

# LCFF Budget Overview for Parents

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

CDS Code: 54 72215 6054431

School Year: 2021-22

LEA contact information:

Cherie Solian

Principal

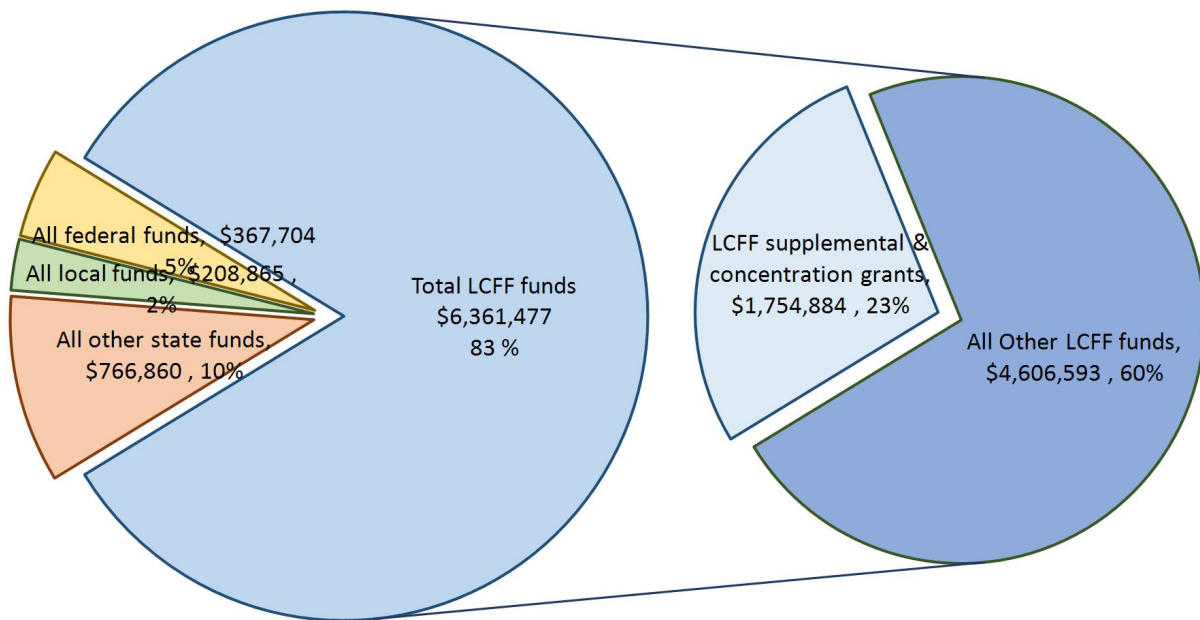
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2021-22 School Year

### Projected Revenue by Fund Source



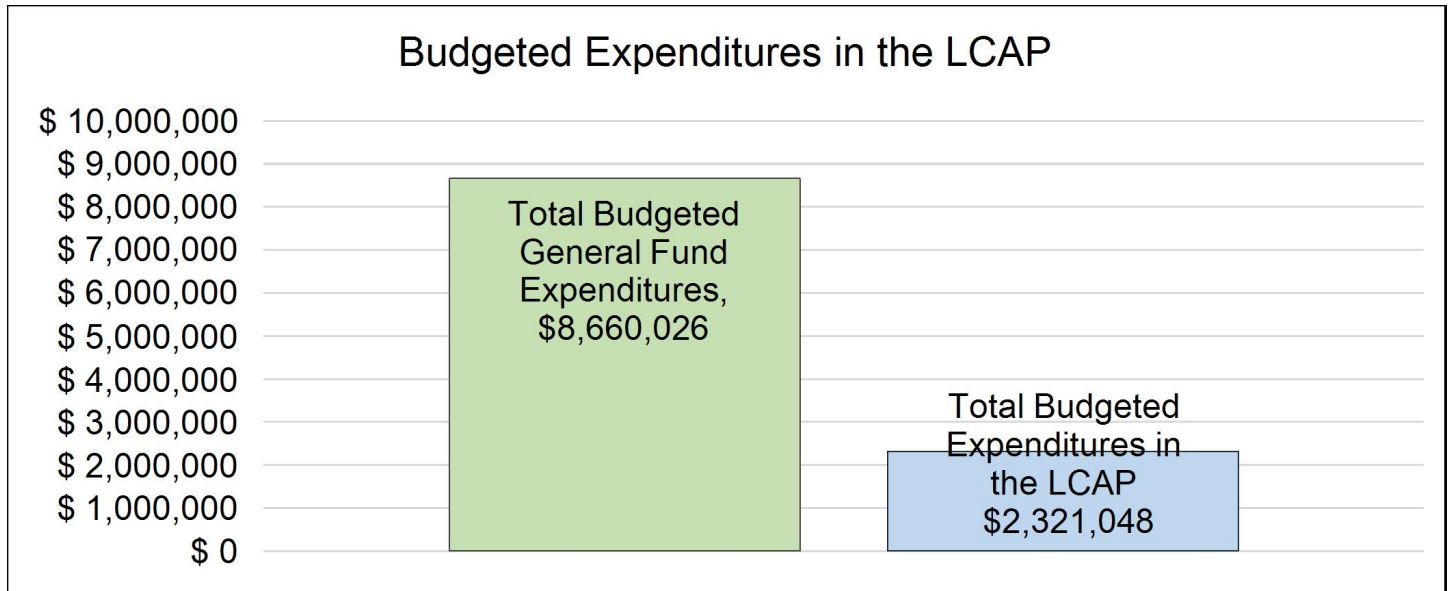
This chart shows the total general purpose revenue Tipton Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Tipton Elementary School District is \$7,704,906, of which \$6,361,477 is Local Control Funding Formula (LCFF), \$766,860 is other state funds, \$208,865 is local funds, and

\$367,704 is federal funds. Of the \$6,361,477 in LCFF Funds, \$1,754,884 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Tipton Elementary School District plans to spend \$8,660,026 for the 2021-22 school year. Of that amount, \$2,321,048 is tied to actions/services in the LCAP and \$6,338,978 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

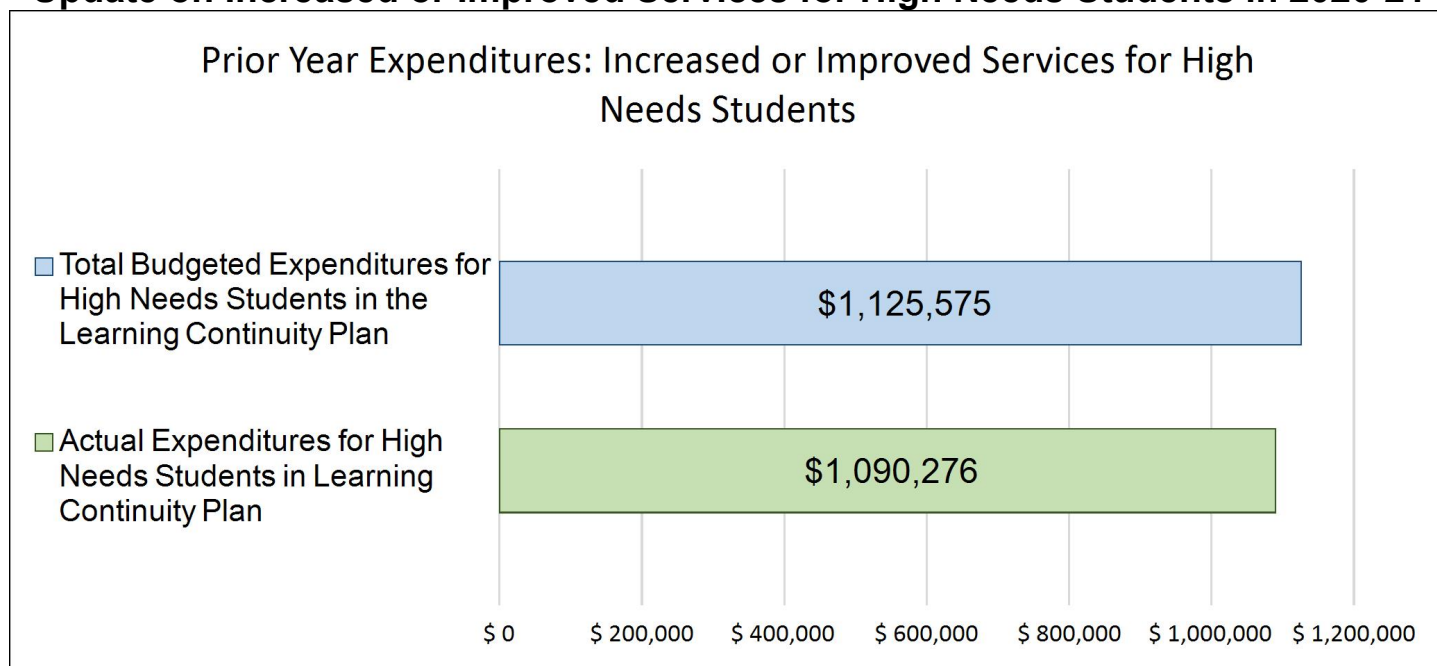
Most teachers, administrator, classified staff salaries and benefits, purchase of state adopted curriculum and materials, maintenance, cafeteria, and transportation costs.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Tipton Elementary School District is projecting it will receive \$1,754,884 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 \$2,016,740 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 2020-21



This chart compares what Tipton Elementary School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Tipton Elementary School District's Learning Continuity Plan budgeted \$1,125,575 for planned actions to increase or improve services for high needs students. Tipton Elementary School District actually spent \$1,090,276 for actions to increase or improve services for high needs students in 2020-21.

The school received learning loss mitigation funds due to school closure and the COVID-19 pandemic. With the extra funds this resulted in less expenditures spent from the LCFF. All actions and services were implemented to improve services for high need students.

LCFF funds were spent on the following that were not included in the Learning Continuity and Attendance Plan:

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.

Provide all students ancillary English Language Arts (ELA) and math materials including leveled books, news magazines, and student workbooks.

Provide all EL students with access to ancillary materials including leveled readers, news magazines, and workbooks.

Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts and math and encourage increased achievement and attendance.

Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the English Language Arts California State Standards (CSS).

A salary increase was authorized for 2015-16 school year and remains a continuing action through 2019-20. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The salary increase has reduced our teacher turnout rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.

Provide additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate.

Provide parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Improve student achievement in English Language Arts

State and/or Local Priorities addressed by this goal:

State Priorities:     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)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1. California Assessment of Student Performance and Progress (CAASPP) System <b>19-20</b> 1. For the 2019-2020 school year our goal is to increase ELA CAASPP achievement by 5 points in order to decrease our distance from standard to -20. <b>Baseline</b> 1. 2015-2016 33% Meet or Exceed Standards	1. During the 2018-2019 School year students exceeded their goal of 5 points to increase ELA CAASPP achievement in order to decrease our distance from standard to -20. Our students increased 9 points and are -14.9 points from standard. (Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.)
<b>Metric/Indicator</b> 2. Renaissance Reading Program <b>19-20</b> 2. Increase reading proficiency rate by 5% to 39% as measured by Accelerated Reader. <b>Baseline</b> 2. 2017 46% of 3rd grade students are at or above the STAR grade level benchmark	2. During the 2019-2020 school year 33.08% of students measured at or above reading proficiency as measured by the STAR reading test. There was a 3% decline in growth from the previous year. Due to Covid-19 school closure spring data 2019-2020 data were not available.

Expected	Actual
<p><b>Metric/Indicator</b> 3. Developmental Reading Assessment (DRA)</p> <p><b>19-20</b> 3. Increase reading proficiency rate by 5% to 41% as measured by the DRA.</p> <p><b>Baseline</b> 3. 2017 35% of K-5 Students are reading at or above grade level.</p>	<p>3. During the 2018-2019 school year 28% of K-5th grade students measured at or above proficiency in DRA. There was an 8% decline from from the previous year. Due to Covid-19 school closure 2019-2020 data were not available.</p>
<p><b>Metric/Indicator</b> 4. Local Writing Benchmarks</p> <p><b>19-20</b> 4. Increase writing proficiency rate by 5% to 41% as measured by the TESD mid year writing benchmark.</p> <p><b>Baseline</b> 4. 2016-2017 33% of K-8 students are meeting or exceeding standard on the TESD mid year writing benchmark</p>	<p>4. During the 2019-2020 school year 35% of K-8 students meet or exceeded the standard on the TESD mid year writing benchmark. This was a decline of 1% from the previous year.</p>
<p><b>Metric/Indicator</b> 5. Teacher Misassignment Rate</p> <p><b>19-20</b> 5. Maintain a 0% teacher misassignment rate.</p> <p><b>Baseline</b> 5. 2016-2017 0%</p>	<p>5.The teacher misassignment rate for the 2019-2020 school year is 3.8%.</p>
<p><b>Metric/Indicator</b> 6. Teacher attrition rate</p> <p><b>19-20</b> 6. Maintain a 0% teacher attrition rate.</p> <p><b>Baseline</b> 6. 2016-2017 0%</p>	<p>6. The teacher attrition rate for the 2019-2020 school year is 7.4%.</p>



Expected	Actual
<p><b>Metric/Indicator</b> 7. Student access to standards aligned materials</p> <p><b>19-20</b> 7. 100% of students have access to standards aligned materials</p> <p><b>Baseline</b> 7. 2016-2017 100% of students have access to standards aligned materials</p>	<p>7. During the 2019-2020 school year 100% of students have access to standards aligned materials.</p>
<p><b>Metric/Indicator</b> 8. Implementation of academic content/performance standards</p> <p><b>19-20</b> 8. Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.</p> <p><b>Baseline</b> 8. 2016-2017 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.</p>	<p>8. 2019-2020 implementation of academic content/performance standards were met through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.</p>
<p><b>Metric/Indicator</b> 9. Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students</p> <p><b>19-20</b> 9. 100% of pupils are enrolled in a broad range of study</p> <p><b>Baseline</b> 9. 2016-2017 100% of pupils are enrolled in a broad range of study</p>	<p>9. During 2019-2020 All students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.</p>
<p><b>Metric/Indicator</b> 10. School Facility Good Repair Status Report (FIT)</p> <p><b>19-20</b> 10. Maintain a Good or Exemplary rating on the FIT report.</p> <p><b>Baseline</b></p>	<p>10. During the 2019-2020 year we maintained a Good rating on the FIT report.</p>

Expected	Actual
10. 2016-2017 FIT Report overall rating of Good	
<p><b>Metric/Indicator</b> 11. Evaluation and report on number and types of programs and services developed and provided to unduplicated pupils as well as individuals with exceptional needs.</p> <p><b>19-20</b> 11. 100% of programs available were offered to unduplicated pupils as well as individuals with exceptional needs.</p> <p><b>Baseline</b> 11. No baseline was established in 2017-2018</p>	<p>11. During 2019-2020 100% of our unduplicated pupils and students with exceptional needs were provided access to a large variety of programs in order to support their growth and achievement. Included in this is access to differentiating computer based programs, instructional aides, leveled texts, and highly qualified teachers. Students are also offered small group instruction and intervention, speech and language services when appropriate, provide behavior intervention services as appropriate. On going collaboration with special education and general education staff. Through comprehensive evaluations of district programs and lesson plans all students had access to a broad range of studies. Unduplicated pupils and students with exceptional needs were provided Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) by providing them access to the general education curriculum through a variety of supports and programs to support their growth and achievement. Students received Specialized Academic Instruction (SAI) in their areas of need in the form of small group or individual intervention and through differentiating computer-based programs. They were also given access to support from instructional aides and highly qualified teachers within the classroom. Supports such as leveled texts, audio versions of texts and modified curriculum were utilized with these students. Through comprehensive evaluations of district programs and lesson plans, all students had access to a broad range of studies.</p>
<p><b>Metric/Indicator</b> 12. Fully Credentialed Teacher Rate</p> <p><b>19-20</b> 12. Baseline for Fully Credentialed teacher rate will be established with 2019-2020 teacher credential information</p> <p><b>Baseline</b> 12. No baseline was established</p>	<p>12. The baseline for fully credentialed teacher rate for 2019-2020 is 96%.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students.	Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 176,948	Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 175,712.98
2. 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.	Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration 117,115  Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration 55,528  Infrastructure support and upgrades 6000-6999: Capital Outlay Supplemental and Concentration 10,000	Technology Devices 4000-4999: Books And Supplies LCFF Supplemental and Concentration 86,457.75  Tech 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 65,354.22  Infrastructure support and upgrades 6000-6999: Capital Outlay 0
3. Provide all students ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks.	Materials 4000-4999: Books And Supplies Supplemental and Concentration 26,000	Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 22,584.53
4. Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts.	Incentives/Awards 4000-4999: Books And Supplies Supplemental and Concentration 15,000	Incentives/Awards 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,436.54
5. Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the English Language Arts California State Standards (CSS).	Librarian 2000-2999: Classified Personnel Salaries Supplemental and Concentration 68,400	Librarian 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 72,825.20
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	Resource Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 108,072	Resource Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 95,939.34

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
ensure no student is left behind. To support and improve our community outreach.		
7. Summer school will no longer be funded out of the LCAP	<p>Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Clerical Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 0</p>	
8. Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with special needs.	Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000	Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 8,962.86
9. A salary increase was authorized for 2015-16 school year and remains a continuing action through 2019-20. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The salary increase has reduced our teacher turnout rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 110,000	Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 110,000
10. Provide California State Content Standards based science curriculum to facilitate the development of oral language and academic vocabulary.	Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 43,512	Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 934

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 purchasing a new science curriculum was postponed. The district will purchase a new science curriculum which will be used for the 2021-2022 school year. Due to COVID-19 a limited number of field trips and award assemblies had to be cancelled. Funds that were not spent were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the 2019-2020 school year ended with students learning from home, all students were able to access reading and writing through individualized work packets. Small group intervention was provided for our students through March. Students showed academic growth in ELA. When students were on campus, all students had access to technology. All students had access to ancillary ELA materials both hard copy and online. Prior to the last quarter, students were recognized at our TESD quarter awards assemblies. The TESD librarian provided all students access to leveled books, high interest books, book aligned to Character Counts, and support for teachers in books for small group instruction. The biggest challenge that we faced was getting 1 to 1 technology devices for our students and providing hot spots for internet access.

## Goal 2

Improve student achievement in Mathematics

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1. California Assessment of Student Performance and Progress (CAASPP) System <b>19-20</b> 1. For the 2019-2020 school year our goal is to increase Math CAASPP achievement by 7.8 points in order to decrease our distance from standard to -46.5. <b>Baseline</b> 1. 2015-2016 31% meeting or exceeding state standards	1. During the 2018-2019 School year students exceeded their goal of 7.8 points on the CAASPP Math Assessment. Our students increased 11.1 points and are now -42.8 points from standard.(Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard)
<b>Metric/Indicator</b> 2. Local Math Benchmark <b>19-20</b> 2. Increase math proficiency rate by 5% to 32% as measured by the TESD mid year math benchmark. <b>Baseline</b> 2. 2016-2017 45% of K-8 students are meeting standard on the TESD mid year math benchmark	2. During the 2019-2020 school year 74% of students in K-1st grades met or exceeded standard on the TESD mid year math benchmark. 24% of students in 2nd - 8th grade met or exceeded standard on the mid year math bench mark. In grades K-1st the goal was exceeded by 42%.The expected outcome was not achieved in grades 2nd-8th, the goal was missed by 8%..
<b>Metric/Indicator</b> 3. Implementation of academic content/performance standards	3. 2019-2020 100% of students are receiving instruction aligned to academic content/performance standards.

Expected	Actual
<b>19-20</b> 3. Maintain 100% implementation of all academic content/performance standards  <b>Baseline</b> 3. 2016-2017 100% of students are receiving instruction aligned to academic content/performance standards	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide students with access to technology and resources for student research and learning in Math through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician.	Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1  Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 1  Infrastructure support and upgrades 6000-6999: Capital Outlay Supplemental and Concentration Expense reported in Goal 1	4000-4999: Books And Supplies LCFF Supplemental and Concentration  2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration  4000-4999: Books And Supplies LCFF Supplemental and Concentration
2. Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks.	4000-4999: Books And Supplies Supplemental and Concentration 2,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 2231.59
3. Provide students with incentives and awards to recognize and encourage increased achievement in math.	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1	4000-4999: Books And Supplies LCFF Supplemental and Concentration
4. Summer school will no longer be funded out of the LCAP	Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1	



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 1  Clerical Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 1  Materials and Supplies 4000- 4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1	
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration Expense reported in Goal 1	

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented through the first three quarters of the school year. Due to COVID-19 a limited number award assemblies had to be cancelled. Funds that were not spent were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the 2019-2020 school year ended with students learning from home, all students were able to access math through individualized work packets. Small group intervention was provided for our students through March. Students showed academic growth in Math. When students were on campus, all students had access to technology. Students receiving special education services were provided with work to support practice toward individualized learning goals. All students had access to ancillary math materials both hard copy and online. Prior to the last quarter of the school year, students were recognized at our TESD quarter awards assemblies.



## Goal 3

Increase academic achievement of all English learners.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 1. California Assessment of Student Performance and Progress (CAASPP) System ELA</p> <p><b>19-20</b> 1. For the 2019-2020 school year our goal is to increase ELA CAASPP achievement for EL students by 5.7 points in order to decrease our distance from standard to -23.9.</p> <p><b>Baseline</b> 1. 2015-2016 19% of EL students meeting or exceeding state standards in ELA</p>	<p>1. For the 2018-2019 school year our EL students increased by 4.7 points in order to decrease our distance from standard to -23.9.(Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard)</p>
<p><b>Metric/Indicator</b> 2. California Assessment of Student Performance and Progress (CAASPP) System Math</p> <p><b>19-20</b> 2. For the 2019-2020 school year our goal is to increase Math CAASPP achievement for EL students by 8.4 points in order to decrease our distance from standard to -49.9.</p> <p><b>Baseline</b> 2. 2015-2016 20% meeting or exceeding state standards in math</p>	<p>2. For the 2018-2019 school year our EL students increased by 10.2 points in order to decrease our distance from standard to -47.6 (Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.)</p>

Expected	Actual
<b>Metric/Indicator</b> 3. EL Reclassification Rate  <b>19-20</b> 3. Increase reclassification numbers by 5% to 31%  <b>Baseline</b> 3. 2016-2017 6%	3. 2019-2020 The overall rate of reclassified students were 18.6 percent. We did not meet our goal of 29%.
<b>Metric/Indicator</b> 4. CA School Dashboard EL Learner Indicator  <b>19-20</b> 4. Maintain a status level of high  <b>Baseline</b> 4. 2016-2017 Status level of high	4. 35.5% of our EL students are making progress towards English language proficiency. The performance level is low. To maintain a status level of high which means that 55% to less than 65% of English learner students will increase at least one ELPI level or maintain the ELP criterion (Level 4).(Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.)
<b>Metric/Indicator</b> 5. Implementation of ELD standards, programs, and services  <b>19-20</b> 5. 100% of students are receiving instruction aligned to the ELD standards  <b>Baseline</b> 5. 100% of students are receiving instruction aligned to the ELD standards	5. 100% of students are receiving instruction aligned to the ELD standards
<b>Metric/Indicator</b> 6. The percentage of ELs who make progress toward English proficiency on the CELDT  <b>19-20</b> 6. Increase number of students who score at a performance level of 4 on the ELPAC to 52.6%  <b>Baseline</b> 6. 2016-2017 79.9% of students making progress towards academic proficiency on the CELDT	6. The 2018-2019 ELPAC results were Level 4 - Well Developed - 16.07% Level 3 - Moderately Developed - 50.82% Level 2 - Somewhat Developed - 24.59% Level 1 - Beginning Stage - 8.52% (Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.) Students did not complete the Summative ELPAC due to school closure.

Expected	Actual

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide a STEM enrichment teacher in order to accelerate EL students acquisition of oral language fluency, academic vocabulary, and writing proficiency in STEM subject areas.	STEM Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 102,203	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 104,739.57
2. Provide all English Language Learners students with access to technology and resources for student research and learning	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1	4000-4999: Books And Supplies LCFF Supplemental and Concentration
3. Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA, and math.	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1	
4. Summer school will no longer be funded out of the LCAP	1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1	
5. Provide all EL students with access to ancillary materials including leveled readers, news magazines, and workbooks.	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,500	4000-4999: Books And Supplies LCFF Supplemental and Concentration 411.92

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented through the first three quarters of the school year. Due to COVID-19 a limited number of award assemblies had to be cancelled. Funds that were not spent were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the 2019-2020 school year ended with students learning from home, all students were able to access ELD through individualized work packets. Designated and integrated ELD was provided for our students through March. When students were on campus, all students had access to technology. All students had access to ancillary math materials both hard copy and online. Prior to the last quarter of the school year, students were recognized at our TESD quarter awards assemblies.

## Goal 4

Improving school climate while increasing pupil attendance and decreasing chronic absenteeism.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1. Attendance rate <b>19-20</b> 1. Increase attendance rates by .5% to 96.8% <b>Baseline</b> 1. 2016-2017 96.5% K-8 Attendance rate	1. 2019-2020 96% K-8 attendance rate. The rate was based on attendance through March 12, 2020. Due to the COVID-19 pandemic, school was closed for in person learning.
<b>Metric/Indicator</b> 2. Chronic absentee rate <b>19-20</b> 2. Decrease the chronic absentee rate by .5% to 6.1% <b>Baseline</b> 2. 2016-2017 6%	2. 2018-2019 chronic absentee rate is 3.1% per the CA School Dashboard. It declined by 3.4%. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard
<b>Metric/Indicator</b> 3. Pupil suspension rate <b>19-20</b> 3. Reduce suspension rate by .5% to .9% <b>Baseline</b>	3. 2018-2019 suspension rate was 1.5% per the CA School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard

Expected	Actual
3. 2015-2016 3% suspension rate, 23 unduplicated pupils suspended	
<b>Metric/Indicator</b> 4. Pupil expulsion rate <b>19-20</b> 4. Maintain a pupil expulsion rate of 0 unduplicated pupils expelled <b>Baseline</b> 4. 2015-2016 0% expulsion rate 0 unduplicated pupils expelled	4.2018-2019 Less than 1% of students were expelled. No students were expelled during the 2019-2020 school year. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard
<b>Metric/Indicator</b> 5. Middle school dropout rate <b>19-20</b> 5. Maintain a middle school dropout rate of 0 <b>Baseline</b> 5. 2015-2016: 0	5. 2018-2019: 0 students dropped out of school. 2019-2020: 0 students dropped out of school.
<b>Metric/Indicator</b> 6. California Healthy Kids Survey <b>19-20</b> 6.The California Healthy Kids Survey will be administered during the 2019-2020 school year for 5th and 7th grade students <b>Baseline</b> 6. Baseline to be established in 2018-2019	During 2019-2020 the Healthy Kids Survey was administered to all 5th and 7th grade students as well as staff members.
<b>Metric/Indicator</b> 7. Local LCAP parent and employee survey <b>19-20</b> 7. Base line to be established in 2019-2020 <b>Baseline</b> 7. Baseline to be established in 2018-2019	During 2019-2020 A Local LCAP survey was given to all parents and students. Twenty eight parents participated in the survey. Students in 5th - 8th grade took the LCAP survey. One hundred sixty-two students participated in the survey.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide students with incentives and awards to recognize and encourage increased achievement and attendance.	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1	4000-4999: Books And Supplies LCFF Supplemental and Concentration
2. Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the chronic absentee rate. To assist with establishing a positive school climate and implementation of the SARB process.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 22,840
Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker will work to increase attendance and decrease the chronically absent. The social worker will help with the implementation of the SARB process.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 19,375.36
4. Provide an LVN to assist with student health issues and family outreach.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 39,162	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 39,209.49
5. Provide additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 26,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented for Goal 4 except for the end of year award assemblies that were cancelled due to COVID-19. For action item 4 we used funds to support our LVN and purchase an additional 10 contracted days for our RN. Additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate was paid for by Title I. Funds that were not spent were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The focus of Goal 4 is to provide increased services and support for our unduplicated pupils by decreasing both the chronic absentee rate as well as the suspension rate. We accomplished this in a variety of ways, first we used our increased social service and health support in order to follow through with our families on health and attendance concerns. Our increased psychologist and counseling

support allowed us to provide increased services for students with behavioral and emotional needs. We believe we have been very successful accomplishing our goals within these priority areas for the 2019-2020 school year. Action 5, to provide additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate was taken out of the LCAAP funding and paid for with Title I funding. Challenges faced with this goal were that students and staff struggled to stay connected with technology, therefore impacting daily attendance. Additionally, students struggled in home environments that were not conducive to learning due the limited space for multiple children and lack of supervision. Students were struggling to establish a routine. Many of our families faced health and mental health challenges that impacted student attendance. Additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate was provided but paid for with Title I funding.



## Goal 5

To improve the participation and increase learning opportunities for parents.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1. Opportunities for parent involvement in district decision making. <b>19-20</b> 1. Provide at least 5 opportunities for parent involvement in district decision making. <b>Baseline</b> 1. 2016-2017: 5 Opportunities for parent involvement in district decision making.	1. 2019-2020: 4 Opportunities for parent involvement in district decision making
<b>Metric/Indicator</b> 2. Opportunities for parent education in school wide programs. <b>19-20</b> 2. Provide at least 2 opportunities for parent education in school wide programs <b>Baseline</b> 2. 2016-2017 2 opportunities for parent education in school wide programs.	2. 2019-2020: 30 Opportunities for parent education in school wide programs
<b>Metric/Indicator</b> 3. Number of school sponsored parent events.	3. 2019-2020: 4 sponsored parent events

Expected	Actual
<b>19-20</b> 3. Host a minimum of 6 school sponsored parent events <b>Baseline</b> 3. 2016-2017 6 school sponsored parent events	
<b>Metric/Indicator</b> 4. 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 <b>19-20</b> 4. Increase parent conference attendance rate by 2% <b>Baseline</b> 4. 2016-2017 93% Parent conference attendance rate	4. 2019-2020: parent conferences attendance rate increased by 7%. 98% 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. In 2018-2019, 91% of parents attended conferences. The district exceeded the goal of 2% increase of the previous year.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	4000-4999: Books And Supplies Supplemental and Concentration 4,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 585.00
2. Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate, parent outreach, and implementation of the SARB process.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4	
Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker will work to increase attendance and decrease the chronically absent. The social worker will help with the implementation of the SARB process.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4	
4. Provide an LVN to assist with student health issues and family outreach.	2000-2999: Classified Personnel Salaries Supplemental and	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Concentration Expense reported in Goal 4	
5. Provide parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication.	4000-4999: Books And Supplies Supplemental and Concentration 1,000  Not Applicable	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 1,567.50

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 TESD was not able to host all of it's planned school sponsored activities or parent involvement meetings that were planed for the end of the school year. For action 5 in lieu of paying for Aeries the district paid for Blackboard connect as a parent communication tool. Funds that were not spent were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For goal 5 most actions and services were implemented in order to help improve participation and increase learning opportunities for parents. We met our goal in providing opportunities for parent education and feedback regarding our school wide programs as well as opportunities for parents to see their children perform and engage with staff and students until the school closure in March. Due to school closure and families not having technology and hotspots we were not able to host any meetings remotely until hotspots were purchased and devices were handed out to all students.

## Goal 6

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.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1. Percentage of students who participate in music during the regular school day. <b>19-20</b> 1. 5% increase in students participating in music during the regular school day <b>Baseline</b> 1. 2016-2017: 18% of students participated in music during the regular school day.	1. 2019-2020 0% of our students participated in music during the regular school day.
<b>Metric/Indicator</b> 2. Number of VAPA events available to entire school community <b>19-20</b> 2. Host at least 4 VAPA events available to entire school community <b>Baseline</b> 2. 2016-2017: Hosted 4 VAPA events	2. 2019- 2020 2 VAPA events hosted

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings.	6000-6999: Capital Outlay Supplemental and Concentration 200,000	6000-6999: Capital Outlay LCFF Supplemental and Concentration 200,000
2. Provide music and theater equipment for visual and performing arts for all students.	4000-4999: Books And Supplies Supplemental and Concentration 4,500	4000-4999: Books And Supplies LCFF Supplemental and Concentration 760.75

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to school closure TESD was unable to host all of the planned VAPA events. Events that were planned for spring had to be cancelled due to the COVID-19 pandemic. Due to staffing issues for the 2019-2020 school year we were not able to hire a music teacher. Funds that were not spent were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For goal 6 most actions and services were implemented in order to assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement. TESD was able to host 2 VAPA events. Due to the school closure the two full night theater productions that were planned by our middle school drama elective had to be cancelled. We were unable to provide music instruction for the 2019-2020 school year due to staffing.

## Goal 7

Maintain class sizes of 24:1 or less across grades TK-8.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1. Class size of less than or equal to 24:1 <b>19-20</b> 1. Class sizes by grade level: Less than 24:1 across grades TK-8 <b>Baseline</b> 1. 2016-2017: Maintained 24:1 in all grade levels except 2, 4, and 5.	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.
<b>Metric/Indicator</b> 2. Meeting or exceeding standards on the ELA portion of the CAASPP. <b>19-20</b> 2. For the 2019-2020 school year our goal is to increase ELA CAASPP achievement by 5 points in order to decrease our distance from standard to -20. <b>Baseline</b> 2. 2016-2017: 33% of students met or exceeded standard on ELA portion of the CAASPP.	2. 2018-2019: Our students increased 9 points and are -14.9 points from standard. (Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.)
<b>Metric/Indicator</b>	3. During the 2018-2019 School year students exceeded their goal of 7.8 points on the CAASPP Math Assessment. Our students

Expected	Actual
<p>3. Meeting or exceeding standards on the math portion of the CAASPP.</p> <p><b>19-20</b></p> <p>3. For the 2019-2020 school year our goal is to increase Math CAASPP achievement by 7.8 points in order to decrease our distance from standard to -46.5.</p> <p><b>Baseline</b></p> <p>3. 2016-2017: 26% of students met or exceeded standard on the math portin of the CAASPP.</p>	<p>increased 11.1 points and are now -42.8 points from standard.(Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard)</p>
<p><b>Metric/Indicator</b></p> <p>4. Attendance rate</p> <p><b>19-20</b></p> <p>4. For the 2019-2020 school year this metric will be removed from goal 7 as it is already reported in goal 4.</p> <p><b>Baseline</b></p> <p>4. 2016-2017 96.5% attendance rate</p>	
<p><b>Metric/Indicator</b></p> <p>5. Suspension rate</p> <p><b>19-20</b></p> <p>5. For the 2019-2020 school year this metric will be removed from goal 7 as it is already reported in goal 4.</p> <p><b>Baseline</b></p> <p>5. 2015-2016 3% suspension rate</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Provide small class sizes through the funding of additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement.</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 349,248</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 351,869.42</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted actions were implemented and there were no material differences in 2019-2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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. These small class sizes allow us to focus our instruction on individual student needs which has led to several years of consecutive growth on the ELA portion of the CAASPP. We hold that our small classes have an overall positive impact on our students and are an integral component to our school climate. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Students were not tested on the CAASPP. Goals were met in providing small class sizes except for a 5 classes.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Tipton Elementary School will move to in-person instructional offering in phases. Students will begin with in-person instruction two days per week.</p> <p>The following actions contribute to increasing improved services:</p> <p>State adopted curriculum will be utilized alongside pacing guides focused on essential standards</p> <p>Teachers and instructional aides will be provided professional development for hybrid instruction (Eduprotocol)</p> <p>Instruction will be recorded or live sessions through digital platforms in Google Suite for Educators to support transitional learning from in-person to remote learning (Zoom is provided a quality platform for continuity of small group instruction)</p> <p>Use of teacher-selected materials (e.g. StudySync, Lexia, MobyMax, GoMath, Studies Weekly, Journeys, other district-adopted textbooks, etc.)</p> <p>Formative assessments will be used to drive instruction with programs such as Reading A-Z, RAZ kids, Moby Max, and Nearpod)</p> <p>Professional Development in Integrated ELD in mathematics (county office of education consultant)</p> <p>Extended cleaning and disinfecting of all classrooms and high traffic usage</p>	30,151	13,349.78	Yes
Family Service Worker, supports for families especially those who are Foster, Homeless,	45,305	12,396.95	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Socio-economically disadvantaged and/or English Learners.			
Resource Teacher working with students who have experienced learning loss.	85,167	98,994.04	Yes
Certificated Teachers	468,340	361,542.71	Yes
Two shade structure to support outside learning	55,000	1,187.61	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were limited differences in what was planned actions and/or budgeted expenditures. Two large shade structures were planned for purchase but our district was able to purchase 10 smaller shade structures to support learning and eating outdoors. The district hired a social worker to work five days a week to support the needs of families who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

TESD was not able to offer in-person instruction until a waiver was approved by our local and state health departments. Once the waiver was approved students in grades K-2 were able to return to a hybrid model. The school phased in 3rd - 5th three weeks after the start of our K-2 students. Our middle school students were unable to return to in-person instruction because our county maintained the widespread risk level of more than 8% positive COVID cases. Our county did not move to the substantial risk level until March 16, 2021. We were able to return our middle school students on March 22, 2021 in a hybrid model. Due to the restrictions placed on schools, TESD is not able to accommodate all students on campus each day for in- person learning. A challenge we faced is that parents have opted not to take advantage of in-person instruction and have decided to have their students remain on full distance learning. Our cafeteria staff has been able to accommodate our students who have returned for in person learning by providing hot meals each day as well as providing meals to students in our community that are 18 and younger. We have transported all of our students safely to school each day with out exposure to any cases. Students can access resource within the classroom unlike when they are working remotely. Students who are off campus do not have immediate access to all resources. Students who are on campus have opportunities to engage and collaborate in academic dialogue in a natural setting. All of our students who receive special services have benefitted from the return of in person instruction. The have increased in attendance and engagement.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ZOOM	1,800	3,205.48	Yes
Tulare County Office of Education Triage Grant- Social Worker	0	0	No
Additional Chromebooks, hot spots to allow for educational access to all students	200,451.29	306,359.74	Yes
Supplies needed for distance learning earbuds, chargers, scanners, computer cases, etc	14,827.74	38,355.17	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Substantive differences include: purchase of uplift desks for teachers, cordless microphones, ergonomic floor mat for extended standing, tablets, and document cameras. In order to support remote teaching and learning accessories were purchased for teachers to teach while on campus to students who were learning from home. Due to the need for additional need for more licenses for Zoom, the cost was increased. Due to the guidelines keeping the school campus closed, there was an increase in need for more devices, including but not limited to: devices too old to update, damaged devices, combination of in-person and remote learning (2:1 devices for students) , lost devices, and newly enrolled students. Remote learning made it necessary to provide students with with computer accessories to keep continuity to technology access.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Continuity of Instruction:

TESD's choice of online platform for teaching and learning began with Google Suite. Google Doc was part of the platform which was used for communicating with students and maintaining attendance records. Teachers used other components of the Google Suite platform such as, Google: Classroom, Sheets, Calendar, Chat, Meet, Sites, Forms, Hangouts, Keep, Jamboard, Earth, Presentation, and Collections.

On-line, distance learning instructional model:

Use of teacher-selected materials (e.g. district-adopted textbooks, digital content, district-provided online math and reading fluency programs)

Instruction recorded or live sessions through digital platforms in Google Suite for Educators

Personalized instruction through menu-driven activities allowing for self-pacing, monitoring of student time on task and task completion

Student communication through district-licensed digital platform

Use of frequent, brief progress monitoring formative, assessments

Based on teacher, instructional aides, parents, student, and administrator feedback, some our staff was able to transition to online teaching with ease as far as utilizing technology. The majority of staff struggled to learn technology components which was difficult for staff to teach students and parents how to use the technology.

Based on teacher, students, Wellness Triage Social Worker, school psychologist, parent, parent liaison, School Site Council, and English Learner Advisory Committee, and administrator feedback, our students struggled with the lack of social interaction, mental health, inconsistencies in their daily routine, extra curricular activities being taken from them, and struggles within the home environment. The pandemic caused an economic hardship and stress for our families. Our parents did the best they could to support their children with distance learning. Families struggled with connectivity issues and the ability to keep their children engaged and on task while learning from home. Many families struggled because the adults were at work and students were either home alone or with a family member or babysitter. The staff was affected as well with the amount of work that they have had to endure with these challenges to ensure that our students are being taken care (social-emotional wellbeing, academics, health, and over all stability). Teachers initially try to maintain the rigor of in-person learning with distance learning, but quickly readjusted as more time was need to teach online skills to parents, students, and themselves. Our teachers and students focused on essential standards and utilized online platforms to work towards proficiency.

Pupil Participation and Progress:

Tipton Elementary School District provided the state approved combined weekly engagement and daily participation template for all teachers. Teachers monitored synchronous instruction, asynchronous instruction, and assignments. In addition, teachers documented communication with students and families with the district's monthly communication log. All tracking forms were turned in each Friday to the principal. Teachers received a reminder every Friday morning that the tracking form was due. Any student who had an unexcused absence for synchronous learning was monitored by the attendance clerk and principal. Students who did not participate in asynchronous activities or did not complete assigned work was contacted by the classroom teacher to determine what level of support is needed. Lesson plans were turning in weekly. Attendance reports were signed by teachers weekly after review. Any combination of three missing synchronous, asynchronous, or incomplete assignments with triggered the District's re-engagement plan.

Based on attendance clerk, support staff, parents, and administration feedback, as chronic absenteeism, due to technology challenges, increased, attendance became a difficult area to maintain. Multiple home visits were conducted daily, however, the number of necessary visits was difficult with limited resources.

#### Access to Devices and Connectivity:

All students needed to have technology devices and the majority of our families needed internet access that could support distance learning. Hot spots were provided for families and constant technology support was requested. Teachers and students were experiencing a new way of teaching and learning with no training or prior knowledge of best practices to meet the needs of learning loss and to advance academic achievement. Students needed to learn how to navigate online platforms. Students and teachers were often times logged out of class or lagged so much so that the class was not comprehensible. The District had to shift to the Zoom platform to support better connectivity. When students were able to stay online consistently, they were engaged. When students had disruption in connectivity, they often gave up on trying to get back online until the following day.

#### Distance Learning Professional Development:

Based on teacher, instructional aide, and administration feedback, TESD offered professional development opportunities via a distance learning professional development menu that was provided online. Multiple professional development options were offered such as, remote learnings, exporting best practices for distance learning, English language development, supporting students in math, and improving communication. A school site website was developed and shared with teachers for on-going, self-led professional development in the areas of MobyMax, Raz Kids, Google Suite, and Lexia. Staff was overwhelmed with the amount of professional development offered. The staff responded better to the math consultant than the English language development consultant and the self-led professional development. Due to the staff having a previously established relationship with the math consultant, the staff was able to connect with math consultant via Zoom. Professional development in math was an extension of the professional development in 2019-2020.

#### Staff Roles and Responsibilities:

Develop high quality in-class and on-line lessons/ assignments for students that address standards while balancing both learning environments and fostering student/teacher interaction

Use designated and integrated ELD instructional strategies for English learners, provide appropriate accommodations and/or modifications for students who receive special education services, students with Section 504 plans, to the fullest extent practical.

Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student/parent questions

Provide instructional resources and materials through on-line learning means through components of Google Suite or other administrator approved platform.

Communicate regularly with parents and families regarding expectations and student progress: if student are not engaged in lessons and assignments, teachers should contact: parents, attendance clerk, and/or school principal.

Participate in professional development and virtual learning sessions intended to support distance learning, as applicable.

Ensure that you are monitoring District communications for up-to-date information regarding school closure, instructional continuation plans, and distance learning resources.

Based on teacher, instructional aides, school psychologist, Wellness Triage Social Worker, review of communication logs, review of lesson plans, School Site Council, English Learner Advisory Committee, and administration feedback, staff was able to deliver complete lessons and worked tirelessly to build connections with students and the community. Staff protected ELD time and delivered

language development lessons to the best of their ability. Special education services continued with the online platform. Multiple home visits were made to support special education students who were struggling with schedules and online learning programs. Section 504 plans were followed to the fullest extent practical. Separate setting for assessments was only able to be provided for students when they returned to campus, however families were encouraged to provide a quiet learning spot for their students. Staff communicated frequently with families, often times communicate happened in real time as parents were online with students at times. Staff responded appropriately to all updated information.

Support for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness:

Based on special education support team, teacher, school psychologies, Wellness Triage Social Worker, review of IEPs and 504s, parents, parent liaison, teachers, instructional aides, and administration feedback, students with special needs were provided access to a large variety of programs in order to support their growth and academic achievement. Included in this was access to differentiation through computer based programs, instructional aide support, and leveled texts. Students were offered small group instruction and intervention through Zoom and speech and language services continued online, when appropriate, Ongoing collaboration with the special education team and general education staff was maintained. English learner students were provided translation support and support from instructional aides in the remote classrooms. Instructional aides designed Google classrooms where English learners who were struggling would be able to receive support in small group instruction. This was beneficial for this group of students as they were provided with opportunities to ask additional questions for clarification. Students in foster care and experiencing homelessness struggled deeply with mental health. Communication via email, phone calls, and home visits was extensive for this population of students. The students struggled with going from one Google Classroom to another to access their services. Visual supports and one on one support via home visit was necessary to support the unique needs. TESD administration stayed in communication with TCOE Foster Youth and Homeless Coordinator as students transitioned into these circumstances. Communication with the resource parents for foster youth was key to student success.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Extended Learning hours for support and or enrichment on Specific Saturdays or after school hours.	20,000	0	Yes
Classified Staff supporting students with exceptional needs, English Learners, Foster Youth, Homeless and socio-economically disadvantaged students.	183,257	181,225.56	Yes
Special Education Teacher monitoring IEP's and working with students to meet their goals.	31,625	0	No
School Psychologist on campus to support our students and parents	30,000	18,348	Yes
LVN to provide support and services for our students with medical need	25,560	32,559.29	Yes
County Nurse to provide support and services for our students with medical needs	7,000	9,962.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Most of the planned actions and/or budgeted expenditures were implemented. Extended learning hours for support were built in to the school day and prior to teachers' end of day. Due to lack of staff, TESD was not able to provide extended learning hours outside of the school day. Saturday school was held but not to address pupil learning loss. Our special education teacher is provided by TCOE so there was no cost incurred.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Based on the TESD STAR Reading assessment, students were experiencing learning loss:

Winter 2019 STAR Reading Below Grade Level:  
2nd Grade-28%



3rd Grade- 25%  
4th Grade- 38%  
5th Grade- 39%  
6th Grade- 14%  
7th Grade- 16%  
8th Grade- 17%

Fall 2020 STAR Reading Below Grade Level:

2nd Grade-74%  
3rd Grade- 68%  
4th Grade- 76%  
5th Grade- 81%  
6th Grade- 79%  
7th Grade- 81%  
8th Grade- 71%

Based on feedback from teachers, administrators, special education teacher, and instructional aides, analysis of the significant difference in number of students below grade level from the Winter 2019 STAR assessment to the Fall 2020 STAR assessment, our team made several efforts to address learning loss. Students showed progress in the local Winter STAR assessments. Classified staff focused on supporting students with exceptional needs, English Learners, Foster Youth, homeless and socio-economically disadvantaged students through break out rooms via Zoom, creating their own Google Classrooms, and meeting with students in small group with access to the teacher's Google classroom. The teachers are accommodating students needs through in-person instruction and remote instruction. Essential standards were selected, school wide to focus on the most important standards. Teachers are supporting students through office hours, after school hours, and supporting students through holiday breaks. The implementation of the GoGuardian system gave teachers the ability to monitor student activity while at home and in class remotely. Diagnostic assessments were administered in the month of September to analyze the extent of learning loss in the domains of English language arts, mathematics, and English language development. Based on the analysis of the results, instruction for whole class, small group, and individuals was adjusted according to student need. Teachers are collaboratively backwards mapping for learning recovery. Designated English Language Development time was protected in the master schedule. All students were provided access to technology and resources for student research and distance learning and provided access to ancillary materials including leveled readers and workbooks in an online platform for distance learning. The special education teacher was able to hold IEP meetings remotely and collect electronic signatures. The school psychologist was able to conduct home visits to support students with high emotional needs, to provide mental health referrals, and deliver resources for students. The LVN assisted in contact tracing and Covid mitigation to students and families at home. Some challenges include: an increased number of students who are actively researching or planning self harm, students who were struggling to have a normalized sleep schedule, students who were home alone, students who were caring for younger siblings, students being cared for by older grandparents who struggled to navigate technology issues, and special needs students who found it difficult to navigate going from one class to another on the computer, students who did not have transportation to pick up meals, students who are not present on line and leave the screen during instruction, turn their cameras



off and generally are not present and engaged in learning. Students struggle with a multitude of distractions at home that impede learning.

Winter 2020 STAR Reading Below Grade Level:

2nd Grade-58%

3rd Grade- 71%

4th Grade- 56%

5th Grade- 68%

6th Grade- 86%

7th Grade- 66%

8th Grade- 61%

The percentage of students below grade level decreased in response to our team's efforts.

Based on the TESD STAR Math assessment, students were experiencing learning loss:

Winter 2019 Math Below Grade Level:

2nd Grade-34%

3rd Grade- 17%

4th Grade- 22%

5th Grade- 40%

6th Grade- 32%

7th Grade- 37%

8th Grade- 45%

Fall 2020 Math Below Grade Level:

2nd Grade- 71%

3rd Grade- 70%

4th Grade- 56%

5th Grade- 57%

6th Grade- 79%

7th Grade- 72%

8th Grade- 66%

In analysis of the significant difference in the number of students below grade level from Winter 2019 STAR assessment to the Fall 2020 STAR assessment, our team implemented the aforementioned efforts, worked closely with our math consultant to build our capacity in distance learning lessons and focused our California Ed Partners work to improve math achievement for 8th graders with D and F grades.

Winter 2020 Math Below Grade Level:

2nd Grade-57%

3rd Grade- 49%

4th Grade- 56%

5th Grade- 68%

6th Grade- 86%

7th Grade- 66%

8th Grade- 61%

The percentage of students below grade level decreased in response to our team's efforts.

The leadership team working with CA Ed Partners focus on 19 students who were struggling academically with Ds and Fs in ELA and Math. 23.3% of the eighth grade students had a D or F in ELA and 44.2 % of the students had a D or F in math. The leadership team implemented a Plan, Do, Study, Act cycle that included a check-in/check-out system for building connectedness with our focus group. At the end of the second quarter, 15.9% of students had a D or F in ELA and 29.5% of students had a D or F in math. At the end of the third quarter, 20.45% of students had a D or F in ELA and 29.5% had a D or F in math. At progress reports for fourth quarter the team had stopped the check-in/check-out process, 20.45% had a D or F in ELA and 32% had a D or F in math. Feedback from the leadership team and School Site Council was to continue with the Check-in/Check-out system to build relationships. Three of the students who were in jeopardy of graduating, were able to improve their grade enough that they were able to participate.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

In 2019-2020, the California Healthy Kids Survey was given to 5th and 7th grade students. Fifth grade data included: 61% female, 39% male, 39% attend afterschool program 1-5 days per week, 51 out of 70 fifth grade students participated in the survey (73%) and the seventh grade data include: 58% female, 43% male, 5% attend afterschool program no less than 5 days per week, 40 out of 45 seventh grade students participated in the survey (89%).

Based on the student feedback:

Feel School Connectedness-

79% of 5th grade females

67% of 5th grade males

65% of 7th grade females

66% of 7th grade males feel

Feel safe at school-

90% of 5th grade females

80% of 5th grade males

78% of 7th grade females

71% of 7th grade males

Feel there are caring adults at school-

86% of 5th grade females

83% of 7th grade males

72% of 5th grade females

76% of 7th grade males

Feel safe on their way to and from school-

83% of 5th grade females

65% of 5th grade males

Feel that adults at school have high expectations-

90% of 5th grade females

87% of 5th grade males

93% of 7th grade females

88% of 7th grade males

Report that mean rumors have been spread about them-

47% of 5th grade females

55% of 5th grade males

Feel that school is meaningful-

51% of 5th grade females

42 % of 5th grade males

30 % of 7th grade females

33 % of 7th grade males

Have been called bad names or been a target of mean jokes-

37% of 5th grade females

40% of 5th grade males

Feel that their parents have opportunities to get involvement in school activities-

87% of 5th grade females

76% of 5th grade males

77% of 7th grade females

69% of 7th grade males

Have been harassed or bullied-

13% of 7th grade females

24% of 7th grade males

In 2020-2021, an LCAP Survey was administered to students in grades 6-8. 106 student responses were collected, comprised of 52% 6th grade, 43% 7th grade, and 5% 8th grade.

Based on student feedback:

In ELA class:

20 students felt that they performed better with distance learning than in the regular classroom, 18%.

34 students felt that they did not perform as well with distance learning as they did in the regular classroom, 33%

52 students felt that they performed about the same with distance learning as they did in the regular classroom, 38%.

In Math class:

25 students felt that they performed better with distance learning than in the regular classroom, 23%.

41 students felt that they did not perform as well with distance learning as they did in the regular classroom, 39%

52 students felt that they performed about the same with distance learning as they did in the regular classroom, 38%.

In Science class:

17 students felt that they performed better with distance learning than in the regular classroom, 16%.

33 students felt that they did not perform as well with distance learning as they did in the regular classroom, 31%

56 students felt that they performed about the same with distance learning as they did in the regular classroom, 53%.

In PE class:

19 students felt that they performed better with distance learning than in the regular classroom, 18%.

28 students felt that they did not perform as well with distance learning as they did in the regular classroom, 26%

59 students felt that they performed about the same with distance learning as they did in the regular classroom, 56%.

In History/SS class:

29 students felt that they performed better with distance learning than in the regular classroom, 27%.

29 students felt that they did not perform as well with distance learning as they did in the regular classroom, 27%

48 students felt that they performed about the same with distance learning as they did in the regular classroom, 46%.

In ELD class:

25 students felt that they performed better with distance learning than in the regular classroom, 24%.

22 students felt that they did not perform as well with distance learning as they did in the regular classroom, 21%

59 students felt that they performed about the same with distance learning as they did in the regular classroom, 55%.

Believe Education is Important for Their Future:

57 students believe almost all students believe education is important, 54%.

45 students believe some students believe education is important, 42%.

4 students believe only a few students believe education is important, 4%.

Upon returning to campus, I will need the most help with:

51 students will need help in math

17 students will need help in science

12 students will need help in language arts

11 students will need help in PE

10 students will need help in history

5 students will need help in ELD

Upon returning to school, I fear:

43% fear being safe from Covid

20% if friendships will still be there

23% if I will be able to catch up academically

The Family Triage Social Worker has provided mindful lessons for our upper grade students. We have been able to successfully submit mental health referrals and most parents have followed through to get their students support. The district has been able to utilize three different monitoring systems that indicate what students are researching while using the district's devices. Students struggling with depression, anxiety, and thoughts of hopelessness have been connected with the school psychologist for informal support. The upper grade students have benefited from Life Skills lesson provided by the county office of education. Challenges have been not being able to respond immediately as when the students are on campus. Communicating with parents is a challenge due to the lack of phone numbers that work. The increased amount of needed mental health support was expansive and not having enough resources to address our staffs mental health needs.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Based on the LCAP parent survey, School Site Council, and English Language Advisory Committee feedback: Parents have expressed their desire to increase involvement in school decision making and participation in school events. TESD will respond to parents request for training in how to support their students in academic areas. Families have expressed that they would like to attend award presentations in person to celebrate their children's successes and achievements. Their students are feeling more anxiety and sadness during remote learning.

Based on the 2019-2020 daily apportionment by month our daily average attendance was 96.01%. Based on our 2020-2021 current, chronic absenteeism rate includes: 18.9% of all students, 10% of foster youth, 18.1 % Hispanic, 41.7% homeless, 18.5% Long-term English Learners, 5.1% redesignated English learners, 18.6% lower socio-economic, 5% Special Education, and 34.6% of white students.

Daily student participation is documented each school day. Daily participation included, but was not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments and contact with teachers. Unexcused absences of 5 or more were reviewed weekly at the beginning of the year. Weekly engagement forms were turned in weekly. Teachers reported attendance concerns to principal. The principal and school social worker utilized a root cause analysis questionnaire for student absenteeism to determine if the cause was academic conditions, safety concerns, social dynamics, home situations, health status, school culture, or other identified disabilities to determine support for improving attendance. The parent liaison has provided multiple opportunities for families to engage in meetings regarding access of resources provided by the county, acquiring citizenship, developing an understanding vaping and how to prevent their children from using drugs, providing information about health services in town, and giving out gift certificates to the local grocery store. The school social worker offered an opportunity for parents to engage in training in time management and technology skills. The Wellness Triage Social Worker provided a training for our community on suicide prevention.

A challenge we faced was a change in personnel and review became more inconsistent in the middle of the school year.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Prior to bringing students back to campus, our team was providing meals through drive through pick-ups that followed the Covid mitigation guidelines. We had communicated to through teleparent messages. Based on lack of participation, our team produced flyers to post throughout the community. Our food services director spoke with several business partners and share information regarding drive throughs. The number of meals distributed nearly doubled with additional communication methods. Based on feedback from participating families, our drive through times needed to be adjusted to a later time so that additional families could participate. Consistent and repeat participants came through the drive through after the time was changed. Parents of students who had students who utilized school transportation expressed that they were not able to get to the drive through pick ups. Our bus drivers began to deliver meals to bus stops for families who could not drive to the school site. All bus routes were distributing meals to all bus riders. Based on feedback from teachers and administration, some students in town did not have access to the school meals because parents were working, lack of transportation, students were taking care of younger siblings, and/or school schedule interfered with drive through times. Our team developed a meal route in town to serve students who lived in town. Thirty to forty meals are served to students in town, twice per week. Based on student, parent, bus driver, and cook helper feedback, concern for meal quality was raised. Our team began to order our food through a different company that provided more variety and better quality food. The community responded with appreciation.

Some students were able to return to school in a hybrid model beginning in November. Our team was providing meals through drive throughs for our students participating in remote learning and serving students on campus. Based on feedback from our parent liaison, teachers and bus drivers, the schedule for delivery and drive throughs needed to work around the school bell schedule. This would afford students having breakfast before class started and limit instructional minute disruption. Teachers reported that students were able to focus on school work and were enjoying the warm components of the meals provided. Students were not eating during class as they had been in the past with online learning. Challenges included making schedules to accommodate the community and not having enough vehicles prior to the purchase of our school van. Another challenge was not having enough staff to prepare food and having to provide meal pick ups, delivering of meals and serving meals for our students each day. Schedules were changed frequently to adjust to the needs of our staff, students and community.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Due to economic disadvantage, some of our students do not have transportation to get to the school site to pick up meals. A school van will need to be purchased in order to provide delivered meals to students who are participating in distance learning.	45,000	37,123.23	No
Distance Learning Program (Distance Learning Professional Development)	Professional Development for staff in the areas of instruction through the use of technology, Designated and Integrated ELD in distance learning.	1,312.50	1,268.75	Yes
Mental Health and Social and Emotional Well-Being	Purchase equipment such as fidgets, wiggle seats, books to deal with social stories for students dealing with anxiety, gratitude journals etc.	1,000	0	Yes
Distance Learning Program	Document cameras, additional monitors and web cameras to support online learning for teachers and students. Cables, and necessary tools to connect document cameras and monitors etc.	11,403.53	12,708.35	Yes
Distance Learning Program (Access to Devices and Connectivity)	Computers for support staff and subs to support online learning	15,000	10,952.80	No
In-Person Instructional Offerings	Touchless dispensers to promote safety for students and staff	50,750	75,500	No



A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Most of the planned actions and budgeted expenditures for the the additional plan requirements were implemented. The substantive difference is that the district did not purchase equipment such as fidgets, wiggle seats, books to deal with social stories for students dealing with anxiety, gratitude journals etc. TEDS used already available resources to meet students' needs. The district did spend more than estimated for touchless devices as well as support items for staff in supporting online learning.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Based on teacher feedback regarding the stress and lack of academic progress caused by implementing in-person and remote learning at the same time, the district would need to develop a goal that would include a plan for meeting the learning needs of students in-person and off campus learning.

Based on the current benchmark data and teacher input, the district would benefit from a systematic approach to intervention.

Based on teacher survey data, diagnostic test results and ELA benchmark results, the teachers want professional development in the developmental stages of reading due to students struggling in reading.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

On going assessments for learning loss will be provided and additional supports to address pupil learning loss especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness). Pupils with unique needs will be offered tutoring afterschool and on Saturdays as well as extended summer learning. Students will be provided additional support with push in and pull out services. Diagnostic, benchmark, and standardized assessments will be used to give teachers data for determining next steps for instruction. Diagnostic assessments will be used to help teachers to identify specific skills learned so that they can build off of those skills. The local standardized tests will be used to screen for zone of proximal development in reading and math. Standardized tests will also be used for the purpose of progress monitoring.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences have been addressed in the aforementioned sections.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The district will need to focus on supporting student achievement in the area of reading, as measured by the STAR reading assessments and CAASPP. The district will need to focus of supporting students in the area of writing as measured by local writing assessments. Although the district met the goal in the area of math, the district will need to continue to focus in the area of math to increase math proficiency as measured by the STAR math assessments and CAASPP. English learners increased in ELA and Math; however, a small number of students were reclassified. The district will need to consider reclassification in the fall. The chronic absentee rate declined. The district will focus on maintaining and increasing the decline in chronic absenteeism. The district will focus on decreasing suspension and expulsion rate. The district will continue to provide participation and learning opportunities for our parents. The district will continue to hold visual and performing arts activities to support a broad range of study. The district will continue to keep low class sizes to focus on individual student needs that has led to consecutive years of academic growth.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,530,188.00	1,385,798.02
	0.00	0.00
LCFF Supplemental and Concentration	0.00	1,385,798.02
Supplemental and Concentration	1,530,188.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,530,188.00	1,385,798.02
1000-1999: Certificated Personnel Salaries	699,523.00	685,388.33
2000-2999: Classified Personnel Salaries	366,038.00	353,101.89
4000-4999: Books And Supplies	214,627.00	117,402.08
5000-5999: Services And Other Operating Expenditures	20,000.00	8,962.86
5800: Professional/Consulting Services And Operating Expenditures	20,000.00	20,942.86
6000-6999: Capital Outlay	210,000.00	200,000.00
	210,000.00	200,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,530,188.00	1,385,798.02
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	685,388.33
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	699,523.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	353,101.89
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	366,038.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	117,402.08
4000-4999: Books And Supplies	Supplemental and Concentration	214,627.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	8,962.86
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	20,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	20,942.86
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	20,000.00	0.00
6000-6999: Capital Outlay		0.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	200,000.00
6000-6999: Capital Outlay	Supplemental and Concentration	210,000.00	0.00
		20,000.00	0.00
		0.00	200,000.00
		210,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	750,575.00	642,207.42
Goal 2	2,000.00	2,231.59
Goal 3	103,703.00	105,151.49
Goal 4	115,162.00	81,424.85
Goal 5	5,000.00	2,152.50
Goal 6	204,500.00	200,760.75
Goal 7	349,248.00	351,869.42

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$683,963.00	\$487,471.09
Distance Learning Program	\$217,079.03	\$347,920.39
Pupil Learning Loss	\$297,442.00	\$242,094.85
Additional Actions and Plan Requirements	\$124,466.03	\$137,553.13
All Expenditures in Learning Continuity and Attendance Plan	\$1,322,950.06	\$1,215,039.46

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$55,000.00	\$1,187.61
Distance Learning Program		
Pupil Learning Loss	\$31,625.00	
Additional Actions and Plan Requirements	\$110,750.00	\$123,576.03
All Expenditures in Learning Continuity and Attendance Plan	\$197,375.00	\$124,763.64

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$628,963.00	\$486,283.48
Distance Learning Program	\$217,079.03	\$347,920.39
Pupil Learning Loss	\$265,817.00	\$242,094.85
Additional Actions and Plan Requirements	\$13,716.03	\$13,977.10
All Expenditures in Learning Continuity and Attendance Plan	\$1,125,575.06	\$1,090,275.82

# Local Control Accountability Plan

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

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

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

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 population consists of an enrollment of 527 students with a 93.74% Latino population 4.74% white, 0.38 % Black/African American and .95% Asian. 344 Students were identified as English Learners of which 98% are Spanish speakers. Tipton Elementary is a provision II school and all students receive a free breakfast and lunch. 1.7% of the school's student population is homeless and 1.5% of the schools population is foster youth.

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

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

All parents are encouraged to become informed and actively involved. We invite everyone to attend our Back-to- school Night, Parent Education Nights, kindergarten orientations, Open House, informational meetings, and student performances throughout the year. We encourage parents and community members to volunteer in classrooms, and become members of our school committees (SSC, ELAC and PSO). Parents are aware that students are expected to demonstrate achievement of knowledge and skills on school, district, and state performance standards.

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

With the school closure in March of 2020, students were not able to end the year on campus. End of the year assessments, celebrations, field trips, and other traditional experiences were not options with the closed campus. Challenges faced with the school closure due to Covid-19 were that students and staff struggled to stay connected with technology, therefore impacting daily attendance. Lack of attendance negatively impacted academic growth. Additionally, students struggled in home environments that were not conducive to learning due the limited space for multiple children and lack of supervision. Students were struggling to establish a routine. Many of our families faced health and mental health challenges that impacted student attendance.

## Reflections: Successes

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

The California School Dashboard data is not available for 2020. Using the last data available from 2019, our students increased 9 points toward standard in ELA. In math students increased 11.1 points toward standard. Our English learners increased 11.1 points toward standard in math and 5.4 points in ELA. Our chronic absenteeism declined 3.4%. Based on local data benchmark #1 to benchmark #3, TESD had some success in the area of mathematics. There was an increase in the number of students at grade level, standards met, or standard exceeded in grades 1, 2, 4, 5, and 7. Based on local data benchmark #1 to benchmark #3, TESD had some success in the area of English. There was an increase in the number of students at grade level, standards met, or standard exceeded in grades Kindergarten, 1, 2, 4, 6, 7, and 8. Based on STAR Math data, students at grade level or above grade level increased in grades 2nd through 8th. Based on STAR Reading data, students at grade level or above grade level increased in grades 2nd through 8th.

## Reflections: Identified Need

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

Math continues to be a focus for our students. Students overall are 42.8 from standard and they have increased 11.1 points. English learners increased by 10.2 points and are 47.6 from standard. These data indicate that the district should continue with professional development for teachers in the area of math intervention to narrow the gap in points away from standard for overall students and the English learner group of students. In English Language Arts, overall students are 14.9 points from standard and have increased by 9 points. English learners are 23.3 points from standard and increased by 5.4 points. The difference between overall and the English learner groups indicates the need for professional development in the area of developmental stages of reading (early interventions in reading) and reading comprehension. Although English learners students are 35.5% making progress towards English language proficiency, their performance level is low. We will

continue with professional development for teachers and support staff in the area of English Language Development. These data indicate a need for professional development in the areas of designated and integrated ELD.

# LCAP Highlights

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

For the 2021-2022 school year Tipton Elementary school is focused on improving these metrics:

- Decrease ELA and Math distance from standard on the CAASPP for all students
- Increase the number of EL students reclassified.
- Increase the percent of EL students who are making progress towards English language proficiency.
- Improve pupil attendance and reduce the chronic absentee rate.

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

- \* Provide highly qualified highly trained staff in all TK-8 classrooms with a teacher to pupil ratio of less than or equal to 24:1. Small class sizes allow our teachers to build quality relationships with our students and to develop a deeper understanding of their individual needs.
- \* Provide a systemic reading and math intervention support for students who are performing below grade level with the purpose of accelerating student learning and closing the achievement gap.
- \* Provide a social worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.
- \* Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate, parent outreach, and implementation of the SARB process. Implementation of attendance incentive plan.
- \* Provide expanded learning recovery opportunities through tutoring.
- \* Use strategic and intentional, intervention student grouping to target essential skills for students to access content standards.
- \* Use of consistence progress monitoring through formative and summative assessments to help guide instruction for learning recovery

# Comprehensive Support and Improvement

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

## Schools Identified

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

N/A

**Support for Identified Schools**

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A



# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

A Title I meeting was held on 5/20/21 during the evening to share the following topics with the Tipton Community: certificated salaries, entitlement budgets, the Parent Liaison role, services (Web Based Programs), professional development offered to staff, Extended Learning Summer School, and current student data. Due to Covid-19, CAASPP scores were not available. It was explained that in 2018-2019 the TESD conducted a thorough data collection and analysis process. Through the analysis of state and local assessments it was determined that English language students under performed when compared to other sub groups and school wide average especially in mathematics. It has been determined locally that small group support and a tiered system of intervention with differentiated instruction would be the best strategy to support unduplicated student groups. This includes support from instructional aides who deliver intervention and language support. We have shared these findings with our stakeholders which include School Site Council, staff and the leadership cohort. Community members listened to the Title I information and then shared out opinions of how resources should be shared for students.

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

A summary of the feedback provided by specific stakeholder groups.

SSC feedback:

Increased agricultural opportunities with use of LCAP to help sustain the school garden and the junior high Ag Elective. Examples of purchases could be flowers, vegetables, herbs, tools, soil, and irrigation. The garden could be used for an outdoor classroom. The school garden is an extension of the broad range of study provided at Tipton Elementary School.

Parents wanted better access to technology and increased interventions for students for learning recovery.

Parents wanted more opportunities to be involved with student awards and celebrations.  
Support for mental health.  
Support for parents in helping their students with academics at home.  
Additional communication that is easily accessible by the community. Information displayed publicly and updated regularly (marquee).

#### ELAC feedback:

Family Services Social Worker to continue with parent trainings in English and Spanish and supporting student with attendance.  
Teachers need to understand English Language Development standards better to support English learners.  
English learners were not performing as well as their English only counterparts. Extra intervention support is needed for this student group.

#### LCAP Summary for Students:

106 students from 6th, 7th, and 8th grade took the LCAP survey. 51% of 6th graders, 45% of 7th graders and 3% of 8th graders participated in the survey. Most respondents agree or strongly agree that they felt safe at school prior to COVID-19.

#### In the area of English Language Arts:

18.1 %BETTER with distance learning then in the "regular classroom". 49.1 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 32.1% NOT AS WELL as I would have in the "regular classroom"

#### In the area of Math:

23.6 %BETTER with distance learning then in the "regular classroom". 34.7 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 38.7 % NOT AS WELL as I would have in the "regular classroom"

#### In the area of Science:

16 %BETTER with distance learning then in the "regular classroom". 52.8 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 31.1% NOT AS WELL as I would have in the "regular classroom"

#### In the area of PE:

17.9 %BETTER with distance learning then in the "regular classroom". 55.7 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 26.4% NOT AS WELL as I would have in the "regular classroom"

#### In the area of History/Social Studies:

27.4 %BETTER with distance learning then in the "regular classroom". 45.3 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 27.4% NOT AS WELL as I would have in the "regular classroom"

#### In the area of English Language Development:

23.6%BETTER with distance learning then in the "regular classroom". 55.7 % of respondents feel that they performed ABOUT THE SAME as I would have in the "regular classroom". 20.8% NOT AS WELL as I would have in the "regular classroom"

Responses: Upon returning to campus, I will need the most help in the following subject ...

10.4 % P.E., 48.1% Math, 11.3% Language Arts, 16% Science, 9.4% History, 4.7% ELD

Students reported that they needed:

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

#### LCAP Summary for Parents/Community Members:

7 community participants completed the online survey, including 4 surveys in Spanish

Significant data includes:

67.7% reported some knowledge of school budget, 33.3% reported little knowledge with school budget.

67.7% reported some knowledge of SPSA, 33.3% reported no knowledge of SPSA

67.7% reported they have very little understanding of how Tipton Elementary School budget supports continuous school improvement and

33.3% have no understanding 93% of respondents feel the need for increase in extracurricular activities

100% responded that they wanted better access to technology

100% of respondents feel that there is a need for academic support that meet students' individual needs

66.7% of respondents feel that there is a need for social and emotional learning

66.7% of respondents feel that there needs to be an increase in positive school culture programs

33% of respondents expressed the need to implement professional development for teachers in the area of integrated and designated English language development.

Respondents shared that they wanted tutoring opportunities for students after school, before school, and/or on Saturdays.

Respondents shared that they wanted additional communication for parents to access. They wanted the school marquee back so that they could see school information in real time.

Respondents shared that they wanted social and emotional support for families.

Respondents shared that they would like to attend student award ceremonies in person.

#### LCAP Summary for: Teachers

Teachers reported that they would like professional development in the area of reading development stages.

Teachers reported that they would like to better understand the tiered system approach to interventions.

#### SELPA:

No feedback given.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on stakeholder input, TESD will provide professional development in the areas of reading, math, and English language development. In response to the request for more opportunities in academic support, TESD will provide tutoring to students in the areas of math and ELA. Foster Youth, homeless, and English learners will have priority in tutoring sessions. TESD will continue in providing access to technology for students. In order to provide as much communication as possible for the community, TESD will update current events on a school marquee. To support social and emotional health, additional psychological services will be provided on campus for an increased number of days of the week.

# Goals and Actions

## Goal

Goal #	Description
1	Improve student achievement in English Language Arts, Math and increased academic achievement for all English Learners.

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress (CAASPP) System - ELA	2018-2019 -14.9 points from standard 2018-2019 EL Students -23.3 points from standard				<ul style="list-style-type: none"> <li>6.5 from standard</li> <li>12.1 from standard for EL Students</li> </ul>
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				<ul style="list-style-type: none"> <li>28.4 from standard</li> <li>31.6 from standard for EL Students</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading	2019-2020 school year 33.08% of students in 2nd-8th grade measured at or above reading proficiency as measured by the STAR reading test.				42% of students measure at or above reading proficiency as measured by the STAR reading test
STAR Math	2019- 2020 school year 24% of students in 2nd - 8th grade measured at or above level as measured by the STAR Math test.				30% 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.				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.				34% of K-5th grade students measure at or above proficiency in DRA
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.				37% of K-8 students meet or exceeded the standard on the TESD mid year writing benchmark
Teacher Misassignment Rate	The teacher misassignment rate				0% teacher misassignment rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for the 2019-2020 school year is 3.8%.				
Teacher attrition rate	The teacher attrition rate for the 2019-2020 school year is 7.4%.				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.				100% of students have access to standards aligned materials
Implementation of academic content/performance standards	During the 2019-2020 year through examination was done and archiving of lesson plans to maintain 100% 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.				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.				Maintain a Good or Exemplary rating on the FIT report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Evaluation and report on number and types of programs and services developed and provided to unduplicated pupils as well as individuals with exceptional needs.	2019-2020 100% of unduplicated pupils and students with exceptional needs were provided access to a large variety of programs in order to support their growth and achievement.				100% of programs available offered to unduplicated pupils as well as individuals with exceptional needs.
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%.				100% fully credentialed
EL Reclassification Rate	2019-2020 18.6% 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.				45.4% Performance level medium.
Implementation of ELD standards, programs, and services	100% of students are receiving instruction aligned to the ELD standards.				100% of students are receiving instruction aligned to the ELD standards
The percentage of ELs who make progress toward English proficiency on ELPAC.	The 2018-2019 ELPAC 11.1% maintained ELPI Level 4				17.1% will maintain ELPI Level 4 22% will maintain ELPI levels 1, 2L, 2H, 3L, 3H

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	28% maintained ELPI levels 1, 2L,2H,3L, 3H 36.3% decreased at least 1 ELPI level				30.3% will decrease at least 1 ELPI level

## Actions

Action #	Title	Description	Total Funds	Contributing
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)	\$334,424.00	Yes
2	Technology and Resources	Provide students with access to technology and resources for student research and learning in English Language Arts and Math through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician and support staff. Provide all English Language Learner students with access to technology and resources for student research and learning. (LCFF and Title IV)	\$227,217.00	Yes
3	ELA/Math Materials: Books and Supplies	Provide all students and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks. Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks. (LCFF & Title III)	\$46,150.82	Yes
4	Awards/Incentives	Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math. (LCFF)	\$15,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>5</b>	Librarian	Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the English Language Arts California State Standards (CSS). (LCFF)	\$75,113.00	Yes
<b>6</b>	Resource Teacher	Provide a Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach. (LCFF/Title II & III)	\$129,333.00	Yes
<b>7</b>	Field Trips	Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with special needs.	\$20,000.00	Yes
<b>8</b>	Science Curriculum	Provide California State Content Standards based science curriculum to facilitate the development of oral language and academic vocabulary.	\$111,000.00	Yes
<b>9</b>	Salary Increase	A salary increase was authorized for 2015-2016 school year and remains a continuing action through 2023-2024. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The salary increase has reduced our teacher attrition rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.	\$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>10</b>	Summer School	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. (ELO)	\$50,288.50	No
<b>11</b>	Tutoring	Tutoring services to address academic intervention/remediation of grade level content missed and targeted intervention for students with disabilities, foster youth, homeless, and English Learners. (Title I and ELO)	\$84,000.00	No
<b>12</b>	Professional Development	ELD and Math support with Tulare County Office of Education Consultant (Title I, II & ELO)	\$56,251.54	No
<b>13</b>	Web-Based Programs	Web-based programs to address improving achievement of disadvantaged (Title I)	\$37,199.71	No
<b>14</b>	Materials	Materials and Supplies (Title I) Instructional materials to assist in the classroom for supplemental activities.	\$28,067.93	No
<b>15</b>	Library Books and Materials	Improve and increase library selections for all students	\$15,000.00	Yes
<b>16</b>	MTSS Coach	Improve multi-tiered system of supports for student by building understanding in teachers. Coach will provide one to one teacher support.	\$75,512.00	Yes

# Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Improving school climate while increasing pupil attendance and decreasing chronic absenteeism.

An explanation of why the LEA has developed this goal.

Chronic absenteeism in 2018-2019 was at 3.1% and had decreased by 3.4%. English learners had an overall chronic absenteeism rate of 2.6% and had a decrease by 1.3%. It is important to keep attendance percentage as high as possible. Chronic absenteeism not only impact academic achievement, it also impacts student attitude and behavior. As TESD keeps the focus on learning recovery, it is vital to lower chronic absenteeism and increase attendance.

## 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.				97% K-8 attendance
Chronic absentee rate	2018-2019 chronic absentee rate is 3.1%				2.6% chronic absentee rate
Pupil suspension rate	2018-2019 suspension rate was 1.5%				1.2% suspension rate
Pupil expulsion rate	2018-2019 Less than 1%				less than 1%
Middle school dropout rate	2019-2020: 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				95% of 5th and 7th grade students and staff participate in the California Healthy Kids Survey every other year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as staff members. 73% of 5th graders and 89% of 8th graders completed the survey. 0% of staff completed the survey.				
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.				To have 60 parents, 180 students and 30 employees participate in the survey to provide feedback on the LCAP.
Parent Safety and Connectedness Survey	Baseline will be established in 2021-2022.				To have 80% of parents that feel safe and connected at school.
Staff Safety and Connectedness Survey	Baseline will be established in 2021-2022.				To have 80% of staff that feel safe and connected at school.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Awards and Incentives	Provide students with incentives and awards to recognize and encourage increased attendance.	\$5,000.00	Yes
<b>2</b>	Psychologist	Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the chronic absentee rate and truancy rate. To assist with establishing a positive school climate, parent out reach and implementation of the SARB process. (LCFF and ELO)	\$63,380.00	Yes
<b>3</b>	Social Worker	Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker will work to increase attendance and decrease the chronically absent. The social worker will help with the implementation of the SARB process. (LCFF & Title I)	\$33,312.00	Yes
<b>4</b>	LVN	Provide an LVN to assist with student health issues and family outreach.	\$40,716.00	Yes
<b>5</b>	RN	Provide additional days for RN to assist with student health issues and family outreach.	\$9,798.00	Yes
<b>6</b>	BHS mental health professional	Provide supportive services include staff and parent trainings, brief mental health support, interim mental health support, crisis support, SARB support, school staff/classroom support, family outreach, community linkage and support for student groups that help with social skills, anger management, friendship/anti-bullying, social emotional learning, girls circle and mindfulness. (ELO)	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	Special Friends Aide	Provide additional counseling support for TK-3 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate. (Title I)	\$9,000.00	No
8	Parent Liaison	Our parent liaison serves to meet with and collaborate with the community to identify needs. The liaison will seek to connect families with services to support and enrich the lives of our students. She serves as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services and various student issues; assist in coordinating and arranging various programs and services to meet the needs of students. (Title 1)	\$24,500.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	To improve the participation and increase learning opportunities for parents.

An explanation of why the LEA has developed this goal.

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

## 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				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				Provide at least 15 opportunities for parent education in school wide programs
Number of school sponsored parent events	2019-2020 - 4 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	2019-2020 98% Parent conference attendance rate				98.5% Parent conference attendance rate



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
order to receive and give input regarding their students' academic program and progress					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Events	Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	\$5,000.00	Yes
2	Student Information/Parent Communication	Provide parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Use Blackboard connect for parent communication as well as the school website where information is displayed and updated.	\$9,500.00	Yes
3	School Marquee	School Marquee to update students, families and the community on events happening at the school.	\$60,000.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of VAPA events available to entire school community	2019- 2020 2 VAPA events hosted				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				10% increase in students participating in music during the regular school day

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Improvement	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields and playgrounds.		
2	Equipment	Provide music and theater equipment for visual and performing arts for all students	\$5,000.00	Yes
3	School Garden	Provide a school garden that is a learning environment used to promote real world, hands on experiences for students in grades K-8. Students learn the importance of agriculture and nutrition in an outside classroom.	\$10,000.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
5	Maintain class sizes of 24:1 or less across grades TK-8.

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Class size of less than or equal to 24:1	2019- 2020 All classes were maintained at or below 24:1 except two 4th grade classes with ratios of 28:1, 5th grade with ratios of 26:1 and 27:1 along with one 4/5 combo with 25:1. Two of our 8th grade classes had a ratio of 25:1 and 26:1.				All 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				<ul style="list-style-type: none"> <li>6.5 from standard</li> <li>12.1 from standard for EL Students</li> </ul>

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 - MATH	2018-2019 -42.8 points from standard 2018-2019 EL Students -47.6 points from standard				<ul style="list-style-type: none"> <li>• 28.4 from standard</li> <li>• 31.6 from standard for EL Students</li> </ul>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing/Class Size	Provide small class sizes through the funding of 3 additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement	\$366,284.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.18%	1,754,884

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

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

In considering foster youth, English learners, and low-income students first, the following research data were part of the decision making process for actions to be taken at Tipton Elementary School:

English learners are disproportionately taught by less qualified teachers or teachers with few skills to meet the needs of English learners (Ballantyne, Sanderman, & Levy, 2008; Darling-Hammond, 2010).

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

High yield strategies for English learners include teaching strategies for all learning styles, using multiple resources in addition to the text, differentiating instruction based on student need, making lessons that are relevant and are related to real-life context, actively engaging students, incorporating higher order thinking skills, and providing multiple opportunities for authentic assessment (Marzano, Robert J., Pickering, Debra J., & Pollack, James E., 2001)

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



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

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

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

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

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

Goal 1 Action 1: Increased small group instruction

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

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

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

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

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

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

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

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

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

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

Goal 1 Action 2 & 8: Improved access to technology

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

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

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

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

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

Science adoption leadership team will select a new science curriculum that will improve and increase oral language practice and writing integration for English learners and low-income students who need to improve academic language proficiency.

### Goal 1 Action 3: ELA/ Math Materials:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal 1 Action 5 & 15: Improved access to librarian and library resources

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

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

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

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

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

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

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

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

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

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

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

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

LCAP Survey for Teachers:

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

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

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

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

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

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

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

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

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

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

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

#### Goal 1 Action 7: Field Trips

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

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

#### Goal 1 Action 9: Salary Increase

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



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

#### Goal 1 Action 16: MTSS Implementation

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

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

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

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

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

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

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

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

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



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

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

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

How?- MTSS Coach will improve the District's multi-tiered system of supports for students by building understanding in teachers of how a system approach to interventions is implemented based on progress monitoring. The MTSS Coach will increase differentiated, one to one teacher support. Learning progress will be monitored through the implementation of an intentional MTSS. Interventions will begin as soon as possible and will be based on low income, foster youth, and English learner students' individual needs.

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

Why? Attendance rate-2019-2020 96% K-8 attendance rate. Attendance rate in 2020-2021 overall is 19.1% chronically absent, foster students are 10% chronically absent, English learners are 18.8% chronically absent, low-income students are 18.8% chronically absent. The School Site Council wanted more opportunities for low-income families and foster youth to be involved with student awards and celebrations.

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

Goal 2 Action 2 & 3: Increased and improved access to school psychologist and social worker services-

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

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

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

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

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

How?- Increase school psychologist and social worker hours to assist with increasing student attendance and decreasing the chronic absentee rate and truancy rate. To improve positive school climate, increase parent outreach and improve the implementation of the SARB process for foster youth, English learners, and low-income students. The school psychologist will provide counseling services for students on campus to help students manage feelings of sadness, overcoming adversity, and improving connectedness to school. The school psychologist and social worker will teach unduplicated students mindfulness practices and strategies to mitigate anxiety. They will support these students in organizational skills and time management. The school psychologist and social worker will implement an attendance incentive plan that will lower chronic absenteeism. Social emotional and physical health will improve, anxiety will be minimized, and connectedness to school will increase.

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

Why?- Attendance rate-2019-2020 96% K-8 attendance rate. Attendance rate in 2020-2021 overall is 19.1% chronically absent, foster students are 10% chronically absent, English learners are 18.8% chronically absent, low-income students are 18.8% chronically absent. School Site Council wanted additional communication that is easily accessible by the low income families and for information to be displayed publicly and updated regularly (marquee).

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

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

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

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

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

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

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

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

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

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

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

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

Goal 3 action 2 and 3: Student Information/Parent Communication and School Marquee

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

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

#### Goal 4 Action 1 & 2: Improved facilities and equipment-

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

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

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

How? Provide adequate facilities and equipment 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. Low income, foster youth, and English learner students will be actively sought out to participate in the VAPA course offerings. Improvement to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields and playgrounds.

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

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

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

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

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

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

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

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

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

#### Goal 5 Action 1: Additional teaching staff

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

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

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

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

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

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

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

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

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

Using the calculation tool provided by the state, the Tipton Elementary School District has calculated that it will receive \$1,734,403 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 39.18%.

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

Additional Instructional aides will increase small group intervention supports for English learners who are underperforming in ELA and math. MTSS Coach will improve the District's multi-tiered system of supports for student by building understanding in teachers of how a system approach to interventions is implemented based on progress monitoring. The MTSS Coach will increase differentiated, one to one teacher support.

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

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

Improved access to technology

Intentionally select a new science curriculum that will improve and increase oral language practice and writing integration for English learners and low-income students who need to improve academic language proficiency.

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

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

Improved access to librarian and library resources-

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

Increased and improved access to LVN and RN

Increased and improved student Information/parent communication

Improve parent access to real time student and school information

Improved facilities and equipment for a broad range of study

Increased and improved hands -on experiences in outdoor classroom

Overall the aforementioned actions, account for the essential improvement and increasing requirements to meet the specific needs of foster youth, English learners, and low-income students. TESD, has in good faith, met the minimum proportionality requirement.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,754,884.00	\$199,428.50		\$366,735.00	\$2,321,047.50

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,428,039.50	\$893,008.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Instructional Aides	\$199,424.00			\$135,000.00	\$334,424.00
1	2	English Learners Foster Youth Low Income	Technology and Resources	\$209,187.00			\$18,030.00	\$227,217.00
1	3	English Learners Foster Youth Low Income	ELA/Math Materials: Books and Supplies	\$40,000.00			\$6,150.82	\$46,150.82
1	4	English Learners Foster Youth Low Income	Awards/Incentives	\$15,000.00				\$15,000.00
1	5	English Learners Foster Youth Low Income	Librarian	\$75,113.00				\$75,113.00
1	6	English Learners Foster Youth Low Income	Resource Teacher	\$95,798.00			\$33,535.00	\$129,333.00
1	7	English Learners Foster Youth Low Income	Field Trips	\$20,000.00				\$20,000.00
1	8	English Learners Foster Youth Low Income	Science Curriculum	\$111,000.00				\$111,000.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Salary Increase	\$110,000.00				\$110,000.00
1	10	All	Summer School		\$50,288.50			\$50,288.50
1	11	All	Tutoring		\$75,000.00		\$9,000.00	\$84,000.00
1	12	All	Professional Development		\$17,000.00		\$39,251.54	\$56,251.54
1	13	All	Web-Based Programs				\$37,199.71	\$37,199.71
1	14	All	Materials				\$28,067.93	\$28,067.93
1	15	English Learners Foster Youth Low Income	Library Books and Materials	\$15,000.00				\$15,000.00
1	16	English Learners Foster Youth Low Income	MTSS Coach	\$75,512.00				\$75,512.00
2	1	English Learners Foster Youth Low Income	Awards and Incentives	\$5,000.00				\$5,000.00
2	2	English Learners Foster Youth Low Income	Psychologist	\$21,240.00	\$42,140.00			\$63,380.00
2	3	English Learners Foster Youth Low Income	Social Worker	\$6,312.00			\$27,000.00	\$33,312.00
2	4	English Learners Foster Youth Low Income	LVN	\$40,716.00				\$40,716.00
2	5	English Learners Foster Youth Low Income	RN	\$9,798.00				\$9,798.00
2	6	All	BHS mental health professional		\$15,000.00			\$15,000.00
2	7	All	Special Friends Aide				\$9,000.00	\$9,000.00
2	8	All	Parent Liaison				\$24,500.00	\$24,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Parent Events	\$5,000.00				\$5,000.00
3	2	English Learners Foster Youth Low Income	Student Information/Parent Communication	\$9,500.00				\$9,500.00
3	3	English Learners Foster Youth Low Income	School Marquee	\$60,000.00				\$60,000.00
4	1	English Learners Foster Youth Low Income	Facilities	\$250,000.00				\$250,000.00
4	2	English Learners Foster Youth Low Income	Equipment	\$5,000.00				\$5,000.00
4	3	English Learners Foster Youth Low Income	School Garden	\$10,000.00				\$10,000.00
5	1	English Learners Foster Youth Low Income	Staffing/Class Size	\$366,284.00				\$366,284.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,754,884.00	\$2,016,739.82
<b>LEA-wide Total:</b>	\$1,754,884.00	\$2,016,739.82
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$199,424.00	\$334,424.00
1	2	Technology and Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$209,187.00	\$227,217.00
1	3	ELA/Math Materials: Books and Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	\$46,150.82
1	4	Awards/Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
1	5	Librarian	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,113.00	\$75,113.00
1	6	Resource Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,798.00	\$129,333.00
1	7	Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
1	8	Science Curriculum	LEA-wide	English Learners	All Schools	\$111,000.00	\$111,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
1	9	Salary Increase	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,000.00	\$110,000.00
1	15	Library Books and Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
1	16	MTSS Coach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,512.00	\$75,512.00
2	1	Awards and Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	2	Psychologist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,240.00	\$63,380.00
2	3	Social Worker	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,312.00	\$33,312.00
2	4	LVN	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,716.00	\$40,716.00
2	5	RN	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,798.00	\$9,798.00
3	1	Parent Events	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	2	Student Information/Parent Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,500.00	\$9,500.00
3	3	School Marquee	LEA-wide	English Learners	All Schools	\$60,000.00	\$60,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
4	1	Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	\$250,000.00
4	2	Equipment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
4	3	School Garden	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
5	1	Staffing/Class Size	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$366,284.00	\$366,284.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

**Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.



**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.