

Tipton Elementary School District

AGENDA

REGULAR BOARD MEETING

Tuesday, January 3, 2023
7:00 p.m. District Board Room

1. **CALL TO ORDER- FLAG SALUTE**

In compliance with the Americans with Disabilities Act and the Brown Act, if you need special assistance to participate in the meeting, including the receipt of the agenda and documents in the agenda package in an alternate format, please contact the Tipton Elementary School District office at (559) 752-4213. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting (28CFR35.102-35, 104 ADA Title II), and allow for the preparation of documents in appropriate alternate format

2. **PUBLIC INPUT:**

In order to ensure that Members of the public are provided a meaningful opportunity to address the board on agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public input portion of the agenda, or at the time the matter is taken up by the Board. Presentations are limited to 3 minutes per person and 15 minutes per topic.

2.1 Community Relations/Citizen Comments

2.2 Reports by Employee Units CTA/CSEA

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

3.1 Minutes of Regular Board Meeting for December 13, 2022

3.2 Conference, Field Trip, Fund Raiser and Facilities Requests

4. **ADMINISTRATIVE: Action items:**

4.1 Policy 5141.21 and Regulation 5141.21 Administering Medication and Monitoring Health Conditions

5. **FINANCE: Action items:**

5.1 Vendor Payments

6. **INFORMATION: (Verbal Reports & Presentations)**

6.1 MOT--FOOD SERVICE—PROJECTS

6.2 P-1 Attendance Report

6.3 LCAP updated to reflect 2022 Dashboard Data

7. **Adjourn to Closed Session: The Board will consider and may act upon any of the following items in closed session. Any action taken will be reported publicly at the end of closed session as required by law.**

7.1 Government Code Section 54957

Public Employee Discipline/Dismissal/Release/Complaint

8. **Reconvene to Open Session**

9. **Report out from Closed Session**

10. ADJOURNMENT:

Notice: If documents are distributed to Board Members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 370 N. Evans Road, Tipton CA. 93272, telephone 752-4213.

Agenda Posted: December 28, 2022

Distrito Escolar Primario de Tipton

AGENDA

REUNIÓN ORDINARIA DE LA JUNTA

martes, 3 de enero de 2023

7:00 pm. Sala de Juntas de Distrito

1. LLAMADA AL ORDEN - SALUDO A LA BANDERA

De conformidad con la Ley de Estadounidenses con Discapacidades y la Ley Brown, si necesita asistencia especial para participar en la reunión, incluida la recepción de la agenda y los documentos en el paquete de la agenda en un formato alternativo, comuníquese con la oficina del Distrito Escolar Primario de Tipton al (559) 752-4213. La notificación 48 horas antes de la reunión permitirá que el distrito haga arreglos razonables para garantizar la accesibilidad a esta reunión (28CFR35.102-35, 104 ADA Título II) y permitirá la preparación de documentos en formato alternativo apropiado

2. OPINIÓN DEL PÚBLICO:

Con el fin de garantizar que los miembros del público tengan una oportunidad significativa de dirigirse a la junta sobre los puntos de la agenda que están dentro de la jurisdicción de la junta, los puntos de la agenda pueden abordarse en la parte de la agenda con aportes públicos o en el momento en que se trate el asunto. asumido por la Junta. Las presentaciones están limitadas a 3 minutos por persona y 15 minutos por tema.

2.1 Relaciones con la comunidad/Comentarios de los ciudadanos

2.2 Informes por Unidades de Empleados CTA/CSEA

3. CALENDARIO DE CONSENTIMIENTO: Elementos de acción:

3.1 Acta de la Junta Ordinaria de Directorio del 13 de diciembre de 2022

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

4. ADMINISTRATIVO: Elementos de acción:

4.1 Política 5141.21 y Reglamento 5141.21 Administración de Medicamentos y Monitoreo Condiciones de salud

5. FINANZAS: Elementos de acción:

5.1 Pagos a proveedores

6. INFORMACIÓN: (Informes verbales y presentaciones)

6.1 MOT--SERVICIO DE ALIMENTOS-PROYECTOS

6.2 Informe de asistencia P-1

6.3 LCAP actualizado para reflejar los datos del tablero de 2022

7. Aplazamiento a Sesión Cerrada: La Junta considerará y podrá actuar sobre cualquiera de los siguientes puntos en sesión cerrada. Cualquier acción tomada será reportada públicamente al final de la sesión cerrada como lo requiere la ley.

7.1 Código de Gobierno Sección 54957

Disciplina de Empleado Público/Despido/Liberación/Queja

8. Volver a reunirse para la sesión abierta

9. Informe de sesión cerrada

10. APLAZAMIENTO:

Aviso: Si los documentos se distribuyen a los miembros de la junta con respecto a un tema de la agenda dentro de las 72 horas posteriores a una reunión regular de la junta, al mismo tiempo los documentos estarán disponibles para inspección pública en la oficina del distrito ubicada en 370 N. Evans Road, Tipton CA. 93272, teléfono 752-4213.

Agenda publicada: 28 de diciembre de 2022

3. CONSENT CALENDAR: Action items:

3.1 Minutes of Regular Board Meeting for December 13, 2022

Tipton Elementary School District

Minutes

REGULAR BOARD MEETING

Tuesday, December 13, 2022

7:00 p.m. District Board Room

1. Call to order- Flag Salute

Board President, Greg Rice called the meeting to order at 7:00 pm and led the flag salute. Board Members present: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice. Guests: Maria Muro, Janet Martinez, Sandra Cunha, Desiree Heinks, Fausto Martin, Cassandra Cunha, and Dr. Cherie Solian.

2. Public Input:

2.1 Community Relations/Citizen Comments

Ms. Desiree Heinks shared with the Board that our students participated in the Southern Division Rural Spelling Bee and took 2nd place. She also shared that the student attended the Championship Spelling Bee and tied for 2nd place with Sundale. After a spell off our students received 3rd place. Students will be recognized at a future board meeting.

Janet Martinez shared her concerns about the dismissal process, request for additional staff for the crosswalk on Woods and Evans, shared she doesn't agree with mask mandates and shared she reached out to the Sherriff regarding getting Fentanyl information for the school.

Maria Muro shared a video of students walking home after school showing puddles and the way they were walking around the fence. She had requested something be done with the area that has puddles. She also had requested a handicap sign to be placed on Woods. She also commented on the need to have additional staff on the corner of Woods and Evans.

2.2 Reports by Employee Units CTA/CSEA

No comments

2.3 Correspondence

2023 District Leadership Institute

Mrs. Stacey Bettencourt asked the Board to let her know if they were interested in attending the 2023 District Leadership Institute.

3. Annual Organizational Meeting: Action items:

3.1 Nominate and Elect President of the Tipton Board of Education

Motion to Nominate and Elect Greg Rice as President of the Tipton Board of Education

was made by Shelley Heeger and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

3.2 Nominate and Elect Clerk of the Tipton Board of Education

Motion to Nominate and Elect Iva Sousa as Clerk of the Tipton Board of Education was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

3.3 Appoint Secretary of the Board

Motion to Appoint Stacey Bettencourt Secretary of the Board was made by Shelley Heeger and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

3.4 Authorized Signatures to Sign Orders – Superintendent, Principal and Business Manager

Motion to approve Authorized Signatures to Sign Orders – Superintendent, Principal and Business Manager was made by Shelley Heeger and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

3.5 Board Representative to Vote on 2023 Election of County Committee

Motion to approve Fernando Cunha as Board Representative to Vote on 2023 Election of County Committee was made by Shelley Heeger and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

4. CONSENT CALENDAR: Action items:

- 4.1 Minutes of Board Meeting, November 1, 2022
- 4.2 Minutes of Special Board Meeting, November 6, 2022
- 4.3 Conference, Field Trip, Fund Raiser and Facilities Requests
- 4.4 Library Surplus

Motion to approve the consent calendar was made by Iva Sousa and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

5. ADMINISTRATIVE: Action items:

5.1 Board Meeting Dates for 2023

Motion to approve Board Meeting Dates for 2023 was made by Iva Sousa and second by Shelley Heeger.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

5.2 Board Policy for September

Motion to approve Board Policy for September was made by Shelley Heeger and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

5.3 Discussion/Approval of Increase to Salary Schedule and District Contributions Toward Health and Welfare Benefits, Effective July 1, 2022 for Principal and Management Employees

Motion to approve the Increase to Salary Schedule and District Contributions Toward Health and Welfare Benefits, Effective July 1, 2022 for Principal and Management Employees was made by Shelley Heeger and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0
Abstain –0
Absent –0

5.4 Discussion/Approval of Increase to Salary Schedule and District Contributions Toward Health and Welfare Benefits, effective July 1, 2022, for Business Manager

The Board President’s Oral Summary.

This item is the Board’s discussion and possible approval of an Amendment to the Employment Agreement for Business Manager with Cassandra Young. The proposed contract amendment contains the following material terms:

- 1. The Business Manager was employed by the District beginning on February 18, 2021.*
- 2. Effective July 1, 2022, a salary schedule increase of 10.0% to the Business Manager’s current annual base salary for a total annual salary of \$85,544.*
- 3. The Business Manager is entitled to receive the same health and welfare benefits as other classified employees. This includes District contributions of \$18,240.60 per year.*

This concludes the summary of the salary increase for Business Manager, Cassandra Young. The salary schedule may be reviewed on the District website as an attachment to this agenda item. Mr. Rice called for a motion and asked if there was any discussion. Motion to approve the Increase to Salary Schedule and District Contributions Toward Health and Welfare Benefits, effective July 1, 2022, for Business Manager was made by Shelley Heeger and second by John Cardoza. There was no discussion.

Vote Yea 4/ No 0 / Abstain 1 / Absent 0

Yea - Iva Sousa, Shelley Heeger, John Cardoza and Greg Rice

No – 0

Abstain –Fernando Cunha

Absent –0

5.5 Discussion/Approval of Amendment to Superintendent’s Employment Agreement

The Board President’s Oral Summary.

This item is the Board’s discussion and possible approval of an Amendment to the Employment Agreement for Superintendent with Stacey Bettencourt. The proposed contract amendment contains the following material terms:

- 1. The current Superintendent Employment Agreement was executed on June 11, 2019, and amended on March 9, 2021 and June 15, 2021 (collectively referred to as the “Agreement”), and the amended agreement ends on June 30, 2023.*

2. *The Superintendent's received a satisfactory evaluation for the 2021-2022 academic year.*
3. *Effective July 1, 2022, a salary increase of 10.0% to the Superintendent's current annual base salary for a total annual salary of \$150,727.50.*
4. *The Superintendent is entitled to receive the same health and welfare benefits as other certificated employees. This includes District contributions of \$18,240.60 per year.*
5. *The remaining portions of the Superintendent's Employment Agreement remain the same.*

This concludes the summary of Superintendent, Stacey Bettencourt's contract. A complete copy of the amendment may be reviewed on the District website as an attachment to this agenda item. Mr. Rice called for a motion and asked if there was any discussion.

Motion to approve Amendment to Superintendent's Employment Agreement was made by Shelley Heeger and second by Fernando Cunha. There was no discussion.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No - 0

Abstain -0

Absent -0

5.6 Resolution #2022-2023-04 Approving Participation in the 2023-2024 Classified School Employee Summer Assistance Program

Motion to approve Resolution #2022-2023-04 Approving Participation in the 2023-2024 Classified School Employee Summer Assistance Program was made by Shelley Heeger and second by Fernando Cunha.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No - 0

Abstain -0

Absent -0

5.7 Review and Report the Annual and Five Year Collected and Expended Developer Fees for the Fiscal Year ending June 30, 2022

Motion to approve the Review and Report the Annual and Five Year Collected and Expended Developer Fees for the Fiscal Year ending June 30, 2022 was made by Iva Sousa and second by Shelley Heeger.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No - 0

Abstain -0

Absent -0

5.8 Updated COVID-19 Safety Plan

Motion to approve the Updated COVID-19 Safety Plan was made by Fernando Cunha and second by Shelley Heeger.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

5.9 Ratify Agreement Between Owner and Architect for New TK Classrooms at Tipton Elementary School with Mangini and Associates

Motion to Ratify Agreement Between Owner and Architect for New TK Classrooms at Tipton Elementary School with Mangini and Associates and select Plan A was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

5.10 Updated 2021 ESSER III Expenditure Plan

Motion to update the 2021 ESSER III Expenditure Plan was made by Fernando Cunha and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

5.11 Agency Agreement with TCOE for New Teacher Leadership Development

Motion to approve Agency Agreement with TCOE for New Teacher Leadership Development was made by Iva Sousa and second by Shelley Heeger.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

6. FINANCE: Action items:

6.1 Vendor Payments

Motion to approve Vendor Payments was made by Fernando Cunha and second by Shelley Heeger.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

6.2 Budget Revisions

Motion to approve Budget Revisions was made by Iva Sousa and second by John Cardoza.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

6.3 First Interim Report

Motion to approve First Interim Report was made by Iva Sousa and second by Shelley Heeger.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice

No – 0

Abstain –0

Absent –0

7. INFORMATION: (Verbal Reports & presentations)

7.1 MOT--FOOD SERVICE—PROJECTS

Mr. Fausto Martin shared with the Board that the trees would be trimmed soon and that there was a problem the power. He explained that the switchboard might need to be updated. He shared that on December 12th he called a Plan A due to the school not having power. Mr. Martin shared that he looked into the requested handicap sign. He explained to the Board that the school cannot add a handicap sign to the outside of the fence on Woods as requested by a parent. Mr. Martin also shared that after the November meeting he smoothed the ground and added DG to the requested area on Woods in front of the school garden.

Mrs. Stacey Bettencourt shared with the Board that the family luncheon was today and that there was great turn out. She shared the kitchen staff did a great job as well as all of the staff who helped. She also shared that the State had approved using ESSER funds for the painting project. Mrs. Bettencourt also shared that the Holiday Performances for the Families was on Wednesday and that she would be purchasing food for 20 families to be handed out on Wednesday.

Dr. Cherie Solian shared that the Correctional Officers for the Transportation

Department would be coming on December 16th to provide gifts for all of the Kindergarten/TK classes.

7.2 Solar Plant Semi-Annual Inspection Report

Mrs. Stacey Bettencourt shared the Solar Plant Semi-Annual Inspection Report.

8. ANY OTHER BUSINESS:

8.1 Policy 5141.21 and Regulation 5141.21 Administering Medication and Monitoring Health Conditions

9. Adjourn to Closed Session: 8:17 pm

10. Reconvene to open session 8:32 pm

11. Report out from Closed Session

9.1 Education Code section 35146

Student transfers, inter District request, etc

Motion to approve student #23-24001 request for inter District was made by John Cardoza and second by Iva Sousa.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

*Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice
No – 0*

Abstain –0

Absent –0

Motion to approve student #23-24002 request for inter District was made by John Cardoza and second by Iva Sousa.

Vote Yea 5/ No 0 / Abstain 0 / Absent 0

*Yea - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza and Greg Rice
No – 0*

Abstain –0

Absent –0

11. Adjournment 8:34 pm

Minutes approved January 3, 2023

Greg Rice, President

Iva Sousa, Clerk

Stacey Bettencourt, Secretary

Distrito Escolar Primario de Tipton

Minutos

REUNIÓN ORDINARIA DE LA JUNTA

martes, 13 de diciembre de 2022

7:00 pm. Sala de Juntas de Distrito

1. Llamada al orden - Saludo a la bandera

El presidente de la junta, Greg Rice, abrió la reunión a las 7:00 pm y dirigió el saludo a la bandera. Consejeros presentes: Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice. Invitados: Maria Muro, Janet Martinez, Sandra Cunha, Desiree Heinks, Fausto Martin, Cassandra Cunha y Dra. Cherie Solian.

2. Opinión pública:

2.1 Relaciones con la comunidad/Comentarios de los ciudadanos

La Sra. Desiree Heinks compartió con la Mesa Directiva que nuestros estudiantes participaron en el concurso de ortografía rural de la División Sur y obtuvieron el segundo lugar. También compartió que el estudiante asistió al Campeonato de Ortografía y empató en el segundo lugar con Sundale. Después de un período de ausencia, nuestros estudiantes obtuvieron el 3er lugar. Los estudiantes serán reconocidos en una futura reunión de la junta.

Janet Martinez compartió sus preocupaciones sobre el proceso de despido, la solicitud de personal adicional para el cruce de peatones en Woods y Evans, compartió que no está de acuerdo con los mandatos de máscara y compartió que se comunicó con el alguacil para obtener información sobre el fentanilo para la escuela.

Maria Muro compartió un video de estudiantes caminando a casa después de la escuela mostrando charcos y la forma en que caminaban alrededor de la cerca. Ella había pedido que se hiciera algo con el área que tiene charcos. También había solicitado que se colocara un letrero de discapacidad en Woods. También comentó sobre la necesidad de tener personal adicional en la esquina de Woods y Evans.

2.2 Informes por Unidades de Empleados CTA/CSEA

Sin comentarios

2.3 Correspondencia

Instituto de Liderazgo del Distrito 2023

La Sra. Stacey Bettencourt le pidió a la Junta que le informara si estaban interesados en asistir al Instituto de Liderazgo del Distrito 2023.

3. Reunión Organizativa Anual: Elementos de acción:

3.1 Nominar y elegir presidente de la Junta de Educación de Tipton

Moción para nominar y elegir a Greg Rice como presidente de la Junta de Educación de Tipton fue realizado por Shelley Heeger y segundo por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención -0

Ausente -0

3.2 Nominar y elegir secretario de la Junta de Educación de Tipton

La moción para nominar y elegir a Iva Sousa como Secretaria de la Junta de Educación de Tipton fue realizado por Fernando Cunha y segundo por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención -0

Ausente -0

3.3 Designación del Secretario de la Junta

Shelley hizo la moción para nombrar a Stacey Bettencourt secretaria de la junta Heeger y segundo por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención -0

Ausente –0

3.4 Firmas autorizadas para firmar órdenes: superintendente, director y empresa

Gerente

Moción para aprobar firmas autorizadas para firmar órdenes: superintendente, director y Gerente Comercial fue realizado por Shelley Heeger y segundo por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

3.5 Representante de la Junta para votar en la elección del comité del condado de 2023

La moción para aprobar a Fernando Cunha como Representante de la Junta para Votar en la Elección del Comité del Condado de 2023 fue hecha por Shelley Heeger y secundada por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

4. CALENDARIO DE CONSENTIMIENTO: Elementos de acción:

4.1 Acta de la reunión de la Junta, 1 de noviembre de 2022

4.2 Acta de la reunión extraordinaria de la Junta, 6 de noviembre de 2022

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

4.4 Excedente de la biblioteca

La moción para aprobar el calendario de consentimiento fue hecha por Iva Sousa y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

5. ADMINISTRATIVO: Elementos de acción:

5.1 Fechas de las reuniones de la Junta para 2023

La moción para aprobar las fechas de las reuniones de la Junta para 2023 fue hecha por Iva Sousa y secundada por Shelley Heeger.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

5.2 Política de la Junta para septiembre

La moción para aprobar la Política de la Mesa Directiva para septiembre fue hecha por Shelley Heeger y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

5.3 Discusión/Aprobación del Aumento de la Escala Salarial y Contribuciones del Distrito

Hacia los beneficios de salud y bienestar, a partir del 1 de julio de 2022 para Principal y Empleados de gestión

Moción para aprobar el Aumento de la Escala Salarial y las Contribuciones del Distrito

Hacia los beneficios de salud y bienestar, a partir del 1 de julio de 2022 para Principal y La Gerencia de Empleados fue realizada por Shelley Heeger y la segunda por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

5.4 *Discusión/Aprobación del Aumento de la Escala Salarial y Contribuciones del Distrito*

Hacia los beneficios de salud y bienestar, a partir del 1 de julio de 2022, para Business Manager

Resumen oral del presidente de la Junta.

Este artículo es la discusión de la Junta y la posible aprobación de una Enmienda al Acuerdo de Empleo para Gerente Comercial con Cassandra Young. La enmienda propuesta al contrato contiene los siguientes términos materiales:

- 1. El Gerente Comercial fue empleado por el Distrito a partir del 18 de febrero de 2021.*
- 2. A partir del 1 de julio de 2022, un aumento de la escala salarial del 10,0 % del salario base anual actual del Gerente Comercial para un salario anual total de \$85,544.*
- 3. El Gerente Comercial tiene derecho a recibir los mismos beneficios de salud y bienestar que los demás empleados clasificados. Esto incluye contribuciones del Distrito de \$18,240.60 por año.*

Así concluye el resumen del incremento salarial de la Gerente Comercial, Cassandra Young. El programa de salarios se puede revisar en el sitio web del Distrito como un archivo adjunto a este punto de la agenda. El Sr. Rice pidió una moción y preguntó si había alguna discusión.

Moción para aprobar el Aumento de la Escala Salarial y las Contribuciones del Distrito

Hacia los beneficios de salud y bienestar, a partir del 1 de julio de 2022, para Business Manager fue realizado por Shelley Heeger y segundo por John Cardoza. No hubo discusión.

Voto Sí 4/ No 0 / Abstención 1 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, John Cardoza y Greg Rice

No-0

Abstención –Fernando Cunha

Ausente –0

5.5 *Discusión/Aprobación de la Enmienda al Acuerdo de Empleo del Superintendente*

Resumen oral del presidente de la Junta.

Este artículo es la discusión de la Junta y la posible aprobación de una Enmienda al Acuerdo de Empleo para Superintendente con Stacey Bettencourt. La enmienda propuesta al contrato contiene los siguientes términos materiales:

- 1. El Acuerdo de Empleo del Superintendente actual se ejecutó el 11 de junio de 2019 y se modificó el 9 de marzo de 2021 y el 15 de junio de 2021 (denominados colectivamente como el "Acuerdo"), y el acuerdo enmendado finaliza el 30 de junio de 2023.*
 - 2. El Superintendente recibió una evaluación satisfactoria para el año académico 2021-2022.*
 - 3. A partir del 1 de julio de 2022, un aumento salarial del 10,0% al salario base anual actual del Superintendente para un salario anual total de \$150,727.50.*
 - 4. El Superintendente tiene derecho a recibir los mismos beneficios de salud y bienestar que otros empleados certificados. Esto incluye contribuciones del Distrito de \$18,240.60 por año.*
 - 5. Las partes restantes del Acuerdo de Empleo del Superintendente siguen siendo las mismas*
- Así concluye el resumen del contrato de la Superintendente, Stacey Bettencourt. Se puede revisar una copia completa de la enmienda en el sitio web del Distrito como un archivo adjunto a este punto de la agenda. El Sr. Rice pidió una moción y preguntó si había alguna discusión.*

La moción para aprobar la Enmienda al Acuerdo de Empleo del Superintendente fue hecha por Shelley Heeger y secundada por Fernando Cunha. No hubo discusión.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

5.6 *Resolución #2022-2023-04 Aprobando Participación en el Clasificado 2023-2024*

Programa de asistencia de verano para empleados escolares

La moción para aprobar la Resolución #2022-2023-04 Aprobando la Participación en el Programa de Asistencia de Verano para Empleados Escolares Clasificados 2023-2024 fue hecha por Shelley Heeger y secundada por Fernando Cunha.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

5.7 Revisar e informar las tarifas de desarrollador cobradas y gastadas anuales y de cinco años para el año fiscal que finaliza el 30 de junio de 2022

Iva Sousa hizo la moción para aprobar la revisión e informe de las tarifas anuales y quinquenales cobradas y gastadas del desarrollador para el año fiscal que finaliza el 30 de junio de 2022 y Shelley Heeger la secundó.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

5.8 Plan de seguridad COVID-19 actualizado

La moción para aprobar el Plan de Seguridad COVID-19 Actualizado fue hecha por Fernando Cunha y secundada por Shelley Heeger.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

5.9 Ratificar acuerdo entre propietario y arquitecto para nuevas aulas TK en Tipton

Escuela Primaria con Mangini y Asociados

Fernando Cunha hizo una moción para ratificar el acuerdo entre el propietario y el arquitecto para las nuevas aulas TK en la Escuela Primaria Tipton con Mangini y Asociados y el Plan A seleccionado y John Cardoza la secundó.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

5.10 Plan de Gastos ESSER III 2021 actualizado

La moción para actualizar el Plan de Gastos ESSER III 2021 fue hecha por Fernando Cunha y secundada por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

5.11 Acuerdo de agencia con TCOE para el desarrollo de liderazgo de nuevos maestros

La moción para aprobar el Acuerdo de Agencia con TCOE para el Desarrollo de Liderazgo de Nuevos Maestros fue hecha por Iva Sousa y secundada por Shelley Heeger.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

6. FINANZAS: Elementos de acción:

6.1 Pagos a proveedores

Fernando Cunha hizo la moción para aprobar los pagos a proveedores y Shelley Heeger la secundó.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

6.2 Revisiones presupuestarias

La moción para aprobar las revisiones presupuestarias fue hecha por Iva Sousa y secundada por John Cardoza.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

6.3 Primer informe intermedio

La moción para aprobar el Primer Informe Provisional fue hecha por Iva Sousa y la segunda por Shelley Heeger.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención –0

Ausente –0

7. INFORMACIÓN: (Informes verbales y presentaciones)

7.1 MOT--SERVICIO DE ALIMENTOS-PROYECTOS

El Sr. Fausto Martin compartió con la Mesa Directiva que los árboles serían podados pronto y que había un problema con la energía. Explicó que es posible que sea necesario actualizar la centralita. Compartió que el 12 de diciembre llamó a un Plan A debido a que la escuela no tenía electricidad. El Sr. Martin compartió que miró el letrero de discapacidad solicitada. Explicó a la Junta que la escuela no puede agregar un letrero de discapacidad en el exterior de la cerca en Woods como lo solicitó un padre. El Sr. Martin también compartió que después de la reunión de noviembre alisó el terreno y agregó DG al área solicitada en Woods frente al jardín de la escuela.

La Sra. Stacey Bettencourt compartió con la Mesa Directiva que el almuerzo familiar fue hoy y que hubo una gran participación. Compartió que el personal de la cocina hizo un gran trabajo, así como todo el personal que ayudó. También compartió que el Estado había aprobado el uso de fondos ESSER para el proyecto de pintura. La Sra. Bettencourt también compartió que las Actuaciones Navideñas para las Familias serían el miércoles y que compraría alimentos para 20 familias que se repartirían el miércoles.

La Dra. Cherie Solian compartió que los Oficiales Correccionales del Departamento de Transporte vendrían el 16 de diciembre para entregar regalos para todas las clases de Kindergarten/TK.

7.2 Informe de inspección semestral de la planta solar

La Sra. Stacey Bettencourt compartió el Informe de inspección semestral de la planta solar.

8. CUALQUIER OTRO NEGOCIO:

8.1 Política 5141.21 y Reglamento 5141.21 Administración de Medicamentos y Monitoreo
Condiciones de salud

9. Clausura de la sesión cerrada: 8:17 p. m.

10. Volver a reunirse para abrir sesión 8:32 pm

11. Informe de sesión cerrada

9.1 Código de Educación, sección 35146

Transferencias de estudiantes, solicitud interdistrital, etc.

La moción para aprobar la solicitud interdistrital del estudiante #23-24001 fue hecha por John Cardoza y secundada por Iva Sousa.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención -0

Ausente -0

La moción para aprobar la solicitud interdistrital del estudiante #23-24002 fue hecha por John Cardoza y secundada por Iva Sousa.

Voto Sí 5/ No 0 / Abstención 0 / Ausente 0

Sí - Iva Sousa, Shelley Heeger, Fernando Cunha, John Cardoza y Greg Rice

No-0

Abstención -0

Ausente -0

11. Clausura 20:34

Acta aprobada el 3 de enero de 2023

Greg Rice, presidente

Iva Sousa, secretaria

Stacey Bettencourt, secretaria

3. CONSENT CALENDAR: Action items:

3.2 Conference, Field Trip, Fund Raiser and Facilities Requests

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Heinks GRADE 5th-8th

CLASSES ATTENDING 17 5th-8th grade Spelling Bee Team

DATE OF TRIP 12/12/2022 NUMBER OF PUPILS 17 ADULTS 1

DESTINATION Palo Verde School

BUS TO LEAVE SCHOOL AT 8:15 RETURN AT approx 12:00

BUS ROUTING AND STOPS

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: Students will eat breakfast at 7:50, since junior high students will miss 2nd Chance Breakfast

TRIP RELEVENCY: Rural Schools Spelling Bee Championship

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

COST \$

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

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

SIGNATURE OF TEACHER IN CHARGE 

TRIP AUTHORIZED BY SCHOOL BOARD YES _____ NO _____

SIGNATURE OF SUPERINTENDENT 

Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Manfredi, Marroquin GRADE 7-8

CLASSES ATTENDING Math Super Bowl Teams

DATE OF TRIP 3/23/22 NUMBER OF PUPILS 20 ADULTS 2

DESTINATION Visalia Convention Center

BUS TO LEAVE SCHOOL AT 7:30 am RETURN AT ~~1:00~~ 1:30 pm

BUS ROUTING AND STOPS

attached directions to Visalia Convention Center

USE THE BACK OF THIS PAPER IF ROUTNING NEEDS MORE SPACE

PRELIMINARY STEPS: _____

TRIP RELEVENCY: Math Super Bowl

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

snacks + lunch needed for students.

COST \$ 160 registration fee

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES NO HOW MANY 20

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES NO HOW MANY 2

SIGNATURE OF TEACHER IN CHARGE [Signature]

TRIP AUTHORIZED BY SCHOOL BOARD YES NO

SIGNATURE OF SUPERINTENDENT [Signature]

Tipton Elementary School
370 N Evans Rd, Tipton, CA 93272

Get on CA-99 N from N Evans Rd

- 1 min (0.4 mi)
↑ 1. Head north on N Evans Rd toward E Cooper Ave
- 0.1 mi
↶ 2. Turn left onto E Lipscomb Ave
- 400 ft
↷ 3. Turn right at the 1st cross street onto N Thompson Rd
- 469 ft
↶ 4. Turn left to merge onto CA-99 N
- 0.1 mi

Follow CA-99 N and CA-198 E to CA-63 N/W Noble Ave in Visalia. Take exit 107A from CA-198 E

- 23 min (25.1 mi)
↶ 5. Merge onto CA-99 N
- 18.5 mi
↷ 6. Use the right 2 lanes to take exit 96 to merge onto CA-198 E toward Visalia/Sequoia Nat'l Pk
- 2.4 mi
↶ 7. Keep left to stay on CA-198 E
- 3.9 mi
↷ 8. Take exit 107A to merge onto CA-63 N/W Noble Ave toward Cutler Orosi/Kings Cyn
- 0.2 mi

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

- 3 min (0.6 mi)
↶ 9. Merge onto CA-63 N/W Noble Ave
- 0.3 mi
↶ 10. Turn left onto S Court St
- 0.2 mi
↷ 11. Turn right onto E Acequia Ave
- 0.1 mi

Visalia Convention Center
Visalia, CA 93291

4. ADMINISTRATIVE: Action items:

4.1 Policy 5141.21 and Regulation 5141.21 Administering Medication and Monitoring Health Conditions

Policy 5141.21: Administering Medication And Monitoring Health Conditions

Status: ADOPTED

Original Adopted Date: 12/22/2005 | **Last Revised Date:** 03/10/2020 | **Last Reviewed Date:** 03/10/2020

The Board of Trustees believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent/Principal or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent/Principal or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Board authorizes the Superintendent or designee to make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent/Principal or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent/Principal or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

Regulation 5141.21: Administering Medication And Monitoring Health Conditions

Status: ADOPTED

Original Adopted Date: 12/22/2005 | **Last Revised Date:** 03/10/2020 | **Last Reviewed Date:** 03/10/2020

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Authorizing physician and surgeon may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director. (Education Code 49414.3)

Qualified supervisor of health may include, but is not limited to, a school nurse. (Education Code 49414.3)

Volunteer or trained personnel means an employee who has volunteered to administer an opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose, has been designated by a school, and has received appropriate training. (Education Code 49414.3)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's

physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Submitting the parent/guardian written statement and the authorized health care provider's written statement each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)
3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)
6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish, and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

**Board Policy Manual
Tipton Elementary School District**

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and note on the list the type of medication and the times and dosage to be administered
4. Maintain for each student a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities
8. Report to a student's parent/guardian and the site administrator any refusal by the student to take the medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency

medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

The Superintendent/Principal or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may

administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

Training regarding the administration of an opioid antagonist must include the following:

1. Techniques for recognizing symptoms of an opioid overdose;
2. Standards and procedures for the storage, restocking, and emergency use of an opioid antagonist;
3. Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the pupil's parent or guardian;
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation; and
5. Written materials that includes the above-referenced information for volunteers to keep.
(Education Code 49414.3)

A school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3)

Notwithstanding any other law, a person who is trained per the standards above and administers an opioid antagonist, in good faith and not for compensation, to a person who appears to be experiencing an opioid overdose shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for his or her acts or omissions in administering the an opioid antagonist -- unless in a case of gross negligence or willful and wanton misconduct. (Education Code 49414.3)

**Board Policy Manual
Tipton Elementary School District**

The district shall ensure that each employee who volunteers under this policy will be provided defense and indemnification by the district for any and all civil liability, in accordance with, but not limited to, that provided in Division 3.6 (commencing with Section 810) of Title 1 of the Government Code. (Education Code 49414.3).

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

5. **FINANCE: Action items:**

5.1 Vendor Payments

APY List

**FISCAL YEAR 2022-
2023**

Date Paid between 12/06/2022 and 12/27/2022

Vendor No	Vendor Name	Reference Number	Payment Date	Invoice Number/Desc.	AccountCode	Amount	COVID Expenses
14446	95 PERCENT GROUP INC.	230992	12/09/2022	INV120293	010-30100-3-11100-10000-58000-0-0000	\$1,400.00	
13456	A & G TELEPHONE SERVICE, INC.	231000	12/09/2022	8025	010-81500-0-00000-81000-56000-0-0000	\$150.00	
13036	AMERICAN FIDELITY	230970	12/09/2022	NOVEMBER 2022	010-00000-0-00000-00000-95024-0-0000	\$321.11	
14445	AMPLIFY EDUCATION	230998	12/09/2022	INV-148209	010-07200-0-11100-10000-43000-0-0103	\$6,099.65	
12788	ARAMARK UNIFORM SERVICES INC	231039	12/22/2022	5031092584	010-00000-0-00000-81000-56000-0-0000	\$544.63	
12788	ARAMARK UNIFORM SERVICES INC	231040	12/22/2022	5031097309	010-00000-0-00000-81000-56000-0-0000	\$544.63	
14101	B&B PEST CONTROL SERVICE	231021	12/09/2022	01-TIP-11-22	010-00000-0-00000-81000-58000-0-0000	\$170.00	
14101	B&B PEST CONTROL SERVICE	231020	12/09/2022	01-TIP-10-22	010-00000-0-00000-81000-58000-0-0000	\$170.00	
12548	CALIFORNIA TURF EQUIP. & SUPP.	231038	12/22/2022	572383	010-81500-0-00000-81000-43000-0-0000	\$256.42	
14245	CENTRAL VALLEY REFRIGERATION	231003	12/09/2022	47207	010-00000-0-00000-81000-56000-0-0000	\$163.00	
14245	CENTRAL VALLEY REFRIGERATION	231002	12/09/2022	47285	010-00000-0-00000-81000-56000-0-0000	\$214.00	
14429	CUNHA CASSANDRA	230973	12/06/2022	REIMB. MIL AGE	010-00000-0-00000-72000-52000-0-0000	\$253.12	
14328	DONNA M. LOPEZ	231082	12/22/2022	2022-3	010-07230-0-00000-36000-58000-0-0000	\$3,040.00	
14374	ELAN FINANCIAL SERIVCES	230964	12/09/2022	9190 BETTENCOURT	010-00000-0-11100-10000-43000-0-0000	\$106.11	
14374	ELAN FINANCIAL SERIVCES	230965	12/09/2022	9190 BETTENCOURT	010-90336-0-11100-10000-43000-0-0000	\$51.68	
14373	ELAN FINANCIAL SERVICES	231030	12/09/2022	0461 MARTIN	010-00000-0-00000-81000-58000-0-0000	\$454.70	
14373	ELAN FINANCIAL SERVICES	231026	12/09/2022	0461 MARTIN	010-00000-0-00000-82000-64000-0-0000	\$3,373.48	
14375	ELAN FINANCIAL SERVICES	230966	12/09/2022	9281 SOLIAN	010-07200-0-11372-10000-43000-0-0402	\$179.00	
14373	ELAN FINANCIAL SERVICES	231025	12/09/2022	0461 MARTIN	010-07230-0-00000-36000-43000-0-0000	\$44.17	
14373	ELAN FINANCIAL SERVICES	231024	12/09/2022	0461 MARTIN	010-07230-0-00000-36000-43000-0-0000	\$215.88	
14373	ELAN FINANCIAL SERVICES	231023	12/09/2022	0461 MARTIN	010-07230-0-00000-36000-58000-0-0000	\$92.96	
14373	ELAN FINANCIAL SERVICES	231022	12/09/2022	0461 MARTIN	010-81500-0-00000-81000-43000-0-0000	\$365.57	
14459	ELAN FINANCIAL SERVICES	230968	12/09/2022	1091 CUNHA	010-00000-0-00000-72000-52000-0-0000	\$897.68	
14459	ELAN FINANCIAL SERVICES	230969	12/09/2022	1091 CUNHA	010-00000-0-11100-10000-59000-0-0000	\$75.00	
14459	ELAN FINANCIAL SERVICES	230967	12/09/2022	1091 CUNHA	010-00000-0-11100-10000-59000-0-0000	\$76.03	
12921	GOLD STAR FOODS INC.	230977	12/09/2022	5604534	010-60100-0-11100-10000-43000-0-0000	\$92.85	
14315	HCI SYSTEMS, Inc	230999	12/09/2022	I0025481	010-81500-0-00000-81000-58000-0-0000	\$2,559.00	
14527	HELEN JO MORSE	231027	12/09/2022	REIMB.LIVE SCAN	010-00000-0-00000-72000-58000-0-0000	\$62.00	
14527	HELEN JO MORSE	230975	12/06/2022	REIMB.STE M SUPPLIES	010-07200-0-11100-10000-43000-0-0117	\$740.70	
14164	IEC POWER LLC	230983	12/09/2022	TESD-OM-INV39	010-99900-0-00000-81000-58000-0-0000	\$2,850.23	
14528	IRIS AMARAL	231028	12/09/2022	REIMB.LIVE SCAN	010-00000-0-00000-72000-58000-0-0000	\$64.00	
14069	J's COMMUNICATIONS, INC.	231037	12/22/2022	22-2452	010-00000-0-00000-81000-59000-0-0000	\$1,853.30	
13882	MOBILE MODULAR MGT. CORP.	231042	12/22/2022	2357096	010-00000-0-00000-81000-56000-0-0000	\$640.00	
13882	MOBILE MODULAR MGT. CORP.	231043	12/22/2022	2357122	010-00000-0-00000-81000-56000-0-0000	\$640.00	
13882	MOBILE MODULAR MGT. CORP.	231041	12/22/2022	2357121	010-00000-0-00000-81000-56000-0-0000	\$640.00	
11531	MORRIS LEVIN & SON	231004	12/09/2022	2211-295567	010-81500-0-00000-81000-58000-0-0000	\$350.00	
12836	OFFICE DEPOT, INC.	231073	12/22/2022	257783146002	010-07200-0-11100-10000-43000-0-0103	\$15.06	
12836	OFFICE DEPOT, INC.	231081	12/22/2022	277638998001	010-07200-0-11100-24900-43000-0-0102	\$136.92	
12836	OFFICE DEPOT, INC.	231078	12/22/2022	271978694001	010-11000-0-11100-10000-43000-0-0000	\$57.80	
12836	OFFICE DEPOT, INC.	231079	12/22/2022	275779121001	010-11000-0-11100-10000-43000-0-0000	\$284.46	
12836	OFFICE DEPOT, INC.	231069	12/22/2022	270913299001	010-11000-0-11100-10000-43000-0-0000	\$8.26	
12836	OFFICE DEPOT, INC.	231070	12/22/2022	269120988001	010-11000-0-11100-10000-43000-0-0000	\$32.31	
12836	OFFICE DEPOT, INC.	231071	12/22/2022	270570288001	010-11000-0-11100-10000-43000-0-0000	\$216.59	
12836	OFFICE DEPOT, INC.	231067	12/22/2022	26596616001	010-11000-0-11100-10000-43000-0-0000	\$115.83	

12836	OFFICE DEPOT, INC.	231068	12/22/2022	270914848001	010-11000-0-11100-10000-43000-0-0000	\$66.81
12836	OFFICE DEPOT, INC.	231074	12/22/2022	264646064001	010-11000-0-11100-10000-43000-0-0000	\$130.69
12836	OFFICE DEPOT, INC.	231080	12/22/2022	275789767001	010-11000-0-11100-10000-43000-0-0000	\$215.48
12836	OFFICE DEPOT, INC.	231072	12/22/2022	268562413001	010-11000-0-11100-10000-43000-0-0000	\$44.81
12836	OFFICE DEPOT, INC.	231075	12/22/2022	271640040001	010-42010-3-11100-10000-43000-0-0000	\$28.00
12836	OFFICE DEPOT, INC.	231076	12/22/2022	275813854001	010-60100-0-11100-10000-43000-0-0000	\$11.63
12836	OFFICE DEPOT, INC.	231077	12/22/2022	275813851001	010-60100-0-11100-10000-43000-0-0000	\$109.29
13562	ORIENTAL TRADING CO.	231029	12/09/2022	720880823.06	010-60100-0-11100-10000-43000-0-0000	\$15.69
12088	PERMA-BOUND BOOKS	230971	12/09/2022	1938107-01	010-07200-0-11100-24203-43000-0-0114	\$353.78
14520	QUAVERED, INC.	230974	12/06/2022	42327-1	010-07200-0-11330-10000-43000-0-0402	\$8,575.00
14396	S & S AG AND AUTO PARTS	230994	12/09/2022	077097	010-07230-0-00000-36000-43000-0-0000	\$43.08
14396	S & S AG AND AUTO PARTS	230996	12/09/2022	077351	010-07230-0-00000-36000-43000-0-0000	\$762.00
14396	S & S AG AND AUTO PARTS	230995	12/09/2022	077341	010-07230-0-00000-36000-43000-0-0000	\$638.87
14396	S & S AG AND AUTO PARTS	231060	12/22/2022	078519	010-07230-0-00000-36000-43000-0-0000	\$86.16
14396	S & S AG AND AUTO PARTS	231061	12/22/2022	078370	010-07230-0-00000-36000-43000-0-0000	\$81.00
14396	S & S AG AND AUTO PARTS	231062	12/22/2022	078223	010-07230-0-00000-36000-43000-0-0000	\$54.54
14396	S & S AG AND AUTO PARTS	231063	12/22/2022	077988	010-07230-0-00000-36000-43000-0-0000	\$9.68
14396	S & S AG AND AUTO PARTS	231064	12/22/2022	077932	010-07230-0-00000-36000-43000-0-0000	\$285.60
14396	S & S AG AND AUTO PARTS	231065	12/22/2022	077881	010-07230-0-00000-36000-43000-0-0000	\$115.15
14396	S & S AG AND AUTO PARTS	231066	12/22/2022	077754	010-07230-0-00000-36000-43000-0-0000	\$312.74
13717	SCHOOLWORKS, INC.	231059	12/22/2022	4143	010-60530-0-00000-72000-58000-0-0000	\$500.00
14308	SHI INTERNATIONAL CORP	230993	12/09/2022	B16156817	010-07200-0-11100-24900-43000-0-0102	\$209.91
14308	SHI INTERNATIONAL CORP	231051	12/22/2022	B15934481	010-07200-0-11100-24900-58000-0-0102	\$2,499.84
14111	SISC	230963	12/09/2022	DEC HW RET.BRD.ACT	010-00000-0-00000-00000-95024-0-0000	\$77,679.49
14111	SISC	230962	12/09/2022	DEC HW RET.BRD.ACT	010-00000-0-00000-00000-95028-0-0000	\$2,596.20
14111	SISC	230961	12/09/2022	DEC HW RET.BRD.ACT	010-00000-0-00000-71000-34020-0-0000	\$7,648.65
13902	SOUTHWEST SCH. & OFFICE SUPPLY	230997	12/09/2022	PINV1060083	010-00000-0-11100-10000-43000-0-0000	\$126.95
13130	SYSCO FOOD SERVICES	231015	12/09/2022	384415572	010-07200-0-11100-10000-43000-0-0201	\$522.48
13130	SYSCO FOOD SERVICES	231013	12/09/2022	384415573	010-26000-0-11100-10000-43000-0-0000	\$402.20
14369	THE HOME DEPOT PRO	231031	12/22/2022	718584428	010-81500-0-00000-81000-43000-0-0000	\$1,722.20
14369	THE HOME DEPOT PRO	231032	12/22/2022	718584436	010-81500-0-00000-81000-43000-0-0000	\$759.78
14369	THE HOME DEPOT PRO	231033	12/22/2022	718737398	010-81500-0-00000-81000-43000-0-0000	\$391.62
14369	THE HOME DEPOT PRO	231034	12/22/2022	718737406	010-81500-0-00000-81000-43000-0-0000	\$311.00
14369	THE HOME DEPOT PRO	231036	12/22/2022	719452229	010-81500-0-00000-81000-43000-0-0000	\$55.76
14369	THE HOME DEPOT PRO	231035	12/22/2022	719282337	010-81500-0-00000-81000-43000-0-0000	\$95.84
14369	THE HOME DEPOT PRO	231048	12/22/2022	716469135	010-81500-0-00000-81000-43000-0-0000	\$47.96
14369	THE HOME DEPOT PRO	231050	12/22/2022	719805988	010-81500-0-00000-81000-43000-0-0000	\$107.17
14369	THE HOME DEPOT PRO	231046	12/22/2022	719452211	010-81500-0-00000-81000-43000-0-0000	\$46.16
14369	THE HOME DEPOT PRO	231045	12/22/2022	719452237	010-81500-0-00000-81000-43000-0-0000	\$23.24
14369	THE HOME DEPOT PRO	231049	12/22/2022	720493980	010-81500-0-00000-81000-43000-0-0000	\$231.71
14369	THE HOME DEPOT PRO	231044	12/22/2022	719716094	010-81500-0-00000-81000-43000-0-0000	\$161.50
14369	THE HOME DEPOT PRO	231047	12/22/2022	719091985	010-81500-0-00000-81000-43000-0-0000	\$333.81
12264	TIPTON AUTO PARTS	230987	12/09/2022	3876	010-81500-0-00000-81000-43000-0-0000	\$8.58
12264	TIPTON AUTO PARTS	230988	12/09/2022	3880	010-81500-0-00000-81000-43000-0-0000	\$28.00
12264	TIPTON AUTO PARTS	230990	12/09/2022	4134	010-81500-0-00000-81000-43000-0-0000	\$17.22
12264	TIPTON AUTO PARTS	230989	12/09/2022	3944	010-81500-0-00000-81000-43000-0-0000	\$27.99
12264	TIPTON AUTO PARTS	230991	12/09/2022	4393	010-81500-0-00000-81000-43000-0-0000	\$21.54
13605	TULARE CO. OFFICE OF EDUCATION	230982	12/09/2022	230904	010-74250-0-11100-10000-58000-0-0000	\$225.00
12324	TULE TRASH COMPANY	230985	12/09/2022	255987	010-00000-0-00000-81000-55000-0-0000	\$1,196.70
14424	U.S. BANK EQUIPMENT FINANCE	230978	12/09/2022	488246711	010-00000-0-00000-72000-58000-0-0000	\$300.65
14424	U.S. BANK EQUIPMENT FINANCE	230981	12/09/2022	488246711	010-00000-0-00000-72000-58000-0-0000	\$604.20
14424	U.S. BANK EQUIPMENT FINANCE	230979	12/09/2022	488246711	010-00000-0-11100-10000-58000-0-0000	\$901.92
14424	U.S. BANK EQUIPMENT FINANCE	230980	12/09/2022	488246711	010-00000-0-11100-10000-58000-0-0000	\$2,924.56
13496	VALLEY PACIFIC PET. SERV., INC	231005	12/09/2022	22-619785	010-07230-0-00000-36000-43000-0-0000	\$1,710.86

COVID/ELO

14451	WYLLIE'S HEATING & AIR CONDITI	231052	12/22/2022	1871	010-81500-0-00000-81000-58000-0-0000	\$127.50
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010-General Fund Total Expenditures:						\$147,126.32
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14101	B&B PEST CONTROL SERVICE	231017	12/09/2022	01-TIP-10-22	130-53100-0-00000-37000-58000-0-0000	\$40.00
14101	B&B PEST CONTROL SERVICE	231018	12/09/2022	01-TIP-11-22	130-53100-0-00000-37000-58000-0-0000	\$40.00
14245	CENTRAL VALLEY REFRIGERATION	231001	12/09/2022	47094	130-53100-0-00000-37000-56000-0-0000	\$442.25
12921	GOLD STAR FOODS INC.	230972	12/09/2022	5604458	130-53100-0-00000-37000-47000-0-0000	\$92.04
12921	GOLD STAR FOODS INC.	230976	12/09/2022	5604534	130-53100-0-00000-37000-47000-0-0000	\$350.13
12921	GOLD STAR FOODS INC.	231053	12/22/2022	5642113	130-53100-0-00000-37000-47000-0-0000	\$80.85
12921	GOLD STAR FOODS INC.	231054	12/22/2022	5642804	130-53100-0-00000-37000-47000-0-0000	\$253.15
12921	GOLD STAR FOODS INC.	231055	12/22/2022	5609584	130-53100-0-00000-37000-47000-0-0000	\$61.60
12921	GOLD STAR FOODS INC.	231056	12/22/2022	5610288	130-53100-0-00000-37000-47000-0-0000	\$59.00
12921	GOLD STAR FOODS INC.	231057	12/22/2022	5615921	130-53100-0-00000-37000-47000-0-0000	\$157.80
12921	GOLD STAR FOODS INC.	231058	12/22/2022	5630905	130-53100-0-00000-37000-47000-0-0000	\$265.80
14427	R & L CROW DISTRIBUTING	231006	12/09/2022	11.1.22	130-53100-0-00000-37000-47000-0-0000	\$1,047.20
14427	R & L CROW DISTRIBUTING	231009	12/09/2022	11.10.22	130-53100-0-00000-37000-47000-0-0000	\$825.80
14427	R & L CROW DISTRIBUTING	231007	12/09/2022	11.4.22	130-53100-0-00000-37000-47000-0-0000	\$552.20
14427	R & L CROW DISTRIBUTING	231008	12/09/2022	11.8.22	130-53100-0-00000-37000-47000-0-0000	\$1,047.20
14427	R & L CROW DISTRIBUTING	231010	12/09/2022	11.18.22	130-53100-0-00000-37000-47000-0-0000	\$461.00
13130	SYSCO FOOD SERVICES	231012	12/09/2022	384415573	130-53100-0-00000-37000-47000-0-0000	\$216.91
13130	SYSCO FOOD SERVICES	231014	12/09/2022	384415572	130-53100-0-00000-37000-47000-0-0000	\$639.02
13130	SYSCO FOOD SERVICES	231016	12/09/2022	384475574	130-53100-0-00000-37000-47000-0-0000	\$556.00
13130	SYSCO FOOD SERVICES	230024	12/09/2022	384415280	130-53100-0-00000-37000-47000-0-0000	(\$22.41)
12324	TULE TRASH COMPANY	230986	12/09/2022	255986	130-53100-0-00000-81000-55000-0-0000	\$1,291.15

130-Cafeteria Fund Total Expenditures:						\$8,456.69
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<u>Total Payments</u>	\$155,583.01
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6. INFORMATION: (Verbal Reports & Presentations)

6.2 P-1 Attendance Report

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2022-23 P-1 , Reporting Period: 2022-23 P-1

Home / Data Entry / School District / Tipton Elementary / Attendance School District

Attendance School District

Record Information



Entity Information

County: Tulare
District: Tipton Elementary
CDS Code: 54 72215 0000000
Data ID: AADC4D26

Details

Last Saved By: counha
Last Saved Date: 12/21/2022 10:45:17 AM
Last Validation By: N/A
Last Validation Date: N/A

Validation Information

Number of Records: 1
Number of Errors: N/A
Number of Warnings: N/A
Passed Data Validation: No

Certification Information

School District: None
County Office of Education: None

Regular ADA

Data ID

AADC4D26

Does the school district have Transitional Kindergarten (TK) ADA to report?

A-0

YES (include TK ADA on Line A-1 and report TK ADA only on Line B-5)

A-0a

NO

A-0b

Regular ADA

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)

A-1

199.89 160.58 124.11 0 484.58

Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)

A-2

0 0 0 0 0

Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions

A-3

0 0 0 0 0

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175)

A-4

0 0 0 0 0

Community Day School [EC 48660] (Divisor 70/135/180)

A-5

0 0 0 0 0

ADA Totals (Sum of A-1 through A-5)

A-6

199.89 160.58 124.11 0 484.58

TK/K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total

Other

Independent Study

Full-Time Traditional Independent Study ADA, pursuant to EC 51747, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
B-1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

B-2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
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Course Based Independent Study ADA, pursuant to EC 51749.5, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

B-3	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
-----	--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

Course Based Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

B-4	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
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Transitional Kindergarten

ADA for Students in Transitional Kindergarten pursuant to EC 46300 included in Section A (Lines A-1 through A-5, TK/K-3 Column, First Year ADA Only)

B-5	<input type="text" value="9.07"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="9.07"/>
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Continuation Education and Opportunity Classes

ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9-12 Column)

B-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
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ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column)

B-7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
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Prior Year ADA Adjustments

PRIOR YEAR ADA ADJUSTMENT (P-1 AND P-2 ONLY)

Prior Year P-2 ADA for pupils attending a charter school sponsored by the district in the current year who attended a non-charter school of the district in the prior year [EC 42238.051 (a)(2)(B)(ii)].

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)

Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)

ADA Totals (C-1 + C-2)

Prior Year P-2 ADA for pupils attending a non-charter school in the current year who attended a charter school sponsored by the district in the prior year [EC 42238.051 (a)(2)(B)(i)].

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)

Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)

ADA Totals (C-4 + C-5)

GAIN OR LOSS OF ADA DUE TO A REORGANIZATION OR TRANSFER OF TERRITORY [EC 42238.05 (a)(3)]. IF THE ADA ADJUSTMENT IS A LOSS, REPORT THE LOSS AS A NEGATIVE NUMBER IN LINES C-7 THROUGH C-14.

Third Prior Year

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)

Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)

ADA Totals [C-7 + C-8]

Second Prior Year

	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
C-1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
C-2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
C-3	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
C-4	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
C-5	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
C-6	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
C-7	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
C-8	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
C-9	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)

C-10

Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)

C-11

ADA Totals [C-10 + C-11]

C-12

Prior Year

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)

C-13

Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)

C-14

ADA Totals [C-13 + C-14]

C-15

Notes

Type in your message

6. INFORMATION: (Verbal Reports & Presentations)

6.3 LCAP updated to reflect 2022 Dashboard Data

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tipton Elementary School District

CDS Code: 54 72215 6054431

School Year: 2022-23

LEA contact information:

Cherie Solian

Principal

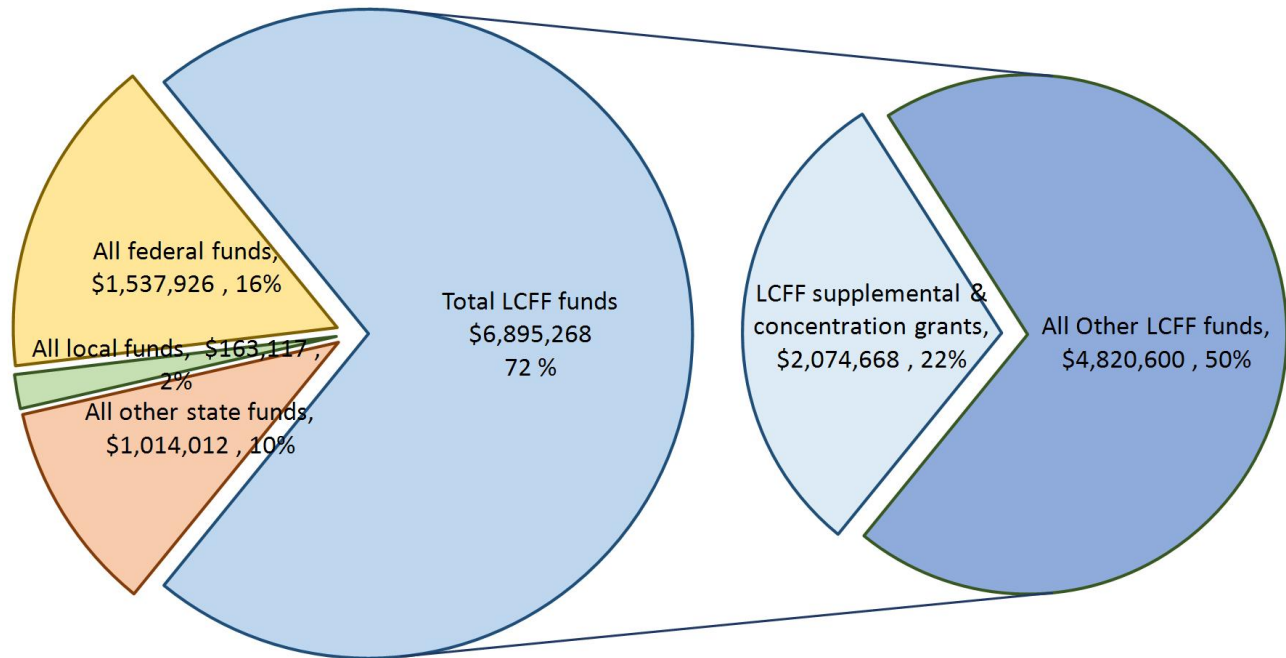
csolian@tipton.k12.ca.us

(559)752-4213

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



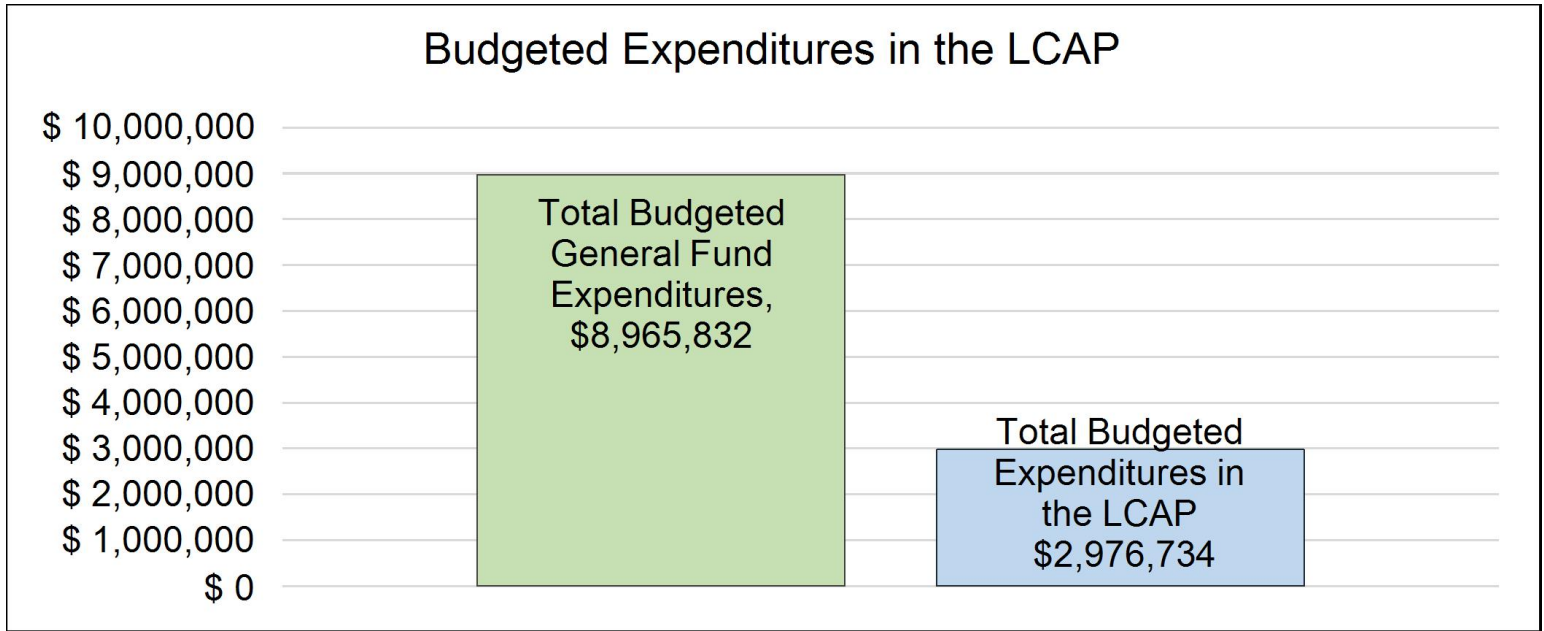
This chart shows the total general purpose revenue Tipton Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tipton Elementary School District is \$9,610,323, of which \$6,895,268 is Local Control Funding Formula (LCFF), \$1,014,012 is other state

funds, \$163,117 is local funds, and \$1,537,926 is federal funds. Of the \$6,895,268 in LCFF Funds, \$2,074,668 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Tipton Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tipton Elementary School District plans to spend \$8,965,832 for the 2022-23 school year. Of that amount, \$2,976,734.11 is tied to actions/services in the LCAP and \$5,989,097.89 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

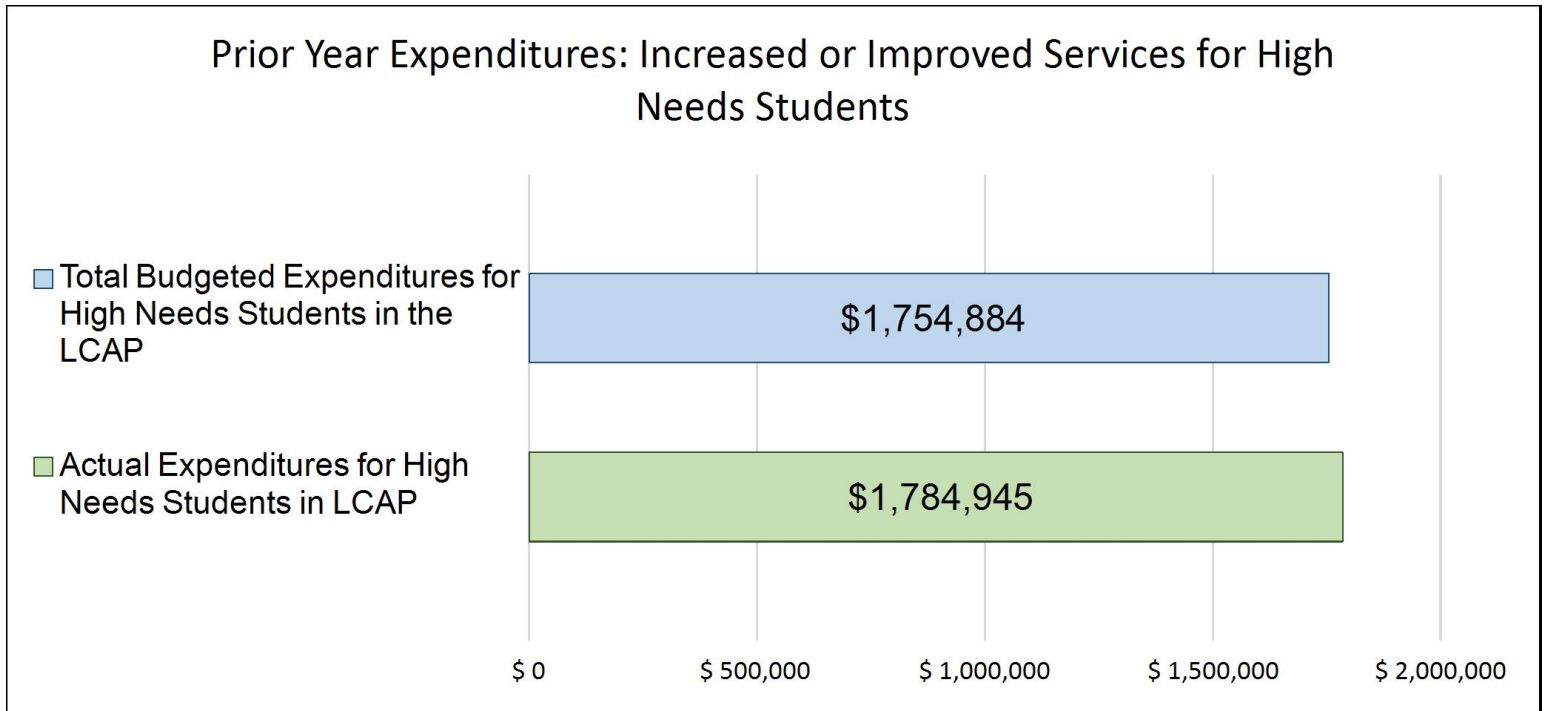
Most teachers, administrator, classified staff salaries and benefits, purchase of state adopted curriculum and materials, maintenance, cafeteria, and transportation costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Tipton Elementary School District is projecting it will receive \$2,074,668 based on the enrollment of foster youth, English learner, and low-income students. Tipton Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tipton Elementary School District plans to spend \$2,313,974.79 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Tipton Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Tipton Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Tipton Elementary School District's LCAP budgeted \$1,754,884 for planned actions to increase or improve services for high needs students. Tipton Elementary School District actually spent \$1,784,945 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tipton Elementary School District	Cherie Solian Principal	csolian@tipton.k12.ca.us 559-752-4213

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Tipton Elementary School District met with parents, teachers and school staff to discuss the additional LCFF Concentration Grant Add-on funds for the 2021-2022 LCAP. Surveys were given to families and staff to solicit feedback regarding the LCAP. A meeting was held on December 14, 2021 to discuss the additional funds. An email was sent to all staff explaining the the use of the funds that were not included in the adopted budget for those who could not attend the meeting.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Tipton Elementary plans to use additional funds to increase the hours of one part time custodial staff to a full time position. This will allow additional hours to support students. TESD has hired two teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As part of our annual LCAP process, Tipton Elementary School met with parents, students, teachers and school staff to gather feedback and ideas on the development of the Expanded Learning Opportunities Grant, LCAP and ESSER III expenditures. The following describes efforts made to get public input on how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts. The input provided for the ELO and LCAP are relevant in planning for the ESSER as all three plans are aligned to serve the needs of all students with a focus on learning recovery.

A variety of meetings were held throughout the school year with our stakeholders, CTA, CSEA, the principal and parents. Meetings were held on 9/2/20, 11/3/20, 3/18/21, 3/30/21, 4/8/21, 4/13/21, 4/14/21, 4,22/21, 5/7/21, 5/11/21, and 5/20/21. SELPA meetings were held on 8/31/20, 9/14/20, 9/23/20, 10/5/20, 11/2/20,12/7/20, 2/1/21, 3/1/21, 4/5/21. Surveys were given to staff and parents to solicit feedback on April 6,14, and 11. Surveys were given to our students to complete on April 6. Meetings were also held on 8/4/21, 8/31, 10/6/21 and 10/7/21. An additional ESSER survey was given to staff, students and parents to solicit feedback.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The following is an overview of how TESD is implementing funds received from ESSER III.

- Provide extended summer learning to address academic intervention/remediation of grade level content missed and targeted intervention. (Will start June 2022)
- Tutoring services to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners. (Tutoring is taking place after school and on designated Saturdays)
- Provide supportive services include staff and parent trainings, brief mental health support, interim mental health support, crisis support, SARB support, school staff/classroom support, family outreach, community linkage and support for student groups that help with social skills, anger management, friendship/anti-bullying, social emotional learning, girls circle and mindfulness. (Services are being provided)
- Students with learning disabilities will be given the option for additional tutoring outside of the school day through an online tutoring program. (Has not been implemented yet. Still looking at what program will be purchased to meet the needs of our students)

- Provide access to reliable, high-speed internet for students through the purchase of internet connected devices/equipment and mobile hotspots and internet technology infrastructure. (If needed, internet and devices are available for those doing long term distance learning)
- Provide after school and summer learning program to accelerate theatre learning to support social and emotional learning. (This has not been implemented yet. After school hours will be started in the spring)
- Replace old carpet with new floors so that they can be properly cleaned and disinfected to reduce the risk of virus transmission. (This project will be going out to bid in February)
- Replace old doors to improve air quality by providing effective seal. (This has not been implemented yet)
- Replace the roof of the 500 wing to address school facility repairs and improvements to enable operation of the school to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. (The roofing project has gone out to bid and will go to the board for approval in February. Waiting on CDE approval)
- Provide additional off salary schedule pay for staff. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The additional off salary schedule increase is needed to compensate staff for the effects of COVID-19. (This has not been implemented yet)
- (
 - The LCAP funds on going facility and maintenance and repairs. The build upon routine maintenance ESSER III dollars will be used to upgrade projects to improve the indoor air quality in school facilities, including mechanical and non mechanical heating, ventilation and air conditioning systems, filtering, purification and other air cleaning systems to reduce the risk of virus transmission. (Esser II funds are being used first)
 - Purchase cleaning supplies to sanitize and clean the facilities of the district to ensure alignment with the CDC guidance to operate our schools safely. (Cleaning supplies to sanitize have been purchased with Esser II funds)
 - The school was last painted over three decades ago and the surfaces are no longer able to be cleaned. In order to provide safe in person learning the facilities need surfaces that can be cleaned therefore the painting of facilities is needed to minimize the risk of transmission. (This has not been implemented yet)
 - Benches are needed to allow additional seating to accommodate social distancing for students while eating and during school events. (This has not been implemented fully)
 - Shade structures are needed to allow students another location to be outside to safely distance and play. (This has not been implemented yet)

- New desks to provide classrooms that will facilitate movement for project based learning while allowing students to safely distance within the classroom. (This has not been implemented yet)
- Increased LVN time needed to support additional health issue. (We have increased the hours of the LVN).

Challenges that we have faced include getting supplies or items that are on back order. Due to the pandemic many items are out of stock. We have also faced challenges in hiring an LVN. We currently have had a sub in place since August. We are still looking to fill the position. Many projects must be approved by CDE before they can be done so this becomes a process to wait and see if the project will be approved and can proceed. We have faced many challenges with not having enough staff on campus each day. Many students are also absent and miss out on opportunities to receive academic intervention/remediation.

We have been successful with offering tutoring to our students after school and on Saturdays. TESD follows the guidelines set by the CDPH and local health department. TESD is dedicated at providing a healthy and safe school for students and staff. Students who have been excluded from school due to quarantine have been placed on independent study.

CHALLENGES:

TESD has experienced over extending administration to cover classes due to lack of substitute teacher availability. Students have had to be split into different classrooms due to teacher absences and no resources to replace them for the day or days. Our resource teacher has had to substitute in classes which has put a strain on her to meet obligated deadlines for critical submissions of CALPADS. TESD hired two new instructional aides and as of January 2022, we are short two instructional aides. This limits our ability to implement our intervention plan, small group and individualized differentiation, and cover supervision duty times for students at recess and mealtimes.

TESD students and staff have experienced challenges with emotional, psychological, and social-emotional well being. We have experienced a high level of student and staff absences due to COVID-19 isolation and quarantine as well as other illnesses. Students are struggling to get caught up with missed work when they return. Students are overwhelmed with Independent Study work. Staff is experiencing burnout due to the prolonged stress that the pandemic has presented for educators. It has caused our staff to feel overwhelmed, emotionally drained, and unable to meet constant demands required of teaching and learning recovery. We have an increase in student discipline issue specifically related to negative social interactions, inappropriate use of social media, physical fights, and disrespectful behavior towards adults on campus. Students are struggling with feeling of anxiety, anxiety and panic attacks, depression, and low self-esteem.

Independent Study requirements and changes have caused a strain for the attendance clerk and office staff. Addressing chronic absenteeism and the attendance reengagement plan has been limited due to lack of people to monitor and address student issues with attendance. Low attendance percentages has negatively affected academic performance.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Tipton Elementary is using supplemental ESSER III funds in alignments with LCAP funds to keep facilities safe, support student health, and address lost instructional time. Ongoing maintenance and repairs, along with cleaning and sanitizing is in alignment with LCAP Goal 4, Action 1 and the Safe Return to In-Person and Continuity of Services Plan’s section 4 Control of COVID Hazards section. Health support and family outreach are in alignment with LCAP Goal 2, Action 4, LCAP Goal 2 Action 6, and the ELO grant. To maximize student achievement and lost teaching and learning, the ESSER III funds are aligned with LCAP Goal 1 Action 2, LCAP Goal 5 Action 1, LCAP Goal 1 Action 11, and LCAP Goal 1 Action 10. The alignment of resources gives our students the best opportunity for academic and social emotional gains that will prepare them for their educational careers.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tipton Elementary School District	Cherie Solian Principal	csolian@tipton.k12.ca.us (559)752-4213

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Tipton Elementary School’s community treasures each of our students. Our commitment to each child is to provide an educational experience that promotes their academic progress in meeting or exceeding state grade level standards. Tipton Elementary is the main hub of the community. The school is a safe, caring place for all students. Currently, Tipton’s student enrollment consists of 536 students with a 93.74% Latino population 4.10% white, 0.19% Black/African American and 1.12% Asian. 339 students were identified as English Learners. of which 98% are Spanish speakers. Tipton Elementary is a Provision II school and all students receive a free breakfast and lunch. 1.87% of the school's student population is homeless and 0.93% of the school's population is foster youth.

All staff at Tipton Elementary is committed to providing each student with learning opportunities that optimizes their potential. Students are held to high expectations and the staff works toward providing an instructional program that is aligned to the Common Core Standards in all areas of the curriculum. With the exception of one teacher, our teaching staff is fully credentialed and possess the training and certification to work with second-language students.

Tipton Elementary School’s philosophy of education is to provide a continuation of essential learning. It is our ultimate goal to supply each student with the basic facts, critical thinking skills and experiences to engage today’s complex society. These will aid our youth in becoming self-sufficient individuals, mentally, physically and morally so that they can meet the demands of our rapidly changing world. It is essential to instill in each student the importance of individual worth and to create a positive self-image through development in initiative, resourcefulness, and responsibility.

All parents are encouraged to become informed and actively involved. We invite everyone to attend our Back-to- school Night, Parent Education Nights, kindergarten orientations, Open House, informational meetings, and student performances throughout the year. We encourage parents and community members to volunteer in classrooms, and become members of our school committees (SSC, ELAC and

PSO). Parents are aware that students are expected to demonstrate achievement of knowledge and skills on school, district, and state performance standards.

Our parent liaison serves to meet with and collaborate with the community to identify needs. The liaison will seek to connect families with services to support and enrich the lives of our students. She serves as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services and various student issues; assist in coordinating and arranging various programs and services to meet the needs of students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards, therefore, reflections on successes and/or progress are based on most recent available state and local data, educational partner input and any relevant 2019 Dashboard information still applicable to the maintenance of actions attributable to success outcomes. Using the last data available from 2019, our students increased 9 points toward standard in ELA. In math students increased 11.1 points toward standard. Our English learners increased 11.1 points toward standard in math and 5.4 points in ELA. Our chronic absenteeism declined 3.4%. Based on local data benchmark from 2020 to 2022 TESD had some success in the area of mathematics with an increase of 8%. Based on local data benchmark from 2020 to 2022 TESD had some success in the area of English with increased achievement by 10%. Based on STAR Reading data, students at grade level or above grade level increased in grades 2nd through 8th. In order to further increase success, TESD provided additional instructional aides to provide Tier II interventions for students that were performing below grade level. Interventions were targeted to what specific skills students weren't performing at grade level. These 6 week long interventions showed three to six months of growth for most students grades 3rd-5th in reading as measured by DRA and running records. For the 2022-2023 school year the district will continue to increase achievement levels by providing an additional instructional aide to help provide support interventions in grades 6th-8th grade. The district also began to have conversations about equitable grading practices in 6th-8th grade. There has been an increase in parent involvement. Parents have expressed their wishes for building up a stronger parent community in partnership with the school. As teachers engage in the MTSS investigation, they have identified the need to increase student language development and have made ELD a focal point for our MTSS initiative.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards, therefore, reflections on identified needs are based on most recent available state and local data, educational partner input, and any relevant 2019 Dashboard information still applicable to addressing identified needs through LCAP actions. Math continues to be a focus for our students. Students overall are 42.8 from standard and they have increased 11.1 points. English learners increased by 10.2 points and are 47.6 from standard. These data indicate that the district should continue with professional development for teachers in the area of math intervention to narrow the gap in points away from standard for overall students and the English learner group of students. In English Language Arts, overall students are 14.9 points from standard and have increased by 9 points. English learners are 23.3 points from standard and increased by 5.4 points. The difference between overall and the English learner groups indicates the need for professional development in the area of developmental stages of reading (early interventions in reading) and reading comprehension. Although English learners students are 35.5% making progress towards English language proficiency, their performance level is low. We will continue with professional development for teachers and support staff in the area of English Language Development. These data indicate a need for professional development in the areas of designated and integrated ELD. During the May 25, 2022 ELAC meeting, educational partners expressed concerns about the academic performance of English Learners based on the end of the year data that was shared during the meeting. There were specific concerns with math and writing achievement levels for English Learners for grades 4th-5th. There needs to be more investigation on why local benchmark data and STAR data are not aligning.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Tipton Elementary school is focused on improving these metrics:

Decrease ELA and Math distance from standard on the CAASPP for all students

Increase the number of EL students reclassified.

Increase the percent of EL students who are making progress towards English language proficiency.

Improve pupil attendance and reduce the chronic absentee rate.

In order to achieve these goals we will be implementing the following actions:

* Provide highly qualified highly trained staff in all TK-8 classrooms with a teacher to pupil ratio of less than or equal to 24:1. Small class sizes allow our teachers to build quality relationships with our students and to develop a deeper understanding of their individual needs.

* Provide a systemic reading and math intervention support for students who are performing below grade level with the purpose of accelerating student learning and closing the achievement gap.

- * Provide a social worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.
 - * Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate, parent outreach, and implementation of the SARB process. Implementation of attendance incentive plan.
 - * Provide expanded learning recovery opportunities through tutoring.
 - * Use strategic and intentional, intervention student grouping to target essential skills for students to access content standards.
 - * Use of consistent progress monitoring through formative and summative assessments to help guide instruction for learning recovery
- Provide additional professional development opportunities for staff.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Tipton Elementary School District has a multifaceted approach to ensure that all of our school community educational partners are informed and consulted. There is an ongoing dialogue with CTA, CSEA, SELPA, the principal and other administration about the LCAP planning and implementation process. This includes discussions during leadership meetings with teachers and School Site Council meetings. Parents participate in committee meetings and provide feedback through these meetings as well as the ELAC and School Site Council. Our School Site Council is composed of parent representatives from each of our unduplicated pupil groups as well as TESD staff which include administration, teachers and paraprofessionals. Our SSC serves as our PAC for LCAP planning. All ELAC and SSC meetings have discussions around school wide data and the role of the LCAP in the achievement of unduplicated pupils. These quarterly meetings that include representatives from a variety of educational partner groups have played a vital role in the development of the plan and the changes that are being implemented. CTA and CSEA members, along with staff, parents and students were invited to participate in an LCAP survey. School administration and staff reaches out to the greater community by attending and presenting at the Tipton Town Council and the local Kiwanis meetings. Additionally our parent liaison provided parent meetings. Our goal is to ensure that all of the voices of Tipton are heard and reflected in the direction of our school.

A Title I meeting was held on April 8th during the evening to share the following topics with the Tipton Community: certificated salaries, entitlement budgets, the Parent Liaison role, services (Web Based Programs), professional development offered to staff, Summer School, ELO-P program, extended day, and current student data. Due to Covid-19, CAASPP scores were not available. It was explained that in 2019-2020 the TESD conducted a thorough data collection and analysis process. Through the analysis of state and local assessments it was determined that English language students under performed when compared to other sub groups and school wide average especially in mathematics. It has been determined locally that small group support and a tiered system of intervention with differentiated instruction would be the best strategy to support unduplicated student groups. This includes support from instructional aides who deliver intervention and language support. We have shared these findings with our educational partners which include School Site Council, staff and the leadership cohort. Community members listened to the Title I information and then shared out opinions of how resources should be shared for students. A variety of meetings were held throughout the school year with our educational partners, CTA, CSEA, the principal and parents. Meetings were held on October 6, 2021, December 15, 2022, February 16, 2022, and May 25, 2022. SELPA meetings were held on August 30, 2021, October 4, 2021, November 1, 2021, December 6, 2021, February 7, 2022, March 7, 2022 and April 4, 2022. Surveys were given to staff and parents on April. Surveys were given to our students to complete on April 6. A survey for ESSER III was also sent out to stakeholders on October 11, 2022.

A summary of the feedback provided by specific educational partners.

Title I meeting feedback:

Parents expressed that they are very grateful for the teachers and staff and all that has been provided for students and the way their children are cared for at Tipton.

There is a request to bring a music teacher to the school. The recorder instruction is not enough. More students need the opportunity to participate.

A request was made for more structured English Language Development. The community wants English learners to learn about language specifically with opportunities to practice.

Parents want more activities where they are on campus and participating in school events. They want to have volunteer opportunities to support the sports program. They expressed that students do not have enough time to practice the sports to successfully compete with other schools. They feel that offering additional sports opportunities after school would give students something to do in the afternoons.

Parents want to have a dance where parents attend with their students. Parents want opportunities to interact with other parents and they want their children to have opportunities to be involved, such as student clubs on campus.

SSC feedback:

Parents want to have a broad range of study including hands on learning and outdoor learning. Continue to build the broad range of study offered to students such as sustaining a variety of elective classes. The academic data shows that there has been some academic growth, but interventions in math, ELA, and ELD needs to be throughout the school. Students need to continue learning with the use of technology. Parents want the opportunity to teach other parents. Parents wanted more opportunities to be involved with student awards and celebrations. Social emotional learning is a priority and students are in need of skills on how to cope with life events. Parents want more opportunities to be involved on the school site.

ELAC feedback:

Parents want support in how to help their students at home. They do have access to the parent liaison but they would like help for their students to acquire English. Parents were happy about the ELO-P and were happy that the summer school day would be extended for enrichment. Teachers should have more training for teaching language. Teachers need to understand English Language Development standards better to support English. Teachers need to give more opportunities to practice the language. English learners were not performing as well as their English only counterparts. Extra intervention support is needed for this student group.

LCAP Survey for Students:

158 students from 5th (31%), 6th (35%), and 8th (33%) graders participated in the LCAP survey.

Students reported that the top ways to get students interested in school: increase extracurricular activities, provide academic supports that support students' individual needs, and provide more counseling hours and social emotional supports. Ways to make school a better place for students to learn: provide social emotional learning, provide extra curricular activities, implement positive culture programs, and provide safety officers at the school site. Ways to make common core lessons better for students: technology supports, training for teachers, more planning time for teachers, more intervention time/lessons. Sixty-two percent of students strongly agree or agree that students are earning good grades. Fifty nine percent strongly agree or agree that the school has good attendance. Forty six percent strongly agree or agree that Tipton Elementary encourages parent participation. Tipton Elementary can improve attendance by making learning fun or having fun activities at school. Help students to be motivated to come to school by giving attendance rewards and not having to listen to the teachers talking for long periods of time. Make school safe without the bullying. Tipton Elementary can get more parent involvement by having more activities for parents to be on campus and have more community meetings. Make sure that the parent meetings are in Spanish. All of them used to be in English only and parents didn't understand.

LCAP Survey for Staff:

Thirty two staff members participated in the LCAP survey. Sixty-two percent of participants reported that they had considerable or some knowledge of budget information. Teachers reported that they would like professional development in the area of reading development stages. Fifty nine percent of staff shared that they have considerable or some knowledge of how our school budget supports continuous school improvement. It was reported to increase student achievement: provide academic supports for struggling students, provide more enrichment during summer, smaller class sizes, and more planning time for teachers. Ways to increase student engagement: increase extra curricular activities, increase academic supports that meet individual student needs, and provide more social emotional support to students. Ways to improve school climate: increase social emotional learning, implement positive culture programs, and increase extra curricular activities. Ways to increase parent involvement: parent resource center, parent education/parent leadership academy, opportunities for parents to volunteer at the school. Increase basic services in the areas of: school safety, technology, teacher (support, recruitment, and retention), ongoing maintenance of district facilities. Eighty one percent reported that the school has established a clear and coherent vision of what students should know. Seventy three percent reported that the school effectively supports professional development to facilitate all students achieving the academic standards. Sixty six percent reported students are aware of the standards and expected performance levels for each content area. Ninety percent reported students use technology in class to assist them in achieving the academic standards. Fifty-six percent reported that assessment data is analyzed and used to make instructional decisions. Seventy-two percent reported the school has an effective system to monitor all students' progress toward meeting the academic standards. Sixty-two percent reported that the school implements academic support programs to ensure students are meeting all requirements. Sixty nine percent reported that they have adequate curriculum for the effective implementation of the California Standards that they are responsible for teaching. Seventy-two percent reported that the school's instructional practices and activities facilitate access and success for diverse student needs. Fifty three percent reported that the school ensures that the parents understand student achievement as measured by the academic standards. Seventy-eight percent reported that the school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. Fifty three percent reported that the school has an atmosphere of trust, respect, and professionalism. Sixty-six percent reported that the school offers adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance. Sixty-two percent reported that the school staff positively embraces diversity. Seventy-five percent reported that the school campus is safe for students. Sixty-two percent reported that the school campus is safe for staff. Seventy-eight percent reported that the school facilities are kept clean. Fifty-six percent reported that the school is a place where staff members feel that they "belong." Fifty percent reported that students are achieving (good state test scores, college and career readiness, improving English for language learners). Eighty seven percent reported that the school has a maintenance request system and they know how to use the system. Thirty four percent reported that S=students have positive body image.

LCAP Summary for Parents/Community Members (9 participants):

Student Achievement:

80% would like better access to technology

60% would like a stronger academic program

75% would like better academic support for struggling students

Student Engagement:

80% would like increased extra-curricular activities (e.g. clubs, visual and performing arts, sports, etc.)

80% would like to have academic supports to meet individual student needs (technology-based instruction)

School Climate:

80% would like to have social emotional learning for their students

80% would like to have positive culture programs (bullying prevention, restorative practices, etc.)

60% would like to increase security within the school (e.g. safety officers, surveillance, etc.)

80% would like to have a parent resource center

80% would like opportunities to volunteer at the school

Basic services:

75% would like for students to have better access to teaching materials and textbooks

75% would like better teacher recruitment and selection for teacher support

60% would like more professional development for teachers

50% would like better training for teachers in the area of implementation of designated and integrated ELD

100% would like more access to career exploration in K-8

60% agree that Tipton Elementary School encourages parental involvement and participation

Additional Parent Comments:

Have a counselor on campus every day.

Extra help for these students falling behind their grade level, something where these children have fun but at the same time to not make it overwhelming for them.

More educational resources for the students.

More communication with parents.

Provide monthly or bi-monthly professional sessions to students.

Have more ice breakers and have the children be involved.

Increased Safety Measures.

ESSR III Survey Results:

One hundred ninety-six participants completed the ESSER III educational partner survey. From those participants 87.8% of students (172 students), 10.7% were staff members (4.1% (8) classified, 5.6% (11) certificated, 0.5% (1) staff), from the community 2.6% (5) community members and 1.5% (3) parents completed the survey.

When asked how we can improve the school 61.7% (121) respondents said we should set goals as a school and celebrate small wins. Twenty-eight percent (55 participants) said there should be classroom innovation. Parent involvement in school committees had 21.9% (43) votes. Thirty-five respondents (17.9%) chose that the staff needs training in building a positive school culture. Thirty-one participants (15.8%) chose that there needs to be a clear list of qualities and values for adults and students.

Next, the participants were asked about how the school could provide a safe and welcoming learning environment for future leaders. Over 55% of the participants (109) said there should be safety and security from vandalism and threats. Half of the participants (98) said there should be updated classroom furniture to facilitate movement and project-based learning. According to the survey, 27.3% (73) said the next priority is updating school grounds for safety and accessibility. Modernizing the school with paint was chosen by 21.4%.

Then the participants were asked what is the biggest challenge we face with the need for learning recovery due to COVID-19 pandemic related loss. The highest concern (46.4%) was the students/ loss of skills they once had. A third of participants (34.2%) said students need more help in reading and math. Another third of participants (33.2%) said student engagement was a challenge. Students needing more emotional support was 29.6% and 28.6% said students needed social skills support. Approximately 16.8% said that English language learners need extra language instruction. Twenty-two participants (11.2%) responded that primary students are receiving extra help compared to upper grade students.

When asked to finish the sentence, “Students need support due to...,” over half of the respondents (57.7%) chose anxiety. Loss of academic learning was chosen 44.9% and 43.9% chose completing work in school and out of school. Sixty-eight respondents (34.7%) selected loss of a family member. Absenteeism and caregiver loss of income was chosen 15.8% and 11.7%, respectively

California Healthy Kids Survey (CHKS) data summary:

Key Indicators of School Climate and Student Well-Being by Grade Levels and Gender

Fifth grade sample data include: 59% female, 41% male, 31% attend afterschool program 1-5 days per week, 29 out of 56 fifth grade students participated in the survey (52%)

Seventh grade sample data include: 49% female, 45% male, 4% nonbinary, 1% something else, 28% attend afterschool program no less than 5 days per week, 70 out of 73 seventh grade students participated in the survey (96%)

In the area of School Engagement and Supports, the following constructs yielded the subsequent data:

80% of 5th grade students and 72% of 7th grade students feel connected to school

90% of 5th grade students and 65% of 7th grade students experience caring adult relationships

94% of 5th grade students and 78% of 7th grade students agree that the adults on campus have high expectations

44% of 5th grade students and 25% of 7th grade students agree that they experience meaningful participation in the classroom.

80% of 5th grade students and 68% of 7th grade students agree that the school promotes parental involvement

In the area of School Safety and Cyberbullying, the following constructs yielded the subsequent data:

79% of 5th grade students and 68% of 7th grade students feel very safe or safe at school

29% of 5th grade students and 23% of 7th grade students have experienced harassment or bullying

18% of 5th grade students and 26% of 7th grade students have experienced cyberbullying

31% of 5th grade students and 30% of 7th grade students have had lies or rumors spread about them

00% of 5th grade students and 03% of 7th grade students have seen a weapon on campus

In the area of Substance Abuse, the following constructs yielded the subsequent data:

10% of 5th grade students and 3% of 7th grade students reported that they are currently using drugs or alcohol

00% of 7th grade students reported that they have been high or drunk at school

03% of 5th grade students and 01% of 7th grade students reported that they currently use vapes

00% of 5th grade students and 01% of 7th grade students reported that they currently use tobacco

00% of 5th grade students and 00% of 7th grade students reported that they are currently using marijuana

In the area of Social Emotional Health, the following constructs yielded the subsequent data:

20% of 7th grade students reported that they have experienced emotional distress

29% of 5th grade students and 32% of 7th grade students reported that they have experience persistent sadness or hopelessness

07% of 7th grade students reported that they have considered suicide

61% of 7th grade students reported that they have optimism

72% of 7th grade students reported that they are satisfied with their lives

66% of 5th grade students reported that they have wellness

In the area of routines, the following constructs yielded the subsequent data:

59% of 5th grade students and 66% of 7th grade students reported that they eat breakfast

17% of 5th grade students and 14% of 7th grade students reported their bed time

(10 pm or later for 5th grade) (12 am or Later for 7th grade)

In the area of School Disciplinary Environment, the following constructs yielded the subsequence data

86% of 5th grade students reported that they have school/classroom rule clarity

69% of 5th grade students reported that students are well behaved

California Healthy Kids Survey (CHKS)-Summary

Key Indicators of School Climate and Student Well-being

There were 28 respondents for the data presented. The survey was sent to all staff.

In the area of School Supports, the following constructs yielded the subsequent data:

28% agree that the school has caring adult relationships

15% agree that the school provides adequate counseling and support services for students

33% agree that the school has high expectations

19% agree that they experience meaningful experiences

11% agree that the school promotes parental involvement

In the area of School Safety, the following constructs yielded the subsequent data:

22% agree that the school is a safe place for staff

26% agree that the school is a safe place for students
20% agree that the school has sufficient resources to create a safe place

In the area of Substance Use and Mental Health for Students, the following constructs yielded the subsequent data:

19% agree that the school has a moderate/severe drug use
12% agree that the school has a moderate/severe problem with tobacco use
15% agree that the school has a moderate/severe problem with vaping
38% agree that the school has a moderate/severe problem with depression

In the area of Perceived School Safety in Response to COVID-19, the following constructs yielded the subsequent data:

26% agree that the response to COVID keeps Students Healthy 26%
26% agree that the response to COVID keeps Staff Healthy 26%

In the area of School Supports for Staff, the following constructs yielded the subsequent data:

10% agree that the Staff Working Environment is supportive
14% agree that there is Staff Collegiality

In the area of Fairness, Rule Clarity, and Respect for Diversity, the following constructs yielded the subsequent data:

13% agree that the school practices fairness and have rule clarity
16% agree that the school shows respect for diversity

SELPA:
No feedback given.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on educational partner input, TESD will provide professional development in the areas of reading, math, and English language development. In response to the request for more opportunities in academic support, TESD will provide tutoring to students in the areas of math and ELA. Foster Youth, homeless, and English learners will have priority in tutoring sessions. TESD will continue in providing access to technology for students. In order to provide as much communication as possible for the community, TESD will update current events on a school marquee, and teacher correspondence with families will increase. To support social and emotional health, additional psychological services will be provided on campus for an increased number of days of the week. Additionally, a 13 week program (Why Try) for 5th grade students will be provided by a social emotional learning specialist. TESD plans to hire a music teacher for the 2022-2023 school year.

Goals and Actions

Goal

Goal #	Description
1	Improve student achievement in English Language Arts, Math and increased academic achievement for all English Learners. (Priorities 1, 2, 4, 7 and 8)

An explanation of why the LEA has developed this goal.

Our commitment to each child is to provide an educational experience that promotes their academic progress in distance from standard. After reviewing the results of the fall 2019 California Dashboard and our local assessments our students are still below standard. The data show that there is a difference in distance from standard for students overall and English learners. English learners have a larger distance from standard in both English Language Arts and math. TESD will strive to make sure that all students will be able to demonstrate the knowledge and skill necessary for students to be on track for college and career readiness at their grade level. Therefore, this goal is in the commitment to having all students reach Standard Met.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress (CAASPP) System - ELA	2018-2019 -14.9 points from standard 2018-2019 EL Students -23.3 points from standard	Data not available for 2020-2021 2022 Dashboard Data <ul style="list-style-type: none"> 30.3 points from standard EL Students - 69.6 points from standard			<ul style="list-style-type: none"> 6.5 from standard 12.1 from standard for EL Students
California Assessment of Student Performance and Progress (CAASPP) System - MATH	2018-2019 -42.8 points from standard 2018-2019 EL Students -47.6 points from standard	Data not available for 2020-2021 2022 Dashboard Data <ul style="list-style-type: none"> 68.1 points from standard 			<ul style="list-style-type: none"> 28.4 from standard 31.6 from standard for EL Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		EI Students -94.9 points from standard			
STAR Reading	2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.	2021-2022 43% of students measure at or above reading proficiency as measured by the STAR reading test.			60% of students measure at or above reading proficiency as measured by the STAR reading test
STAR Math	2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test.	2021-2022 32% of students in 2nd - 8th grade measure at or above level as measured by the STAR Math test.			60% of students in 2nd - 8th grade measure at or above level as measured by the STAR Math test
Local Math Benchmark	Baseline will be established using 2021-2022 data.	2021-2022 22.73% of students in meet or exceed standard on the TESD math benchmark.			Percent of students at or above level as measured by local math benchmark will increase by 6% of the overall baseline.
Developmental Reading Assessment (DRA)	During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA.	2021-2022 47.45% of 3rd-5th grade students measured at or above proficiency in DRA. During the 2021-2022 year it was decided that K-3 students would not be assessed with DRA			55% of K-5th grade students measure at or above proficiency in DRA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		rather they would be assessed with DIBLES.			
Local Writing Benchmarks	During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD mid year writing benchmark.	2021-2022 34.08% of K-8 students meet or exceeded the standard on the TESD mid year writing benchmark			37% of K-8 students meet or exceeded the standard on the TESD mid year writing benchmark
Teacher Misassignment Rate	The teacher misassignment rate for the 2019-2020 school year is 3.8%.	2021-2022 The teacher misassignment rate is 3.6%			0% teacher misassignment rate
Teacher attrition rate	The teacher attrition rate for the 2019-2020 school year is 7.4%.	2021-2022 0% teacher attrition rate			0% teacher attrition rate
Student access to standards aligned materials	During the 2019-2020 school year 100% of students have access to standards aligned materials.	2021-2022 100% of students have access to standards aligned materials			100% of students have access to standards aligned materials
Implementation of academic content/performance standards	During the 2019-2020 year through examination was done and archiving of lesson plans to maintain 100%	2021-2022 Through the examination and archiving of lesson plans to maintain 100% implementation			Through the examination and archiving of lesson plans to maintain 100% implementation of all academic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	implementation of all academic content/performance standards.	of all academic content/performance standards.			content/performance standards.
Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students	During 2019 - 2020 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	2021-2022 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.			100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.
School Facility Good Repair Status Report (FIT)	During the 2019-2020 year we maintained a Good rating on the FIT report.	2021-2022 During the 2021-2022 year we maintained a Good rating on the FIT report.			Maintain a Good or Exemplary rating on the FIT report.
Evaluation and report on number and types of programs and services developed and provided to unduplicated pupils as well as individuals with exceptional needs.	2019-2020 100% of unduplicated pupils and students with exceptional needs were provided access to a large variety of programs in order to support their growth and achievement.	2021-2022 100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.			100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.
Fully Credentialed in the the subject area	The baseline for fully credentialed teacher	2021-2022 96% fully credentialed			100% fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and for pupils they are teaching.	rate for 2019-2020 is 96%.				
EL Reclassification Rate	2019-2020 18.6% of EL students were reclassified.	2020-2021 14.4 % of EL students were reclassified.			33% of EL students reclassified
CA School Dashboard EL Learner Indicator	35.5% of our EL students are making progress towards English language proficiency. The performance level is low.	Data not available 2022 Dashboard Data 46.7% of EL students are making progress towards English language proficiency. The performance level is medium.			45.4% Performance level medium.
Implementation of ELD standards, programs, and services	100% of students are receiving instruction aligned to the ELD standards.	2021-2022 100% of students are receiving instruction aligned to the ELD standards			100% of students are receiving instruction aligned to the ELD standards
The percentage of ELs who make progress toward English proficiency on ELPAC.	The 2018-2019 ELPAC 11.1% maintained ELPI Level 4 28% maintained ELPI levels 1, 2L,2H,3L, 3H 36.3% decreased at least 1 ELPI level	Data not available 2022 Dashboard Data 1.80% maintained ELPI Level 4 35.4% maintained ELPI levels 1, 2L,2H,3L, 3H 17.9% decreased at least 1 ELPI level			17.1% will maintain ELPI Level 4 22% will maintain ELPI levels 1, 2L, 2H, 3L, 3H 30.3% will decrease at least 1 ELPI level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DIBELS Reading Assessment for K-3 grades	For the 2021-2022 mid-year DIBELS assessment 36% of students in grade K-3rd grade measured at or above benchmark.	For the 2021-2022 mid-year DIBELS assessment 36% of students in grade K-3rd grade measured at or above benchmark.			50% of students in grade K-3rd grade measured at or above benchmark

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Aides	Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students. (LCFF/Title I & III)	\$386,348.45	Yes
1.2	Technology and Resources	Provide students with access to technology and resources for student research and learning in English Language Arts and Math through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician and support staff. Provide all English Language Learner students with access to technology and resources for student research and learning. (LCFF and Title IV)	\$261,701.70	Yes
1.3	ELA/Math Materials: Books and Supplies	Provide all students and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks. Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Awards/Incentives	Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math. (LCFF)	\$25,000.00	Yes
1.5	Librarian	Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the English Language Arts California State Standards (CSS). (LCFF)	\$86,078.00	Yes
1.6	Resource Teacher	Provide a Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach. (LCFF/Title I)	\$143,555.78	Yes
1.7	Field Trips	Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with special needs.	\$30,000.00	Yes
1.8	Salary Increase	A salary increase was authorized for 2015-2016 school year and remains a continuing action through 2023-2024. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The salary increase has reduced our teacher attrition rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.	\$110,000.00	Yes
1.9	Summer School	Provide extended summer learning to address academic intervention/remediation of grade level content missed and targeted	\$80,000.00	No

Action #	Title	Description	Total Funds	Contributing
		intervention for students with disabilities, foster youth, homeless, and English Learners. (ELO-P)		
1.10	Tutoring	Tutoring services to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners. (Title I and ELO)	\$52,000.00	No
1.11	Professional Development	Math support with Tulare County Office of Education Consultant and sub coverage will be provided for teachers to attend professional development trainings (Title I, II)	\$7,375.00	No
1.12	Web-Based Programs	Web-based programs to address improving achievement of disadvantaged (Title I)	\$57,055.53	No
1.13	Materials	Materials and Supplies (Title I) Instructional materials to assist in the classroom for supplemental activities.	\$59,269.53	No
1.14	Library Books and Materials	Improve and increase library selections for all students	\$25,000.00	Yes
1.15	MTSS Coach	Improve multi-tiered system of supports for student by building understanding in teachers. Sub coverage will be provided when coach pushes into the classroom for one-on-one support. (ELO)	\$17,250.00	No
1.16	STEM Enrichment Teacher	Provide a STEM enrichment teacher in order to accelerate EL students acquisition of oral language fluency, academic vocabulary, and writing proficiency in STEM subject areas.	\$121,741.12	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	Materials and Supplies	Provide all students with materials and manipulatives needed for the stem class.	\$5,000.00	Yes
1.18	ELD Professional Development	ELD Professional Development in the area of English Language Development will be provided to staff by TCOE ELD consultants along with Dr. Nancy Akhavan. Implementation of learned strategies will enable staff to effectively support English Learners in progressing with the acquisition of English language proficiency. Sub coverage will be provided for teachers to attend professional development trainings. LCFF/Title II	\$29,525.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Challenges: Four of our instructional aides retired at the beginning of the school year.
 Successes: Able to purchase science curriculum. Able to explore a systems approach to intervention with the support of the MTSS coach.
 All actions were completed as described in the LCAP.
 The DRA assessment measured grades 3-5 in reading and DIBELS measured grades TK-3.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For action 1.2 there was a material difference with the amount budgeted for this item. Other funding not in the LCAP was utilized, resulting in a lower expenditure amount.
 For action 1.3 the expenditures were overbudgeted for this action.
 For action 1.4 the expenditures were overbudgeted for this action.
 For action 1.10 the expenditures were underbudgeted for this action There was an increase in pay for staff who work summer school.
 For action 1.11 the expenditures were overbudgeted. The district did offer tutoring afterschool and on Saturdays throughout the school year.
 We did not have as many students attend as anticipated therefore it did not cost as much as budgeted.

For action 1.12 the budgeted amount for professional development was lower than the estimated actual expenditures. The cost for the professional development was much lower than we anticipated. We also used ELO funds for some of our professional development for our staff.

For action 1.13 other funding not in the LCAP was utilized, resulting in a lower expenditure amount.

For action 1.14 the expenditures were overbudgeted for this action.

For action 1.15 the expenditures were overbudgeted for this action.

For Action 1.16 the expenditures were over budgeted for this action. The district estimated that the MTSS coach would cost more than the actual cost. At the time of writing the LCAP the price of the coach was not known therefore a higher estimate was used for budgeting purposes.

An explanation of how effective the specific actions were in making progress toward the goal.

As of May 6, 2022, the following specific actions: action 1.1 small group intervention support with instructional aides in ELA, action 1.2 providing students with access to technology and resources for student research and learning in English language arts and math, and 1.3 providing all students and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks and providing all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks have shown effective in student academic progress as measured by: an increase of 19.55% of student proficient or above in STAR Reading (2020 to 2022) in grades 2-8, an increase of 39.8% of students proficient or above in STAR Math (2020 to 2022) in grades 2-8, and an increase of 19.45% of student at or above proficiency in DRA (2019 to 2022) in grades 3-5. English learners were 52.89% proficient for above in STAR Math and 38.92% proficient or above in STAR Reading. English learners were these actions show effective in improving student achievement in English Language Arts, and math. Action 1.10 and 1.11 providing extended summer learning and tutoring services have shown less effective for English learner as measure by 12.6% of EL students reclassified, a decrease of 4.2%. Data Quest gives reclassification percentage at 5.2% for the 2020-2021 school year. Moving forward, Tipton Elementary will use reclassification data from Data Quest. English learners were 20.65% proficient for above on the LEA writing benchmark as compared to the whole LEA at 34.08%. English learners who were proficient in the DRA were 28.41%. Action 1.12, professional development in ELD and math support and 1.16, MTSS implementation and showed mostly effective in reading as measured by DRA, STAR Reading, and LEA reading benchmark for the whole school. For English learners, 21.85% were proficient in ELA benchmarks. For English learners on the math benchmarks, 13.25% were proficient. These actions showed less effective in writing as measured by LEA benchmarks. 28.08 % of students were at or above grade level (TK-8). English learners measured at 20.65% at or above grade level (TK-8)

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1.8 will be removed as an action item for the 22-23 LCAP. This was a one year action. The science curriculum was purchased and implemented. A new action item 1.16 will be added for the 22-23 LCAP which will be to provide a STEM teaching position and action 1.17 materials and supplies needed for the STEM class. Action 1.18 has been added for for EL students to provided ELD professional development for staff. All planned actions were carried out during the 2021-2022 school year. Desired Outcome for 2023-24 in STAR reading

will increase from 42% to 60% of students measure at or above reading proficiency. Desired outcome for DRA will increase from 34% to 55% of students measure at or above proficiency. Desired Outcome for 2023-24 in STAR math will increase from 32% to 60% at or above grade level in math. DRA will be used to assess 3rd - 5th grade. DIBELS will be used to assess K- 3rd grade. For the 2022-2023 school year the writing benchmark data will come from the spring assessment instead of winter. DIBELS end of year benchmark for Kindergarten showed 45% of students measured at or above benchmark, first grade showed 35% measured at or above benchmark, and second grade showed 40% at or above benchmark, and third grade showed 49% of students at or above benchmark.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Improving school climate while increasing pupil attendance and decreasing chronic absenteeism while providing a safe and secure campus. (Priorities 3, 5 and 6)

An explanation of why the LEA has developed this goal.

Chronic absenteeism in 2018-2019 was at 3.1% and had decreased by 3.4%. English learners had an overall chronic absenteeism rate of 2.6% and had a decrease by 1.3%. It is important to keep attendance percentage as high as possible. Chronic absenteeism not only impact academic achievement, it also impacts student attitude and behavior. As TESD keeps the focus on learning recovery, it is vital to lower chronic absenteeism and increase attendance. Long-term Independent Study was very difficult to manage as we did not have enough teacher to support the daily synchronous instruction. TESD community and educational partners have have prioritized campus safety as crucial for students to be able to focus on their attendance, as well as providing a secure environment for students to develop socially and emotionally.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	2019-2020 96% K-8 attendance rate.	2021-2022 92% K-8 attendance rate			97% K-8 attendance
Chronic absentee rate	2018-2019 chronic absentee rate is 3.1%	2021-2022 Data not available 2022 Dashboard date The chronic absentee rate is 24.7%			2.6% chronic absentee rate
Pupil suspension rate	2018-2019 suspension rate was 1.5%	2021-2022 3.17% suspension rate			1.2% suspension rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 Dashboard data Suspension rate is 3.5%			
Pupil expulsion rate	2018-2019 Less than 1%	2021-2022 less than 1% 2022 Dashboard data Expulsion rate is 0%			less than 1%
Middle school dropout rate	2019-2020: 0 students	2021-2022 0 students			0 students
California Healthy Kids Survey	The California Healthy Kids Survey was administered during 2019-2020 school year for 5th and 7th grade students as well as staff members. 73% of 5th graders and 89% of 7th graders completed the survey. 0% of staff completed the survey.	2021-2022 52% of 5th graders and 96% of 7th graders completed the survey. 38% of staff completed the survey.			95% of 5th and 7th grade students and staff participate in the California Healthy Kids Survey every other year.
Local LCAP parent and employee survey	2019-2020 A Local LCAP survey was given to all parents, students and staff. Students in 5th - 8th grade took the LCAP survey.	2021-2022 158 students 9, parents and 32 staff participated in the annual LCAP survey.			To have 60 parents, 180 students and 30 employees participate in the survey to provide feedback on the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	28 parents responded to the survey. 162 students responded to the survey Baseline for employee's survey will be established in 2021-2022.				
Parent Safety and Connectedness Survey	Baseline will be established in 2021-2022.	2021-2022 93.1% of parent feel safe and connected at school.			To have 80% of parents that feel safe and connected at school.
Staff Safety and Connectedness Survey	Baseline will be established in 2021-2022.	2021-2022 67% of staff feel safe and connected at school.			To have 80% of staff that feel safe and connected at school.
Student LCAP Survey	Baseline will be established in 2021-2022.	2021-2022 61.4% of students report a need for more counseling services, 61.4% report a need for more social emotional learning opportunities			Based on these data a decrease of 20% of students will report the need for more counseling services and SEL opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Awards and Incentives	Provide students with incentives and awards to recognize and encourage increased attendance.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Psychologist	Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the chronic absentee rate and truancy rate. To assist with establishing a positive school climate, parent out reach and implementation of the SARB process.	\$66,393.00	Yes
2.3	Social Worker	Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker will work to increase attendance and decrease the chronically absent. The social worker will help with the implementation of the SARB process. (LCFF & Title I)	\$37,569.17	Yes
2.4	LVN	Provide an LVN to assist with student health issues and family outreach. (LCFF & ESSER III)	\$47,600.69	Yes
2.5	RN	Provide additional days for RN to assist with student health issues and family outreach.	\$10,589.12	Yes
2.6	BHS mental health professional	Provide supportive services include staff and parent trainings, brief mental health support, interim mental health support, crisis support, SARB support, school staff/classroom support, family outreach, community linkage and support for student groups that help with social skills, anger management, friendship/anti-bullying, social emotional learning, girls circle and mindfulness.	\$20,000.00	Yes
2.7	Special Friends Aide	Provide additional counseling support for TK-3 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate. (Title I)	\$9,681.63	No

Action #	Title	Description	Total Funds	Contributing
2.8	Parent Liaison	Our parent liaison serves to meet with and collaborate with the community to identify needs. The liaison will seek to connect families with services to support and enrich the lives of our students. She serves as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services and various student issues; assist in coordinating and arranging various programs and services to meet the needs of students. (Title 1)	\$25,821.17	No
2.9	Triage Social Worker	The Triage Social Worker (TSS) works closely with the students, parents/caregivers, community partners and staff to help create a safe, healthy and supportive learning environment for all students. The TSS meets with students individually or in small groups to provide interim counseling services, social/emotional support, or skill building in a variety of areas (i.e. coping skills, social skills, mindfulness). In addition, the TSS is available to assist in community linkages for families struggling to meet their basic needs. (TCOE Grant)	\$0.00	No
2.10	Infrastructure/Software ActVnet	Infrastructure and software to connect with first responders on the case of an Emergency. The safety of the students at Tipton Elementary is important to school leaders. Once operational, the web-based system will enable law enforcement dispatchers to access the school's camera system, along with maps of its campus and 360-degree images of classrooms. In the event the school experiences an emergency, emergency dispatchers will be able to relay information to responding officers making emergency response quicker and more effective.	\$11,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the actions planned. All actions were implemented. One challenge was the lack of participation in the parent LCAP survey. Phone calls were sent out and the survey was provided on three separate occasions. We also had low participation on the California Healthy Kids Survey for 5th grade and staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The only material differences between budgeted expenditures and estimated actual expenditures were for action 2.1 awards and incentives and 2.4 LVN. The district received additional funds from the state which offset the cost for the LVN.

An explanation of how effective the specific actions were in making progress toward the goal.

As of May 6th, the following specific actions: action 2.2, school psychologist, 2.3 social worker, 2.6 Behavior Health Services (provide support services), 2.7 Special Friends, provide additional counseling support TK-3 grade, and 2.9 triage social worker (helps to create safe and healthy learning environment) have shown effective in improving school climate, increasing attendance and decreasing chronic absenteeism as measured by attendance (92). These actions do not show effective for decreasing suspension rate. The suspension rate for 2021-2022 is 3.17%, which is a significant increase. TESD showed improvement in 7th grade and staff participation in the California Healthy Kids Survey. TESD showed a decrease in 5th grade participation in the survey.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 2.9 is a new action for 2022-2023. A triage social worker will be on staff to support students. This position will be covered by a grant with TCOE. For 2022-2023 action 2.6 BHS mental health professional services will no longer be paid for by the TCOE grant. Based on LCAP student survey results (new metric added above above), 61.4% of students want more counseling services, 61.4% want more social emotional learning opportunities, and 40% of students would like to have an officer on campus. Action 2.10 is a new action for 2022-2023 that will add Infrastructure and software to connect with first responders on the case of an Emergency. TESD community and educational partners have have prioritized campus safety as crucial for students to be able to focus on their attendance, as well as providing a secure environment for students to develop socially and emotionally.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Parents have expressed their desire to increase involvement in school decision making and participation in school events. TESD will respond to parents request for training in how to support their students in academic areas. Families have expressed that they would like to attend award presentations in person to celebrate their children's successes and achievements. Including parent voice and feedback is very important for TESD and families to continue to meet the needs of the Tipton community. Through the LCAP survey, 60% of parents agree Tipton Elementary School encourages parental involvement and participation. TESD will continue to strive to increase parental participation opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Opportunities for parent involvement in district decision making.	2019-2020 - 4 Opportunities for parent involvement in district decision making	2021-2022 4 opportunities parent involvement in district decision making			Provide at least 5 opportunities for parent involvement in district decision making
Opportunities for parent education in school wide programs.	2019-2020 - 10 Opportunities for parent education in school wide programs	2021-2022 10 opportunity for parent education in school wide programs.			Provide at least 15 opportunities for parent education in school wide programs
Number of school sponsored parent events	2019-2020 - 4 sponsored parent events	2021-2022 9 sponsored parent events			Host a minimum of 6 school sponsored parent events

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parents, including those of unduplicated pupils and special needs pupils, who attend parent conferences in order to receive and give input regarding their students' academic program and progress	2019-2020 98% Parent conference attendance rate	2021-2022 95% Parent conference rate			98.5% Parent conference attendance rate

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Events	Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	\$15,000.00	Yes
3.2	Student Information/Parent Communication	Provide parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Use Blackboard connect for parent communication as well as the school website where information is displayed and updated.	\$9,500.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were completed however due to the pandemic guidelines we were not able to hold all of the in person parent events that were planned along with opportunities for parent education in school wide programs. Many of the meetings were held through zoom.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The only material difference between budgeted expenditures and estimated actual expenditures were for action 3.1 parent events and action 3.3 Marquee. Action 3.1 was overbudgeted for this action and for for action 3.3 the marquee was overbudgeted for this action.

An explanation of how effective the specific actions were in making progress toward the goal.

The district did install a new marquee to update students, families and the community on events happening at the school. Parents also had access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Blackboard connect was used continually for parent communication as well as the school website where information is displayed and updated. Although we were not able to provide as many planned events for families this year, the school found ways to include parents as much as possible.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022- 2023 LCAP action 3.3 will be removed. This action was completed and is no longer needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	To provide and equip a multipurpose room and improve school facilities which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement. (Priorities 3 and 7)

An explanation of why the LEA has developed this goal.

Providing a broad range of study for our students is important in preparing them for college and career readiness. Students who experience a variety of subjects, develop a broad base of knowledge. These experiences help students to apply background knowledge to new content areas. TESD encourages diversity in teaching and learning which can be increased by providing a variety of opportunities to learn content outside of core subjects such as English language arts and math. Students will share their learning with their families in exciting and innovative ways that get families involved in school events. In order to accomodate large groups of the community to engage and enjoy student performances an adequate facility is utilized.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of VAPA events available to entire school community	2019- 2020 2 VAPA events hosted	2021 -2022 2 VAPA events were hosted			Host at least 4 VAPA events available to entire school community
Percentage of students who participate in music during the regular school day	2019-2020 0% of our students participated in music during the regular school day	2021-2022 There are currently 11% of students participating in music during the regular school day.			30% of students participated in music during the regular school day

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Facilities	Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Improvement to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields and playgrounds. The fields will be upgraded to provide a safe place for students to participate in extra curricular activities.	\$300,000.00	Yes
4.2	Equipment	Provide music and theater equipment for visual and performing arts for all students	\$50,000.00	Yes
4.3	School Garden	Provide a school garden that is a learning environment used to promote real world, hands on experiences for students in grades K-8. Students learn the importance of agriculture and nutrition in an outside classroom.	\$8,000.00	Yes
4.4	Custodial Staff	Provide additional hours of one part time custodial staff to a full time position. This will allow additional hours to support students and parent events. (Additional Concentration Grant)	\$25,985.27	Yes
4.5	Materials, Supplies and Equipment	Provide materials, supplies and equipment needed for enrichment and extra curricular activities which includes but is not limited to sports and clubs.	\$25,000.00	Yes
4.6	Music	Provide a Music Teacher	\$106,551.54	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences except we added additional hours of one part time custodial staff to a full time position during the 2021-2022 school year. This allowed additional hours to support students and parent events using the additional Concentration Grant funds that were provided for the 2021-2022 school years. This was added as an Action after adoption of the LCAP in June 2021, as a result of Concentration and Add-on funding apportioned to the district after LCAP adoption. See Annual Update Table.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.2 equipment and Action 4.3 School Garden had a material difference between the budgeted expenditures and estimated actual expenditures. Expenditures were overbudgeted for this action.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 4.1, 4.2, and 4.3, provide adequate facilities to increase student participation visual and performing arts, and giving students the opportunity to learn the importance of agriculture in our school garden, allowed for 4th graders to experience music education, the drama class was able to perform two plays for our parents/families and community, and students were involved in designing part of the school garden, adding a mural to the the small barn in the school garden, and building interest in the community to get involved. This increase in student participation is measured by acknowledging that there was no participation data in 2019. Action 4.1 increased the desire for parent involvement as measured by parents asking to volunteer in the school garden. Some parents have asked to organize a parent group to assist by communicating what the community wants for facilities, playgrounds, and fields. Increased extra curricular opportunities can be explored.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 4.5 was added based on parent requests to provided the necessary materials, supplies and equipment needed for enrichment and extra curricular activities, sports and clubs. Action 4.6 was added based on parent requests to provide more music opportunities for students. For goal 4 the desired outcomes for 2023-2024 were changed to reflect 30 percent of students participated in music during the regular day. For school year 2021-2022 there were 11% of students who participated in music during the school day.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Maintain class sizes of 24:1 or less across grades TK-8. (Priorities 4, 5 and 6)

An explanation of why the LEA has developed this goal.

We hold that our small classes have an overall positive impact on our students and are an integral component to our school climate. Smaller class sizes allow for students to have more one on one attention from the teacher. Students are more likely to be active participants in their learning with fewer students in the classroom. With smaller class sizes, students are able to build relationships and get to know one another even better, which boosts student achievement and engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Class size of less than or equal to 24:1	2019- 2020 All classes were maintained at or below 24:1 except two 4th grade classes with ratios of 28:1, 5th grade with ratios of 26:1 and 27:1 along with one 4/5 combo with 25:1. Two of our 8th grade classes had a ratio of 25:1 and 26:1.	All classes were maintained at or below 24:1 except one 7th grade class with ratio of 25:1			All class sizes in all grade levels: Less than 24:1 across grades TK-8
California Assessment of Student Performance and Progress (CAASPP) System - ELA	2018-2019 -14.9 points from standard	Data not available			<ul style="list-style-type: none"> 6.5 from standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2018-2019 EL Students -23.9 points from standard				<ul style="list-style-type: none"> 12.1 from standard for EL Students
California Assessment of Student Performance and Progress (CAASPP) System - MATH	2018-2019 -42.8 points from standard 2018-2019 EL Students -47.6 points from standard	Data not available			<ul style="list-style-type: none"> 28.4 from standard 31.6 from standard for EL Students

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Staffing/Class Size	Provide small class sizes through the funding of 3 additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement	\$402,105.68	Yes
5.2	Additional Staffing	Additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth. (Additional Concentration Grant)	\$249,036.73	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This action was met. Action 5.2 was added for 2021-2022 to allow for additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth using the additional Concentration Grant funds that were provided for the 2021-2022 school year. This was added as an Action after adoption of the LCAP in June 2021, as a result of Concentration and Add-on funding apportioned to the district after LCAP adoption. See Annual Update Table.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 5.1, provide small class sizes through the funding of 3 additional teachers, was effective in providing small class size throughout the district, as measured by class rosters. Small class sizes are effective in increasing student achievement as measured by local assessments. Student engagement increased, especially through increased small group instruction, as measured by classroom observations. Small class sizes is effective in allowing teachers more time with individual students which increases a positive school climate, as measured by teacher reporting.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For 2022-2023 Action 5.2 was added for additional staffing to allow for additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth using the Additional Concentration Grant funds.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,074,668	\$275,022

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.21%	4.93%	\$221,144.11	49.14%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

In order to make all voices in our community heard and met, Tipton Elementary conducted a thorough needs assessment. Our needs assessment includes a researched based approach, data analysis, and feedback from certificated and classified staff, student families, English Learner Advisory Committee, special education team, School Site Council, parent surveys, student surveys, student study teams, and leadership teams, and foster youth parent meetings.

Below are the whole school actions we are implementing to address those unduplicated students' needs. Although the needs low-income, foster youth and English learner students are at the forefront of our actions, these actions will benefit all students by providing intentional interventions in a systematic approach. These actions take a comprehensive framework to support all students.

These are the needs for foster youth, English learners, and low-income students that we identified with our needs assessment:

Goal 1 Action 1: Increased small group instruction

Why?- English Learner Reclassification Rate indicates far fewer English learners being reclassified. 2019-2020 18.6% of EL students were reclassified. For the purpose of staying consistent with our measure, DataQuest will be used to monitor progress for reclassification. In 2019-2020, the English learner reclassification was measured at 12.6%. The 2020-2021 reclassification rate was measured at 5.6% per DataQuest.

CA School Dashboard EL Learner Indicator- 35.5% of our EL students are making progress towards English language proficiency. The performance level is low.

The percentage of ELs who make progress toward English proficiency on ELPAC. The 2018-2019 ELPAC :11.1% maintained ELPI Level 4, 28% maintained ELPI levels 1, 2L,2H,3L, 3H, 36.3% decreased at least 1 ELPI level.

Developmental Reading Assessment (DRA)- During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA. This local benchmark data shows that English learners and low-income students are struggling in the area of reading comprehension. The DRA results from the Fall of 2019 indicate that 29.24% of K-5th grade students measured at or above proficiency. No other DRA data was collected for the 2019-2020 school year due to COVID-19 school closures. The DRA assessment for the 2020-2021 school year was not administered due to the difficulty of assessing students during distance learning. The DRA results for spring of 2022 for 3rd-5th grade indicate that 26.29% were at or above grade level which showed a decrease in progress. For the 2021-2022 school year the DRA was not administered to K-2nd grade. Instead, TESD is using DIBELS assessments to monitor student reading progress for Kindergarten-3rd grade. For the 2021-2022 mid-year DIBELS assessment 36% of students in grade K-3rd grade measured at or above benchmark.

Local Writing Benchmarks-During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD mid year writing benchmark. The mid-year writing benchmark showed that 35.66% met/exceeded (all students), 21.78% met/exceeded EL, 51.82% approaching, and 26.4% not met, 42.86% of foster students met/exceeded 3 out of 7 students, 42.86% of foster students approaching 3 out of 7 students, 14.29% of foster students below 1 out of 7 students. The 2021-2022 mid-year writing benchmark showed that 34.08% of students met or exceeded standards. For the 2021-2022 mid-year writing benchmark 20.65% of EL students measured met/exceeded grade level standards in writing. *EOY Writing Benchmarks will be complete next week.

California Assessment of Student Performance and Progress (CAASPP) System in ELA shows that English learners and low-income students are underperforming as compared to English only students and students who are not low-income. Overall, students in 2018-2019 were -14.9 points from standard, but English learner students were -23.9 points from standard. Students were not administered CAASPP in

ELA in 2019-2020 and 2020-2021 due to COVID-19 school closures and the distance learning model of instruction. Instead, STAR Reading data was used for 2020-2021.

California Assessment of Student Performance and Progress (CAASPP) System in MATH shows that English learners and low-income students are underperforming as compared to English only students and students who are not low-income. Overall students in 2018-2019 were -42.8 points from standard, but English learner students -47.6 points from standard. Students were not administered CAASPP in Math in 2019-2020 and 2020-2021 due to COVID-19 school closures and the distance learning model of instruction. Instead, STAR math data was used in 2020-2021.

STAR Reading- 2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test. 2021-2022 43% of students grades 2nd-8th were at or above reading proficiency as measured by the STAR reading test as of December 2021.

STAR Math-2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test. The STAR Math assessment results show foster youth underperforming. The results indicate the majority of English learners and low-income students were below grade level in math. 2021-2022 32% of students grades 2nd-8th were at or above reading proficiency as measured by the STAR reading test as of December 2021.

Supporting Research shows: Small group instruction focused on English language development is effective literacy instruction for English learners in the elementary grades. The small group instruction must be strategically driven by the student's level of risk of not being a proficient reader and reading assessment data. Assessment data should include phonological awareness, phonics, reading fluency, vocabulary and comprehension. (Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R., 2007).

How? - Instructional aides will increase small group intervention supports for English learners who are underperforming in ELA and math. Low-income students will have priority for multiple opportunities for small group frontload lessons and reteach lessons based on student assessment results and language proficiency levels. Additional instructional aides will increase small group instruction for foster youth, English learners and low-income students with strategic teaching strategies to build foundational skills. Small group instruction will expedite learning recovery. English language learners will be monitored using data from the CAASPP and local assessments as well as the percent of EL's who are making progress toward English proficiency on ELPAC and those being reclassified.

Goal 1 Action 2: Improved access to technology

Why?- School Site Council parent input-Parents wanted better access to technology and increased interventions for low income and foster youth students for learning recovery.

Technology and resources to improve and increase foster youth, English learners, and low-income students access to technology and resources for student research and learning in English Language Arts and Math.

STAR Reading- 2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.

STAR Math-2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test. The STAR Math assessment results show foster youth underperforming. The results indicate the majority of English learners and low-income students were below grade level in math.

How?- The purchase and replacement of technology devices, infrastructure upgrades, in-house technology support technician, and support staff will focus on prioritizing unduplicated students.

Goal 1 Action 3: ELA/ Math Materials:

Why? - CA School Dashboard EL Learner Indicator- 35.5% of our EL students are making progress towards English language proficiency. The performance level is low.

The percentage of ELs who make progress toward English proficiency on ELPAC. The 2018-2019 ELPAC :11.1% maintained ELPI Level 4, 28% maintained ELPI levels 1, 2L,2H,3L, 3H, 36.3% decreased at least 1 ELPI level.

Developmental Reading Assessment (DRA)- During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA. This local benchmark data shows that English learners and low-income students are struggling in the area of reading comprehension.

Local Writing Benchmarks-During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD mid year writing benchmark. The mid-year writing benchmark showed that 35.66% met/exceeded (all students), 21.78% met/exceeded EL, 51.82% approaching, and 26.4% not met, 42.86% of foster students met/exceeded 3 out of 7 students, 42.86% of foster students approaching 3 out of 7 students, 14.29% of foster students below 1 out of 7 students.

California Assessment of Student Performance and Progress (CAASPP) System in ELA shows that English learners and low-income students are underperforming as compared to English only students and students who are not low-income. Overall, students in 2018-2019 were -14.9 points from standard, but English learner students were -23.9 points from standard.

California Assessment of Student Performance and Progress (CAASPP) System in MATH shows that English learners and low-income students are underperforming as compared to English only students and students who are not low-income. Overall students in 2018-2019 were -42.8 points from standard, but English learner students -47.6 points from standard.

STAR Reading- 2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.

STAR Math-2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test. The STAR Math assessment results show foster youth underperforming. The results indicate the majority of English learners and low-income students were below grade level in math.

Supporting research shows: Best teaching practices to scaffold up for access to standards include representing what you say with visuals and realia, using short simple sentences with clear articulation, using gestures and facial expressions, using high-frequency vocabulary, replacing pronouns with nouns, reducing idiomatic expressions, and modeling for students multiple times for each explicit direct lesson (Hill, Jane D. & Flynn, Kathleen, M., 2006).

How? - Provide students with ancillary English Language Arts and math materials including leveled books, news magazines, manipulatives and students supplemental workbooks.

Goal 1 Action 4: Increased and improved awards/Incentives/Parent involvement-

Why?- School Site Council wanted more opportunities for low income families and foster youth to be involved with student awards and celebrations.

English Learner Reclassification Rate indicates far fewer English learners being reclassified. 2019-2020 18.6% of EL students were reclassified.

CA School Dashboard EL Learner Indicator- 35.5% of our EL students are making progress towards English language proficiency. The performance level is low.

The percentage of ELs who make progress toward English proficiency on ELPAC. The 2018-2019 ELPAC :11.1% maintained ELPI Level 4, 28% maintained ELPI levels 1, 2L,2H,3L, 3H, 36.3% decreased at least 1 ELPI level.

Developmental Reading Assessment (DRA)- During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA. This local benchmark data shows that English learners and low-income students are struggling in the area of reading comprehension.

Local Writing Benchmarks-During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD mid year writing benchmark.

California Assessment of Student Performance and Progress (CAASPP) System in ELA shows that English learners and low-income students are underperforming as compared to English only students and students who are not low-income. Overall, students in 2018-2019 were -14.9 points from standard, but English learner students were -23.9 points from standard.

California Assessment of Student Performance and Progress (CAASPP) System in MATH shows that English learners and low-income students are underperforming as compared to English only students and students who are not low-income. Overall students in 2018-2019 were -42.8 points from standard, but English learner students -47.6 points from standard.

STAR Reading- 2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.

STAR Math-2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test. The STAR Math assessment results show foster youth underperforming. The results indicate the majority of English learners and low-income students were below grade level in math.

How?-Awards Assembly with incentives will provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math. This is done quarterly throughout the school year.

Goal 1 Action 5 & 14: Improved access to librarian and library resources

Why?- English Learner Reclassification Rate indicates far fewer English learners being reclassified. 2019-2020 18.6% of EL students were reclassified.

CA School Dashboard EL Learner Indicator- 35.5% of our EL students are making progress towards English language proficiency. The performance level is low.

The percentage of ELs who make progress toward English proficiency on ELPAC. The 2018-2019 ELPAC :11.1% maintained ELPI Level 4, 28% maintained ELPI levels 1, 2L,2H,3L, 3H, 36.3% decreased at least 1 ELPI level.

California Assessment of Student Performance and Progress (CAASPP) System in ELA shows that English learners and low-income students are underperforming as compared to English only students and students who are not low-income. Overall, students in 2018-2019 were -14.9 points from standard, but English learner students were -23.9 points from standard.

STAR Reading- 2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.

Developmental Reading Assessment (DRA)- During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA. This local benchmark data shows that English learners and low-income students are struggling in the area of reading comprehension.

Local Writing Benchmarks-During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD midyear writing benchmark.

How? -The school librarian will manage leveled books and resources to support guided reading in the classroom for unduplicated students based on their individual, instructional reading level. This will give students the access to a variety of texts to increase engagement. The number of unduplicated students' on grade level with the STAR Reading and Math will increase.

Goal 1 Action 6: Resource Teacher to support teaching staff.

Why?-School Site Council suggested support for low income and resource parents with student academics at home.

ELAC feedback for English learner students: Teachers need to understand English Language Development standards better to support English learners.

English learners were not performing as well as their English only counterparts. Extra intervention support is needed for this student group.

LCAP Survey for Teachers:

Teachers reported that they would like professional development in the area of reading development stages to support low-income and English learner students. Teachers reported that they would like to better understand the tiered system approach to interventions to support low-income and English learner students.

Student survey response which includes feedback from low-income, foster youth, and English learners:

Upon returning to campus, I will need the most help in the following subject : 10.4 % P.E., 48.1% Math, 11.3% Language Arts, 16% Science, 9.4% History, 4.7% ELD

Students reported that they needed:15.1 % Better Teacher Support/Relationships, 5.7 % Better Parent/Guardian Support Relationships, 5.7% I need more support from BOTH my teacher and parent/guardian.73.6% I have the support needed. I just need to focus more.

English Learner Reclassification Rate indicates far fewer English learners being reclassified. 2019-2020 18.6% of EL students were reclassified.

CA School Dashboard EL Learner Indicator- 35.5% of our EL students are making progress towards English language proficiency. The performance level is low.

The percentage of ELs who make progress toward English proficiency on ELPAC. The 2018-2019 ELPAC :11.1% maintained ELPI Level 4, 28% maintained ELPI levels 1, 2L,2H,3L, 3H, 36.3% decreased at least 1 ELPI level.

Developmental Reading Assessment (DRA)- During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA. This local benchmark data shows that English learners and low-income students are struggling in the area of reading comprehension.

Local Writing Benchmarks-During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD mid year writing benchmark.

STAR Reading- 2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.

STAR Math-2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test. The STAR Math assessment results show foster youth underperforming. The results indicate the majority of English learners and low-income students were below grade level in math.

Supporting Research shows: High yield strategies for English learners include teaching strategies for all learning styles, using multiple resources in addition to the text, differentiating instruction based on student need, making lessons that are relevant and are related to real-life

context, actively engaging students, incorporating higher order thinking skills, and providing multiple opportunities for authentic assessment (Marzano, Robert J., Pickering, Debra J., & Pollack, James E., 2001)

How?- The Resource Teacher will improve and increase implementation of a school wide, professional development plan to help increase the achievement for foster youth, English learners, and students. The plan will include building capacity in staff to meet the unique needs of the unduplicated students through intervention and performance monitoring. The Resource Teacher will oversee performance monitoring of low-income students, foster youth, and English learners will be conducted through STAR reading and math testing, DIBELS assessments (makers for reading proficiency), benchmarks focused on essential standards, DRA assessments twice per year, and CAASPP assessments, and formative assessment. Points from standard met on CAASPP will decrease by teacher implementation of systemic interventions based assessment analysis. The resource teacher's professional development plan will build student efficacy and agency through building teacher capacity.

Goal 1 Action 7: Field Trips

Why?: Foster youth, English learners, and low-income students have fewer advantages at accessing enriched educational trips.

How? Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with special needs.

Goal 1 Action 8: Salary Increase

Why? - We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students.

Research indicates English learners are disproportionately taught by less qualified teachers or teachers with few skills to meet the needs of English learners (Ballantyne, Sanderman, & Levy, 2008; Darling-Hammond, 2010). Tipton is committed to retaining highly qualified staff to ensure English Learners, and all students, have access to a strong curriculum and learning environment.

How? - The salary increase has reduced our teacher attrition rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.

Goal 1 Actions 16 and 17: STEM Enrichment Teacher and materials for STEM class.

Why? STEM education can motivate students to jobs in STEM fields and builds students' college and career readiness. STEM increases student interest and performance in mathematics and science.

How? - Provide a STEM enrichment teacher in order to accelerate EL students acquisition of oral language fluency, academic vocabulary, and writing proficiency in STEM subject areas. Provide all students with materials and manipulatives needed for the STEM class.

Goal 2 Action 1: Awards and Incentives-Provide students with incentives and awards to recognize and encourage increased attendance (continued)

Why? Attendance rate-2019-2020 96% K-8 attendance rate. Attendance rate in 2020-2021 overall is 19.1% chronically absent, foster students are 10% chronically absent, English learners are 18.8% chronically absent, low-income students are 18.8% chronically absent.

The School Site Council wanted more opportunities for low-income families and foster youth to be involved with student awards and celebrations.

How?- School Social Worker will design and implement a school wide attendance incentive plan. Good attendance will be recognized and rewarded at school assembly activities. Parents will be invited to attend. Previously parents were unable to participate due to limited space and challenging scheduling.

Goal 2 Action 2, 3, 6 and 9: Increased and improved access to school psychologist, BHS mental health professional, and social worker services-

Why?- School Site Council wanted mental health for low income and foster youth students who are struggling to stay engaged in remote lessons, with teachers, and classmates.

ELAC feedback for English learner students was for Family Services Social Worker to continue with parent training in English and Spanish and supporting students with attendance concerns.

The School Site Council wanted low-income students and foster youth to have support for mental health for students who are struggling to stay engaged in remote lessons, with teachers, and classmates.

Attendance rate-2019-2020 96% K-8 attendance rate. Attendance rate in 2020-2021 overall is 19.1% chronically absent, foster students are 10% chronically absent, English learners are 18.8% chronically absent, low-income students are 18.8% chronically absent.

LCAP Survey for Students, included foster youth, English learners, and low-income participants: 106 students from 6th, 7th, and 8th grade took the LCAP survey. 51% of 6th graders, 45% of 7th graders and 3% of 8th graders participated in the survey. Most respondents agree or strongly agree that they felt safe at school prior to COVID-19.

In a metaanalysis study of 14 peer-reviewed articles and research reports foster youth are reported to have a lifetime of mental health challenges and/or disorders. Foster youth are 2 to 4 times more likely to suffer from a lifetime of mental health disorders than students in the general population. Research shows that as foster youth get older the need for mental health services increases but services decrease. It is important to keep a focus on routine screening of foster youth well-being and providing mental health support (Judy R. Havlicek, Antonio R.Garcia, C. Smith, 2003).

Foster youth have multiple risk factors for school success. Foster youth move between schools often, have mental health concerns and behavior issues that increase the risk factors. Foster youth have poor academic outcomes. Resilience in foster youth must be built through teacher- student relationships, connecting teachers to foster youth services for early intervention, building foster youth efficacy, authentic assessment and intervention of academic gaps in reading and mathematics, and helping teachers and resource parents to shift a focus from behavioral issues to prioritizing the educational vulnerability of foster youth. (Emily Bruce Ph.D. and LCSW , Toni Naccarato Ph.D. , Laura Hopson Ph.D. & Kristen Morrelli BASW (2010).

How?- Increase school psychologist and social worker hours to assist with increasing student attendance and decreasing the chronic absentee rate and truancy rate. To improve positive school climate, increase parent outreach and improve the implementation of the SARB process for foster youth, English learners, and low-income students. The school psychologist will provide counseling services for students on campus to help students manage feelings of sadness, overcoming adversity, and improving connectedness to school.

The school psychologist and social worker will teach unduplicated students mindfulness practices and strategies to mitigate anxiety. They will support these students in organizational skills and time management. The school psychologist and social worker will implement an attendance incentive plan that will lower chronic absenteeism. Social emotional and physical health will improve, anxiety will be minimized, and connectedness to school will increase.

Provide supportive services with a BHS mental health professional to include staff and parent trainings, brief mental health support, interim mental health support, crisis support, SARB support, school staff/classroom support, family outreach, community linkage and support for student groups that help with social skills, anger management, friendship/anti-bullying, social emotional learning, girls circle and mindfulness.

Goal 2 Action 4 & 5: Increased and improved access to health experts- Increased and improved student Information/parent communication

Why?- Attendance rate-2019-2020 96% K-8 attendance rate. Attendance rate in 2020-2021 overall is 19.1% chronically absent, foster students are 10% chronically absent, English learners are 18.8% chronically absent, low-income students are 18.8% chronically absent.

School Site Council wanted additional communication that is easily accessible by the low income families and for information to be displayed publicly and updated regularly (marquee).

How?- LVN & RN services to improve student health and increase family outreach through one on one conversations regarding student health, providing health literature, presenting information for students to make better choices regarding health.

Goal 2 Action 10: Infrastructure and software to connect with first responders on the case of an Emergency.

Why? Parent and staff feedback has indicated a need for additional security on campus. A mere 22% agree that the school is a safe place for staff and 26% agree that school is a safe place for students.

How? - The district will invest in infrastructure and software to connect with first responders on the case of an Emergency. The safety of the students at Tipton Elementary is important to school leaders. Once operational, the web-based system will enable law enforcement dispatchers to access the school's camera system, along with maps of its campus and 360-degree images of classrooms. In the event the school experiences an emergency, emergency dispatchers will be able to relay information to responding officers making emergency response quicker and more effective.

Goal 3 Action 1: Parent Events-Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input. (continued)

Why?- Attendance rate-2019-2020 96% K-8 attendance rate. Attendance rate in 2020-2021 overall is 19.1% chronically absent, foster students are 10% chronically absent, English learners are 18.8% chronically absent, low-income students are 18.8% chronically absent.

English Learner Reclassification Rate indicates far fewer English learners being reclassified. 2019-2020 18.6% of EL students were reclassified.

CA School Dashboard EL Learner Indicator- 35.5% of our EL students are making progress towards English language proficiency. The performance level is low.

The percentage of ELs who make progress toward English proficiency on ELPAC. The 2018-2019 ELPAC :11.1% maintained ELPI Level 4, 28% maintained ELPI levels 1, 2L,2H,3L, 3H, 36.3% decreased at least 1 ELPI level.

STAR Reading- 2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.

STAR Math-2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test. The STAR Math assessment results show foster youth underperforming. The results indicate the majority of English learners and low-income students were below grade level in math.

Developmental Reading Assessment (DRA)- During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA. This local benchmark data shows that English learners and low-income students are struggling in the area of reading comprehension.

Local Writing Benchmarks-During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD midyear writing benchmark.

Student motivation will increase, work completion will increase, attendance will increase, and grades will improve.

How? Provide multiple opportunities for parent involvement in district decision making. Provide at least multiple opportunities for parent education in school wide programs. Increase the percent of parent conference attendance rate. Host multiple school sponsored parent events.

Goal 3 action 2 : Student Information/Parent Communication

Why?- School Site Council wanted additional communication that is easily accessible by the low income families and for information to be displayed publicly and updated regularly (marquee).

How? - Improve parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Increase use of Blackboard connect for parent communication as well as the school website where information is displayed and updated regarding health and nutrition.

Goal 4 Action 1, 2, 5, and 6: Music Program Improved facilities, equipment, Materials and Supplies, and Music Teacher

Why? - Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students provided to unduplicated pupils as well as individuals with exceptional needs.

A broad range of study will help to build life skills, provide experiences that build background knowledge, increase content area vocabulary and improve college and career readiness.

Percentage of foster youth, English learners, and low-income students who participate in music during the regular school day- 0%

How? Provide adequate facilities, equipment and supplies for performing arts for foster youth, English learners, and low-income students to increase student participation in the music program as well as other VAPA course offerings. A music teacher will be employed to support the VAPA program. Low income, foster youth, and English learner students will be actively sought out to participate in the VAPA course offerings. Improvement to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields and playgrounds.

Goal 4 Action 3: School Garden - Increased and improved hands -on experiences in outdoor classroom-

Why?- School Site Council asked for increased agricultural opportunities for low income and foster youth with use of LCAP to help sustain the school garden and the junior high Ag Elective.

English Learner Reclassification Rate indicates far fewer English learners being reclassified. 2019-2020 18.6% of EL students were reclassified.

CA School Dashboard EL Learner Indicator- 35.5% of our EL students are making progress towards English language proficiency. The performance level is low.

The percentage of ELs who make progress toward English proficiency on ELPAC. The 2018-2019 ELPAC :11.1% maintained ELPI Level 4, 28% maintained ELPI levels 1, 2L,2H,3L, 3H, 36.3% decreased at least 1 ELPI level.

California Assessment of Student Performance and Progress (CAASPP) System in ELA shows that English learners and low-income students are underperforming as compared to English only students and students who are not low-income. Overall, students in 2018-2019 were -14.9 points from standard, but English learner students were -23.9 points from standard.

STAR Reading- 2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.

STAR Math-2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test. The STAR Math assessment results show foster youth underperforming. The results indicate the majority of English learners and low-income students were below grade level in math.

How?- Provide a school garden that is a learning environment used to promote real world, hands-on experiences for foster youth, English learners, and low-income students in grades K-8. Students improve their understanding of the importance of agriculture and nutrition in an outside classroom. Unduplicated pupils will be given priority in the Ag in the Classroom course to offer the opportunity to participate. Examples of purchases could be flowers, vegetables, herbs, tools, soil, and irrigation. The garden could be used for an outdoor classroom. The school garden is an extension of the broad range of study provided at Tipton Elementary School

Goal 4 Action 4: Custodial Staff

Why? Custodial staff are necessary to maintain facilities in optimal repair. Each year an assessment to completed on the facilities using a Facilities Inspection Tool (FIT). Between 2019-20 and 2021-22, Tipton has maintained a Good rating. We strive to improve the facilities and achieve an Exemplary rating by 2023-24. Additional custodial time to offer the school greater opportunity for school improvements. Additional hours are also necessary to allow staff time available during parent events so the campus is clean each morning for students learning.

How? Using the LCFF Concentration add-on, a part time custodial will be increased to full time. This will allow additional hours to support students and parent events.

Goal 5 Actions 1 and 2: Additional teaching staff

Why?- English Learner Reclassification Rate indicates far fewer English learners being reclassified. 2019-2020 18.6% of EL students were reclassified.

CA School Dashboard EL Learner Indicator- 35.5% of our EL students are making progress towards English language proficiency. The performance level is low.

The percentage of ELs who make progress toward English proficiency on ELPAC. The 2018-2019 ELPAC :11.1% maintained ELPI Level 4, 28% maintained ELPI levels 1, 2L,2H,3L, 3H, 36.3% decreased at least 1 ELPI level.

Developmental Reading Assessment (DRA)- During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA. This local benchmark data shows that English learners and low-income students are struggling in the area of reading comprehension.

Local Writing Benchmarks-During the 2019- 2020 school year 35% of K-8 students met or exceeded the standard on the TESD midyear writing benchmark.

STAR Reading- 2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.

STAR Math-2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test. The STAR Math assessment results show foster youth underperforming. The results indicate the majority of English learners and low-income students were below grade level in math.

How?- Additional teaching staff will allow for more small class sizes and increase opportunities for foster youth and English learners to have multiple opportunities to practice oral language and have collaboration with small groups of classmates. Smaller class sizes will give teachers the opportunity to build closer relationships with low income, foster youth, and English learner students to support social emotional needs.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, the Tipton Elementary School District has calculated that it will receive \$2,074,688 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). Included in this is the additional LCFF Concentration add-on (15%) of \$275,022. The district calculated that there is a Carryover requirement in the amount of \$221,144 for 21-22.

Using the same LCFF calculation tool, the proportionality percentage for 2022-23 has been calculated at 44.21%. The 44.21% to increase or improve services when added to the Carryover Percentage to increase or improve services of 4.93% equals a Minimum Proportionality Percentage of 49.14% for the 2022-2023 LCAP year.

The Tipton Elementary School District provides the following direct services specifically for foster youth, English learners, and low-income pupils:

Additional Instructional aides will increase small group intervention supports for English learners who are underperforming in ELA and math. ELD Professional Development in the area of English Language Development will be provided to staff by TCOE ELD consultants along with Dr. Nancy Akhavan. Implementation of learned strategies will enable staff to effectively support English Learners in progressing with the acquisition of English language proficiency (Goal 1 action18). Sub coverage will be provided for teachers to attend professional development trainings.

Additional teaching staff will increase the number of small class sizes.

The Resource Teacher will improve and increase implementation of a school wide, professional development plan to help increase the achievement for foster youth, English learners, and low-income students.

Improved access to technology. The Resource Teacher will provide intervention instruction for students.

Academic field trips to increase unduplicated students' college and career readiness by creating opportunities for these students to have a variety of cultural experiences.

Increased and improved awards/Incentives/Parent involvement and Student Achievement

Improved access to librarian and library resources-

Increased and improved access to school psychologist and social worker services-

Increased and improved access to LVN and RN

Increased and improved student Information/parent communication

Improve parent access to real time student and school information

Improved facilities, sports fields, and equipment for extra curricular activities and outdoor learning.

Increased and improved hands -on experiences in outdoor classroom

Overall the aforementioned actions, account for the essential improvement and increasing requirements to meet the specific needs of foster youth, English learners, and low-income students. TESD, has in good faith, met the minimum proportionality requirement. The Carryover funds have been included in the LCAP and will be utilized to provide Actions and services that increase or improve services for Unduplicated Pupils and contribute toward meeting the increased or improved service requirement (MPP) in the 2022-2023 LCAP

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Tipton Elementary plans to use additional funds to increase the hours of one part time custodial staff to a full time position. This will allow additional hours to support students. TESD has hired additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,313,974.79	\$151,584.50		\$511,174.82	\$2,976,734.11	\$2,100,935.35	\$875,798.76

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional Aides	English Learners Foster Youth Low Income	\$208,071.64			\$178,276.81	\$386,348.45
1	1.2	Technology and Resources	English Learners Foster Youth Low Income	\$255,835.40			\$5,866.30	\$261,701.70
1	1.3	ELA/Math Materials: Books and Supplies	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
1	1.4	Awards/Incentives	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
1	1.5	Librarian	English Learners Foster Youth Low Income	\$86,078.00				\$86,078.00
1	1.6	Resource Teacher	English Learners Foster Youth Low Income	\$71,777.89			\$71,777.89	\$143,555.78
1	1.7	Field Trips	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.8	Salary Increase	English Learners Foster Youth Low Income	\$110,000.00				\$110,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Summer School	All		\$80,000.00			\$80,000.00
1	1.10	Tutoring	All		\$40,000.00		\$12,000.00	\$52,000.00
1	1.11	Professional Development	All				\$7,375.00	\$7,375.00
1	1.12	Web-Based Programs	All				\$57,055.53	\$57,055.53
1	1.13	Materials	All				\$59,269.53	\$59,269.53
1	1.14	Library Books and Materials	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
1	1.15	MTSS Coach	All		\$17,250.00			\$17,250.00
1	1.16	STEM Enrichment Teacher	English Learners Foster Youth Low Income	\$121,741.12				\$121,741.12
1	1.17	Materials and Supplies	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.18	ELD Professional Development	English Learners	\$18,150.00			\$11,375.00	\$29,525.00
2	2.1	Awards and Incentives	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.2	Psychologist	English Learners Foster Youth Low Income	\$66,393.00				\$66,393.00
2	2.3	Social Worker	English Learners Foster Youth Low Income	\$7,513.83			\$30,055.34	\$37,569.17
2	2.4	LVN	English Learners Foster Youth Low Income	\$33,266.19	\$14,334.50			\$47,600.69
2	2.5	RN	English Learners Foster Youth	\$10,589.12				\$10,589.12

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.6	BHS mental health professional	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
2	2.7	Special Friends Aide	All				\$9,681.63	\$9,681.63
2	2.8	Parent Liaison	All				\$25,821.17	\$25,821.17
2	2.9	Triage Social Worker	All	\$0.00				\$0.00
2	2.10	Infrastructure/Software ActVnet	English Learners Foster Youth Low Income	\$11,000.00				\$11,000.00
3	3.1	Parent Events	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
3	3.2	Student Information/Parent Communication	English Learners Foster Youth Low Income	\$9,500.00				\$9,500.00
4	4.1	Facilities	English Learners Foster Youth Low Income	\$300,000.00				\$300,000.00
4	4.2	Equipment	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
4	4.3	School Garden	English Learners Foster Youth Low Income	\$8,000.00				\$8,000.00
4	4.4	Custodial Staff	English Learners Foster Youth Low Income	\$25,985.27				\$25,985.27
4	4.5	Materials, Supplies and Equipment	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
4	4.6	Music	English Learners Foster Youth Low Income	\$63,930.92			\$42,620.62	\$106,551.54
5	5.1	Staffing/Class Size	English Learners Foster Youth Low Income	\$402,105.68				\$402,105.68
5	5.2	Additional Staffing	English Learners Foster Youth Low Income	\$249,036.73				\$249,036.73

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,692,810	\$2,074,668	44.21%	4.93%	49.14%	\$2,313,974.79	0.00%	49.31 %	Total:	\$2,313,974.79
								LEA-wide Total:	\$2,295,824.79
								Limited Total:	\$18,150.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$208,071.64	
1	1.2	Technology and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$255,835.40	
1	1.3	ELA/Math Materials: Books and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.4	Awards/Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.5	Librarian	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,078.00	
1	1.6	Resource Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,777.89	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
1	1.8	Salary Increase	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,000.00	
1	1.14	Library Books and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.16	STEM Enrichment Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,741.12	
1	1.17	Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.18	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$18,150.00	
2	2.1	Awards and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.2	Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,393.00	
2	2.3	Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,513.83	
2	2.4	LVN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,266.19	
2	2.5	RN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,589.12	
2	2.6	BHS mental health professional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10	Infrastructure/Software ActVnet	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	
3	3.1	Parent Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.2	Student Information/Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,500.00	
4	4.1	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
4	4.2	Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
4	4.3	School Garden	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
4	4.4	Custodial Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,985.27	
4	4.5	Materials, Supplies and Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
4	4.6	Music	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,930.92	
5	5.1	Staffing/Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$402,105.68	
5	5.2	Additional Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$249,036.73	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,321,047.50	\$2,262,822.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Aides	Yes	\$334,424.00	\$331,221.07
1	1.2	Technology and Resources	Yes	\$227,217.00	\$131,919.20
1	1.3	ELA/Math Materials: Books and Supplies	Yes	\$46,150.82	\$18,000.00
1	1.4	Awards/Incentives	Yes	\$15,000.00	\$2,955.13
1	1.5	Librarian	Yes	\$75,113.00	\$80,669.40
1	1.6	Resource Teacher	Yes	\$129,333.00	132,121.00
1	1.7	Field Trips	Yes	\$20,000.00	\$20,177.63
1	1.8	Science Curriculum	Yes	\$111,000.00	\$111,000.00
1	1.9	Salary Increase	Yes	\$110,000.00	\$110,000.00
1	1.10	Summer School	No	\$50,288.50	\$72,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Tutoring	No	\$84,000.00	\$34,118.26
1	1.12	Professional Development	No	\$56,251.54	\$39,430.41
1	1.13	Web-Based Programs	No	\$37,199.71	\$17,810.00
1	1.14	Materials	No	\$28,067.93	\$821.41
1	1.15	Library Books and Materials	Yes	\$15,000.00	\$14,813.10
1	1.16	MTSS Coach	Yes	\$75,512.00	\$10,500
2	2.1	Awards and Incentives	Yes	\$5,000.00	\$1876.70
2	2.2	Psychologist	Yes	\$63,380.00	\$64,380.00
2	2.3	Social Worker	Yes	\$33,312.00	\$30,281.94
2	2.4	LVN	Yes	\$40,716.00	\$34,437.00
2	2.5	RN	Yes	\$9,798.00	\$9,832.00
2	2.6	BHS mental health professional	No	\$15,000.00	\$15,000
2	2.7	Special Friends Aide	No	\$9,000.00	\$8,368.75

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Parent Liaison	No	\$24,500.00	\$24,699.41
3	3.1	Parent Events	Yes	\$5,000.00	1,085.08
3	3.2	Student Information/Parent Communication	Yes	\$9,500.00	\$9098.23
3	3.3	School Marquee	Yes	\$60,000.00	\$39,436.22
4	4.1	Facilities	Yes	\$250,000.00	\$250,000
4	4.2	Equipment	Yes	\$5,000.00	\$1730.93
4	4.3	School Garden	Yes	\$10,000.00	\$3534.25
4	4.4	Custodial Staff	Yes	0	\$12,237.00
5	5.1	Staffing/Class Size	Yes	\$366,284.00	\$371,030.00
5	5.2	Additional Staffing	Yes	0	\$258,238.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,006,090	\$1,754,884.00	\$1,784,945.89	(\$30,061.89)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Aides	Yes	\$199,424.00	\$182,521.00		
1	1.2	Technology and Resources	Yes	\$209,187.00	\$127,882.70		
1	1.3	ELA/Math Materials: Books and Supplies	Yes	\$40,000.00	\$17,510.89		
1	1.4	Awards/Incentives	Yes	\$15,000.00	\$2,955.13		
1	1.5	Librarian	Yes	\$75,113.00	\$80,669.40		
1	1.6	Resource Teacher	Yes	\$95,798.00	\$101,111.67		
1	1.7	Field Trips	Yes	\$20,000.00	\$20,177.63		
1	1.8	Science Curriculum	Yes	\$111,000.00	\$111,000.00		
1	1.9	Salary Increase	Yes	\$110,000.00	\$110,000.00		
1	1.15	Library Books and Materials	Yes	\$15,000.00	\$14,813.10		
1	1.16	MTSS Coach	Yes	\$75,512.00	\$10,500.00		
2	2.1	Awards and Incentives	Yes	\$5,000.00	\$1,876.70		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Psychologist	Yes	\$21,240.00	\$22,240.00		
2	2.3	Social Worker	Yes	\$6,312.00	\$11,286.71		
2	2.4	LVN	Yes	\$40,716.00	\$14,179.25		
2	2.5	RN	Yes	\$9,798.00	\$9,832.00		
3	3.1	Parent Events	Yes	\$5,000.00	\$1,085.08		
3	3.2	Student Information/Parent Communication	Yes	\$9,500.00	\$9,098.23		
3	3.3	School Marquee	Yes	\$60,000.00	\$39,436.22		
4	4.1	Facilities	Yes	\$250,000.00	\$250,000		
4	4.2	Equipment	Yes	\$5,000.00	\$1,730.93		
4	4.3	School Garden	Yes	\$10,000.00	\$3,534.25		
4	4.4	Custodial Staff	Yes	0	\$12,237		
5	5.1	Staffing/Class Size	Yes	\$366,284.00	\$371,030.00		
5	5.2	Additional Staffing	Yes	0	\$258,238		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,485,939	\$2,006,090	0	44.72%	\$1,784,945.89	0.00%	39.79%	\$221,144.11	4.93%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022