

# LCFF Budget Overview for Parents

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

CDS Code: 54 72215 6054431

School Year: 2024-25

LEA contact information:

Jackie Everett

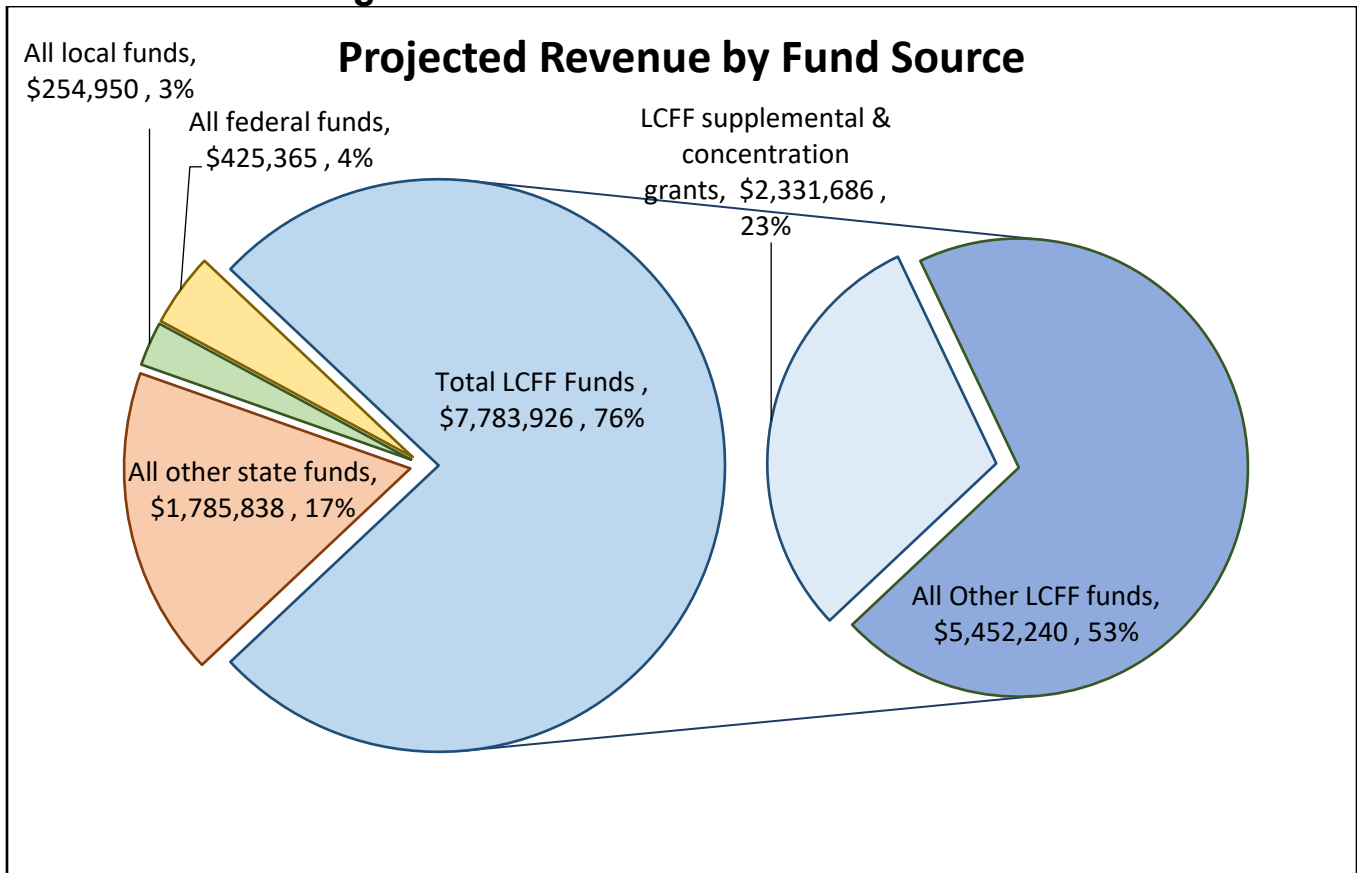
Principal

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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 2024-25 School Year

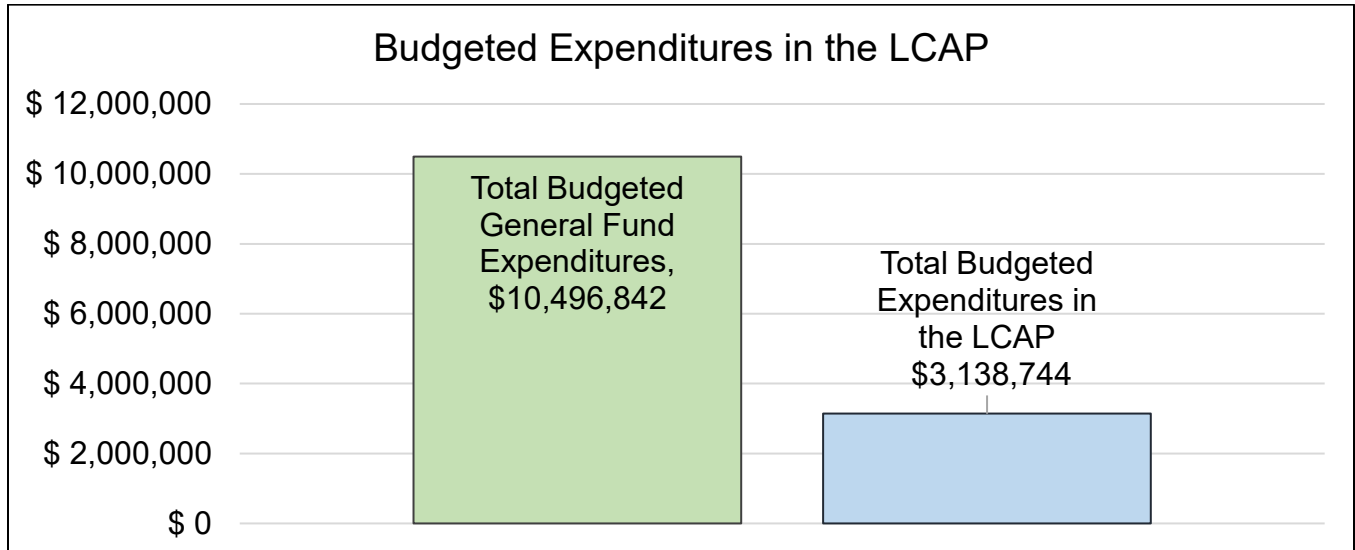


This chart shows the total general purpose revenue Tipton Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tipton Elementary School District is \$10,250,079, of which \$7,783,926 is Local Control Funding Formula (LCFF), \$1,785,838 is other state funds, \$254,950 is local funds, and \$425,365 is federal funds. Of the \$7,783,926 in LCFF Funds, \$2,331,686 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 2024-25. 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 \$10,496,842 for the 2024-25 school year. Of that amount, \$3,138,744 is tied to actions/services in the LCAP and \$7,358,098 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

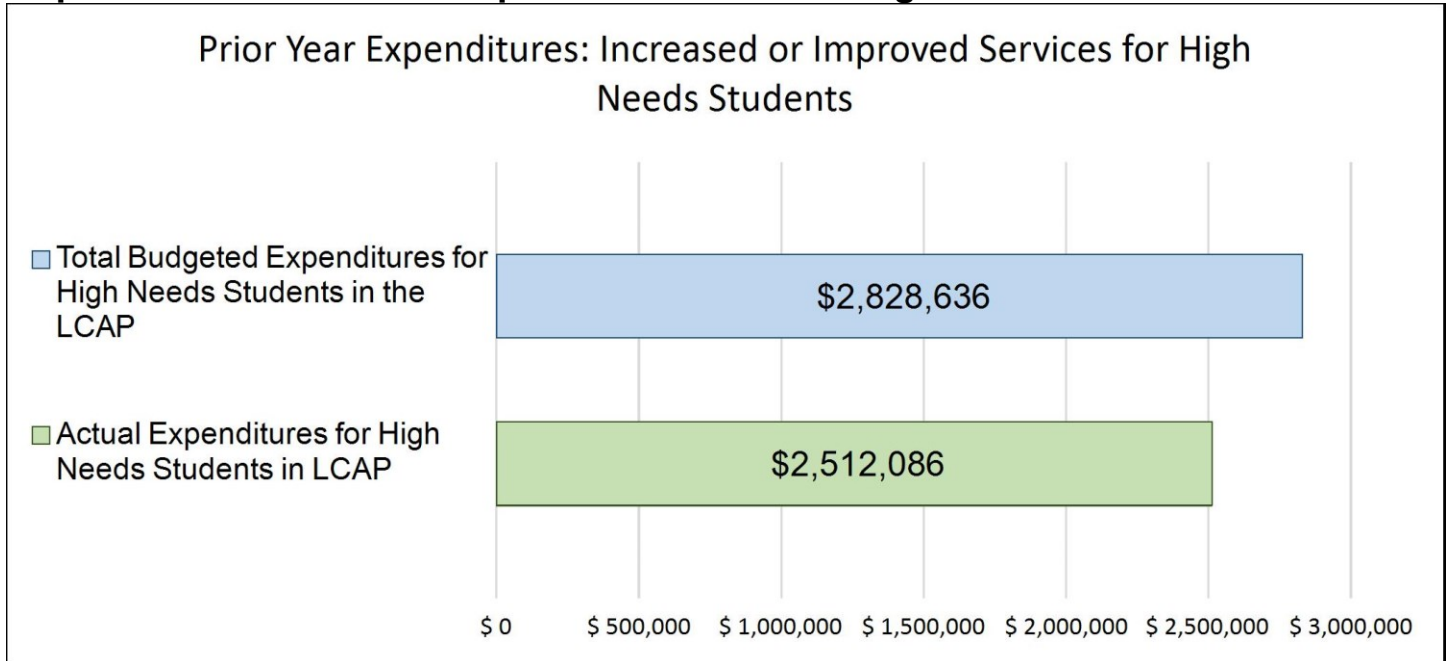
Expenditures in the LCAP include: Most teachers, administrator, classified staff salaries and benefits, purchase of state adopted curriculum and materials, maintenance, cafeteria, transportation and other costs incurred that are necessary in the operation of the school district.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Tipton Elementary School District is projecting it will receive \$2,331,686 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 \$2,647,625 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 2023-24



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 2023-24, Tipton Elementary School District's LCAP budgeted \$2,828,636 for planned actions to increase or improve services for high needs students. Tipton Elementary School District actually spent \$2,512,086 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$316,550 had the following impact on Tipton Elementary School District's ability to increase or improve services for high needs students:

The difference in planned and actual expenditures had no impact on the delivery of services for high needs students. There was an overbudgeting in some planned expenditures, thus resulting in the difference. High needs students received planned Action services as intended.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

## 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)

### 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 (-30.3) points from standard EL Students (- 38.1) points from standard	2022 Dashboard Data (-30.3) points from standard EL Students (- 38.1) points from standard	2023 Dashboard Data (-34.5) from standard EL Students (-44) Points from standard	(-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 (-67.9) points from standard EL Students ( -73.5) points from standard	2022 Dashboard Data (-67.9) points from standard EL Students (-73.5) points from standard	2023 Dashboard Data (-64.3) points from standard EL Students (-71) points from standard	(-28.4) from standard (-31.6) from standard for EL Students
STAR Reading	2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as	2021-2022 43% of students measure at or above reading proficiency as measured by the STAR reading test.	2022-2023 End of year Data 37% of students in 2nd-8th grade measured at or above reading proficiency as	2023-2024 34% of students in 2nd-8th grade at or above reading proficiency as measured by the end	60% of students measure at or above reading proficiency as measured by the STAR reading test

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	measured by the STAR reading test.		measured by the STAR reading test.	of year STAR reading test	
STAR Math	2019- 2020 school year 24% of students in 2nd through 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.	2022-2023 End of Year Data 43% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test.	2023-2024 51% 2nd-8th grade 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.	2023 End of Year Data 70% of K-1st students measured at or above grade level on the TESD end of year math benchmark.  32% of 2nd-8th measured at or above proficiency in math.	2023-2024 K-1st 66% at or above grade level on the TESD end of year math benchmark  37% 2nd-8th grade at or above grade level on TESD mid year 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 rather they would be	2023 End of Year Data- 49.21% of K-2 students measured at or above proficiency in DRA.  Only below grade level students (based on mid-year STAR Reading below grade level performance)	2023-2024 1st-5th all students assessed for first DRA assessment 24% of 1st-5th students measured at or above proficiency in DRA for End of Year <ul style="list-style-type: none"> <li>Kindergarten</li> <li>-</li> </ul> Overall: 4.26%	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
		assessed with DIBLES.	were administered the DRA in 3rd-5th grade. 29.45% of 3rd-5th below grade level students (48 out of 163 students) scored near or below grade level on the End of Year DRA.	<ul style="list-style-type: none"> <li>1st grade- Overall: 22.03%</li> <li>2nd grade- Overall: 39.58%</li> </ul>	
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 met or exceeded the standard on the TESD mid year writing benchmark	2023 End of Year Data 53.98% of K-8 students met or exceeded the standard on the TESD end of the year writing benchmark.	2023-2024 41% of TK-8th grade students met or exceeded the standard on the TESD 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%	2022-2023 The teacher misassignment rate is 0%	2023-2024 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	2022-2023 3% teacher attrition rate	2023-2024 6.7% 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	2022-2023 100% of students have access to standards aligned materials.	2023-2024 100% of students have access to standards aligned materials	100% of students have access to standards aligned materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of academic content/performance standards	During the 2019-2020 year through examination was done and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	2021-2022 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	2022-2023 Thorough examination was done and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	2023-2024 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	Through the examination and archiving of lesson plans to maintain 100% implementation of all academic 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.	2022-2023 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.	2023-2024 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.	During the 2022-2023 year we maintained a Good rating on the FIT report.	During the 2023-2024 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	2019-2020 100% of unduplicated pupils and students with exceptional needs were provided access to a large variety of programs in order to	2021-2022 100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.	2022-2023 100% of unduplicated pupils and students with exceptional needs were provided access to a large variety of programs in order to	2023-2024 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.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
well as individuals with exceptional needs.	support their growth and achievement.		support their growth and achievement.		
Fully Credentialed in the the subject area and for pupils they are teaching.	The baseline for fully credentialed teacher rate for 2019-2020 is 96%.	2021-2022 96% fully credentialed	2022-2023 96% fully credentialed	2023-2024 96% fully credentialed	100% fully credentialed
EL Reclassification Rate	2019-2020 18.6% of EL students were reclassified.	2020-2021 14.4 % of EL students were reclassified.	2022-2023 Spring Data 13.9% of EL students were reclassified.	2023-2024 Fall Data 10% 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.	2022 Dashboard Data 46.7% of EL students are making progress towards English language proficiency. The performance level is medium.	2023 Dashboard Data 47.2% 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	2022-2023 100% of students are receiving instruction aligned to the ELD standards	2023-2024 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	The 2018-2019 ELPAC	Data not available  2022 Dashboard Data	2022 Dashboard Data 1.80% maintained ELPI Level 4	2023 Dashboard Data 3.3% maintained ELPI level 4	17.1% will maintain ELPI Level 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English proficiency on ELPAC.	11.1% maintained ELPI Level 4 28% maintained ELPI levels 1, 2L,2H,3L, 3H 36.3% decreased at least 1 ELPI level	1.80% maintained ELPI Level 4 35.4% maintained ELPI levels 1, 2L,2H,3L, 3H 17.9% decreased at least 1 ELPI level	35.4% maintained ELPI levels 1, 2L,2H,3L, 3H 17.9% decreased at least 1 ELPI level	34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H 18% decreased at least one ELPI level	22% will maintain ELPI levels 1, 2L, 2H, 3L, 3H 30.3% will decrease at least 1 ELPI level
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 2022 end of - year DIBELS assessment 38% of students in grade K-3rd grade measured at or above benchmark.	2023- End of Year- DIBELS assessment 41.27% of student in grade K-3rd measured at or above benchmark.	2023 Midyear DIBELS assessment 46% of students in K-3rd grade measured at or above benchmark	50% of students in grade K-3rd grade measured at or above benchmark

## Goal Analysis

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.

The actions outlined in Goal 1: Improve student achievement in English Language Arts, Math and increased academic achievement for all English Learners. These actions support the progress in meeting the goal to decrease the points away from meeting standards on the CAASPP assessments, increase the percentage of students meeting proficiency in reading and math, increase the percent of students proficient in writing, increase the percentage of English learner reclassification rates, and increase the percentage of ELs who make progress toward English proficiency on ELPAC.

Action 1.1: Provide small group intervention support with instructional aides in ELA to all students including English learners, foster youth, and low income students.

Action 1.2: Provide students with access to technology and resources for student research and learning in ELA and math through the purchase of replacement of technology devices, infrastructure upgrades, and an in-house technology support technician and support staff. Provide all English language learners students with access to technology and resources for student research and learning.

Action 1.3: Provide all students and English learner 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.

Action 1.4: Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math.

Action 1.6: 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.

Action 1.9: Provide extended summer learning to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners.

Action 1.10: 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.

Action 1.11: Math support with Tulare County Office of Education Consultant and sub coverage will be provided for teachers to attend professional development training.

Action 1.12: Web-based programs to address improving achievement of disadvantaged

Action 1.13 Materials: Instructional materials to supplement classroom activities

Action 1.14 Library books and materials: Improve and increase library selections

Action 1.15 Improve multi-tiered system of support for students by building understanding in teachers. Sub coverage will be provided when the coach pushes into the classroom for one-on-one support.

Action 1.18: 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 training.

#### Analysis statement:

Full implementation of actions 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17 and 1.18 occurred.

Partial implementation of action 1.3. Materials were provided for action 1.3, training was not available, so materials were limitedly used.

#### Successes in implementation include:

The purchase of awards shirts for the honor roll and principal's list was made and shirts were presented to students. The development and sustainability of the master schedule so that instructional aides were meeting with students daily ensured students received the same number of minutes for intervention lessons. When we were short with instructional aides, we combined intervention groups and kept consistency in instruction for intervention students. Progress monitoring provided data for us to know when we needed to exit an intervention student or place an additional student in a group. The resource teacher and MTSS coach maintained and analyzed student data in multiple data housing programs. The District provided 1:1 Chromebook for grades 2-5, 2:1 Chromebook for students in grades 6-8, and K-1 has 6 iPads. The technology has been used to access web based programs that differentiate practice for students' individual needs. Summer school participation with technology includes interactive web based activities with Math Expressions and 95% Group reading intervention. Summer

school facilitates unduplicated students who are recommended by their teachers. These students have an extended opportunity to build skills and confidence. The web based programs have given students an engaging learning modality which facilitates concurrently building 21st century skills and building knowledge of the content area. Students had access to progress monitoring their own learning and academic achievement. Timely information allowed for teachers to recognize when a student needed tier 2 support and immediately used our communication system to submit a request for student support. The resource teacher and MTSS coach worked in tandem and alongside our MTSS team to implement flexible intervention grouping. The full-time STEM teacher allowed grades 1st-5th to attend STEM class weekly. Materials purchased were used to keep students engaged and provide hands on activities. All grades participated in grade level field trips or enrichment activities with the exception of 1st grade. TK/Kindergarten went to a local farm. 2nd grade went to the zoo and had a STEAM enrichment come to campus. 3rd grade had a reptile experience on campus. 4th grade went to a CA mission. 5th SCICON day trip. 6th attended SCICON for a week. 7th went to the Ronald Regan Museum and 8th grade went to San Francisco. STEM also took students to release trout at SCICON. The librarian was employed full-time the entire school year. The librarian was able to purchase new books and materials to increase student engagement with reading. Salary increases attributed to our low attrition rate. It allowed continuity of care and consistent instruction. Supplemental materials that were purchased include 95% Group Phonics to increase K-3rd reading. Scholastic guided reading books were also purchased to replace missing or damaged books. The Title I monies allowed us to purchased additional web-based programs including Nearpod, Acadience, and IXL. IXL was used to help support tier 2 instruction.

Challenges in implementation include:

Training in MTSS throughout the school year was a challenge when the District faced a shortage of substitute teachers and an increase in teacher absences. At the junior high school level, many parents did not sign the technology agreement for students to take Chromebook for fear of having to pay for damaged or lost devices. Some students had signed technology agreements but did not have devices issued. Data interoperability has not flourished in the sense of collective efficacy. Trauma, equity, and poverty have been hurdles to overcome. Notably our MTSS system needs to work for all students and these hurdles will be addressed as the District moves forward in building its refined MTSS components to include social emotional and behavioral supports. Additional challenges faced in the implementation processes were that we had multiple instructional aides leave our District and we used time and resources to hire and replace new instructional aides throughout the school year.

#### 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 1.1 the expenditures were overbudgeted. The budget initially allocated funds for the salaries of existing staff. However, as the school year progressed, some staff members left or retired, and their replacements were hired at a lower pay rate.

For action 1.2 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected. Other funding not in the LCAP was utilized resulting in a lower expenditure amount.

For action 1.3 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected. This will be adjusted moving forward.

For action 1.4 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected. This will be adjusted moving forward.

For action 1.7 the expenditures were overbudgeted. One grade level did not go on a field trip The cost of going on the trips was less than expected.

For action 1.10 the expenditures were underbudgeted for this action. More staff tutored than previously planned.

For 1.12 the expenditures were overbudgeted. The amount listed was a typo. The additional amount would have been allocated elsewhere.

For 1.13 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected.

For 1.18 the expenditures were underbudgeted for this action. The district had additional substitute costs for staff training.

#### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 1.1, 1.4, 1.6, and 1.15 have shown to be effective as noted in the following outcomes: A 3.5 point move closer to standard in CAASPP math, an 8% increase in proficiency in STAR math. At least 9 students have been exited from the Student Study Team process. The purchase of awards shirts for honor roll and principal's list was made and shirts were presented to students. It also showed effective as noted by the following outcomes: 51% students in grades 2-8 were on grade level or above, math benchmarks mid-year 43.21% of students were at or above grade level. Grades 7 & 8 have shown consistent improvements.

Actions 1.2, 1.9, and 1.12 have shown to be effective as noted in the following outcomes: The District provided 1:1 Chromebook for grades 2-5, 2:1 Chromebook for students in grades 6-8, and K-1 has 6 iPads. The technology has been used to access web based programs that differentiate practice for students' individual needs. Summer school participation with technology includes interactive web based activities with Math Expressions and 95% Group reading intervention. Summer school facilitates unduplicated students who are recommended by their teachers. These students have an extended opportunity to build skills and confidence. The web based programs have given students an engaging learning modality which facilitates concurrently building 21st century skills and building knowledge of the content area. Additional web-based programs were purchased including; but not limited to: Nearpod, Acadience, and IXL. IXL was used to help support tier two instruction.

Action 1.18 noted to be effective based on the following outcomes: 7% increase for English learners who met or exceeded in writing benchmarks.

Action 1.3 included the purchase of Rigby guided reading books, however, staff was not yet accessing the materials on a regular basis. Effectiveness is noted with Read Live as students on IEPs have met their annual reading goals and improved in the area of reading fluency.

Action 1.5, 1.13, and 1.15 were shown to be effective. All students had weekly library times to check out books. The librarian also did read-aloud to TK-2nd grade classes when they came in. Students had access to a multitude of reading materials as well as access to technology. Beyond their library times, the library was open before school and during their recess time. This led to an increase in circulation of books and media that was accessed by students. There was 16,044 books checked out with 565 classroom visits. There were 1,109 items added to the collection for the 2023-2024 school year. Students could also access the web-based programs from the library.

Action 1.8 showed to be effective in the areas of math and writing. Recruiting, hiring, and keeping highly qualified staff helped the students surpass the writing goal of 37% at or above grade level. 41% of the TK-8 students were at or above grade level. Students decreased their distance from standard on CAASPP math by 3.6 points. Students also improved on the local math benchmark with an increase of 8% by the end of the 2023-24 school year.

Action 1.16 and 1.17 showed to be effective. All students 1st-5th attended a STEM class weekly. These classes allowed students multiple opportunities to be able to use oral language skills and to write about their experiences as demonstrated by the local writing benchmark showing 41% of students at or above grade level.

Action 1.7 showed to be effective as shown by all grade levels, with the exception of one grade level, went on a field trip or had an enrichment experience on campus. All grades participated in grade level field trips or enrichment activities with the exception of 1st grade. TK/Kindergarten went to a local farm. 2nd grade went to the zoo and had a STEAM enrichment come to campus. 3rd grade had a reptile experience on campus. 4th grade went to a CA mission. 5th SCICON day trip. 6th attended SCICON for a week. 7th went to the Ronald Regan Museum and 8th grade went to San Francisco. STEM also took students to release trout at SCICON. All trips are tied to grade level standards and add to hands on learning and real-world experiences that make classroom learning relevant for students.

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.

A change is being made to Goal 1. The previous goal included math. The district has decided to separate math from ELA. Goal 1 will now focus on ELA and English learners. be that all students will demonstrate growth towards meeting and exceeding standards in English language arts (ELA) as measured by California Assessment of Student Performance and Progress (CAASPP) and local education agency (LEA) assessments. English Learners (ELs) and Long Term English Learners (LTELs) will demonstrate progress toward English language development (ELD) as measured by English Language Proficiency Assessment for California (ELPAC) and LEA assessments. Goal 2 will solely focus on academic achievement in math.

Action 1.11 - Professional Development for math has been removed since math will be in goal 2. Action 1.18 - The District will continue designated ELD and gain insight and mastery into the ELD Professional Development we have already provided. The academic coach will continue to support in the area of designated ELD. Additional ELD Professional Development will be suspended for the time being which will allow the district writing PD to organically grow teachers capacity in English learner support.

Since action 1.11 was removed actions had to be renumbered to the following:

Action 1.12 will now be action 1.11 Web based programs

Action 1.13 will now be action 1.12 Materials

Action 1.14 will now be action 1.13 Library Books Materials

Action 1.15 will now be action 1.14 MTSS Coach

Action 1.16 will now be action 1.15 Stem Teacher

Action 1.17 will now be action 1.16 Materials Supplies for stem

Action 1.18 will now be action 1.17 Writing Professional Development

Action 1.18 will be Reading Intervention

Action 1.17 will now be writing professional development. This action will provide writing professional development. The professional learning for teachers would focus on helping teachers develop strategies in writing to support all students but particularly students who are acquiring language and LTEL.

New Action for 2024-2025 will be 1.18 Reading intervention support provided after school. This action will provide high impact, individualized intervention in reading.

**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)

### 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	2022- 2023 Dashboard 94% attendance rate	2023-2024 92% K-8 attendance	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%	2022-2023 Dashboard Chronic absentee rate is 24.7%	2023 Dashboard Chronic absentee rate Overall - 19.4% SED - 20.2% English learner - 19.7% Hispanic/Latino - 19.5% Homeless - 25.7%	2.6% chronic absentee rate
Pupil suspension rate	2018-2019 suspension rate was 1.5%	2021-2022 3.17% suspension rate	2022-2023 Dashboard Suspension rate 3.5%	2023 Dashboard Suspension rate 5.7%	1.2% suspension rate
Pupil expulsion rate	2018-2019 Less than 1%	2021-2022 less than 1% 2022 Dashboard data Expulsion rate is 0%	2022-2023 Expulsion rate less than 1%	2023 Midyear less than 1%	less than 1%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle school dropout rate	2019-2020: 0 students	2021-2022 0 students	2022-2023: 0 students	2023-2024: 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.	2021-2022 52% of 5th graders and 96% of 7th graders completed the survey. 38% of staff completed the survey.  The California Healthy Kids Survey will be administered during the 2023-2024 school year	2023-2024 92% of 6th graders and 96% of 7th graders completed the survey. 11.25% of staff complete 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. 28 parents responded to the survey. 162 students responded to the survey Baseline for employee's survey will be established in 2021-2022.	2021-2022 158 students 9, parents and 32 staff participated in the annual LCAP survey.	2022-2023 204 students 88, parents and 29 staff participated in the annual LCAP survey.	2023-2024 14 parents and 60 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
Parent Safety and Connectedness Survey	Baseline will be established in 2021-2022.	2021-2022 93.1% of parent feel safe and connected at school.	2022-2023 88% of parents feel safe and connected at school.	2023-2024 91% of parents 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.	2022-2023 76% of staff feel safe and connected at school.	2023-2024 86% 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	2022-2023 57.2% of students report a need for more counseling services and social emotional learning opportunities	2023-2024 85% of students report they feel Tipton Elementary provides enough counseling services	Based on these data a decrease of 20% of students will report the need for more counseling services and SEL opportunities.

## Goal Analysis

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.

### Goal 2

Action 2.1- Awards and Incentives - Provide students with incentives and awards to recognize and encourage increased attendance.

Action 2.2, 2.3, 2.6, and 2.9- Increased and improved access to school psychologist, BHS mental health professional, and social worker services ELAC, SSC, LCAP surveys: including foster youth, homeless, and low-income students, requested increased social-emotional supports.

Action 2.4 & 2.5- Increased and improved access to health experts-increased and improved student information/parent communication

Action 2.10: Infrastructure and software to connect with first responders in the case of an emergency. The use of actVnet was used multiple times this the school year when practicing fire, earthquake, and lockdown drills.

Action 2.11 and 2.13: The Early Warning System (EWS) Aeries Analytics and School Pass a Visitor Management+ Subscription Visitor & Student Management and Parent Change Management for Absence, Tardies, and Early Dismissal were implemented and used to identify chronic absenteeism.

Action 2.12: Staff CPR training ensures the safety of students and faculty. The training was provided in August and will be offered again in August 2025. With increasing student health concerns, it's crucial for more staff to be equipped with CPR skills to respond effectively to emergencies on campus or during school-sponsored trips.

The actions outlined in goal 2: Improving school climate while increasing pupil attendance and decreasing chronic absenteeism while providing a safe and secure campus. The overall implementation of the majority of the actions has positively impacted improving the school climate while increasing pupil attendance and decreasing chronic absenteeism while providing a safe and secure campus.

Analysis statement:

Full implementation of actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11, 2.12, 2.13, occurred.

Successes in implementation include: awards and incentives to recognize and encourage increased attendance and chronic absentee rate was 19.4%. This was an improvement from the previous year of 24.7%. Some students were given mental health support by different mental health professionals, at least 111 students were seen this school year. The District used the Early Warning System (EWS) Aeries Analytics to identify at-risk students of chronic absenteeism and a decrease in chronic absenteeism. Additional mental health supports have helped students to stay engaged and improve attendance. Support services increased knowledge of mental health challenges, crisis support, and community links to help our families. Communication was provided and updated for families with the nurse and parent liaison in helping to improve student mental and physical health through training, skill building, health literature, and presentations. Care Solace was also provided as an additional resource to families. Community outreach provided professional services, or services of a specific expertise, to our students' families who may not otherwise have had access to those services. This year, the SART/SARB process was fully implemented. Two cases were taken to court and another referral is pending with the District Attorney's office. Two more students are on local SARB contracts and another 9 students are on SART contracts. During our fall carnival, the family social worker worked with multiple agencies for parent outreach. Vendors included free internet sign ups with AT&T, Tulare County Office of Education Behavior Health Services, legal services for immigration status, family outreach services, and local food vendors. The addition of our Esports lab has also contributed to increased attendance, reduced D/Fs in ELA and math, and school connectedness.

Challenges in implementation include: excessive absences from staff who provide additional counseling support to our students. Students are not able to be seen regularly when staff is absent. Midway through the school year, the Family Social worker left the district. Other means of correction have not decreased students from continuous suspensions. When it is determined that students need more intense social-emotional help, parents aren't following through with the intake process for those services to be provided for students with higher needs.

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 2.1 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected.

For action 2.3 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected due to the staff member resigning mid year.

For action 2.12 the expenditures were overbudgeted. The anticipated costs needed for the action were less than expected. Less staff participated in the CPR training than what was planned for.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions for Goal 2 have shown to be effective. We may need to secure additional actions based on the needs of our educational partners and for the new LCAP.

Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13 showed to be effective as noted by: 92% K-8 attendance, 2023 Dashboard Chronic absentee rate: Overall - 19.4%, SED - 20.2%, English learner - 19.7%, Hispanic/Latino - 19.5%, Homeless - 25.7%, 2023, Student Expulsion rate: Midyear less than 1%, Middle School Dropout rate: 2023-2024: 0 students, CHKS 2023-2024 92% of 6th graders and 96% of 7th graders completed the survey. Parents safety and connectedness survey: 2023-2024 91% of parents feel safe and connected at school, Staff safety and connectedness survey: 2023-2024 86% of staff feel safe and connected at school. Based on the student LCAP survey in 2023-2024 85% of students report they feel Tipton Elementary provides enough counseling services. The Special Friends Aide ran two 12 week sessions for students that were referred. There was an increase in student attendance for those students attending Special Friends. The Parent Liaison passes out food to students in need to ensure that they have access to food over the weekend. The Parent Liaison also provided drug/alcohol education to parents as well as setting up parent meeting to allow staff keep parents informed of upcoming events. The district provided 8 parent meetings.

Actions 2.4 & 2.5 showed effective as noted by: School LVN is on campus daily from 9:00-2:30. The school RN was contracted for 10 school days. In 2022-2023, there were 1531 nurse visits. There were 41 less students seen by the LVN in the 2023-2024 school year. There were 315 parent outreaches. Family outreach has led to increased attendance for students that have ongoing health issues. There was an increase in referrals to outside resources, including, but not limited to, outreach for referrals for eye examines and glasses, asthma and diabetes related issues, and how to take care of lice infestations.

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.

Dashboard data indicated that our suspension rate was an area that needed improvement.

Goal 2 will be changed to Goal 3 to include the following: Enhancing the atmosphere within the school environment, concurrently boosting student attendance, reducing chronic absenteeism and suspension rates, and ensuring a safe and secure campus. Our expected outcome is to decrease the suspension rate for all students and English Language students.

A change will be to increase the days of support from BHS mental health professionals and the triage social worker and eliminate action 2.3, Social Worker. With the consistent attendance of BHS and the Triage Social worker and financial constraints facing the district it was decided that supportive services for students and families would be better served by two staff members contracted through the County Office of Education. With this change, students will have access to either the school psychologist, BHS mental health, or a triage social worker for the entire day 5 days a week. Students who are struggling with attendance, discipline, suspension, and social and emotional issues will have more access to full-day support.

Awards and incentives help students develop positive behaviors, such as listening well, following instructions, and showing a positive attitude. Incentives can also help students stay on track for their goals. Although the District does have Quarter Award assemblies, we will add more awards and incentives for successful progress monitoring and meeting intervention goals. The District will also add a schoolwide attendance reward system.

A desired outcome would be to increase the number of outreach and training offered to parents for the upcoming school year by the LVN and RN.

Due to a change in actions for 2024-2025, Goal 2 will now become Goal 3.

Action 3.12 will be a new action for 2024-2025. Action 3.12 involves upgrading our existing door locks to keyless entry systems, enhancing campus safety and security.

Action 2.1 Awards and Incentives will now be Math Materials: Books and Supplies

Action 2.2 Psychologists will now be Awards/Incentives

Action 2.3 Social Worker will now be Professional Development for Math

Action 2.4 LVN will now be Web-based programs

Action 2.5 RN, 2.6 BHS Mental Health Professional, 2.7 Special Friends, 2.8 Parent Liaison, 2.9 Triage Social Worker, 2.10 Infrastructure/Software ActVnet, 2.11 Student information, 2.12 CPR, 2.13 SchoolPass will be action items in Goal 3.

Goal 3 will now have the following actions

Action 3.1: Awards and Incentives

Action 3.2 Psychologist

Action 3.3 LVN

Action 3.4 RN

Action 3.5 BHS Mental Health Professional

Action 3.6 Special Friends Aide

Action 3.7 Parent Liaison

Action 3.8 Triage Social Worker  
Action 3.9 Infrastructure/ Software ActVnet  
Action 3.10 Student Information  
Action 3.11 CPR  
Action 3.12 Door Locks

**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)

### 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	2022-2023 7 opportunities for parent involvement in district decision making	2023-2024 19 opportunities for 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.	2022-2023 19 opportunity for parent education in school wide programs.	2023-2024 44 opportunities 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	2022-2023 (spring) 12 sponsored parent events	2023-2024 23 sponsored parent events	Host a minimum of 6 school sponsored parent events
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	2022-2023 92% Parent conference attendance rate	2023-2024 95% Parent conference rate	98.5% Parent conference attendance rate

## Goal Analysis

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 in goal 3 were complete as described in the LCAP.

The actions outlined in Goal 3: To improve participation and increase learning opportunities for parents:

Action 3.1: Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.

Action 3.2: Provide parents access to real-time student and school information through the Aeries Parent Portal including attendance, grades, and school/parent communication. Use Parentsquare for parent communication as well as the school website where information is displayed and updated.

Goal 3 Actions 3.1 & 3.2 have been fully implemented.

Successes in implementation include: the creation of 12 more opportunities for parent involvement in district decision-making, 25 additional opportunities for parent education through school-wide programs, the organization of 11 more sponsored parent events, and an increase in parent conference attendance from 92% to 95%.

Challenges in implementation include: ensuring the attendance of all parents at parent conferences. While the district managed to enhance the rate from 92% to 95%, this remains an ongoing effort, with the district committed to devising strategies to further boost parent participation. In the LCAP parent survey and during School Site Council meetings, parents are requesting that SSC/ELAC meetings be held later in the day so that parents that work have the opportunity to attend these meetings.

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 3.1 the expenditures were overbudgeted. Although we planned and had more parent events the cost was lower than expected. This will be adjusted for next year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3 Action 3.1 has shown to be effective because we have been able to host student/parent events that help to create a positive school climate, increase capacity, and solicit community input was extremely effective in making progress towards the goal. As a result, the school



successfully expanded its offerings of 19 different parent education sessions and school-sponsored events. Additionally, we were able to offer 44 opportunities for parents.

Goal 3 Action 3.2 has shown to be effective because we were able to provide parents access to real-time student and school information through the Aeries Parent Portal including attendance, grades, ELPAC and CAASPP student score reports, and school/parent communication. Use Parentsquare for parent communication as well as the school website where information is displayed and updated. ParentSquare enabled continuous communication by providing families with updates on school activities. There were 332 posts, 1315 direct messages, and 11 alerts sent out via Parent Square for student information/parent communication. Furthermore, the school website served as a platform for displaying and updating information. Parents have shared that they like the communication from ParentSquare.

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.

Due to a change in actions for 2024-2025, Goal 3 will now become Goal 4. There will be no other changes to this goal.

**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)

### 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	2022-2023 4 VAPA event was held so far.	2023-2024 4 VAPA events were held	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.	2022-2023 38.49% of our students participated in music during the regular school day	2023-2024 68% of our students participating in music during the regular school day.	30% of students participated in music during the regular school day

### Goal Analysis

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 in goal 4 were complete as described in the LCAP.

Action 4.1: 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.

Action 4.2: Provide music and theater equipment for visual and performing arts for all students

Action 4.3: Provide a school garden that is a learning environment used to promote real world, hands on experiences for students in grades K-8.

Action 4.4: 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.

Action 4.5: Provide materials, supplies and equipment needed for enrichment and extra curricular activities which includes but is not limited to sports and clubs.

Action 4.6: Provide a music teacher, 60% LCAP

Action 4.7: Supplies needed for broad range of study that support the elective courses being offered.

Successes in implementation include: We have been able to provide four VAPA opportunities and our parents were able to experience these events. We were able to increase the percent of students participating in music to 68%. The multipurpose room has been available and ready for a variety of uses; drama class, band, cheer, sports practices and games, awards events, and parent events. Students across grade levels continue to use the garden space for different purposes. Students participating in a broad range of study through electives are sharing that they feel more connected to school, are improving in attendance and making better grades.

Challenges in implementation include: music teacher being unable to complete the school year due to unforeseen circumstances therefore we were not able to hold a spring concert.

#### 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 4.2 the expenditures were overbudgeted for this action. The equipment did not need as many repairs as anticipated and theater equipment was not purchased.

For action 4.5 the expenditures were overbudgeted for this action. The district received a donation for our new baseball and softball program resulting in a lower cost to the district.

For action 4.7 the expenditures were overbudgeted for this action. This was a new action. Not all staff utilized or needed the funds available for electives.

#### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 4.1, 4.2, 4.3, and 4.6 were effective as we were able to provide adequate facilities to increase student participation in visual and performing arts, and gave students the opportunity to learn the importance of agriculture in our school garden, allowing for K-8 grade students to experience music education and parents the opportunity to listen to them perform at a spring concert, the drama class was able

to perform two plays for our parents/families and community. Action 4.4 provided additional hours to support students and parent events through the Additional Concentration Grant that was available. There was an increase in parent engagement events. Action 4.5 was effective in that there were purchases of new sports and PE equipment. Action 4.6 provided an increase of 68% of students that were able to participate in music. The District was able to implement baseball and softball. Students engaged in 3 games with other districts. Action 4.7 was effective in that we were able to provide supplies needed for a broad range of study that support the elective courses being offered.

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.

Due to a change in actions for 2024-2025, Goal 4 will now become Goal 5. There will be no other changes to this goal.

**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)

### 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	2022-2023: All classes were maintained at or below the 24:1 except one 8th grade class with a ratio of 25:1	2023-2024: All classes were maintained at or below 24:1	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 2018-2019 EL Students (-23.9) points from standard	2022-2023 Dashboard Data (- 30.3) points from standard EL Students (- 69.6) points from standard	2022-2023 Dashboard Data (- 30.3) points from standard EL Students (- 69.6) points from standard	2023 Dashboard Data (-34.5) points from standard EL students (-44) points from standard	(-6.5) from standard (-12.1) from standard for EL Students
California Assessment of Student Performance and	2018-2019 ( -42.8) points from standard	2022 - 2023 Dashboard Data (- 67.9) points from standard	2022 - 2023 Dashboard Data (- 67.9) points from standard	2023 Dashboard Data (-64.3) points from standard	(-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
Progress (CAASPP) System - MATH	2018-2019 EL Students (-47.6) points from standard	EI Students (-94.9) points from standard	EI Students (-94.9) points from standard	EL students (-71) points from standard	

## Goal Analysis

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.

The objectives of Goal 5 were to maintain a positive school climate and enhance pupil achievement and engagement by providing small class sizes through the allocation of funding for three additional teachers across the district. Additionally, the aim was to provide direct services for low-income, English learner, and foster youth students through the deployment of additional teachers to support small class sizes, facilitated by the Additional Concentration Grant.

Action 5.1 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

Action 5.2: Additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth

Successes in implementation include: maintaining class sizes at or below a ratio of 24 students per teacher. Additionally, additional staffing was successfully provided to support small class sizes across the district. Our students have shown growth in STAR math in all grades, except for two grade levels. Three grade levels showed improvement on STAR reading. Our students have shown improvement in writing based on the results of local assessments. Writing results in CAASPP have not been broken down due to the shortened assessments. Second-grade teachers continue to accelerate literacy even when up to 70% of students are below grade level. There have been reduced discipline referrals and improvement in attendance. Student empathy interviews reveal that most students name their teacher as a trusted adult on campus.

Challenges experienced include sub shortage and chronic absenteeism of staff continue to impact student learning.

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 were not any material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 5.1, which entailed funding three additional teachers to maintain small class sizes, proved somewhat effective in achieving this goal across the district, as evidenced by class rosters and pockets of increased academic achievement. Small class sizes have been shown to enhance student achievement, as indicated by local assessments. Moreover, student engagement saw a notable increase, particularly through heightened small-group instruction, as observed in classroom settings. The implementation of small class sizes also afforded teachers more individualized time with students, contributing to a positive school climate, as reported by teachers. CAASPP math showed a 3.6 increase for all 3rd-8th grade students, a 4.8 increase for Hispanic students, and a 4.9 increase for socio-economically disadvantaged. EL students maintained their math achievement.

Challenges were also experienced with ELA and Math CAASPP continually show disparity among English learners and other groups of students. Small class sizes have yielded a decrease in discipline referrals. Small group instruction was more manageable. Instruction was targeted toward individual student's needs. However, at multiple grade levels, students were not exited from Tier 2 intervention, based on LEA criteria. In the primary grades, local data shows regression in student progress in ELA. Classes with reduced class sizes as low as 13 students have maintained minimal academic growth in math and ELA. The sub shortage and chronic absenteeism of staff continue to impact student learning.

Action 5.2 was somewhat effective in that the District facilitated direct services such as small group instruction, and tutoring in math and ELA, for low-income, English learner, and foster youth students. Direct services yielded 1 case of exit of IEP services.

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.

Due to a change in actions for 2024-2025, Goal 5 will now become Goal 6. In order to strengthen the effectiveness of this action, the District will maintain designated ELD and refine the instruction practice in language development. The teachers will take this time to practice what they have already learned in ELD professional development and work alongside the academic coach for feedback. The District has strategically suspended ELD Professional Development for the time being which will allow the district writing PD to organically grow teachers capacity in English learner support. We will utilize small group instruction in conjunction with small class sizes to maximize focused skill instruction for writing. This small group instruction will include the components of integrated ELD and designated ELD vocabulary. Local assessments are showing some progress and this strategy should expedite language acquisition for all learners and especially English learners and LTELs.

**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.**



Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# Local Control and 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 [2024-25]

### 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 501 students with a 93.61% Latino population 3.79% white, 0.8% Black/African American and 1.6% Asian. 302 students were identified as English Learners. of which 97% are Spanish speakers. Tipton Elementary is a Provision II school and all students receive a free breakfast and lunch. 5.59% of the school's student population is homeless and 0.4% 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 possesses 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. Our goal is to guide 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 educational meetings facilitated by our parent liaison, kindergarten orientations, Open House, parent engagement nights facilitated by grade level teams, 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Dashboard data from 2022-2023 indicates students increased 3.6 points in mathematics and are 64.3 points below standard. Socioeconomically disadvantage increased 4.9% and are 65.2% below standard. The Hispanic student group increased 4.8 points and are 62.9 points below standard. English Learners maintained 2.5 points in mathematics and are 71.1 points below standard.

Dashboard data from 2022-2023 indicates students declined 4.3 points in English Language Arts and are 34.5 points below standard. Socioeconomically disadvantage declined 3.6 points and are 35.2 below standards. The Hispanic student group declined 4.2 points and are 33.3 points below standard. English Language learners declined 5.9 points and are 44 points from standard in English Language Arts.

Dashboard data from 2022-2023 indicates that English learners maintained at 0.5% with 47.2% making progress towards language proficiency.

Dashboard data from 2022-2023 indicates chronic absenteeism declined 5.3% and 19.4% were chronically absent. Socioeconomically disadvantage declined 5.9% with 20.2 % chronically absent. The Hispanic student group declined 4.9% with 19.5% chronically absent. English Learners declined 2.3% with 19.7% chronically absent.

Dashboard data from 2022-2023 indicates an increase of 2.2% and 5.7% were suspended at least one day. Socioeconomically disadvantage increased 1.9% and 5.7% were suspended at least one day. The Hispanic student group increased 1.7% and 5.1% were suspended at least one day. English learners increased 3.2% for 5.4% were suspended for at least one day.

Lowest Performance Level Indicator 2022-2023:

TESD received the lowest performance level for Suspension for all students. 5.7% were suspended at least one day. This is an increase of 2.2%

The English learner group received the lowest performance level for suspensions.

## Local Assessments-

### Writing benchmarks

Overall: 41% of TK-8th grade students met or exceeded the standard on the TESD writing benchmark

Socioeconomically disadvantage: 55.53% TK-8th

Hispanic group: 56.99% TK-8th

English language learners: 43.26% TK-8th

### DRA

1st-5th all students assessed for the first DRA assessment

24% of 1st-5th students measured at or above proficiency in DRA for End of Year

- Kindergarten-

Overall: 4.26%

- 1st grade-

Overall: 22.03%

- 2nd grade-

Overall: 39.58%

Socioeconomically disadvantage: Kinder 4.44%, first 21.82%, second 36.96%

The Hispanic student group: Kinder 4.44%, first 23.21%, second 37.78%

English Language learners: Kinder 2.78%, first 15.79%, second 26.47%

### DIBELS:

Overall: 41% at or above grade level K-3rd, Kinder 33% , first 33% , second 48%, third 49%

Socioeconomically disadvantage: 36% at or above grade level K-3rd, Kinder 33% , first 27%, 48%, third 48%

The Hispanic student group: 49% at or above grade level K-3rd, Kinder 30%, first 35%, second 47%, third 49%

English Language learners: 40% at or above grade level K-3rd, Kinder 24% , first 21%, second 33%, third 34%

### Math benchmarks:

31% 4th-8th grade at or above grade level on TESD midyear math benchmark

Overall: fourth 40.54%, fifth 8.93%, sixth 15.51%, seventh 23.81%, eighth 36.53%

Socioeconomically disadvantaged: fourth 40%, fifth 9.43%, sixth 16%, seventh 20.51%, eighth 23.91%

The Hispanic student group: fourth 35.3%, fifth 9.26%, sixth 16.98%, seventh 23.81%, eighth 26.67%

English Language learners: fourth 44%, fifth 11.11%, sixth 8%, seventh 11.11%, eighth 7.14%

LTEs: 5th 13%, 6th 10%, 7th 5.88%, 8th 6.67%

### STAR reading:

Overall at/above grade level 2nd-8th grade: 34%

At/above grade level: 2nd 50%, 3rd 51%, 4th 47%, 5th 22%, 6th 29%, 7th 33%, 8th 17%

Socioeconomically disadvantage at/above grade level: 2nd 48%, 3rd 50%, 4th 42% , 5th 22%, 6th 29%, 7th 33%, 8th 17% The Hispanic student group at/above grade level: 2nd 49%, 3rd 51%, 4th 43%, 5th 24%, 6th 29%, 7th 34%, 8th 17% English Language learners at/above grade level: 2nd 33%, 3rd 32%, 4th 28%, 5th 11%, 6th 8%, 7th 11%, 8th 0% LTEs: 5th 13%, 6th 5%, 7th 12%, 8th 0%
STAR math: Overall at/above grade level 2nd-8th grade: 51% At/above grade level by grade: 2nd 60%, 3rd 75%, 4th 57%, 5th 40%, 6th 31% , 7th 49%, 8th 55% Socioeconomically disadvantage at/above grade level: 2nd 59%, 3rd 66%, 4th 63%, 5th 31%, 6th 32%, 7th 61%, 8th 69% The Hispanic student group at/above grade level: 2nd 60%, 3rd 68% , 4th 59%, 5th 38%, 6th 30%, 7th 49%, 8th 55% English Language learners at/above grade level: 2nd 47%, 3rd 53%, 4th 58%, 5th 32%, 6th 15%, 7th 28%, 8th 24% LTEs: 5th 25%, 6th 14%, 7th 29%, 8th 33%
Successes- Parents participated in activities related to more deeply understanding some of the they can support their children's learning. This included gaining understanding of the leveled reading system and how to access online reading support, how games can help build math skills, and how to make reading fun and enjoyable. This year, in order to provide for expanded input opportunities for parents on topics related to the school program, the district conducted parent empathy interviews.
Challenges - While the district managed to enhance the rate from 92% to 95% for parent/teacher conference attendance, this remains an ongoing effort, with the district committed to devising strategies to further boost parent participation. Staffing shortages at times provided a challenge to school program functioning. The district will strategize to minimize future issues related to this, in which it may have some management capability.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

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.

Not applicable. LEA is not eligible for or has not requested technical assistance.

**Support for Identified Schools**

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

Not applicable. LEA is not eligible for or has not requested technical assistance.

**Monitoring and Evaluating Effectiveness**

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

Not applicable. LEA is not eligible for or has not requested technical assistance.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	<p>Staff were able to participate in the California Healthy Kids Survey. Fall 2023</p> <p>Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. April 2024</p> <p>Staff participated in a Safety and Connectedness Survey to determine the needs of the district: April 2024</p> <p>Discussion with teachers at staff meetings monthly on student data related to the LCAP specifically, English learners. Monthly 2023- 2024</p> <p>MTSS leadership team is comprised of teachers and reviewed data to determine areas of need across the school and shared those needs with administrators. October 2023, December 2023, January 2024, March 2024, May 2024</p>
Principal and Superintendent	<p>Surveyed administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. April 2024</p>



Educational Partner(s)	Process for Engagement
	<p>Conducted LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided. (Monthly 2023-2024)</p> <p>Staff participated in a Safety and Connectedness Survey to determine the needs of the district: April 2024</p>
Other School Personnel	<p>Surveyed other school personnel to request input related to student needs, possible actions to address needs, safety concerns, and potential updates to the LCAP. April 2024</p> <p>Participated in a Safety and Connectedness Survey to determine the needs of the district. April 2024</p> <p>Met with other personnel to request feedback to inform the LCAP development. September 2023, December 2023, April 2024</p> <p>Staff were able to participate in the California Healthy Kids Survey. Fall 2023</p>
School Site Council	<p>SSC Meetings: October 2024, December 2023, April 2023, May 2023</p> <p>Throughout the year the group had discussion on the LCAP goals and progress and shared feedback. Presented the LCAP to the School Site Council in May 2024.</p>
Local bargaining Units (CTA & CSEA)	<p>Local Bargaining Units were able to participate in the California Healthy Kids Survey. Fall 2023</p> <p>Surveyed Local Bargaining Units to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. April 2024</p> <p>Local bargaining Units participated in a Safety and Connectedness Survey to determine the needs of the district: April 2024units on Safety and Connectedness: April 2024</p>

Educational Partner(s)	Process for Engagement
Parents	<p>Surveyed parents to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. April 2024</p> <p>Engagement Nights: October 2023, November 2023, January 2024, February 2024, March 2024  Kinder and first grade discussed the love of reading and how to make reading fun for their students  Second and third grade helped parents to understand the leveled reading system, how to access tests, and how to access accelerated reader. Fourth and fifth grades showed parents how to use games to build math skills and promote a love of math. Sixth grade gave an informational presentation of SCICON. Seventh and eighth grades spotlighted some Board Games to facilitate extended practice in math.</p> <p>Title I Meeting: September 2023</p> <p>Parent Liaison meetings: September 2023, November 2023, December 2023, March 2024, April 2024, May 2024</p> <p>Empathy Interviews: March 2024  involve targeted, one-on-one conversations with a small sample of parents which include low socio-economic</p> <p>Parents participated in a Safety and Connectedness Survey: April 2024</p>
Students	<p>Students in 6th and 7th grades participated in the California Healthy Kids Survey. Fall 2023</p> <p>5th-grade students participated in the Safety and Connectedness Survey: April 2024</p>

Educational Partner(s)	Process for Engagement
	Empathy Interviews to increase participation of low-income, Hispanic and English learner participation: March 2024
English Learner Advisory Committee (ELAC)	<p>ELAC Meetings: Met several times across the school year to discuss progress towards LCAP goals, any suggestions or comments they have for school site council. Reviewed and analyzed specific academic progress for English learners. October 2023, December 2023, April 2024, May 2024</p>
SELPA	<p>TESD has engaged with the SELPA in the following ways:</p> <ul style="list-style-type: none"> <li>• Addressing the increasing behavioral needs of students on IEPs</li> <li>• Mental health collaboration, including the CYBHI grant</li> <li>• Working collaboratively on compliance issues</li> <li>• Staff attendance at professional development opportunities provided by the SELPA on areas related to topics such as behavior, IEPs, compliance, mental health, data systems, etc.</li> <li>• File review process and Small Schools Monitoring process</li> <li>• Monthly Directors of Special Ed Meetings to collaborate with SELPA staff and other Directors from throughout the county where information is shared and topics are discussed.</li> </ul> <p>Special Education Meetings: August 2023, October 2023, November 2023, December 2023, February 2024, March 2024, April 2024, June 2024</p>
Community Partners	Collected input from families and community members related to student needs and safety. March, April, and May 2024.

Educational Partner(s)	Process for Engagement
	<p>Shared results from the California Healthy Kids Survey. May 2024.</p> <p>Posted the LCAP for public comment prior to the public hearing June 2024.</p> <p>Held a public hearing to solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. June 2024</p> <p>Adopted the LCAP and budget at the Board meeting and reported local indicator data as information. June 2024</p> <p>Posted the adopted LCAP prominently on our district web page. June 2024</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In response to the literacy and language proficiency needs identified by educational partners, TESD will implement a broad goal for ELA that includes actions to:

- Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students. (Action 1)
- Provide students with access to technology and resources for student research and learning in English Language Arts 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 (Action 2)
- Provide all students, students with special needs and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks. (Action 3)
- Provide all students and students with special needs and EL students with incentives and awards to recognize and encourage increased achievement in language proficiency and ELA ( Action 4)
- Allocate resources for a full-time librarian to enhance student access to books, technology, and assist teachers in implementing the California State Standards (CSS) for English Language Arts. (Action 5)

- Provide a Resource Teacher to facilitate the adoption of a school-wide CSS-centered professional development strategy, aimed at enhancing the achievement of all students. This includes designing and executing a comprehensive intervention program to assist struggling students across the school. Additionally, the Resource Teacher will monitor student progress diligently to prevent any student from falling behind and will work to enhance community outreach efforts. (Action 6)
- Expand students' cultural horizons, including those with special needs, by offering educational and college readiness field trips and assemblies aimed at enriching their experiences. (Action 7)
- Offer extended summer learning opportunities aimed at addressing academic intervention and remediation for students who require assistance catching up on missed grade level content. Additionally, provide targeted interventions tailored to the specific needs of students with disabilities, foster youth, homeless individuals, and English Learners. (Action 9)
- Provide tutoring services designed to address academic intervention and remediation for students who need assistance in catching up on missed grade-level content. Additionally, offer targeted interventions tailored to the unique needs of students with disabilities, foster youth, homeless individuals, and English Learners. (Action 10)
- Implement web-based programs aimed at improving the academic achievement of disadvantaged students. (Action 11)
- Provide instructional materials and supplies to support classroom activities and enhance supplemental learning opportunities. (Action 12)
- Enhance and expand the variety of library resources available to all students. (Action 13)
- Provide an MTSS Coach to enhance the multi-tiered system of support for students by fostering teacher understanding. (Action 14)
- Employ a STEM enrichment teacher to expedite English Learners' acquisition of oral language fluency, academic vocabulary, and writing proficiency within STEM subject areas. (Action 15)
- Ensure that all students have access to the necessary materials and manipulatives required for their STEM classes. (Action 16)
- Provide professional development in the content area of writing which will support all learners, especially English learners and LTELs. (Action 17)
- Provide reading intervention during the afterschool program focusing on phonological awareness, synthetic phonics, fluency, vocabulary and reading comprehension using air Reading. (Action 18)

In response to the math proficiency needs identified by educational partners, TESD will implement a broad goal for Math that includes actions to:

- Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks. (Action 1)
- Provide students with incentives and awards to recognize and encourage increased achievement in math. (Action 2)
- Provide professional development and support in the content area of math. (Action 3)
- Provide Web-based programs to address improving the achievement of disadvantaged. (Action 4)

In response to the needs that educational partners identified related to school connectedness, safety, attendance, and suspension rates identified by educational partners, TESD will implement a broad goal that includes actions to:

- Offer students incentives and rewards as a way to acknowledge and motivate them for improved attendance and demonstrate positive character traits.
- Allocate extra hours for School Psychologists to support efforts in enhancing student attendance, reducing chronic absenteeism, and addressing truancy rates. Their involvement will aid in fostering a positive school environment, conducting parent outreach initiatives, and facilitating the implementation of the School Attendance Review Board (SARB) process.
- Provide a Licensed Vocational Nurse (LVN) to aid in addressing student health concerns and conducting outreach to families.
- Allocate additional days for Registered Nurses (RNs) to support student health needs and conduct outreach to families.
- BHS mental health professional services will encompass a range of offerings such as staff and parent trainings, brief mental health support, interim mental health assistance, crisis intervention, support for the School Attendance Review Board (SARB), aid for school staff and classroom management, family outreach, community connections, and support for student groups focusing on social skills, anger management, anti-bullying efforts, social-emotional learning, girls' circles, and mindfulness. (Action 5)
- Allocate additional counseling support specifically tailored for TK-3 students to help improve attendance, reduce chronic absenteeism, and foster a positive school environment. (Action 6)

- Provide a parent liaison that functions as a bridge between the school and the community, working closely to identify needs and connect families with essential services aimed at enhancing our students' lives. Acting as a liaison among teachers, parents, students, support staff, and the community, she facilitates communication regarding educational programs, services, and student-related matters. Additionally, she assists in coordinating and arranging various programs and services to address the diverse needs of our students. (Action 7)
- Provide a Triage Social Worker (TSS) who collaborates closely with students, parents/caregivers, community partners, and staff to establish a safe, healthy, and nurturing learning atmosphere for all students. The TSS conducts individual or small group sessions with students to offer interim counseling, social/emotional support, and skill development across different domains such as coping mechanisms, social skills, and mindfulness. Furthermore, the TSS is accessible to help families in need by facilitating connections to community resources to address their fundamental requirements. (Action 8)
- Provide Infrastructure/Software ActVnet. Tipton Elementary prioritizes the safety of its students, and as such, school leaders are investing in infrastructure and software to enhance emergency response capabilities. This web-based system will facilitate seamless communication with first responders in case of an emergency. Once deployed, the system will grant law enforcement dispatchers access to the school's camera network, campus maps, and 360-degree images of classrooms. This comprehensive view enables emergency dispatchers to relay critical information swiftly to responding officers, thereby expediting and improving the effectiveness of emergency response efforts. (Action 9)
- Provide Early Warning System (EWS) Aeries Analytics which will identify at-risk students. The district can gauge the academic health of the district, school, or subgroup of students. This will assist with identifying chronic absenteeism. (Action 10)
- Provide CPR Training for staff to ensure the safety of all students and staff. (Action 11)
- Provide updated door locks with a keyless entry door lock to increase a safer and more secure campus (Action 12)
- Provide training to staff on trauma-informed practices in school and building relationships with challenging students. (Action 13)

In response to the needs that educational partners identified related to improving the participation and increase learning opportunities for parents, TESD will implement a broad goal that includes actions to:

- Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input. (Action 1)
- Provide parent access to real-time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Use Parentsquare for parent communication as well as the school website where information is displayed and updated. (Action 2)

In response to the needs that educational partners identified related to improving school facilities which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement, TESD will implement a broad goal that includes actions to:

- Providing adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Enhancements to school infrastructure encompass, among other things, the modernization of buildings, provision of supplies and equipment, upgrading student desks, and maintaining fields and playgrounds. (Action 1)
- Equip all students with music and theater instruments and apparatus to support their engagement in Visual and Performing Arts (VAPA) activities. (Action 2)
- Provide a school garden serving as an educational space aimed at fostering real-world, hands-on learning experiences for students from kindergarten to eighth grade. This initiative enables students to understand the significance of agriculture and nutrition through outdoor classroom activities. (Action 3)
- Allocate additional hours to transition one part-time custodial staff member into a full-time position. This expansion enables the provision of extra support for student and parent events, funded through the Additional Concentration Grant. (Action 4)
- Provide materials, supplies and equipment needed for enrichment and extracurricular activities which include but are not limited to sports and clubs. (Action 5)
- Provide a Music Teacher. (Action 6)
- Provide supplies essential for a broad range of study, facilitating the elective courses offered. (Action 7)

In response to the needs that educational partners identified related to maintaining class sizes of 24:1 or less across grades TK-8, TESD will implement a broad goal that includes actions to:

- 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 (Action 1)
- Provide 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) (Action 2)



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting and exceeding standards in English language arts (ELA) as measured by California Assessment of Student Performance and Progress (CAASPP) and local education agency (LEA) assessments. English Learners (ELs) and Long Term English Learners (LTELs) will demonstrate progress towards English language development (ELD) as measured by English Language Proficiency Assessment for California (ELPAC) and LEA assessments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>This goal was developed through data analysis and input from educational partners. The data analysis of CAASPP indicates a clear need to continue supporting ELA and ELD. The California School Dashboard (Dashboard) reports that all students in grades 3 through 8 performed (-34.5) points from standard on the CAASPP. Dashboard shows that English learner students performed (-44) points from standard on CAASPP. However, low income students performed (-35.2) points from standard, Hispanic students performed (-33.3) points from standard, and 3.3% of English learners maintained ELPI level 4, 34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 18% decreased at least one ELPI level. Need for support is mirrored in the LEA assessments as described in the measuring and reporting results section below.</p> <p>During the LCAP development process, educational partner identified the need for instructional support in ELA and ELD, in-class coaching, professional development for leadership and staff in multi-tiered systems of support (MTSS). Assistance for English learner families in supporting students at home and supportive learning environments for foster youth. ELA and EL proficiency will show progress as measured by the metrics identified below.</p> <p>Low-income students and socioeconomically disadvantaged are used synonymously. Unless otherwise noted, baseline data will be noted for the 2024-2025 data for the year.</p>
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# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Points from Standard: ELA</p> <p>SBAC (Smarter Balanced Assessment Consortium): ELA Assessment</p> <p>Data Source: Dashboard</p>	<p>Data Year: 2022-2023</p> <ul style="list-style-type: none"> <li>All Students: (-34.5) points from standard</li> <li>SED: (-35.2) points from standard</li> <li>English Learner: (-44) points from standard</li> <li>Hispanic: (-33.3) points from standard</li> </ul>			<ul style="list-style-type: none"> <li>All Students: (-14.5) points from standard</li> <li>SED: (-15.2) points from standard</li> <li>English Learner: (-14) points from standard</li> <li>Hispanic: (-13.3) points from standard</li> </ul>	
1.2	<p>Percent of 2nd - 8th graders measuring at or above proficiency in reading</p> <p>Data Source: STAR READING</p>	<p>Data Year: 2023-2024</p> <p>All 2nd-8th All Students: 34% SED: 32% EL: 19%</p>			<p>All 2nd-8th All Students: 44% SED: 42% EL: 39% Hispanic: 43%</p> <ul style="list-style-type: none"> <li>2nd</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic: 33%</p> <ul style="list-style-type: none"> <li>• 2nd All Students: 50% SED: 48% EL: 33% Hispanic: 49%</li> <li>• 3rd All Students: 51% SED: 50% EL: 32% Hispanic: 51%</li> <li>• 4th All Students: 47% SED: 42% EL: 28% Hispanic: 43%</li> <li>• 5th All Students: 22% SED: 22% EL: 11% Hispanic: 24% LTELs: 13%</li> <li>• 6th All Students: 28% SED: 29% EL: 8% Hispanic: 29% LTELs: 5%</li> <li>• 7th</li> </ul>			<p>All Students: 60% SED: 58% EL: 53% Hispanic: 59%</p> <ul style="list-style-type: none"> <li>• 3rd All Students: 61% SED: 60% EL: 52% Hispanic: 61%</li> <li>• 4th All Students: 57% SED: 52% EL: 48% Hispanic: 53%</li> <li>• 5th All Students: 32% SED: 32% EL: 31% Hispanic: 34% LTELs: 23%</li> <li>• 6th All Students: 38% SED: 39% EL: 28% Hispanic: 39% LTELs: 15%</li> <li>• 7th All Students: 43% SED: 43% EL: 31% Hispanic: 44%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 33% SED: 33% EL: 11% Hispanic: 34% LTELs: 12%  <ul style="list-style-type: none"> <li>8th All Students: 17% SED: 17% EL: 0% Hispanic: 17% LTELs: 0%</li> </ul>			LTELs: 22%  <ul style="list-style-type: none"> <li>8th All Students: 27% SED: 27% EL: 20% Hispanic: 27% LTELs: 10%</li> </ul>	
1.3	Percent of K-2 graders measuring at or above proficiency in DRA  Data Source: Developmental Reading Assessment (DRA)	Data Year: 2023-2024  K-2nd Overall: 23% <ul style="list-style-type: none"> <li>Kinder- All Students: 4.26% SED: 4.26% Hispanic: 4.55% EL: 2.78%</li> <li>1st grade- All Students: 22.03% SED: 21.43% Hispanic: 23.21% EL: 15.79%</li> <li>2nd grade- All Students: 39.58% SED: 36.96% Hispanic: 38.64% EL: 26.47%</li> </ul>			<ul style="list-style-type: none"> <li>Kinder- All Students: 45.0% SED: 45.0% Hispanic: 45.0% EL: 55.0%</li> <li>1st grade- All Students: 46.0% SED: 46.0% Hispanic: 46.0% EL: 56.0%</li> <li>2nd grade- All Students: 59.0% SED: 59.0% Hispanic: 59% EL: 65.0%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Percent of TK - 8 graders who met or exceeded the standard for writing  Data Source: Local Writing Benchmarks	Data Year: 2023-2024  <ul style="list-style-type: none"> <li>TK All Students: 55% SED: 47% Hispanic: 50% EL: 46.15%</li> <li>Kinder All Students: 62.5% SED: 60% Hispanic: 64.44% EL: 59.46%</li> <li>1st All Students: 62.71% SED: 60% Hispanic: 64.29% EL: 57.89%</li> <li>2nd All Students: 61.22% SED: 59.57% Hispanic: 60.87% EL: 51.43%</li> <li>3rd All Students: 55.56% SED: 52.94% Hispanic: 55.77% EL: 34.38%</li> <li>4th All Students: 42.5% SED: 44.74% Hispanic: 40.42</li> </ul>			<ul style="list-style-type: none"> <li>TK All Students: 65% SED: 57% Hispanic: 60% EL: 65.0%</li> <li>Kinder All Students: 72.0% SED: 70.0% Hispanic: 74.0% EL: 75.0%</li> <li>1st All Students: 72.0% SED: 70.0% Hispanic: 74.0% EL: 67.0%</li> <li>2nd All Students: 77.0% SED: 69% Hispanic: 70.0% EL: 71.0</li> <li>3rd All Students: 65.0% SED: 62.0% Hispanic: 65.0% EL: 54.0%</li> <li>4th</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 37.04%  <ul style="list-style-type: none"> <li>5th All Students: 36.67% SED: 33.93% Hispanics 36.84% EL: 29.73% LTELs: 37.5%</li> <li>6th All Students: 48.39% SED: 48.33% Hispanics: 50% EL: 22.22% LTELs: 30%</li> <li>7th All Students: 55.32% SED: 56.82% Hispanics: 55.56% EL: 36.84% LTELs: 41%</li> <li>8th All Students: 82.76 % SED: 81.48% Hispanics: 84.91% EL: 52.94% LTELs: 60%</li> </ul>			All Students: 52.0% SED: 54.0% Hispanic: 50.0% EL: 57.0%  <ul style="list-style-type: none"> <li>5th All Students: 46.0% SED: 43.0% Hispanics 46.0% EL: 49.0% LTELs: 47.%</li> <li>6th All Students: 58.0% SED: 58.0% Hispanics: 60% EL: 42.0% LTELs: 40%</li> <li>7th All Students: 65.32% SED: 66.0% Hispanics: 65.0% EL: 46.0% LTELs: 51%</li> <li>8th All Students: 92.0% SED: 91% Hispanics: 94..0%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL:72.0% LTELs: 70.0%	
1.5	Percent of K - 3rd grade students measuring at or above benchmark in DIBELS Reading Assessment  Data Source: Acadience	Data Year: 2023-2024 <ul style="list-style-type: none"> <li>Kinder All Students: 33% SED: 20% Hispanics: 30% EL: 29%</li> <li>1st Overall 34% SED: 28% Hispanics:35% EL: 21%</li> <li>2nd Overall: 47% SED: 48% Hispanics:47% EL:36%</li> <li>3rd Overall: 49% SED: 48% Hispanics:49% EL: 34.5%</li> </ul>			<ul style="list-style-type: none"> <li>Kinder All Students:43% SED: 30% Hispanics: 40% EL: 50%</li> <li>1st All Students: 44% SED: 38% Hispanics:45% EL: 41%</li> <li>2nd All Students: 57% SED: 58% Hispanics: 57% EL: 56%</li> <li>3rd All Students: 59% SED: 58% Hispanics: 69% EL: 55%</li> </ul>	
1.6	Percent of English learners making progress toward English Language Proficiency.  Data Source: English Learner Progress	Data Year: 2022-23  All Students: 47% of English learner made progress towards language proficiency 2023 Dashboard			All Students: 57% of English learner made progress towards language proficiency 2023 Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indicator (ELPI) School Dashboard					
1.7	Percent of EL students who are reclassified  Data Source: CALPADS	Data Year: 2023-2024  Overall:10% of EL students were reclassified			All Students: 48% of EL students were reclassified	
1.8	Percent of students receiving instruction aligned to the ELD standards  Data Source: ELD Standards Classroom Observations	Data Year: 2023-2024  All Students: 100% receiving instruction aligned to the ELD standards. This is confirmed through the examination of all lesson plans.			All Students: 100% receiving instruction aligned to the ELD standards	
1.9	Percent of fully credentialed teachers  Data Source: CALPADS Fall 2 submission	Data Year: 2023-2024  96% fully credentialed			100% fully credentialed	
1.10	Percent of Teacher Misassignment Rate  Data Source: CALPADS Fall 2 submission	Data Year: 2023-2024  The teacher misassignment rate is 3.6%			0% Misassignment	
1.11	Percent of teacher attrition rate  Data Source: AERIES	Data Year: 2023-2024  6.7% teacher attrition rate			0% teacher attrition rate	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Percent of students with access to standards aligned materials  Data Source: Governing Board's Approval of Resolution Determining that Pupils Have Sufficient Textbooks or Instructional Materials.	Data Year: 2023-2024  100% of students have access to standards aligned materials			100% of students have access to standards aligned materials	
1.13	Percent of Implementation of academic content/performance standards  Data Source: Lesson Plans	Data Year: 2023-2024  Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.			Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	
1.14	Percent of pupil access and enrollment in a broad range of study, including both unduplicated and special needs students  Data Source: Lesson Plans	Data Year: 2023-2024  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.	

# Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## 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)	\$433,530.00	Yes
1.2	Technology and Resources	Provide students with access to technology and resources for student research and learning in English Language Arts 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)	\$157,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	ELA Materials: Books and Supplies	Provide all students, students with special needs and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks.	\$25,000.00	Yes
1.4	Awards/Incentives	Provide all students and students with special needs and EL students with incentives and awards to recognize and encourage increased achievement in language proficiency and ELA. (LCFF)	\$6,000.00	Yes
1.5	Librarian	Allocate resources for a full-time librarian to enhance student access to books, technology, and assist teachers in implementing the California State Standards (CSS) for English Language Arts. (LCFF)	\$98,000.00	Yes
1.6	Resource Teacher	Provide a Resource Teacher to facilitate the adoption of a school-wide CSS-centered professional development strategy, aimed at enhancing the achievement of all students. This includes designing and executing a comprehensive intervention program to assist struggling students across the school. Additionally, the Resource Teacher will monitor student progress diligently to prevent any student from falling behind and will work to enhance community outreach efforts. (LCFF/Title I, Title II)	\$166,738.00	Yes
1.7	Field Trips	Expand students' cultural horizons, including those with special needs, by offering educational and college readiness field trips and assemblies aimed at enriching their experiences.	\$45,000.00	Yes
1.8	Salary Increase	We are deeply dedicated to recruiting, hiring, and retaining exceptionally skilled personnel, as this significantly impacts the quality of the district's educational offerings, especially for English Learners and Low-Income students. The salary adjustment has contributed to a decrease in teacher turnover, resulting in the retention of highly qualified staff. The success of this initiative will be assessed based on academic achievement metrics related to this objective.	\$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.9</b>	Summer School	Offer extended summer learning opportunities aimed at addressing academic intervention and remediation for students who require assistance catching up on missed grade-level content. Additionally, provide targeted interventions tailored to the specific needs of students with disabilities, foster youth, homeless individuals, and English Learners. (ELO-P)	\$98,600.00	No
<b>1.10</b>	Tutoring	Provide tutoring services designed to address academic intervention and remediation for students who need assistance in catching up on missed grade-level content. Additionally, offer targeted interventions tailored to the unique needs of students with disabilities, foster youth, homeless individuals, and English Learners. (Title I and ELO-P)	\$39,000.00	No
<b>1.11</b>	Web-Based Programs	Implement web-based programs aimed at improving the academic achievement of disadvantaged students. (Title I & LCFF)	\$10,000.00	Yes
<b>1.12</b>	Materials	Title I funds will be allocated to provide instructional materials and supplies to support classroom activities and enhance supplemental learning opportunities.	\$1,500.00	No
<b>1.13</b>	Library Books and Materials	Enhance and expand the variety of library resources available to all students.	\$15,000.00	Yes
<b>1.14</b>	MTSS Coach	Enhance the multi-tiered system of supports for students by fostering teacher understanding. Substitute coverage will be arranged to facilitate one-on-one support when a coach enters the classroom to assist teachers.	\$10,712.50	Yes
<b>1.15</b>	STEM Enrichment Teacher	Employ a STEM enrichment teacher to expedite English Learners' acquisition of oral language fluency, academic vocabulary, and writing proficiency within STEM subject areas.	\$130,014.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.16</b>	Materials and Supplies	Ensure that all students have access to the necessary materials and manipulatives required for their STEM classes.	\$3,000.00	Yes
<b>1.17</b>	Writing Professional Development to support ELs & LTELs	Professional Development (PD) will be provided to staff in order to best support the writing needs of English Learners and Long-term English Learners. This PD will enable the delivery of effective writing instruction that assist in accelerating English language acquisition and provide successful English Language Development.	\$16,620.00	Yes
<b>1.18</b>	Reading Intervention	Provide targeted reading intervention during the after school program using Air Reading. (ELOP)	\$30,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All students will demonstrate growth towards meeting and exceeding standards in mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) and local education agency (LEA) assessments.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed through data analysis and input from educational partners. The data analysis of CAASPP indicates a clear need to continue supporting mathematics. The California School Dashboard (Dashboard) reports that all students in grades 3 through 8 performed (-64.3) points from standard on the CAASPP. Dashboard shows that English learner students performed (-71) points from standard on CAASPP. However, low income students performed (-65.2) points from standard, and 3.3% of English learners maintained ELPI level 4, 34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 18% decreased at least one ELPI level. Need for support is mirrored in the Math assessments as described in the measuring and reporting results section below.

During the LCAP development process, educational partner identified the need for instructional support in mathematics, in-class coaching, professional development for leadership and staff in multi-tiered systems of support (MTSS).

Low-income students and socioeconomically disadvantaged are used synonymously. Unless otherwise noted, baseline data will be noted for the 2024-2025 data for the year.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Points from Standard: Math  Data Source: Dashboard	Data Year: 2022-2023 <ul style="list-style-type: none"> <li>• All Students: (-64.3) points from standard</li> <li>• SED: (-65.2) points from standard</li> <li>• English Learner: (-71) points from standard</li> <li>• Hispanic: (-62.9) points from standard</li> </ul>			<ul style="list-style-type: none"> <li>• All Students: (-44.3) points from standard</li> <li>• SED: (-45.2) points from standard</li> <li>• English Learner: (-51) points from standard</li> <li>• Hispanic: (-42.9) points from standard</li> </ul>	
2.2	Percent of 2nd - 8th graders measuring at or above proficiency in math	Data Year: 2023-2024  All 2nd-8th All students: 51% SED 50% EL: 41%			All 2nd-8th All students: 61% SED 60% EL: 51% Hispanic: 61%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: STAR MATH	<p>Hispanic: 51% LTELs: 24%</p> <ul style="list-style-type: none"> <li>• 2nd All students: 60% SED: 59% EL: 47% Hispanic: 60%</li> <li>• 3rd All students: 75% SED: 66% EL: 53% Hispanic: 68%</li> <li>• 4th All students: 57% SED: 63% EL: 58% Hispanic: 59%</li> <li>• 5th All students: 40% SED: 31% EL: 32% Hispanic: 38% LTELs: 25%</li> <li>• 6th All students: 31% SED: 32% EL: 15% Hispanic: 30% LTELs: 14%</li> <li>• 7th</li> </ul>			<p>LTELs: 34%</p> <ul style="list-style-type: none"> <li>• 2nd All students: 70% SED: 69% EL: 57% Hispanic: 70%</li> <li>• 3rd All students: 85% SED: 76% EL: 63% Hispanic: 78%</li> <li>• 4th All students: 67% SED: 73% EL: 68% Hispanic: 69%</li> <li>• 5th All students: 50% SED: 41% EL: 42% Hispanic: 48% LTELs: 35%</li> <li>• 6th All students: 41% SED: 42% EL: 25% Hispanic: 40% LTELs: 24%</li> <li>• 7th</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All students: 49% SED: 61% EL: 28% Hispanic: 49% LTEs: 29%</p> <ul style="list-style-type: none"> <li>8th</li> </ul> <p>All students: 55% SED: 69% EL: 24% Hispanic: 55% LTEs: 33%</p>			<p>All students: 59% SED: 71% EL: 38% Hispanic: 59% LTEs: 39%</p> <ul style="list-style-type: none"> <li>8th</li> </ul> <p>All students: 65% SED: 79% EL: 34% Hispanic: 65% LTEs: 43%</p>	
2.3	<p>Percent of students who met or exceeded standard on the TESD Benchmark</p> <p>Data Source: Local math benchmark</p>	<p>Data Year: 2023-2024</p> <ul style="list-style-type: none"> <li>K- All students: 64.58% SED: 65.22% EL: 67.57% Hispanic: 62.22%</li> <li>1st- All students: 67.24% SED: 64.81% EL: 59.46% Hispanic: 67.86%</li> <li>2nd- All students: 89.36% SED: 88.89% EL: 87.88% Hispanic: 88.64%</li> <li>3rd- All students: 65.22% SED: 62.79%</li> </ul>			<ul style="list-style-type: none"> <li>K- All students: 74.58% SED: 75.22% EL: 77.57% Hispanic: 72.22%</li> <li>1st- All students: 77.24% SED: 74.81% EL: 69.46% Hispanic: 77.86%</li> <li>2nd- All students: 94% SED: 93% EL: 92% Hispanic: 93%</li> <li>3rd-</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 58.62% Hispanic: 68.18%  <ul style="list-style-type: none"> <li>4th- All students: 40.54% SED: 40% EL: 44% Hispanic: 35.29%</li> <li>5th- All students: 8.93% SED: 9.43% EL: 11.11% Hispanic: 9.26% LTELs: 13%</li> <li>6th- All students: 15.51% SED: 16.07% EL: 8% Hispanic: 16.98% LTELs: 10%</li> <li>7th- All students: 23.81% SED: 20.51% EL: 11.11% Hispanic: 23.81% LTELs: 5.88%</li> <li>8th- All students: 26.53% SED: 23.91% EL: 7.14% Hispanic: 26.67%</li> </ul>			All students: 75.22% SED: 72.79% EL: 68.62% Hispanic: 78.18%  <ul style="list-style-type: none"> <li>4th- All students: 50.54% SED: 50% EL: 54% Hispanic: 45.29%</li> <li>5th- All students: 18.93% SED: 19.43% EL: 21.11% Hispanic: 19.26% LTELs: 23%</li> <li>6th- All students: 25.51% SED: 26.07% EL: 81% Hispanic: 26.98% LTELs: 20%</li> <li>7th- All students: 33.81% SED: 30.51% EL: 21.11% Hispanic: 33.81%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEs: 6.67%			LTEs:15.88% <ul style="list-style-type: none"> <li>• 8th- All students: 36.53% SED: 33.91% EL: 17.14% Hispanic: 36.67% LTEs:16.67%</li> </ul>	
2.4	Percent of fully credentialed Teachers  Data Source: CALPADS Fall 2 submission	Data Year: 2023-2024  96% fully credentialed			100% fully credentialed	
2.5	Percent of Teacher Misassignment Rate  Data Source: CALPADS Fall 2 submission	Data Year: 2023-2024  The teacher misassignment rate is 3.6%			0% Misassignment	
2.6	Percent of teacher attrition rate  Data Source: AERIES	Data Year: 2023-2024  The teacher attrition rate for 6.7%			0% teacher attrition rate	
2.7	Percent of students with access to standards aligned materials  Data Source: Governing Board's Approval of Resolution Determining	Data Year: 2023-2024  100% of students have access to standards aligned materials			100% of students have access to standards aligned materials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	that Pupils Have Sufficient Textbooks or Instructional Materials.					
2.8	Percent of Implementation of academic content/performance standards  Data Source: Lesson Plans	Data Year: 2023-2024  Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.			Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	
2.9	Percent of pupil access and enrollment in a broad range of study, including both unduplicated and special needs students  Data Source: Lesson Plans	Data Year: 2023-2024  100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson			100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Math Materials: Books and Supplies	Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks	\$25,000.00	Yes
2.2	Awards/Incentives	Provide students with incentives and awards to recognize and encourage increased achievement in math. (LCFF)	\$6,000.00	Yes
2.3	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)	\$7,200.00	No
2.4	Web-Based Programs	Web-based programs to address improving achievement of disadvantaged students (Title I & LCFF)	\$2,500.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Enhancing the atmosphere within the school environment, concurrently boosting student attendance, reducing chronic absenteeism and suspension rates and ensuring a safe and secure campus.	Broad Goal

### State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

### An explanation of why the LEA has developed this goal.

This goal was developed through data analysis and input from educational partners. Chronic absenteeism is a significant area requiring improvement, with the dashboard indicator revealing that 19.4% of students are chronically absent, missing 10% or more of the school year. Specifically, English learners, Hispanics, students with socio-economic disadvantages (SED), and our homeless population exhibit high rates of chronic absenteeism at 19.7%, 19.5%, 20.2%, and 25.7% respectively. This absenteeism not only affects academic performance but also impacts student attitudes and behaviors. As TESD maintains its focus on learning recovery, it is imperative to decrease chronic absenteeism and improve attendance. The TESD community and educational partners have prioritized campus safety as essential for enabling students to concentrate on their attendance. It also ensures a secure environment for both adults and students to foster social and emotional well-being in a fair learning environment. After examining the red indicators on the Dashboard at the LEA level, the LEA completed a needs assessment to determine the root cause for increased suspensions. Overall 5.7% of all students were suspended at least one day. This was an increase of 2.2% from the previous year. 5.4% of English learners were suspended at least one day. 5.1% of Hispanics and 5.7% of Socioeconomically disadvantaged were suspended at least one day.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate <10%	Data year: 2022-2023			All students- 97%	
	Data Source: CALPADS	All students- 95.67%			SED- 92%	
		SED- 90.21%			Hispanic- 93%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic- 90.77%				
3.2	Chronic Absentee Rate  Data Source: School Dashboard	Data Year: 2022-2023  All students- 19.4%  SED - 20.2%  English learner - 19.7%  Hispanic/Latino - 19.5%  Homeless - 25.7%			All students- 9% chronic absentee rate  SED - 10.2%  English learner - 9.7%  Hispanic/Latino - 9.5%  Homeless - 15.7%	
3.3	Pupil suspension rate  Data Source: Dashboard	Data Year: 2022-2023  All students-- 5.7%  SED- 5.7%  English learner- 5.4%  Hispanic - 5.1%  Homeless - 2.4%			All students- 2.4%  SED- 2.4%  English learner- 2.4%  Hispanic - 2.4%  Homeless - 2.4%	
3.4	Middle school dropout rate  Data Source: CALPADS	Data Year: 2022-2023  0%			0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Pupil expulsion rate  Data Source: Data Quest/CALPADS	Data Year: 2022-2023  All students- 0.2%  SED- 0%  Hispanic 0.2%  English learner 0.2%			All students- less than 1%  SED- less than 1%  Hispanic- less than 1%  English learner- less than 1%	
3.6	California Healthy Kids Survey  Data Source: California Healthy Kids Survey (CHKS)	Data Year: 2023-2024  All students- 92% of 6th graders and 96% of 7th graders completed the survey.  11.25% of staff complete the survey  Note: 5th graders were not able to take the healthy kids survey this year. 6th graders took it instead.			95% of 5th and 7th grade students and staff participate in the California Healthy Kids Survey each year.	
3.7	Local LCAP parent and employee survey  Data Source: Local Survey	Data Year: 2023-2024  14 parents and 60 staff participated in the annual LCAP survey.			To have 60 parents, and 30 employees participate in the survey to provide feedback on the LCAP.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Parent Safety and Connectedness Survey  Data Source: Local Survey	Data Year: 2023-2024  91% of parents feel safe and connected at school			To have 98% of parents that feel safe and connected at school.	
3.9	Student LCAP Survey  Data Source: Local Survey	Data Year: 2023-2024  85% of students report a need for more counseling services and social emotional learning opportunities			Based on the data a decrease of 20% of students will report the need for more counseling services and SEL opportunities.	
3.10	Staff Safety and Connectedness Survey  Data Source: Local Survey	Data Year: 2023-2024  86% of staff feel safe and connected at school.			To have 95% of staff that feel safe and connected at school	
3.11	Student Safety and Connectedness Survey  Data Source: 5th grade Local Survey	Data Year: 2023-2024  85.7% of students in 5th grade feel safe and connected at school.			To have 95% of students feel safe and connected at school	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Awards and Incentives	Offer students incentives and rewards as a way to acknowledge and motivate them for improved attendance and demonstrating positive character traits.	\$4,000.00	Yes
3.2	Psychologist	Allocate extra hours for School Psychologists to support efforts in enhancing student attendance, reducing chronic absenteeism, and addressing truancy rates and suspensions. Their involvement will aid in fostering a positive school environment, conducting parent outreach initiatives, and facilitating the implementation of the School Attendance Review Board (SARB) process. (This action addresses the requirement for the Dashboard Red indicator for Suspensions for the All Students and English Learner groups.)	\$68,840.00	Yes
3.3	LVN	Provide a Licensed Vocational Nurse (LVN) to aid in addressing student health concerns and conducting outreach to families.	\$53,437.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	RN	Allocate additional days for Registered Nurses (RNs) to support student health needs and conduct outreach to families.	\$12,090.00	Yes
3.5	BHS mental health professional	Supportive services encompass a range of offerings such as staff and parent training, brief mental health support, interim mental health assistance, crisis intervention, support for the School Attendance Review Board (SARB), aid for school staff and classroom management, family outreach, community connections, and support for student groups focusing on social skills, anger management, anti-bullying efforts, social-emotional learning, girls' circles, mindfulness and behavior associated with suspensions. This action addresses the requirement of the red indicator for all students and English learners.	\$46,000.00	Yes
3.6	Special Friends Aide	Allocate additional counseling support specifically tailored for TK-3 students to help improve attendance, reduce chronic absenteeism, and foster a positive school environment.	\$12,250.00	No
3.7	Parent Liaison	Our parent liaison functions as a bridge between the school and the community, working closely to identify needs and connect families with essential services aimed at enhancing our students' lives. Acting as a liaison among teachers, parents, students, support staff, and the community, she facilitates communication regarding educational programs, services, and student-related matters. Additionally, she assists in coordinating and arranging various programs and services to address the diverse needs of our students. (Title 1)	\$29,752.00	No
3.8	Triage Social Worker	The Triage Social Worker (TSS) collaborates closely with students, parents/caregivers, community partners, and staff to establish a safe, healthy, and nurturing learning atmosphere for all students. The TSS conducts individual or small group sessions with students to offer interim counseling, social/emotional support, and skill development across different domains such as coping mechanisms, social skills, and	\$46,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		mindfulness. Furthermore, the TSS is accessible to help families in need by facilitating connections to community resources to address their fundamental requirements. This action addresses the requirement of the red indicator for all students and English learners.		
<b>3.9</b>	Infrastructure/ Software ActVnet	Tipton Elementary prioritizes the safety of its students, and as such, school leaders are investing in infrastructure and software to enhance emergency response capabilities. This web-based system will facilitate seamless communication with first responders in case of an emergency. Once deployed, the system will grant law enforcement dispatchers access to the school's camera network, campus maps, and 360-degree images of classrooms. This comprehensive view enables emergency dispatchers to relay critical information swiftly to responding officers, thereby expediting and improving the effectiveness of emergency response efforts.	\$2,400.00	Yes
<b>3.10</b>	Student Information	The Early Warning System (EWS) Aeries Analytics will identify at-risk students. The district can gauge the academic health of the district, school, or subgroup of students. This will assist with identifying chronic absenteeism.	\$4,250.00	Yes
<b>3.11</b>	CPR	CPR training for staff to ensure the safety of all students and staff	\$0.00	No
<b>3.12</b>	Door Locks	Updating the current door locks with a keyless entry door lock to increase a safer and more secure campus (LCFF and ELOP)	\$130,408.75	Yes
<b>3.13</b>	Professional Development	Provide training to staff on trauma informed practices in school and building relationships with challenging students.	\$4,400.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	To improve the participation and increase learning opportunities for parents. (Priorities 3 and 6)	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
Priority 6: School Climate (Engagement)

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 appreciated the additional opportunities to award presentations in person to celebrate their children's successes and achievements. Through the LCAP survey, 88.9% 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Opportunities for parent involvement in district decision making.  Data Source: Local Data	Data Year: 2023-2024  19 opportunities for parent involvement in district decision making			20 opportunities for parent involvement in district decision making	
4.2	Opportunities for parent education in school wide programs  Data Source: Local Data	Data Year: 2023-2024  44 opportunities for parent education in school wide programs			45 opportunities for parent education in school wide programs	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Number of school sponsored parent events  Data Source: Local Data	Data Year: 2023-2024  23 sponsored parent events			20 sponsored parent events	
4.4	Percent 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  Data Source: Local Data	Data Year: 2023-2024  95% Parent conference rate			97% Parent conference attendance rate	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Events	Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	\$10,000.00	Yes
4.2	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 Parentsquare for parent communication as well as the school website where information is displayed and updated.	\$11,084.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	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)	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

<p>Offering a broad range of study is paramount in preparing our students for success in both higher education and their future careers. Exposure to a wide range of disciplines helps students cultivate a comprehensive knowledge base, enabling them to effectively apply their background understanding to new areas of study. At TESD, we prioritize inclusivity in teaching and learning, fostering diversity through a variety of educational opportunities beyond core subjects like English language arts and math.</p> <p>To enhance this diversity, TESD is expanding its elective offerings for grades 6-8 to include home economics, E-sports (integrated with speech), and engineering. Students will have the chance to showcase their learning in innovative ways, fostering family involvement in school events. To accommodate the community and ensure everyone can participate and enjoy student performances, we are committed to utilizing appropriate facilities capable of accommodating large audiences.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Number of VAPA events available to entire school community  Data Source: Local Records	Data Year: 2023-2024  4 VAPA events			Host at least 6 VAPA events available to entire school community	
5.2	Percentage of students who participate in music	Data Year: 2023-2024			80% of our students participating in	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	during the regular school day  Data Source: AERIES	68% of our students participating in music during the regular school day.			music during the school day	
5.3	Feedback from education partners pertaining to engagement nights, VAPA events and elective offerings.  Data Source: Surveys	Baseline will be established 2024-2025			80% of educational partners participate in the survey	
5.4	School Facilities Repair Status  Data Source: Facility Inspection Tool (FIT) Report	Facilities will maintain a yearly repair status rating of "Good" or better.  Rating for 2023-24: Good			Rating of "Good" or better	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Facilities	Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Enhancements to school infrastructure encompass, among other things, the modernization of buildings, provision of supplies and equipment, upgrading student desks, and maintaining fields and playgrounds.	\$325,000.00	Yes
5.2	Equipment	Equip all students with music and theater instruments and apparatus to support their engagement in Visual and Performing Arts (VAPA) activities.	\$5,000.00	Yes
5.3	School Garden	Provide a school garden serving as an educational space aimed at fostering real-world, hands-on learning experiences for students from kindergarten to eighth grade. This initiative enables students to understand the significance of agriculture and nutrition through outdoor classroom activities.	\$2,500.00	Yes
5.4	Custodial Staff	Allocate additional hours to transition one part-time custodial staff member into a full-time position. This expansion enables the provision of extra support for student and parent events, funded through the Additional Concentration Grant.	\$30,207.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>5.5</b>	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.	\$6,000.00	Yes
<b>5.6</b>	Music	Provide a Music Teacher.	\$132,424.47	Yes
<b>5.7</b>	Materials and Supplies	Provide supplies essential for broad range of study, facilitating the elective courses offered.	\$5,500.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	Maintain class sizes of 24:1 or less across grades TK-8	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

Tipton Elementary School remains committed to maintaining small class sizes due to their significant positive impact on our students and the overall school climate. Smaller classes enable students to receive more personalized attention from teachers, fostering greater participation and involvement in their learning. Additionally, smaller class sizes facilitate the development of stronger relationships among students, enhancing both academic achievement and engagement in the classroom.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Class size of less than or equal to 24:1  Data Source: AERIES	Data Year: 2023-2024  All classes were maintained at or below 24:1			All classes were maintained at or below 24:1	
6.2	Points from Standard: ELA  Data Source: Dashboard	Data Year: 2022-2023  <ul style="list-style-type: none"><li>All Students: (-34.5) points from standard</li></ul>			<ul style="list-style-type: none"><li>Overall: (-14.5) points from standard</li></ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• SED: (-35.2) points from standard</li> <li>• English Learner: (-44) points from standard</li> <li>• Hispanic: (-33.3) points from standard</li> </ul>			<ul style="list-style-type: none"> <li>• SED: (-15.2) points from standard</li> <li>• English Learner: (-24) points from standard</li> <li>• Hispanic: (-13.3) points from standard</li> </ul>	
6.3	Points from Standard: Math  Data Source: Dashboard	Data Year: 2022-2023  <ul style="list-style-type: none"> <li>• Overall: (-64.3) points from standard</li> <li>• SED: (-65.2) points from standard</li> <li>• English Learner: (-71) points from standard</li> </ul>			<ul style="list-style-type: none"> <li>• Overall: (-44.3) points from standard</li> <li>• SED: (-45.2) points from standard</li> <li>• English Learner: (-51) points</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"><li>Hispanic: (-62.9) points from standard</li></ul>			<div>from standard</div> <ul style="list-style-type: none"><li>Hispanic: (-42.9) points from standard</li></ul>	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>6.1</b>	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	\$465,480.00	Yes
<b>6.2</b>	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)	\$279,706.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,331,686	\$309,913

## 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
43.981%	5.959%	\$322,479.59	49.940%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Instructional Aides</p> <p><b>Need:</b> The California School Dashboard (Dashboard) reports that all students in grades 3-8 performed (-34.5) points from standard on the CAASPP. Dashboard shows that English learner students performed (-44) points from standard on CAASPP. However, low income</p>	Instructional aides will provide teachers support in small group instruction in literacy, daily. The increased level of support and scaffolding will result in higher numbers of SED and English learner students receiving multiple instances of one-to-one and/or small group instruction. Instructional aides will also provide targeted intervention instruction in literacy skills, based on student's unique needs. The intervention opportunities for SED and English learner students	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students performed (-35.2) points from standard, Hispanic students performed (-33.3) points from standard, and 3.3% of English learners maintained ELPI level 4, 34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 18% decreased at least one ELPI level.</p> <p><b>Scope:</b> LEA-wide</p>	<p>will accelerate their reading fluency, accuracy and comprehension. These opportunities will yield an increase in overall achievement levels for these students.</p> <p>Implementing this action on a LEA-wide basis ensures all students benefit from these services.</p>	
1.2	<p><b>Action:</b> Technology and Resources</p> <p><b>Need:</b> Overall, 47.2% of English learners made progress towards language proficiency. The 2023 Dashboard shows that English learner students performed (-44) points from standard on CAASPP. However, low income students performed 35.2 points from standard, Hispanic students performed (-33.3) points from standard, and 3.3% of English learners maintained ELPI level 4. The district, along with input and feedback provided by educational partner groups identified this as need.</p> <p><b>Scope:</b> LEA-wide</p>	<p>1:1 devices in 2nd through 5th grades, 2:1 in 6th through 8th, and 6 ipads per class in grades K-1 will provided access to online curriculum and web-based services. An E-sports room has improved attendance. It will also give access to intervention to meet individual student needs. Technology technician and instructional aide supports in Chromebook distribution and retrieval, rostering for web based curriculum, internet safety, monitors security of technology. Materials assistant will provides materials prep for all grade levels with updated resources in research and student learning in literacy.</p> <p>While addressing the needs of low-income, foster youth, and English learner students, we will use technology to accelerate their 21st century skills while advancing in literacy and language development. The use of technology and technology support remains a primary focus for unduplicated students, this Action will positively impact all students through intentional use in all content areas, and intervention. This embodies a comprehensive approach to support the diverse needs of every student.</p>	1.1,1.2,1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented site-wide to benefit all students, as many other students exhibited similar needs.	
<b>1.3</b>	<p><b>Action:</b> ELA Materials: Books and Supplies</p> <p><b>Need:</b> CA School Dashboard EL Indicator (- 47.2%) of our EL students are making progress towards English language proficiency.</p> <p>In DRA K-through 2 23% are at or above grade level. 34% of students in grades 3-5 are near grade level standard on the STAR reading test. 40% of all K-3rd grade students met or exceeded in the assessment of DIBELS.</p> <p><b>Scope:</b> LEA-wide</p>	<p>SED, English learners, and foster youth are equipped with supplementary English Language Arts resources, encompassing leveled books, an expanded book selection, news magazines, and supplemental workbooks. The systematic phonics instruction offers learning for students at their zone of proximal development and precisely progress monitors achievement. Although SED, English learners, and foster youth are accessing individualized instruction through these ancillary materials, we see a need for these materials LEA-wide. Many of our students have a need of learning recovery and these materials suit these needs.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented site-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	1.2,1.5,1.6
<b>1.4</b>	<p><b>Action:</b> Awards/Incentives</p> <p><b>Need:</b> Overall:10% of EL students were reclassified. TESD reclassified 28 additional English learners in the Fall of 2023. According to the Dashboard overall TESD is -34.5 points from</p>	<p>Awards assemblies with incentives, recognition of academic growth, increased student achievement in ELA is done quarterly throughout the school year.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented site-wide to maximize the impact to Unduplicated</p>	1.1, 1.3, 1.4, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>standard. English learners were 44 points from standard. 23% were at or above proficiency in DRA. 56.65% of TK-8 graders who met or exceeded the standard for writing.</p> <p><b>Scope:</b> LEA-wide</p>	Pupils and other students who also exhibit the need for these services.	
<b>1.5</b>	<p><b>Action:</b> Librarian</p> <p><b>Need:</b> English learner reclassification was measured at 13.9%. 47% of English learners who made progress towards English proficiency on ELPAC. The 2023 Dashboard indicates CAASPP- ELA indicates -34.5 points from standard. We are working towards decreasing the disparity among English learners and English-only counterparts.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The school librarian will manage leveled books and resources to support guided reading in the classroom for unduplicated students based on their individual, instructional, and independent reading levels. Students will have access to a wide selection of reading material to increase engagement.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented site-wide to benefit all students, as many other students exhibited similar needs. Full library access to all student groups to support students research and learning.</p>	1.1, 1.3,1.6, 1.7
<b>1.6</b>	<p><b>Action:</b> Resource Teacher</p> <p><b>Need:</b> The California School Dashboard (Dashboard) reports that all students in grades 3 through 8 performed (-34.5) points from standard on the CAASPP. Dashboard shows that English</p>	The Resource Teacher will guide implementation of MTSS. Resource Teacher maintains data for progress monitoring low-income, foster youth, and English learners. Teacher also monitors intervention system and support staff for individualized student needs. The Resource Teacher will improve and increase implementation of a school wide MTSS plan, provide professional	1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>learner students performed -44 points from standard on CAASPP. However, low income students performed (-35.2) points from standard, Hispanic students performed (-33.3) points from standard, and 3.3% of English learners maintained ELPI level 4, 34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 18% decreased at least one ELPI level. There is a need for intervention, designated ELD, Integrated ELD, and MTSS. Ongoing discussion with the district and educational partner feedback has consistently asked to close the learning disparity among unduplicated students and all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>development plan to help increase the achievement for unduplicated students. The MTSS plan will include building capacity in staff and students to increase agency. She will oversee progress monitoring of unduplicated student growth. The Resource Teacher will coordinate local and state assessments, build master schedule, select curriculum for intervention, use criteria to move students in and out of intervention.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented site-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	
1.7	<p><b>Action:</b> Field Trips</p> <p><b>Need:</b> Per input from staff and families of Tipton Unduplicated students, opportunities to engage in educational learning trips and experiences are limited by fiscal constraints, transportation challenges, lack of off-site learning offerings in the community, and at times language barriers that limit experiential outcomes. Field trips serve as a valuable means to expand students' cultural and academic horizons, providing diverse experiences beyond the classroom. Students extend their vocabulary and background knowledge.</p>	<p>Enrichment opportunities in electives and through college and career readiness field trips and assemblies to broaden the scope of student' cultural experience. Prioritizing unduplicated students.</p> <p>In 2023-24, all grades participated in grade level field trips or enrichment activities with the exception of 1st grade. TK/Kindergarten went to a local farm. 2nd grade went to the zoo and had a STEAM enrichment come to campus. 3rd grade had a reptile experience on campus. 4th grade went to a CA mission. 5th SCICON day trip. 6th attended SCICON for a week. 7th went to the Ronald Regan Museum and 8th grade went to San Francisco. STEM also took students to release trout at SCICON. All trips are tied to grade level standards and add to hands on learning and real-</p>	1.1,1.2,1.3,1.4,1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide	<p>world experiences that make classroom learning relevant for students</p> <p>Although this action is primarily aimed at addressing the needs of Unduplicated Pupils, it will be implemented across the entire site to benefit all students, since many other students encounter the same challenges as identified in the identified need response.</p>	
1.8	<b>Action:</b> Salary Increase  <b>Need:</b> Studies have shown that many schools/districts with high percentages of low income and English Learner students are often taught by the least experienced teachers. It is imperative that TESD maintain a teaching staff that is highly qualified, effective and experienced so that the needs of our unduplicated students are met.  Retain quality teachers by developing pedagogy through professional development across school years. The teacher attrition rate is 6.7%.  <b>Scope:</b> LEA-wide	<p>We are dedicated to recruiting, hiring, and retaining highly skilled staff members at competitive salaries, recognizing their significant impact on the quality of the district's educational program, especially for English Learners, and Low-Income students. The recent salary increase has resulted in a decrease in our teacher attrition rate, thereby ensuring the retention of qualified staff. The effectiveness of this initiative will be assessed through academic achievement metrics aligned with this objective.</p> <p>To implement this action most effectively and efficiently, it is being applied site-wide to maximize the impact on both Unduplicated Pupils and other students who also require these services.</p>	1.11
1.11	<b>Action:</b> Web-Based Programs	Web-based programs to address improving the achievement of disadvantaged students. Students take ownership of their learning and have access	1.1,1.2,1.3,1.4,1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Ongoing feedback from educational partners and in concurrence with district information, Unduplicated Pupils, especially low-income and English Learners lack access to on-line instructional learning support resources outside the school environment. The overall student performance in Math and ELA for the district is below the state average, and even though the average performance of the Tipton Unduplicated Pupils is above that for the state, it is in part due the district providing the needed online learning resources that is contributing to their progress. These students have more autonomy and control of their learning with web-based program when it comes to pacing and having access to content at their zone of proximal development.</p> <p><b>Scope:</b> LEA-wide</p>	<p>to immediate feedback on progress, therefore students are able to set intentional goals for continued achievement. Providing these students with continued access to effective on-line learning supports will strengthen their ability to acquire and retain content, as a variety of on-line tools align with instructional lessons.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented site-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	
1.13	<p><b>Action:</b> Library Books and Materials</p> <p><b>Need:</b> Ongoing feedback from educational partners indicates that our school should have books available for all students at all reading levels. Through meaningful conversations with parents, students, and staff, having access to a variety of literary materials is a prime focus. Many of our Tipton Unduplicated pupils do not</p>	<p>Different genres, reading levels, and high interest books will be plenty and available for students in primary and upper grades. Our library provides access to materials in all formats. The library is a critical component to our literacy program because it meets the needs of students' interest in reading, viewing, and using information and ideas. Our library has a rich collection of reading materials that have a positive impact on students' reading achievement and engagement.</p>	1.1, 1.2, 1.3, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>have or have access to reading materials or other literacy resources in the home, that are key to supporting and strengthening student learning. Student reading assessments, both local and state, indicate progress, but also indicate that reading achievement must be accelerated. Students acquiring 21st century skills need to have access to a variety literary materials.</p> <p><b>Scope:</b> LEA-wide</p>	<p>To implement this action most effectively and efficiently, it is being applied site-wide to maximize the impact on both Unduplicated Pupils and other students who also benefit from a rich collection of reading materials that have a positive impact on engagement and reading achievement.</p>	
1.14	<p><b>Action:</b> MTSS Coach</p> <p><b>Need:</b> Based on academic results from local and state assessments, areas for improvement for English learners, LTELs, SED, and foster/homeless youth needed strategic intervention in literacy skills and strategies. A systematic, targeted, and intensive level of intervention is needed to push academic achievement. Ongoing education partner feedback indicates that we need a LEA-wide approach to intervention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>An MTSS team will make decisions about responsiveness to the intervention based on reliable and valid progress-monitoring data that reflect the scope of improvement toward the attainment of a goal at the end of the intervention and develop decision-making criteria are implemented accurately. MTSS evaluates if the core curriculum is effective, interventions are effective, and the screening process is effective so that the needs of all students are met.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented site-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for all students who are performing below grade level.</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6



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1.15	<p><b>Action:</b> STEM Enrichment Teacher</p> <p><b>Need:</b> Local and state measures indicate that students need to improve in the areas of thinking critically, solving problems, gaining academic language, and being creative. STEM experiences empower students in these skills. Ongoing feedback from education partners indicate that our school should continue to offer STEM education. STEM education motivates students' interests in science, math, and arts careers. STEM is a high-interest field where English learners accelerate language acquisition.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide a STEM enrichment teacher in order to accelerate Student language acquisition, academic vocabulary and writing proficiency in STEM content.</p> <p>Even though this action is intentionally directed at addressing the needs of Unduplicated students, it will be implemented site-wide to benefit all students, as many other students exhibit the need to acquire language in the STEM content areas.</p>	1.1, 1.4, 1.6
1.16	<p><b>Action:</b> Materials and Supplies</p> <p><b>Need:</b> Ongoing feedback from education partners indicate the need for continuous and replacement materials and supplies needed for STEM, as many of our district Unduplicated Pupils have limited access to or do not participate in STEM related activities including hand-ons STEM opportunities outside the school instructional environment.</p>	<p>This Action will support STEM hands-on experiences with open-ended materials that incorporate STEM components, students will become prepared for the world in which they live. Students will develop the valuable 21st century skills of communication, collaboration, critical thinking, and creativity by engaging in exploration and learning how things work. Students will be able to articulate and write about their understanding about science, technology, engineering, and math.</p> <p>Although this action it is being applied site-wide to maximize the impact on both Unduplicated</p>	1.1, 1.4, 1.6



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	<p>And as Dashboard data indicates: English learner students performed -44 points from standard on CAASPP, low income students performed (-35.2) points from standard, Hispanic students performed (-33.3) points from standard, and 3.3% of English learners maintained ELPI level 4, 34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 18% decreased at least one ELPI level, providing hands-on experiences will strengthen student retention of information.</p> <p>In order to maintain inquiry-based learning, so that students know how to ask the right questions and how to answer them authentically, building upon students' natural curiosity and sense of wonder, teaching students to explore alternate thoughts and ideas, and motivating students to take formulated risks, learn from calculated failures, and integrate acquired knowledge, materials and supplies are needed to support lessons.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students and all students who need to build reading, writing, speaking, and listening skills while engaging in hands-on experiences.</p>	
1.17	<p><b>Action:</b> Writing Professional Development to support ELs &amp; LTELs</p> <p><b>Need:</b> We conducted a thorough needs assessment to identify specific areas where teachers and staff require professional development to support English learners and long-term</p>	<p>The professional development will implement effective teaching practices to increase student writing ability. Implement writing assessments to make changes in instruction to ensure student growth. Know how to scaffold for meeting the needs of a range of learners and implement writing lessons using a comprehensive literacy framework and developing units based on the three standards-based genres.</p>	1.1, 1.4, 1.6, 1.7

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	<p>English learners effectively. In the needs assessment, we reviewed data such as EL proficiency levels, academic performance and input from educational partners to inform the development of targeted training. The goal of the comprehensive literacy professional learning would include professional learning for teachers focused on the improvement of literacy achievement for all students the professional learning for teachers would focus on helping teachers develop integrated ELD strategies in writing to support all students and particularly students who are acquiring language.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Although this action is primarily aimed at addressing the needs of Unduplicated Pupils, it will be implemented across the entire site to benefit all students, since many other students have similar needs.</p>	
2.1	<p><b>Action:</b> Math Materials: Books and Supplies</p> <p><b>Need:</b> CA School Dashboard indicates : All students performed (-64.3) points from standard, SED: (-65.2) points from standard, English Learner:(-71) points from standard, Hispanic: 62.9 points from standard. Local indicators, ongoing educational partner feedback, and state tests identify a need to support students with math books and supplies for building math skills, conceptual understanding and problem solving.</p>	<p>SED, English learners, and foster youth are equipped with core math books and supplies, encompassing standards based practice, an English learner support component, manipulatives, online based practice and progress monitoring and supplemental workbooks. The systematic components of instruction that includes the math progressions and the mathematically practices supports all learners. Although SED, English learners, and foster youth are accessing individualized instruction through these materials, we see a need for these materials LEA-wide. Many of our students have a need of learning recovery and these materials suit these needs.</p>	2.1, 2.2, 2.3

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	<b>Scope:</b> LEA-wide		
<b>2.2</b>	<b>Action:</b> Awards/Incentives  <b>Need:</b> According to the dashboard, all students measured (-64.3) from standard. Students had an overall increase of 3.6 points. English learners were (-71) points from standard and maintained 2.5 points. Socioeconomically Disadvantaged students were (-65.2) points from standard and increased 4.9 points. Star Math: All 2nd-8th Overall: 51% SED 50% EL: 41% Hispanic: 51% LTELs: 24% 2nd Overall: 60% SED: 59% EL: 47% Hispanic: 60% 3rd Overall: 75% SED: 66% EL: 53% Hispanic: 68% 4th Overall: 57% SED: 63% EL: 58% Hispanic: 59% 5th Overall: 40% SED: 31% EL: 32% Hispanic: 38% LTELs: 25% 6th Overall: 31% SED: 32% EL: 15% Hispanic: 30% LTELs: 14% 7th Overall: 49% SED: 61% EL: 28% Hispanic: 49% LTELs: 29% 8th Overall: 55% SED: 69% EL: 24% Hispanic: 55% LTELs: 33% Local Benchmark <ul style="list-style-type: none"> <li>K- Overall: 64.58% SED: 65.22% EL: 67.57% Hispanic: 62.22%</li> </ul>	Awards assemblies with incentives, recognition of academic growth, increased student achievement in math is done quarterly throughout the school year. Each year a math student of the year is chosen. Individual student academic and non-academic achievements are acknowledged to engrain positive reinforcement into the school culture. Overall, this process improves student morale and self-efficacy. Although SED, English learners, and Hispanic are often recognized with our Most Improved, Extra Effort, they are often recognized for Honor Roll, Principal's Award and other awards along with all students at TESD.  Although this service acknowledges and celebrates academic progress for unduplicated students, the effectiveness of providing this service for all students enhances the culture of the school.	2.1, 2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> <li>• 1st-Overall:67.24% SED: 64.81% EL: 59.46% Hispanic: 67.86%</li> <li>• 2nd-Overall: 89.36% SED: 88.89% EL:87.88%Hispanic: 88.64%</li> <li>• 3rd- Overall:65.22% SED: 62.79% EL: 58.62% Hispanic: 68.18%</li> <li>• 4th- Overall: 40.54% SED: 40% EL: 44% Hispanic: 35.29%</li> <li>• 5thOverall 8.93% SED: 9.43% EL: 11.11% Hispanic: 9.26% LTELs:</li> <li>• 6th-Overall: 15.51% SED: 16.07% EL: 8% Hispanic: 16.98%</li> </ul> <p>LTELs:</p> <ul style="list-style-type: none"> <li>• 7th Overall: 23.81% SED: 20.51% EL: 11.11% Hispanic: 23.81%</li> </ul> <p>LTELs:</p> <ul style="list-style-type: none"> <li>• 8th- Overall: 26.53% SED: 23.91% EL: 7.14% Hispanic: 26.67%</li> </ul> <p>LTELs: Local data, state tests, and ongoing educational partner feedback identify acknowledging achievement supports student motivation and engagement.</p> <p><b>Scope:</b> LEA-wide</p>		
2.4	<p><b>Action:</b> Web-Based Programs</p> <p><b>Need:</b> A thorough review of student data shows: In CAASPP English learners were (-71) points from standard and maintained 2.5 points.</p>	Web-based programs will be used in the classroom and for intervention groups to address improving the achievement of disadvantaged and SED students. Students take ownership of their learning and have access to immediate feedback on progress, therefore students are able to set intentional goals for continued achievement.	2.1, 2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students were (-65.2) points from standard and increased 4.9 points.  Star Math: All 2nd-8th shows:  SED at or above grade level from 31%-69%,  EL at 15%-59%, Hispanic at 30%-68% Local Benchmark shows: SED at or above grade level: SED 9.4%-88%, EL 11%-67%, Hispanic 9%-88%</p> <ul style="list-style-type: none"> <li>• LTELs: 6th-Overall: 15.51% SED: 16.07% EL: 8% Hispanic: 16.98%</li> <li>LTELs: 7th Overall: 23.81% SED: 20.51% EL: 11.11% Hispanic: 23.81%</li> <li>LTELs: 8th- Overall: 26.53% SED: 23.91% EL: 7.14% Hispanic: 26.67%</li> </ul> <p>There is a need of flexible design of web-based programs. Our span of performance is vast and this support is beneficial for unduplicated students. These students have more autonomy and control of their learning with web-based program when it comes to pacing and having access to content at their zone of proximal development. Ongoing feedback from educational partners identifies the need for students to have online learning experiences through the use of technology.</p> <p><b>Scope:</b> LEA-wide</p>	<p>To implement this action most effectively and efficiently, it is being applied site-wide to maximize the impact on both Unduplicated Pupils and other students who also require these services.</p>	
3.1	<p><b>Action:</b> Awards and Incentives</p>	<p>Awards assemblies with incentives for perfect attendance is done quarterly throughout the school year. Individual student non-academic achievements are acknowledged to engrain</p>	<p>3.1, 3.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Based on Attendance: Overall- 95.67% SED- 90.21% English learner-61.96% Hispanic- 90.77% Chronic Absenteeism: Overall- 19.4% SED- 20.2% English learner- 19.7% Hispanic - 19.5% Homeless - 25.7% Suspension Rate Overall- 5.7% SED- 5.7% English learner- 5.4% Hispanic - 5.1% Homeless - 2.4% and ongoing educational partners' feedback, there is a need for acknowledging achievement supports student motivation and engagement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>positive reinforcement into the school culture. Although this support is purposefully planned for unduplicated students. LEA-wide implementation will, overall, improve all student morale and self-efficacy.</p>	
3.2	<p><b>Action:</b> Psychologist</p> <p><b>Need:</b> Dashboard data showed that 19.4% of students were chronically absent. Specifically, the rates were 20.2% for Socioeconomically Disadvantaged (SED) students, 19.7% for English learners, 19.5% for Hispanic/Latino students, and 25.7% for homeless students. Additionally, 5.7% of students were suspended. Furthermore, 85% of students reported a need for counseling services and social-emotional learning opportunities. Based on feedback from educational partners and the district needs assessment, it was recommended to increase the number of days</p>	<p>Extending the school psychologist's available days will offer more opportunities for students to access counseling services. This increase will benefit unduplicated students facing challenges with attendance, discipline, suspension, and social and emotional issues, allowing them more chances to receive support from the school psychologist. LEA-wide implementation adds to the betterment of mental health for all students.</p>	3.1, 3.2, 3.3, 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the school psychologist is available on campus.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>3.3</b>	<p><b>Action:</b> LVN</p> <p><b>Need:</b> Dashboard data indicated that 19.4% of students experienced chronic absenteeism. The rates were 20.2% for Socioeconomically Disadvantaged (SED) students, 19.7% for English learners, 19.5% for Hispanic/Latino students, and 25.7% for homeless students. Educational partner feedback highlighted the need for services aimed at improving student health and increasing family outreach. This includes one-on-one conversations about student health, distributing health literature, and presenting information to help students make better health choices.</p> <p><b>Scope:</b> LEA-wide</p>	<p>An LVN (Licensed Vocational Nurse) will be available five days a week to support students and parents with outreach and supportive services. The nurse's services will enhance students' mental and physical health through training, skill-building, health literature, and presentations. Fortunately, our school nurse is on campus from Mon-Fri. The school nurse is to bridge the gap between the worlds of medicine/health care and education. Because of the nurse's license and educational background, she is the only member of the school team to adequately address the health needs and procedures that must be carried out in the school setting. The school nurse implements health plans and ultimately has responsibility and accountability for the delivery of student nursing care for all students at school, LEA-wide.</p>	3.1, 3.2, 3.3, 3.8
<b>3.4</b>	<p><b>Action:</b> RN</p> <p><b>Need:</b> Dashboard data indicated that 19.4% of students experienced chronic absenteeism. The rates were 20.2% for Socioeconomically</p>	<p>The RN (Registered Nurse) will have 10 additional days added to the school calendar, enabling her to address student health needs and conduct family outreach. With health needs in mind, nurses cannot be told what duties they can delegate (or hand over) to another person (including unlicensed personnel). The RN has the legal license to</p>	3.1, 3.2, 3.3, 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged (SED) students, 19.7% for English learners, 19.5% for Hispanic/Latino students, and 25.7% for homeless students. Ongoing education partner and District feedback emphasized the need for services to improve student health and increase family outreach. These services include one-on-one conversations about student health, distributing health literature, and providing information to help students make healthier choices.</p> <p><b>Scope:</b> LEA-wide</p>	determine what may be delegated and to whom it may be delegated. While the nurse may delegate the duty to another person, the nurse still retains the responsibility and accountability for it. All students will have care as needed, LEA-wide.	
<b>3.5</b>	<p><b>Action:</b> BHS mental health professional</p> <p><b>Need:</b> A comprehensive needs assessment showed: noted by: 92% K-8 attendance, 2023-2024 Dashboard Chronic absentee rate: Overall - 19.4%, SED - 20.2%, English learner - 19.7%, Hispanic/Latino - 19.5%, Homeless - 25.7%, 2023, Student Expulsion rate: Midyear less than 1%, Middle School Dropout rate: 2023-2024: 0 students, CHKS 2023-2024 92% of 6th graders and 96% of 7th graders completed the survey. Parents safety and connectedness survey: 2023-2024 91% of parents feel safe and connected at school, Staff safety and connectedness survey: 2023-2024 86% of staff feel safe and connected at school. Based on the student LCAP survey in</p>	A change will be to increase the days of support from BHS mental health professionals and the triage social worker and eliminate action 2.3, Social Worker. With the consistent attendance of BHS and the Triage Social worker and financial constraints facing the district it was decided that supportive services for students and families would be better served by two staff members contracted through the County Office of Education. With this change, students will have access to either the school psychologist, BHS mental health, or a triage social worker for the entire day 5 days a week. Students who are struggling with attendance, discipline, suspension, and social and emotional issues will have more access to full-day support. All though our SED, EL and Hispanic students will benefit from mental health wellness. All students who are provided with mental health supports are more likely to go to school ready to learn, actively engage in school activities, have	3.1, 3.2, 3.3, 3.8



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>2023-2024 85% of students report they feel Tipton Elementary provides enough counseling services. In addition, ongoing feedback from education partners indicates the need for additional BHS services</p> <p><b>Scope:</b> LEA-wide</p>	supportive and caring connections with adults and classmates, use appropriate problem-solving skills, have nonaggressive behaviors, and add to a positive school culture.	
3.8	<p><b>Action:</b> Triage Social Worker</p> <p><b>Need:</b> Based on Attendance: Overall- 95.67% SED- 90.21% English learner-61.96% Hispanic- 90.77% Dashboard Chronic absentee rate: Overall - 19.4%, SED - 20.2%, English learner - 19.7%, Hispanic/Latino - 19.5%, Homeless - 25.7%, 2023 Suspension Rate Overall- 5.7% SED- 5.7% English learner- 5.4% Hispanic - 5.1% Homeless - 2.4% Surveys indicate 91% of parents feel safe and connected at school 85% of students report they feel Tipton Elementary provides enough counseling services according to the LCAP survey. In addition, ongoing feedback from education partners indicates the need to have a Triage Social worker who can support the needs of students with social/emotional support, and skill development across different domains such as coping mechanisms, social skills, and mindfulness.</p>	With the consistent attendance of BHS and the Triage Social worker and financial constraints facing the district it was decided that supportive services for students and families would be better served by two staff members contracted through the County Office of Education. With this change, students will have access to either the school psychologist, BHS mental health, or a triage social worker for the entire day 5 days a week. Students who are struggling with attendance, discipline, suspension, and social and emotional issues will have more access to full-day support. All though our SED, EL and Hispanic students will benefit from mental health wellness. All students who are provided with mental health supports are more likely to go to school ready to learn, actively engage in school activities, have supportive and caring connections with adults and classmates, use appropriate problem-solving skills, have nonaggressive behaviors, and add to a positive school culture.	3.1, 3.2, 3.3, 3.8, 3.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>3.9</b>	<p><b>Action:</b> Infrastructure/ Software ActVnet</p> <p><b>Need:</b> Based on ongoing educational partner feedback: Parents safety and connectedness survey: 2023-2024 91% of parents feel safe and connected at school, Staff safety and connectedness survey: 2023-2024 86% of staff feel safe and connected at school. There is an identified need of better safety measures in infrastructure and software safety. Unduplicated students perform better in safe school learning environments.</p> <p><b>Scope:</b> LEA-wide</p>	The District will maintain infrastructure and software to connect with first responders in case of an emergency. The safety of students and staff is a priority LEA-wide.	3.8
<b>3.10</b>	<p><b>Action:</b> Student Information</p> <p><b>Need:</b> Dashboard data indicated that overall attendance was 95.67% with SED at 90.21%, English learner 61.96%, Hispanic- 90.77%. Additionally, 19.4% of students were chronically absent. Specifically, the rates were 20.2% for Socioeconomically Disadvantaged (SED) students, 19.7% for English learners,</p>	Unduplicated students will be on a watch list through Aeries Analytics- Areas for review include: attendance, discipline, testing/assessment data, and program participation. This action will be implemented LEA-wide as an early warning system is critical in monitoring all students who are at risk of low student achievement.	3.1, 3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>19.5% for Hispanic/Latino students, and 25.7% for homeless students. Additionally, 5.7% of students were suspended. Ongoing education partner feedback indicates unduplicated students' families have unique needs for communication: addressing gaps in learning; conducting meaningful education partner relationships, and transparency.</p> <p><b>Scope:</b> LEA-wide</p>		
3.12	<p><b>Action:</b> Door Locks</p> <p><b>Need:</b> Local surveys from educational partners revealed that 86% of staff and 91% of parents feel safe and connected at school. While working on the school safety plan it was determined that it would be best if TESD could update the current door locks. Ongoing education partner feedback indicates that parents feel safe and connected to the school. However, a lower percentage of staff members feel safe and connected. In addition, unduplicated students will benefit from staff feeling safer and having a more secure classrooms. Unduplicated students have lower attendance rates, in part, because they don't feel safe at school at times. Education partner feedback urges the District to implement safety measures.</p>	<p>By updating the current door locks with keyless entry door lock system TESD will be able to increase a safer and more secure campus. LEA-wide implementation of this action will increase the rate of a sense of safety and security for parents, students, and staff.</p>	3.1, 3.8, 3.10

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	<b>Scope:</b> LEA-wide		
<b>3.13</b>	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> A comprehensive needs assessment showed: noted by: 92% K-8 attendance, 2023-2024 Dashboard Chronic absentee rate: Overall - 19.4%, SED - 20.2%, English learner - 19.7%, Hispanic/Latino - 19.5%, Homeless - 25.7%, 2023, Student Expulsion rate: Midyear less than 1%. CHKS 2023-2024 92% of 6th graders and 96% of 7th graders completed the survey. Parents safety and connectedness survey: 2023-2024 91% of parents feel safe and connected at school, Staff safety and connectedness survey: 2023-2024 86% of staff feel safe and connected at school. There is an identified need for trauma informed practices to build capacity in staff, showing empathy towards undesired behaviors, correcting behavior so that students are ready to learn and remain in the classroom. On going educational partners have shared the need for training staff to deal with students with high emotional needs.</p> <p><b>Scope:</b> LEA-wide</p>	Training will provide social and emotional support for staff to help support all students especially those who are English learners, foster youth and low income students. It will be implemented site-wide to benefit all students as many other students have exhibited the need for emotional support.	3.1, 3.2, 3.3, 3.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.1	<p><b>Action:</b> Parent Events</p> <p><b>Need:</b> Based on feedback from educational partners the creation of 12 more opportunities for parent involvement in district decision-making, 25 additional opportunities for parent education through school-wide programs, the organization of 11 more sponsored parent events, and an increase in parent conference attendance from 92% to 95%. In the LCAP parent survey and during School Site Council meetings, parents are requesting that SSC/ELAC meetings be held later in the day so that parents that work have the opportunity to attend these meetings. Ongoing feedback from education partners indicated that parents who are involved in the decision making process, help to keep the District relevant to the community.</p> <p><b>Scope:</b> LEA-wide</p>	The District wishes to ensure that attendance of all parents at parent conferences. While the district managed to enhance the rate from 92% to 95%, this remains an ongoing effort, with the district committed to devising strategies to further boost parent participation. We would like to maintain effectiveness of this Action because parents access to real-time student and school information through the Aeries Parent Portal including attendance, grades, ELPAC and CAASPP student score reports, and school/parent communication more frequently and have the opportunity to team up with school staff.	4.1, 4.2, 4.3, 4.4
4.2	<p><b>Action:</b> Student Information/Parent Communication</p> <p><b>Need:</b> Attendance rate was 95.67%, SED- 90.21%, English learner 61.96%, and Hispanic- 90.77% Dashboard Chronic absentee rate: Overall - 19.4%, SED - 20.2%, English learner - 19.7%, Hispanic/Latino - 19.5%, Homeless -</p>	Giving parents access through the Aeries Portal will allow for ongoing communication regarding grades and attendance. Parent Square will be used to communicate school events and important information to keep parents and guardians informed throughout the school year. School information will be posted on the school website as well as on Facebook to increase awareness and remind families of events taking place at TESD along with paper notes that are sent home as a	4.1, 4.2, 4.3, 4.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>25.7%, 2023. 91% of parents feel safe and connected at school. Education partner feedback supports the need for increased parent communication on school events and student progress.</p> <p><b>Scope:</b> LEA-wide</p>	reminder. The district encourages parents to stay informed about the progress being made with their students.	
5.1	<p><b>Action:</b> Facilities</p> <p><b>Need:</b> With over 90% of our students designated as socioeconomically disadvantaged and residing in a high-poverty community, access to clean, well-maintained, and safe play areas are near non-existent. Tipton has no public parks or areas where children can comfortably socially interact. The large majority of students residing in this community are Unduplicated Pupils. Tipton parent and student surveys indicate that there is an appreciation for the well-maintained and welcoming environment of the school. Educational partners shared the importance of maintaining facilities; inclusive of classrooms, restrooms, play areas, and other facilities in excellent repair. There is need for improving and maintaining the school facilities, while continuing to prioritize safety and access for every student. The needs, conditions and circumstances of the Tipton foster youth, English Learners, and low-income students were considered first when determining the need for this action. The</p>	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.	5.1, 5.2, 5.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>educational partners of Tipton (parents, students, and staff) again provided feedback and input on the importance of maintaining ongoing improvements and maintenance of district facilities at excellent levels.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>5.2</b>	<p><b>Action:</b> Equipment</p> <p><b>Need:</b> Four VAPA events were held and 68% of students experienced learning in music. Ongoing feedback from educational partners identified a need for continued VAPA and music experiences. Specifically for English learners, with second language acquisition, the integration of visual arts provides differentiated learning, bolsters confidence, and encourages students to appreciate their own cultures and heritages through experiential learning in a safe learning space.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The District will provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Students who participate in the arts are:</p> <ul style="list-style-type: none"> <li>4 times more likely to be recognized for academic achievement</li> <li>3 times more likely to win an award for school attendance</li> <li>Participate in youth groups nearly four times as frequently</li> <li>Read for pleasure nearly twice as often</li> <li>Perform community service more than four times as often. Unduplicated students perform at lower rate in VAPA classes.</li> </ul> <p>These students do not have the resource to participate in VAPA activities outside of the school setting.</p>	5.2, 5.3
<b>5.3</b>	<p><b>Action:</b> School Garden</p> <p><b>Need:</b> Ongoing feedback from education partners identifies the need to maintain the school</p>	<p>The District will provide a school garden for outdoor learning experience for SED, EL, and Hispanic students. This experience for these students will give opportunities to develop language, help to make healthy eating choices, and give facilitate culturally relevant lessons. We</p>	5.1, 5.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>garden. Although our garden focuses on ag science and nutrition, cross-curriculum to other content areas such as language arts, math, science, social studies and art are often a part of the learning. Additionally, the garden is an excellent location to model sustainable practices and present environmental education lessons. Ongoing education partner feedback indicated that agriculture is a cornerstone area for learning based on our District location and prominent ag industry. Unduplicated students have family who work in this industry, aspire to be in agricultural fields of study, and find the learning in the garden to be preparing them for life skills.</p> <p><b>Scope:</b> LEA-wide</p>	<p>will use the garden for all students that is a learning environment used to promote real world, hands on experiences LEA-wide.</p>	
5.4	<p><b>Action:</b> Custodial Staff</p> <p><b>Need:</b> With over 90% of our students designated as socioeconomically disadvantaged and residing in a high-poverty community, access to clean, well-maintained, and safe play areas are near non-existent. Tipton has no public parks or areas where children can comfortably socially interact. Tipton parent and student surveys indicate that there is an appreciation for the well-maintained and welcoming environment of the school. Educational partners shared the importance of maintaining facilities; inclusive</p>	<p>Full time custodial staff will provide cleaning and maintaining campus at an optimal level, because this brings a sense of pride and caring for all who are learning at our site.</p>	5.3, 5.4



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>of classrooms, restrooms, play areas, and other facilities in excellent repair.</p> <p><b>Scope:</b> LEA-wide</p>		
5.5	<p><b>Action:</b> Materials, Supplies and Equipment</p> <p><b>Need:</b> Extracurricular activities offer an experience of learning and growth outside of the classroom, especially for unduplicated students who have less access to these opportunities. Per input from staff and families of Tipton Unduplicated students, opportunities to engage in extracurricular and enrichment experiences outside the home is limited by fiscal constraints, transportation challenges, lack of off-site learning offerings in the community, and at times language barriers that limit engagement in off-site extracurricular and or/enrichment activities. Many Tipton families cannot afford activity fees or to travel to out-of-town destinations to participate. For parents of many of our Tipton Unduplicated Pupils, affordably accessing materials or a lack of effectively being able to incorporate these materials into enriching and learning supportive activities is challenging. These programs are not funded or cut entirely, students who excel in these areas would not have the resources to access these activities. Ongoing education partner feedback is strongly supportive of unduplicated students</p>	<p>The District will provide materials, supplies and equipment needed for enrichment and extra curricular activities LEA- wide, which includes but is not limited to sports and clubs. Not only are our Unduplicated Pupils challenged with accessing Extracurricular and enrichment activities, but the very rural location of the district and the scarce number of in-town offerings, makes it a challenge for a majority of all our students to participate in needed exposure and engagement in these types of activities. Thus, this action is implemented school-wide to provide equity in participation for all our district students.</p>	5.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>having these experiences to be a well-rounded student.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>5.6</b>	<p><b>Action:</b> Music</p> <p><b>Need:</b> Ongoing educational partner feedback identified the need for a music program. Especially a music program to broaden the learning experiences for SED, EL and Hispanic students. Per feedback gained by the district, these students have limited access music-related participation outside the school environment. Fiscal constraints hinder access to off-site music lessons and instrument purchase/rental. The enrichment of music education serves all students in gaining a wide variety of understanding. Unduplicated students would not necessarily have access to private music lessons if this resources were not provided at school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Hired a music teacher and students experienced playing an instrument and reading music. Unduplicated and all students LEA-wide benefit from the implementation of music class, thus providing equitable access to a broad course of study.</p>	5.2, 5.3
<b>5.7</b>	<p><b>Action:</b> Materials and Supplies</p>	<p>By providing supplies essential for broad range of study, unduplicated students will have the necessary supplies that are needed to increase their levels of success in all learning areas. As participation in a broad course of study is a</p>	5.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> On-going request from educational partners indicates support for the continuance of providing a broad range of studies, including elective courses being offered. The socioeconomically disadvantaged and English Learner students outperformed the statewide average for these groups in ELA and Math. Academic progress in ELA and Math by Unduplicated Pupils has shown the positive impact of providing these additional learning resources to these students. These students benefit from having all the necessary materials to support their learning, as without this access, progress would be slowed.</p> <p><b>Scope:</b> LEA-wide</p>	<p>requirement for all district students, providing students other than Unduplicated with the necessary learning resources guarantees equity in education and for all, and thus this Action is being implemented LEA-wide.</p>	
6.1	<p><b>Action:</b> Staffing/Class Size</p> <p><b>Need:</b> The California School Dashboard (Dashboard) reports that all students in grades 3-8 performed -34.5 points from standard on the CAASPP in ELA. Dashboard shows that English learner students performed -44 points from standard on CAASPP. However, low income students performed -35.2 points from standard, Hispanic students performed -33.3 points from standard. In Math the Dashboard data reports that students in grades 3-8 performed -64.3 points from standard, SED: -65.2 points from standard, English Learner: -</p>	<p>Class sizes will not exceed the maximum number of students as identified in the collective bargaining units. Small class sizes are needed to support student learning with individualized academic and social support for students.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented site-wide to benefit all students, as small class sizes support small group instruction, systematic intervention, one on one student support, and better student success.</p>	6.1, 6.2, 6.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>71 points from standard, Hispanic: -62.9 points from standard. Students had an overall increase of 3.6 points. Ongoing feedback from educational partners identified a need for small class sizes.</p> <p><b>Scope:</b> LEA-wide</p>		
6.2	<p><b>Action:</b> Additional Staffing</p> <p><b>Need:</b> The California School Dashboard (Dashboard) reports that all students in grades 3-8 performed -34.5 points from standard on the CAASPP in ELA. Dashboard shows that English learner students performed -44.4 points from standard on CAASPP. However, low income students performed -35.2 points from standard, Hispanic students performed 33.7 points from standard. In Math the Dashboard data reports that students in grades 3-8 performed -64.3 points from standard, SED: -65.2 points from standard, English Learner: -71 points from standard, Hispanic: -62.9 points from standard. Students had an overall increase of 3.6 points. Ongoing education partner feedback tells the District there is a need for additional staffing as lower class sizes will require more teachers.</p> <p><b>Scope:</b> LEA-wide</p>	Additional teaching staff allows small class sized and increased opportunities for foster youth, English learners, low-income students, and homeless youth to have individualized academic and social emotional supports. Although this action, strategically supports unduplicated students, it will be implemented efficiently and effectively LEA-wide.	6.1, 6.2, 6.3

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited 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, as applicable.

N/A

**Additional Concentration Grant Funding**

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.

Action 5.4 will provide additional hours to support students and parent events through the Additional Concentration Grant that was available.

Action 6.2 Additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/a	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,301,528	2,331,686	43.981%	5.959%	49.940%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,649,824.94	\$166,600.00	\$0.00	\$322,318.78	\$3,138,743.72	\$2,515,609.72	\$623,134.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$433,530.00	\$0.00	\$261,130.00			\$172,400.00	\$433,530.00	
1	1.2	Technology and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$87,000.00	\$70,600.00	\$157,600.00				\$157,600.00	
1	1.3	ELA Materials: Books and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.4	Awards/Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
1	1.5	Librarian	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$98,000.00	\$0.00	\$98,000.00				\$98,000.00	
1	1.6	Resource Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$166,738.00	\$0.00	\$115,545.00			\$51,193.00	\$166,738.00	
1	1.7	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
1	1.8	Salary Increase	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$125,000.00	\$0.00	\$125,000.00				\$125,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Summer School	All Students with Disabilities	No			All Schools	On-going	\$92,000.00	\$6,600.00		\$98,600.00			\$98,600.00	
1	1.10	Tutoring	All	No			All Schools	On-going	\$39,000.00	\$0.00		\$38,000.00		\$1,000.00	\$39,000.00	
1	1.11	Web-Based Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$10,000.00	\$5,000.00			\$5,000.00	\$10,000.00	
1	1.12	Materials	All Students with Disabilities	No			All Schools	On-going	\$0.00	\$1,500.00				\$1,500.00	\$1,500.00	
1	1.13	Library Books and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.14	MTSS Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$10,712.50	\$0.00	\$10,712.50				\$10,712.50	
1	1.15	STEM Enrichment Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$130,014.00	\$0.00	\$130,014.00				\$130,014.00	
1	1.16	Materials and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
1	1.17	Writing Professional Development to support ELs & LTELs	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	\$16,620.00	\$0.00	\$9,980.00			\$6,640.00	\$16,620.00	
1	1.18	Reading Intervention	All	No			All Schools	On-going	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
2	2.1	Math Materials: Books and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
2	2.2	Awards/Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
2	2.3	Professional Development	All	No				On-going	\$7,200.00	\$0.00	\$2,200.00			\$5,000.00	\$7,200.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Web-Based Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
3	3.1	Awards and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
3	3.2	Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$68,840.00	\$0.00	\$68,840.00				\$68,840.00	
3	3.3	LVN	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$53,437.00	\$0.00	\$53,437.00				\$53,437.00	
3	3.4	RN	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$12,090.00	\$0.00	\$12,090.00				\$12,090.00	
3	3.5	BHS mental health professional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$46,000.00	\$0.00	\$46,000.00				\$46,000.00	
3	3.6	Special Friends Aide	All	No			All Schools	On-going	\$12,250.00	\$0.00				\$12,250.00	\$12,250.00	
3	3.7	Parent Liaison	All	No			All Schools	On-going	\$29,752.00	\$0.00				\$29,752.00	\$29,752.00	
3	3.8	Triage Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$46,000.00	\$0.00	\$46,000.00				\$46,000.00	
3	3.9	Infrastructure/ Software ActVnet	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$2,400.00	\$2,400.00				\$2,400.00	
3	3.10	Student Information	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$4,250.00	\$4,250.00				\$4,250.00	
3	3.11	CPR	All	No			All Schools	Every 2 years	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.12	Door Locks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Over the next two years	\$130,408.75	\$0.00	\$130,408.75				\$130,408.75	
3	3.13	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$3,200.00	\$1,200.00	\$4,400.00				\$4,400.00	
4	4.1	Parent Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
4	4.2	Student Information/Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$11,084.00	\$11,084.00				\$11,084.00	
5	5.1	Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$325,000.00	\$325,000.00				\$325,000.00	
5	5.2	Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
5	5.3	School Garden	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
5	5.4	Custodial Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$30,207.00	\$0.00	\$30,207.00				\$30,207.00	
5	5.5	Materials, Supplies and Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
5	5.6	Music	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$132,424.47	\$0.00	\$94,840.69			\$37,583.78	\$132,424.47	
5	5.7	Materials and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$5,500.00	\$5,500.00				\$5,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.1	Staffing/Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$465,480.00	\$0.00	\$465,480.00				\$465,480.00	
6	6.2	Additional Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$279,706.00	\$0.00	\$279,706.00				\$279,706.00	

# 2024-25 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
5,301,528	2,331,686	43.981%	5.959%	49.940%	\$2,647,624.94	0.000%	49.941 %	<b>Total:</b>	\$2,647,624.94
								<b>LEA-wide Total:</b>	\$2,647,624.94
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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	\$261,130.00	
1	1.2	Technology and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$157,600.00	
1	1.3	ELA Materials: Books and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.4	Awards/Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
1	1.5	Librarian	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$98,000.00	
1	1.6	Resource Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,545.00	

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	1.7	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
1	1.8	Salary Increase	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
1	1.11	Web-Based Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.13	Library Books and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.14	MTSS Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,712.50	
1	1.15	STEM Enrichment Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,014.00	
1	1.16	Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
1	1.17	Writing Professional Development to support ELs & LTELs	Yes	LEA-wide	English Learners	All Schools	\$9,980.00	
2	2.1	Math Materials: Books and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
2	2.2	Awards/Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
2	2.4	Web-Based Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
3	3.1	Awards and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
3	3.2	Psychologist	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$68,840.00	

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 (%)
					Low Income			
3	3.3	LVN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,437.00	
3	3.4	RN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,090.00	
3	3.5	BHS mental health professional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,000.00	
3	3.8	Triage Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,000.00	
3	3.9	Infrastructure/ Software ActVnet	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,400.00	
3	3.10	Student Information	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,250.00	
3	3.12	Door Locks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,408.75	
3	3.13	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,400.00	
4	4.1	Parent Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
4	4.2	Student Information/Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,084.00	
5	5.1	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$325,000.00	
5	5.2	Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	

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 (%)
5	5.3	School Garden	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
5	5.4	Custodial Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,207.00	
5	5.5	Materials, Supplies and Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
5	5.6	Music	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$94,840.69	
5	5.7	Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,500.00	
6	6.1	Staffing/Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$465,480.00	
6	6.2	Additional Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$279,706.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,337,806.36	\$3,001,447.31

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	\$457,480.76	\$381,457.68
1	1.2	Technology and Resources	Yes	\$283,987.29	\$214,270.82
1	1.3	ELA/Math Materials: Books and Supplies	Yes	\$75,000.00	\$58,899.98
1	1.4	Awards/Incentives	Yes	\$36,409.55	\$14,967.94
1	1.5	Librarian	Yes	\$93,312.46	\$94,710.26
1	1.6	Resource Teacher	Yes	\$158,200.00	\$163,673.06
1	1.7	Field Trips	Yes	\$45,000.00	\$27,275.60
1	1.8	Salary Increase	Yes	\$150,000.00	\$150,000.00
1	1.9	Summer School	No	\$80,000.00	\$95,181.74
1	1.10	Tutoring	No	\$20,000.00	\$33,328.75



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)
1	1.11	Professional Development	No	\$10,587.50	\$11,605.00
1	1.12	Web-Based Programs	Yes	\$92,606.61	\$8,290.00
1	1.13	Materials	No	\$4,000.00	\$395.96
1	1.14	Library Books and Materials	Yes	\$25,000.00	\$26,209.56
1	1.15	MTSS Coach	Yes	\$11,512.50	\$12,498.64
1	1.16	STEM Enrichment Teacher	Yes	\$132,000.00	\$133,166.25
1	1.17	Materials and Supplies	Yes	\$4,500.00	\$4,291.66
1	1.18	ELD Professional Development	Yes	\$26,587.50	\$35,696.83
2	2.1	Awards and Incentives	Yes	\$30,000.00	\$9,517.31
2	2.2	Psychologist	Yes	\$66,393.00	\$66,393.00
2	2.3	Social Worker	Yes	\$43,101.93	\$23,961.78
2	2.4	LVN	Yes	\$48,074.96	\$49,074.96
2	2.5	RN	Yes	\$10,589.12	\$10,589.12
2	2.6	BHS mental health professional	Yes	\$43,760.00	\$43,760.00

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)
2	2.7	Special Friends Aide	No	\$11,289.08	\$11,332.10
2	2.8	Parent Liaison	No	\$27,634.00	\$28,825.80
2	2.9	Triage Social Worker	No	\$0.00	\$0.00
2	2.10	Infrastructure/Software ActVnet	Yes	\$2,400.00	\$2,400.00
2	2.11	Student Information	Yes	\$4,250.00	\$4,250.00
2	2.12	CPR	Yes	\$1,200.00	\$1,035.00
2	2.13	SchoolPass	Yes	\$2,815.00	\$2,857.66
3	3.1	Parent Events	Yes	\$20,000.00	\$11,192.14
3	3.2	Student Information/Parent Communication	Yes	\$15,000.00	\$13,769.27
4	4.1	Facilities	Yes	\$325,000.00	\$325,000.00
4	4.2	Equipment	Yes	\$25,000.00	\$4,430.21
4	4.3	School Garden	Yes	\$10,000.00	\$10,000.00
4	4.4	Custodial Staff	Yes	\$28,550.79	\$28,550.79
4	4.5	Materials, Supplies and Equipment	Yes	\$25,000.00	\$15,337.93

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)
4	4.6	Music	Yes	\$91,351.65	\$95,440.80
4	4.7	Materials and Supplies	Yes	\$20,000.00	\$3,272.90
5	5.1	Staffing/Class Size	Yes	\$455,500.00	\$449,824.15
5	5.2	Additional Staffing	Yes	\$324,712.66	\$324,712.66

# 2023-24 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)
\$2,371,354	\$2,828,635.76	\$2,512,086.31	\$316,549.45	0.000%	0.000%	0.000%

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	\$255,500.00	\$207,623.97		
1	1.2	Technology and Resources	Yes	\$278,387.99	\$214,270.82		
1	1.3	ELA/Math Materials: Books and Supplies	Yes	\$75,000.00	\$58,899.98		
1	1.4	Awards/Incentives	Yes	\$36,409.55	\$14,967.94		
1	1.5	Librarian	Yes	\$93,312.46	\$94,710.26		
1	1.6	Resource Teacher	Yes	\$101,397.34	\$104,522.74		
1	1.7	Field Trips	Yes	\$45,000.00	\$27,275.60		
1	1.8	Salary Increase	Yes	\$150,000.00	\$150,000.00		
1	1.12	Web-Based Programs	Yes	\$85,000.00	\$683.39		
1	1.14	Library Books and Materials	Yes	\$25,000.00	\$25,811.36		
1	1.15	MTSS Coach	Yes	\$11,512.50	\$12,498.64		
1	1.16	STEM Enrichment Teacher	Yes	\$132,000.00	\$133,166.25		

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	1.17	Materials and Supplies	Yes	\$4,500.00	\$4,291.66		
1	1.18	ELD Professional Development	Yes	\$8,000.00	\$9,279.33		
2	2.1	Awards and Incentives	Yes	\$30,000.00	\$6,408.38		
2	2.2	Psychologist	Yes	\$66,393.00	\$66,393.00		
2	2.3	Social Worker	Yes	\$8,620.39	\$23,961.78		
2	2.4	LVN	Yes	\$48,074.96	\$49,074.96		
2	2.5	RN	Yes	\$10,589.12	\$10,589.12		
2	2.6	BHS mental health professional	Yes	\$43,760.00	\$43,760.00		
2	2.10	Infrastructure/Software ActVnet	Yes	\$2,400.00	\$2,400.00		
2	2.11	Student Information	Yes	\$4,250.00	\$4,250.00		
2	2.12	CPR	Yes	\$1,200.00	\$1,035.00		
2	2.13	SchoolPass	Yes	\$2,815.00	\$2,857.66		
3	3.1	Parent Events	Yes	\$20,000.00	\$11,192.14		
3	3.2	Student Information/Parent Communication	Yes	\$15,000.00	\$13,769.27		
4	4.1	Facilities	Yes	\$325,000.00	\$325,000.00		
4	4.2	Equipment	Yes	\$25,000.00	\$4,430.21		
4	4.3	School Garden	Yes	\$10,000.00	\$10,000.00		
4	4.4	Custodial Staff	Yes	\$28,550.79	\$28,550.79		

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)
4	4.5	Materials, Supplies and Equipment	Yes	\$25,000.00	\$15,337.93		
4	4.6	Music	Yes	\$60,750.00	\$57,264.42		
4	4.7	Materials and Supplies	Yes	\$20,000.00	\$3,272.90		
5	5.1	Staffing/Class Size	Yes	\$455,500.00	\$449,824.15		
5	5.2	Additional Staffing	Yes	\$324,712.66	\$324,712.66		

## 2023-24 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)
\$5,411,354	\$2,371,354	8.56%	52.382%	\$2,512,086.31	0.000%	46.423%	\$322,479.59	5.959%

# Local Control and Accountability Plan 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](mailto: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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC



Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**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*

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

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

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

- 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*

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

# Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

## Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

### Focus Goal(s)

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.

### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal



Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

#### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An 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**

#### 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.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

#### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

#### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

## Title

- Provide a short title for the action. This title will also appear in the action tables.

## Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**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.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## 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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.



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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 plus 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).

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