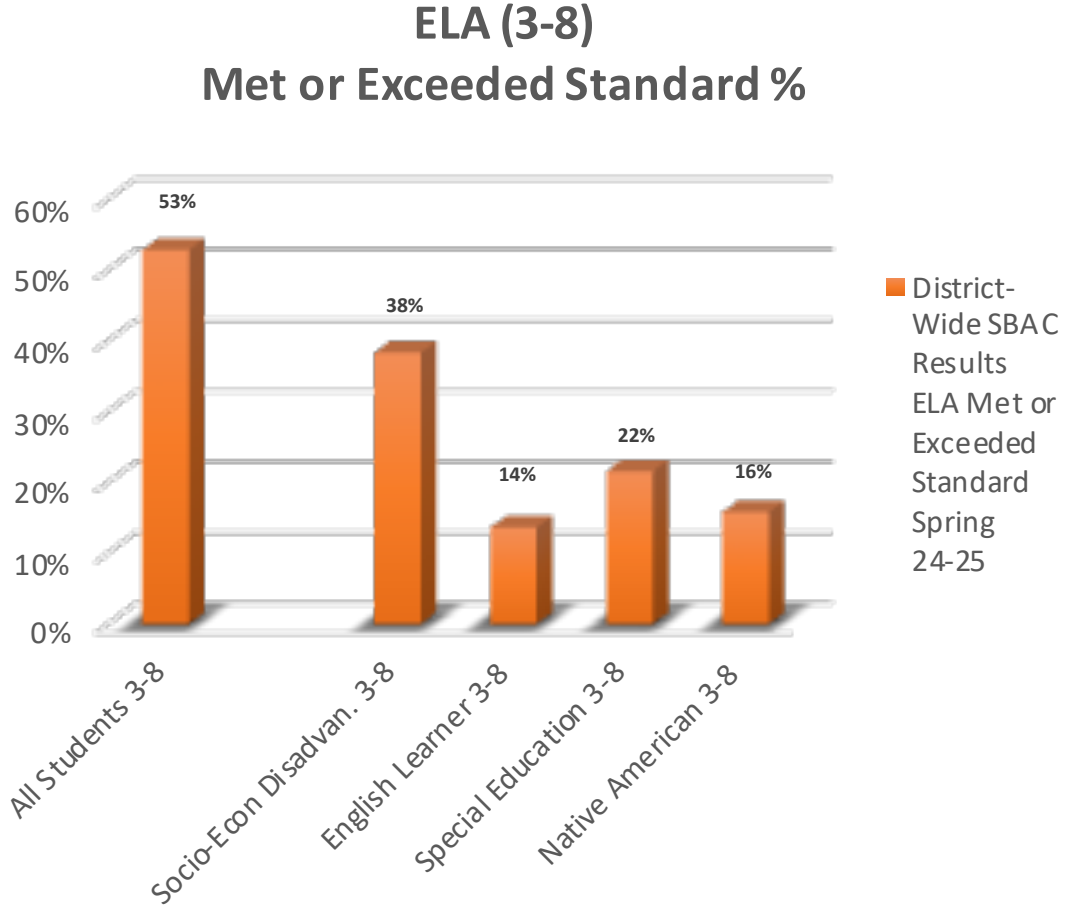
Action Title	Description	Metric
3.5 Provide Targeted Additional Services for long-term English Learners (LTELs)	*District will provide:* *(1) Targeted reading intervention services beyond the school day*	*4C – Percentage of ELs making progress towards English Language Proficiency* *4D – English Learner Reclassification Rate*
3.6 Provide teachers with ongoing professional development specific to English Learners & English Language development	*District will provide:* *(1) Professional development for teachers in the area of English Language Development & ELPAC task types*	*4A – State Assessments – ELA* *4A – State Assessments - Math* *8 – Pupil Outcomes (Grades – making progress in Broad Course of Study)*
3.7 Districtwide Homeless Students support	*Funds set aside to provide services to homeless students.*	

District-Wide SBAC Results

ELA

Met or Exceeded Standard

	Spring 24-25
All Students 3-8	53%
Socio-Econ Disadvan. 3-8	38%
English Learner 3-8	14%
Special Education 3-8	22%
Native American 3-8	16%

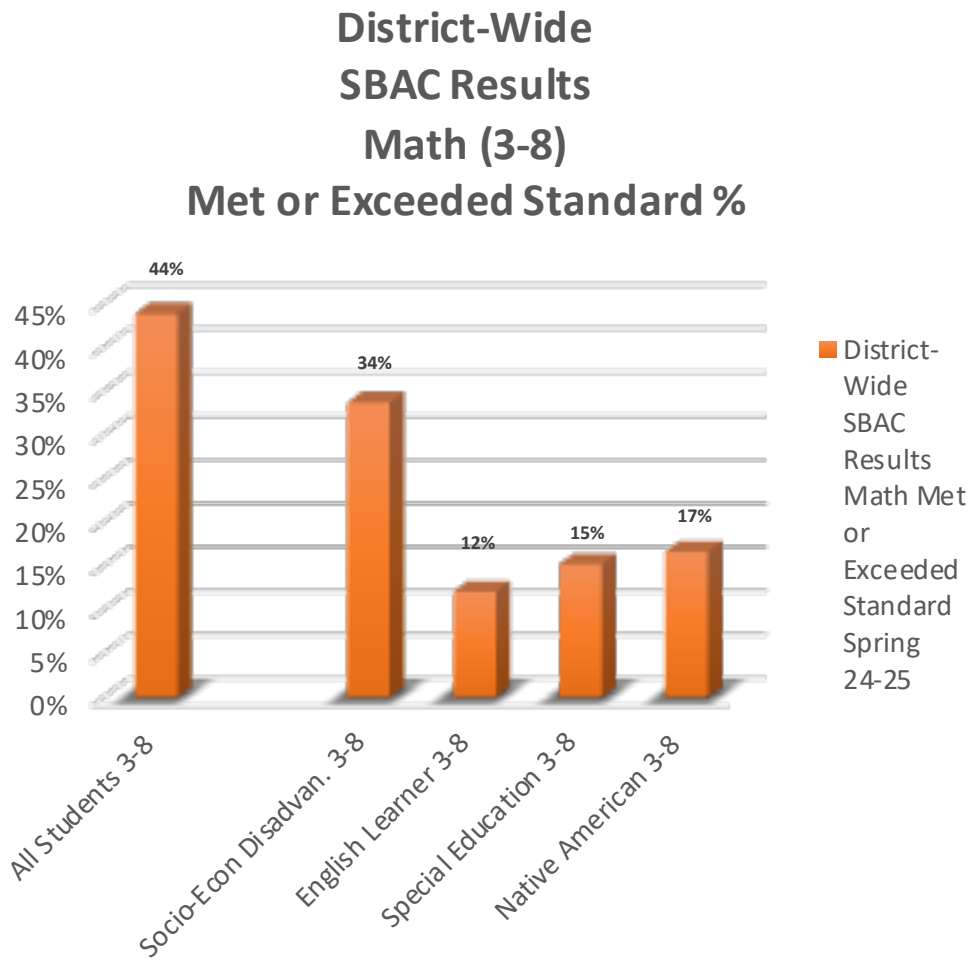


District-Wide SBAC Results

Math

Met or Exceeded Standard

	Spring 24-25
All Students 3-8	44%
Socio-Econ Disadvan. 3-8	34%
English Learner 3-8	12%
Special Education 3-8	15%
Native American 3-8	17%

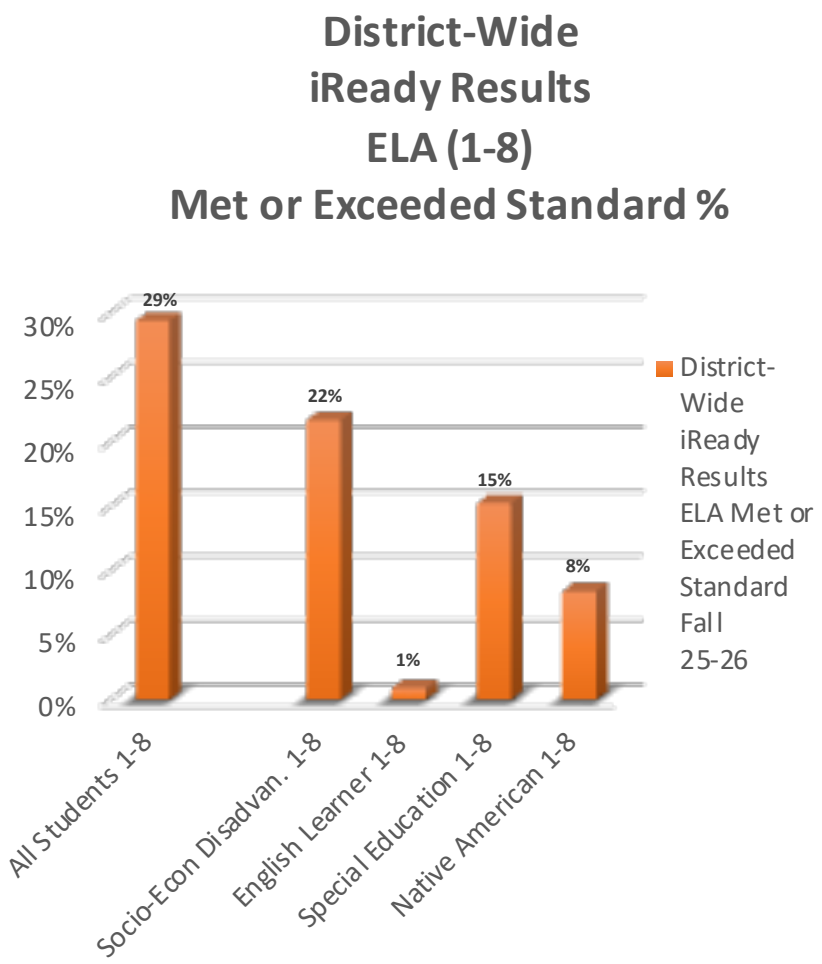


District-Wide iReady Results

ELA

Met or Exceeded Standard

	Fall 25-26
All Students 1-8	29%
Socio-Econ Disadvan. 1-8	22%
English Learner 1-8	1%
Special Education 1-8	15%
Native American 1-8	8%

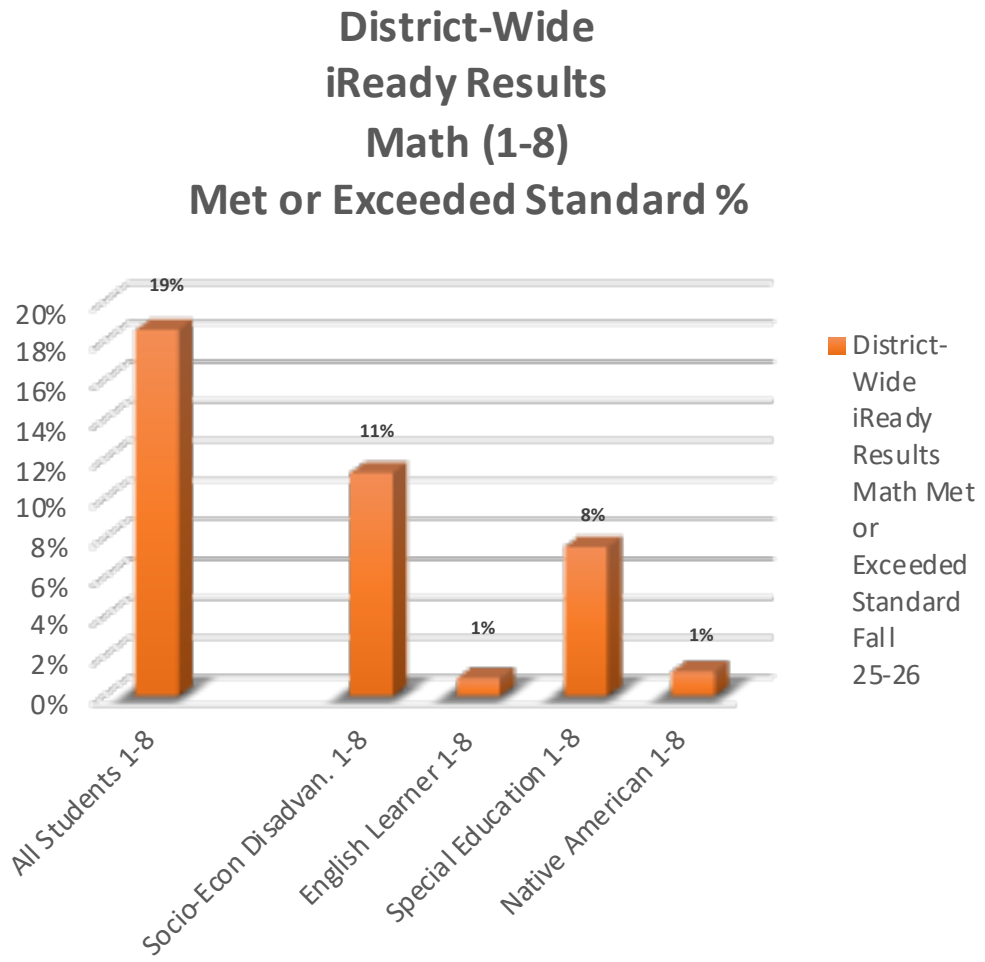


District-Wide iReady Results

Math

Met or Exceeded Standard

	Fall 25-26
All Students 1-8	19%
Socio-Econ Disadvan. 1-8	11%
English Learner 1-8	1%
Special Education 1-8	8%
Native American 1-8	1%



Central Union School District
Lemoore, CA

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Central Union School District

Chronic Absenteeism Percentages by Month 2025-2026

	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26
District	6.00%	6.00%	3.00%								
Akers	6.00%	5.00%	3.00%								
Central	4.00%	4.00%	3.00%								
Neutra	7.00%	7.00%	4.00%								
Stratford	6.00%	8.00%	4.00%								
English Learner	4.00%	3.00%	1.00%								

Average Daily Attendance Percentage by Month 2025-2026

	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26
District	98.00%	97.00%	97.00%								
Akers	98.00%	98.00%	98.00%								
Central	98.00%	97.00%	97.00%								
Neutra	98.00%	97.00%	97.00%								
Stratford	97.00%	97.00%	97.00%								
English Learner	98.00%	97.00%	98.00%								

Central Union School District
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Central Union School District

Suspension Count by Month 2025-2026

	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
District	5	7	7									19
Akers	2	4	1									7
Central	0	0	0									0
Neutra	3	2	4									9
Stratford	0	1	2									3
English Learner	0	0	1									1

Office Referral Count by Month 2025-2026

	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
District	10	16	17									43
Akers	1	10	5									16
Central	2	3	4									9
Neutra	7	2	4									13
Stratford	0	1	4									5
English Learner	0	0	2									2

Expulsion Count by Month 2025-2026

	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
District	0	0	0									0
Akers	0	0	0									0
Central	0	0	0									0
Neutra	0	0	0									0
Stratford	0	0	0									0
English Learner	0	0	0									0