

Introduction:

LEA: Tipton Elementary School District **Contact (Name, Title, Email, Phone Number):** Miguel A. Guerrero Ed.D., Superintendent, mguerrero@tipton.k12.ca.us, (559) 752-4213
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

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 560 students with a 92% Latino population 3% white, 3% not reported and 2% Asian. 363 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.

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. Each teacher is fully credentialed and possesses the training and certification to work with second-language students.

Tipton Elementary School's philosophy of education is to provide a continuation of essential learning. It is our ultimate goal to supply each student with the basic facts, critical thinking skills and experiences to engage today's complex society. 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.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Question #1 – Involvement Process</p> <p>Tipton Elementary School District outlined a plan to actively involve the stakeholders in the development of the Tipton’s Local Control Accountability Plan (LCAP). The involvement included but is not limited to:</p> <ul style="list-style-type: none"> • Parent - Community Surveys • Back to School Night/Open House 	<p>Stakeholder engagement and involvement opportunities are available year round. This includes both informing and decision making committees. The LCAP is available in both paper and electronic formats and both the plan and the annual update survey are available on our school website. Every stakeholder in our community has an opportunity to review the LCAP and provide feedback.</p>

- Staff Surveys (Classified & Certificated)
- Student Surveys
- Staff Meetings (Classified & Certificated)
- Board Meetings
- Parent Involvement Meetings/PSO
- Tulare County Office of Education
- ELAC/DLAC
- School Site Council
- Annual Title I meeting
- School Website
- Tulare Youth Bureau
- Tipton Town Council
- Kiwanis

Question #2 – Involvement Process

Board Meetings
 September 2015
 March 2016
 May 2016
 June 2016

Parent/Student/Staff Surveys
 March 2016

Staff Meetings
 August 2015
 May 2016
 March 2016
 May 2016

School Site Council
 October 2015
 December 2015

English Learner Advisory Committee (ELAC)
 December 2015
 December 2015
 April 2016

Annual Title I meeting --

PSO Meetings
 October 2015
 December 2015
 April 2016

School Website
 Posted March 2015

Question #2 – Impact on LCAP

We have incorporated a variety of methods and opportunities for stakeholder participation and engagement throughout the course of the entire year. This includes formal and informal meetings, surveys, parent involvement activities, and in larger community forums such as Kiwanis and the Town Council. We have seen an increase in participation from all stakeholders. This outreach has allowed us to hear the concerns and desires of our entire community.

Back to School
August 2015

Open House
April 2016

Kiwanis

Tipton Town Council

Question #3 – Involvement Process

The following materials, resources, and data collections were provided in paper and presentation formats to help educate and determine the our district focus:

- 2015 CAASPP Data
- AMAOs
- Local Assessment Data
- Attendance Rates – Last 3 years of Data
- Dropout Rate – Junior High For the last 3 Years
- Reclassification Rates
- SARC
- Title III Plan
- Single Plan for Student Achievement
- Healthy Kids & Character Counts Survey
- Results from LCAP Survey
- Ratio of Computer to Students

Question #4 – Involvement Process

Upon completion of the LCAP and prior to the adoption all groups were given opportunity to comment on the plan during Public Hearings and other open public meetings (Board Meetings, ELAC, School Site Council, Parent Involvement Meetings, Etc.).

Question # 5 – Involvement Process

We met with the following stakeholders to ensure their participation and input was included in the LCAP planning process.

Question #3 – Impact on LCAP

The data provided to our stakeholders over the course of 2015-2016 school year has had a direct impact on the changes we will make for the 2016-2017 year. Specifically, the discussion around CAASPP and AMAO data has led to continued and additional initiatives to increase achievement for unduplicated pupils in ELA, math, and the achievement of ELL students.

Question #4 – Impact on LCAP

After receiving additional survey results and feedback, we found it in line with previous surveys. Therefore, it was unnecessary to revise our original goals.

Question #5 – Impact on LCAP

The involvement of the stakeholders in the LCAP process has had a positive impact. The updates listed above have been made as a response to the

- CSEA
- CTA
- Migrant Education Parent Group
- English Language Learners – ELAC
- School Site Council
- PSO
- Tulare County Office Of Education
- Tipton Town Council
- CSEA
- CTA
- Kiwanis

Upon completion of the LCAP we reviewed the plan with the above stated sub-groups.

discussions that were held during the feedback cycle. We believe that our collective stakeholders have impacted unduplicated student achievement in many ways including the following:

1. Improved student achievement in both reading and writing through professional development and implementation of our Writing Workshop, Guided Reading, and Developmental Reading Assessment initiatives.
2. Full implementation of our 1:1 initiative in grades 3-8 in order to support continued growth and achievement in all academic areas.
3. Improvement of school climate through additional social worker and counseling/psychologist support.
4. Increased intervention support for Tier 2 students.

Annual Update:

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 school staff about the LCAP planning and implementation process. This includes consultations with the leaders of each bargaining unit which were held in February 2016, discussions during committee and staff meetings held monthly, as well as budget updates. Parents participate in committee meetings and provide feedback through these meetings as well as the ELAC and School Site Council. 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. Students provide feedback through the annual update survey. School administration reaches out to the greater community by attending and presenting at the Tipton Town Council and the local Kiwanis meetings. Our goal is ensure that all of the voices of Tipton are heard and reflected in the direction of our school.

Annual Update:

By engaging our stakeholders throughout the course of the year in variety of forums and community wide communication we have delineated the following common themes for the 2016-2017 LCAP update:

1. From data collected in our Annual LCAP update and survey as well as local update meetings we are determined to remain committed to maintaining the qualities of a rural community school in order to best support unduplicated pupils. This includes:
 - Small class sizes for increased support of student well being and achievement (Goal 7 Action 1)
 - Increase school outreach and family support to help improve school climate and parent participation. (Goal 5 Action 2)
 - Increase local counseling support to help improve student achievement and school climate. (Goal 4 Action 4)
2. Our stakeholders are interested in increasing our support for English

Language Learners. (Goal 3 Action 1 and Action 2)

3. Our stakeholders want an increase of enrichment opportunities for our students. (Goal 3 Action 1 and 2 and Goal 6 Action 1)

4. Our stakeholders are pleased with the investment in technology and want to continue our integration into our classrooms. (Goal 1 Action 2, Goal 2 Action 2, Goal 3 Action 2)

5. All professional development actions in the 2015-2016 plan have been transferred to the TESD Educator Effectiveness Plan for 2016-2017.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

FUNDING SOURCE LEGEND FOR EXPENDITURES

<p>GOAL 1:</p>	<p>As a result of stakeholder input and data analysis we have determined the need to address the following goal: Improve student achievement in English Language Arts</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>For the 2015-2016 school year students at TESD have scores below the meeting or exceeding standard state average of 44% on the ELA portion of the CAASPP. Currently only 30% of TESD students are meeting or exceeding state standards.</p> <p>In order to measure our effectiveness we will monitor and track this data through:</p> <ul style="list-style-type: none"> • California Assessment of Student Performance and Progress (CAASPP) System: 2014-2015 30% meeting or exceeding state standards • Renaissance Reading Program: 2015 39% of 3rd grade students are at or above the STAR grade level benchmark • Developmental Reading Assessment: Baseline year • Local Writing Benchmarks: 2015-2016 27% of K-8 students are meeting or exceeding standard on the TESD mid year writing benchmark • Teacher Misassignment Rate: 2015-2016 0% • Teacher attrition rate: 2015-2016 3% • Student access to standards aligned materials: 2015-2016 100% of students have access to standards aligned materials • Implementation of academic content/performance standards: 100% of students are receiving instruction aligned to academic content/performance standards • Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students: 2015-2016 100% of pupils are enrolled in a broad range of study • School Facility Good Repair Status Report (FIT): 2015-2016 FIT Report overall rating of Good 	
<p>Goal Applies to:</p>	<p>Schools: Single School District</p> <p>Applicable Pupil Subgroups:</p>	<p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> • English Language Learners • Low Income • Foster Youth • Special Education

LCAP Year 1: 2016 - 2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase ELA proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System: 2015-2016 35% meeting or exceeding state standards Increase 3rd grade reading proficiency rate by 5% as measured by Renaissance Reading Program: 2016 44% of 3rd grade students are at or above STAR grade level benchmark 40% of students reading at or above grade level in grades K-5 as measured by the DRA. Increase writing proficiency rate by 5% as measured by the TESD mid year writing benchmark: 2016-2017 32% of K-8 students are meeting or exceeding standard on the TESD mid year writing benchmark Maintain a 0% teacher misassignment rate: 2016-2017 0% Maintain a teacher attrition rate of less than 5%: 2016-2017 less than 5% Maintain 100% student access to standards aligned materials: 2016-2017 100% Maintain 100% implementation of all academic content/performance standards: 2016-2017 100% Maintain 100% access and enrollment in a broad range of study, including both unduplicated and special needs students: 2016-2017 100% Maintain a Good or Exemplary rating on the FIT report: 2016-2017 Good or Exemplary
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide unduplicated students with intervention support in ELA.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 178,100
2. Provide students with access to technology and resources for student research and learning in English Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration 30,000 Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,500 Infrastructure support and upgrades 6000-6999: Capital Outlay Supplemental and Concentration 20,000
3. Provide all students ancillary English Language Arts (ELA) materials.	School Wide	<input checked="" type="checkbox"/> All OR:	4000-4999: Books And Supplies Supplemental and Concentration 30,000

		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
4. Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	4000-4999: Books And Supplies Supplemental and Concentration 15,000
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).	School Wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	2000-2999: Classified Personnel Salaries Supplemental and Concentration 58,300
6. Provide a Vice Principal/Projects Director 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.	School Wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 78,300
7. Provide summer school to enhance support for struggling students in English Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 	Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 23,040 Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4,300

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Clerical Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,400 Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,260
8. Provide field trips based around the California State Standards to help build background knowledge and increase student achievement in Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000
9. Provide struggling students' access to Lexia Core 5, Accelerated Reader, and other differentiated technology based applications.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000
10. Tipton Elementary is fully committed to recruiting, hiring and retaining highly qualified staff which adversely affects the quality of the district's educational program, particularly for unduplicated pupils, and that the salary increase will address these adverse impacts. This increase was authorized for the 2015-2016 school year and is a continuing action for the 2016-2017 LCAP.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 135,000

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes:	Increase ELA proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System. Increase reading proficiency rate by 5% as measured by Accelerated Reader. Increase reading proficiency rate by 5% as measured by the DRA. Increase writing proficiency rate by 5% as measured by the TESD mid year writing benchmark. Maintain a 0% teacher misassignment rate. Maintain 100% student access to standards aligned materials. Maintain 100% implementation of all academic content/performance standards. Maintain a Good or Exemplary rating on the FIT report.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide unduplicated students with intervention support in ELA.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 178,100
2. Provide students with access to technology and resources for student research and learning in English Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration 30,000 Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,500 Infrastructure support and upgrades 6000-6999: Capital Outlay Supplemental and Concentration 20,000
3. Provide all students ancillary English Language Arts (ELA) materials.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 30,000

<p>4. Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 15,000</p>
<p>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).</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 58,300</p>
<p>6. Provide a Vice Principal/Projects Director 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.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 78,300</p>
<p>7. Provide summer school to enhance support for struggling students in English Language Arts.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 23,040 Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4,3000 Clerical Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,400 Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,260</p>
<p>8. Provide field trips based around the California State Standards to help build background knowledge and increase student achievement in Language Arts.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
9. Provide struggling students' access to Lexia Core 5, Accelerated Reader, and other differentiated technology based applications.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000
10. Tipton Elementary is fully committed to recruiting, hiring and retaining highly qualified staff which adversely affects the quality of the district's educational program, particularly for unduplicated pupils, and that the salary increase will address these adverse impacts. This increase was authorized for the 2015-2016 school year and is a continuing action for the years LCAP.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 135,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase ELA proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System. Increase reading proficiency rate by 5% as measured by Accelerated Reader. Increase reading proficiency rate by 5% as measured by the DRA. Increase writing proficiency rate by 5% as measured by the TESD mid year writing benchmark. Maintain a 0% teacher misassignment rate. Maintain 100% student access to standards aligned materials. Maintain 100% implementation of all academic content/performance standards. Maintain a Good or Exemplary rating on the FIT report.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide unduplicated students with intervention support in ELA.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	2000-2999: Classified Personnel Salaries Supplemental and Concentration 178,100

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Provide students with access to technology and resources for student research and learning in English Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration 30,000 Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,500 Infrastructure support and upgrades 6000-6999: Capital Outlay Supplemental and Concentration 20,000
3. Provide all students ancillary English Language Arts (ELA) materials.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 30,000
4. Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 15,000
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).	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	2000-2999: Classified Personnel Salaries Supplemental and Concentration 58,300

		English proficient _ Other Subgroups: (Specify)	
6. Provide a Vice Principal/Projects Director 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.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 78,300
7. Provide summer school to enhance support for struggling students in English Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 23,040 Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4,300 Clerical Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,400 Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,260
8. Provide field trips based around the California State Standards to help build background knowledge and increase student achievement in Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000
9. Provide struggling students' access to Lexia Core 5, Accelerated Reader, and other differentiated technology based applications.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000

<p>10. Tipton Elementary is fully committed to recruiting, hiring and retaining highly qualified staff which adversely affects the quality of the district's educational program, particularly for unduplicated pupils, and that the salary increase will address these adverse impacts. This increase was authorized for the 2015-2016 school year and is a continuing action for the years LCAP.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 135,000</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>As a result of stakeholder input and data analysis we have determined the need to address the following goal: Improve student achievement in Mathematics</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>For the 2015-2016 school year students at TESD have scores below the meeting or exceeding standard state average of 33% on the math portion of the CAASPP. Currently only 25% of TESD students are meeting or exceeding state standards.</p> <p>In order to measure our effectiveness we will monitor and track this data through:</p> <ul style="list-style-type: none"> • California Assessment of Student Performance and Progress (CAASPP) System: 2014-2015 25% meeting or exceeding state standards • Local Math Benchmark: 38% of K-8 students are meeting standard on the TESD mid year math benchmark • Implementation of academic content/performance standards: 100% of students are receiving instruction aligned to academic content/performance standards 	
<p>Goal Applies to:</p>	<p>Schools: Single School District</p> <hr/> <p>Applicable Pupil Subgroups:</p> <p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> • English Language Learners • Low Income • Foster Youth • Special Education 	

LCAP Year 1: 2016 - 2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase math proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System: 2015-2016 30% meeting or exceeding state standards Increase math proficiency rate by 5% as measured by the TESD mid year math benchmark: 2016-2017 43% of K-8 students meeting or exceeding standard on the TESD mid year math benchmark Maintain 100% implementation of all academic content/performance standards: 2016-2017 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide students with access to technology and resources for student research and learning in mathematics.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
2. Provide all students with ancillary math materials.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 3,000
3. Provide students with incentives and awards to recognize and encourage increased achievement in math.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1

<p>4. Provide summer school to enhance support for struggling students in mathematics.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1 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</p>
<p>5. Provide field trips to students based around the California State Standards to help build background knowledge and increase student achievement specific to math.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration Expense reported in Goal 1</p>

LCAP Year 2: 2017 - 2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase math proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System. Increase math proficiency rate by 5% as measured by the TESD mid year math benchmark. Maintain 100% implementation of all academic content/performance standards.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide students with access to technology and resources for student research and learning in mathematics.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>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</p>
<p>2. Provide all students with ancillary math materials.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 3,000</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3. Provide students with incentives and awards to recognize and encourage increased achievement in math.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1
4. Provide summer school to enhance support for struggling students in mathematics.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1 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
5. Provide field trips to students based around the California State Standards to help build background knowledge and increase student achievement specific to math.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration Expense reported in Goal 1

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase math proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System. Increase math proficiency rate by 5% as measured by the TEDS mid year math benchmark. Maintain 100% implementation of all academic content/performance standards.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Provide students with access to technology and resources for student research and learning in mathematics.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>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</p>
<p>2. Provide all students with ancillary math materials.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 3,000</p>
<p>3. Provide students with incentives and awards to recognize and encourage increased achievement in math.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1</p>
<p>4. Provide summer school to enhance support for struggling students in mathematics.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1 Instructional Aides 2000-2999: Classified Personnel Salaries</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Supplemental and Concentration Expense reported in Goal 1</p> <p>Clerical Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 1</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1</p>
<p>5. Provide field trips to students based around the California State Standards to help build background knowledge and increase student achievement specific to math.</p>	<p>School Wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration Expense reported in Goal 1</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	<p>As a result of stakeholder input and data analysis we have determined the need to address the following goal:</p> <p>Increase academic achievement of all English learners.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ 0 Local : Specify</p>	
Identified Need :	<p>For the 2015-2016 school year only 15% of TESD EL students are meeting or exceeding standard on both the math and ELA portion of the CAASPP. EL students comprise 65% of our student population and we are committed to accelerating their learning and increasing their achievement levels.</p> <p>In order to measure our effectiveness we will monitor and track this data through:</p> <ul style="list-style-type: none"> California Assessment of Student Performance and Progress (CAASPP) System: 2014-2015 15% of EL students meeting or exceeding state standards in ELA California Assessment of Student Performance and Progress (CAASPP) System: 2014-2015 15% meeting or exceeding state standards in math EL reclassification rate: 2015-2016 5.2% AMAOs 1-3: All AMAOs met in 2014-2015 Implementation of ELD standards, programs, and services: New for 2016-2017 		
Goal Applies to:	Schools: Single School District	<p>Applicable Pupil Subgroups: English Learners</p>	
LCAP Year 1: 2016 - 2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase California Assessment of Student Performance and Progress (CAASPP) proficiency levels in ELA by 5%: 2015-2016 20% of EL students meeting or exceeding state standards in ELA Increase California Assessment of Student Performance and Progress (CAASPP) proficiency levels in math by 5%: 2015-2016 20% of EL students meeting or exceeding state standards in math Increase reclassification numbers by 5%: 2016-2017 Reclassification rate of 5.5% Continue to meet AMAOs 1-3 Implementation of ELD standards, programs, and services: 100% of students are receiving instruction aligned to ELL standards 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	School Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners	STEM Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 91,026

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Provide all EL students access to computer based programs Lexia Core 5, Accelerated Reader, and other differentiated technology based applications.	School Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1
3. Provide all EL students with access to technology and resources for student research and learning.	School Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1 <hr/> 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 1
4. Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA, and math.	School Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1
5. Provide summer school to enhance support for struggling EL students.	School Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1

		_ Other Subgroups: (Specify)	
6. Provide all EL students with access to ancillary materials	School Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 10,000
		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes:	Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels in ELA by 5% <ul style="list-style-type: none"> • Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels in math by 5% • Increase reclassification numbers by 5% • Continue to meet AMAOs 1-3 • Implementation of ELD standards, programs, and services
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	School Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	STEM Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 91,026

2. Provide all EL students access to computer based programs Lexia Core 5, Accelerated Reader, and other differentiated technology based applications.	School Wide	<input type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1
3. Provide all English Language Learners students with access to technology and resources for student research and learning	School Wide	<input type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 1
4. Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA, and math.	School Wide	<input type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1
5. Provide summer school to enhance support for struggling EL students.	School Wide	<input type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1

6. Provide all EL students with access to ancillary materials	School Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 10,000
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels in ELA by 5% <ul style="list-style-type: none"> • Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels in math by 5% • Increase reclassification numbers by 5% • Continue to meet AMAOs 1-3 • Implementation of ELD standards, programs, and services
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	School Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	STEM Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 91,026
2. Provide all EL students access to computer based programs Lexia Core 5, Accelerated Reader, and other differentiated technology based applications.	School Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1
3. Provide all EL students with access to technology and resources for student research and learning	School Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1

		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4. Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA, and math.	School Wide	<input type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1
5. Provide summer school to enhance support for struggling EL students.	School Wide	<input type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1
6. Provide all EL students with access to ancillary materials	School Wide	<input type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 10,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 4:</p>	<p>As a result of stakeholder input and data analysis we have determined to focus on the following goal: Improving school climate while increasing pupil attendance and decreasing chronic absenteeism.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ 0 Local : Specify</p>
<p>Identified Need :</p>	<p>At Tipton Elementary it is essential that every student and family know that attendance is the first step to success in school. A strong emphasis on attendance is fundamental to achieving our mission of academic success for all students and particularly our most impacted subgroups. We understand that a positive school climate is an important factor in school attendance and we are committed to cultivating an environment where all students thrive.</p> <p>In order to measure our effectiveness we will monitor and track this data through:</p> <ul style="list-style-type: none"> • Attendance rate: 2015-2016 TK-5 attendance rate through month 9 is 96.64% and 6-8 attendance rate through month 9 is 96.97% • Chronic absentee rate: 2015-2016 5.8% • Pupil suspension rate: 2014-2015 20 unduplicated pupils suspended • Pupil expulsion rate: 2014-2015 0 unduplicated pupils expelled • Middle school dropout rate: 2014-2015: 0 	
<p>Goal Applies to:</p>	<p>Schools: Single District</p>	<p>Applicable Pupil Subgroups:</p> <p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> • English Language Learners • Low Income • Foster Youth • Special Education

LCAP Year 1: 2016 - 2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase 2016-2017 attendance rates to 97% • Decrease the chronic absentee rate by .5%: 2016-2017 chronic absentee rate of 5.3% • Reduce suspension rate by 5%: 2015-2016 19 unduplicated pupils or less suspended • Maintain a 2015-2016 pupil expulsion rate of 0 unduplicated pupils expelled • Maintain a 2015-2016 adjusted middle school drop out rate of 0
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide students with incentives and awards to recognize and encourage increased achievement and attendance.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1
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.	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 36,250
3. Provide a social worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000
4. Provide a Health aide to assist with student health issues and family outreach.	School Wide	<input checked="" type="checkbox"/> All OR:	2000-2999: Classified Personnel Salaries Supplemental and Concentration 14,365

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Provide additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate.	School Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,548
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase attendance rates • Decrease the chronic absentee rate by .5% • Reduce suspension rate by 5% • Maintain a pupil expulsion rate of 0 unduplicated pupils expelled
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide students with incentives and awards to recognize and encourage increased achievement and attendance.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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.	School Wide	<input type="checkbox"/> All OR: _____ <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 36,250
3. Provide a social worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.	School Wide	<input type="checkbox"/> All OR: _____ <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000
4. Provide a Health Aide to assist with student health issues and family outreach.	School Wide	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 14,365
5. Provide additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate.	School Wide	<input type="checkbox"/> All OR: _____ <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,548

		_ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase attendance rates • Decrease the chronic absentee rate by .5% • Reduce suspension rate by 5% • Maintain a pupil expulsion rate of 0 unduplicated pupils expelled 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide students with incentives and awards to recognize and encourage increased achievement and attendance.	School Wide	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1
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.	School Wide	<input type="checkbox"/> All OR: _____ <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 36,250
3. Provide a social worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.	School Wide	<input type="checkbox"/> All OR: _____ <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000

<p>4. Provide a Health Aide to assist with student health issues and family outreach.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 14,365</p>
<p>5. Provide additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All OR: _____ <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,548</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	<p>As a result of stakeholder input and data analysis we have determined to focus on the following goal:</p> <p>To improve the participation and increase learning opportunities for parents.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ 9 COE only: 9 _ 10 _ 11 Local : Specify</p>
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Identified Need :	<p>Tipton Elementary School District is dedicated to providing a quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with parents and community members. Each student will benefit from supportive, active involvement of all stakeholders. A positive link between home and school will create the most conducive learning condition for every child. These open communication lines will expand and enhance learning opportunities for all stakeholders:</p> <p>In order to measure our effectiveness we will monitor and track this data through:</p> <ul style="list-style-type: none"> • Number and availability of opportunities for parent involvement in district decision making including School Site Council, ELAC, annual Title I meeting, and other informing and decision making committees: New for 2016-2017 • Number and availability of opportunities for parent education in school wide programs: New for 2016-2017 • Number of school sponsored parent events: 2015-2016 3 school sponsored parent events • Monitor and increase the 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 by 2%: 2015-2016: 90%
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Goal Applies to:	Schools: Single District
	Applicable Pupil Subgroups: School Wide

LCAP Year 1: 2016 - 2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Provide at least 5 opportunities for parent involvement in district decision making • Provide at least 2 opportunities for parent education in school wide programs • Host a minimum of 4 school sponsored parent events • Increase the 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 by 2%: 2016-2017 92%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	4000-4999: Books And Supplies Supplemental and Concentration 5,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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.	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4
3. Provide Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4
4. Provide a Health Aide to assist with student health issues and family outreach.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and 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.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	4000-4999: Books And Supplies Supplemental and Concentration 5,000

		(Specify)	
LCAP Year 2: 2017 - 2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Provide at least 5 opportunities for parent involvement in district decision making • Provide at least 2 opportunities for parent education in school wide programs • Host a minimum of 4 school sponsored parent events • Increase parent conference attendance rate by 2% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 5,000
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.	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4
3. Provide Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4
4. Provide a Health Aide to assist with student health	School	<input checked="" type="checkbox"/> All	2000-2999: Classified Personnel Salaries Supplemental and

issues and family outreach.	Wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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.	School Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 5,000

LCAP Year 3: 2018-19

- Expected Annual Measurable Outcomes:
- Provide at least 5 opportunities for parent involvement in district decision making
 - Provide at least 2 opportunities for parent education in school wide programs
 - Host a minimum of 4 school sponsored parent events
 - Increase parent conference attendance rate by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	School Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 5,000
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.	School Wide	X All OR: _ Low Income pupils _ English Learners	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3. Provide Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.	School Wide	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4
4. Provide a Health Aide to assist with student health issues and family outreach.	School Wide	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and 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.	School Wide	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 5,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 6:</p>	<p>To provide and equip a multipurpose room which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ 9 COE only: 9 _ 10 _ 0 Local : Specify</p>
<p>Identified Need :</p>	<p>Tipton Elementary School District is dedicated to providing a broad range of study that positively impacts the whole child, especially our unduplicated student population.</p> <p>In order to measure our effectiveness we will monitor and track this data through:</p> <ul style="list-style-type: none"> • Percentage of students who participate in music: 2015-2016 22% of our school population participated in music during the regular school day • Number of VAPA events available to entire school community: 2015-2016 The TESD hosted 4 VAPA events for the entire school community 	
<p>Goal Applies to:</p>	<p>Schools: Single District</p> <p>Applicable Pupil Subgroups:</p>	<p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> • English Language Learners • Low Income • Foster Youth • Special Education

LCAP Year 1: 2016 - 2017

Expected Annual Measurable Outcomes:	30% of the students will be participating in music during regular school day Host at least 4 VAPA events available to entire school community
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6000-6999: Capital Outlay Supplemental and Concentration 323,097
2. Provide music and theater equipment for visual and performing arts for all students.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 10,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes: 35% of the students will be participating in music during regular school day
Host at least 4 VAPA events available to entire school community

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6000-6999: Capital Outlay Supplemental and Concentration 251,883
2. Provide music and theater equipment for visual and performing arts for all students.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 10,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: 40% of the students will be participating in music during regular school day
Host at least 4 VAPA events available to entire school community

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	6000-6999: Capital Outlay Supplemental and Concentration 303,245

		_ Other Subgroups: (Specify)	
2. Provide music and theater equipment for visual and performing arts for all students.	School Wide	<input checked="" type="checkbox"/> All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 10,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 7:</p>	<p>As a result of stakeholder input and data analysis we have determined the need to address the following goal: Maintain class sizes of 24:1 or less across grades TK-8.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ 0 Local : Specify</p>			
<p>Identified Need :</p>	<p>In order to maintain a positive school climate and increase pupil achievement and engagement TESD is committed to providing small class sizes in order to best meet the academic, social, and emotional needs of our large unduplicated population.</p> <p>In order to measure our effectiveness we will monitor and track this data through:</p> <ul style="list-style-type: none"> • Maintaining class sizes of 24:1 or less: 2015-2016 Class sizes by grade level: TK-16, K-19, 1st-19, 2nd-17, 3rd-15, 4th-25, 5th-20, 6th-20, 7th-17, 8th-20 • California Assessment of Student Performance and Progress (CAASPP) System: 2014-2015 30% meeting or exceeding state standards in ELA • California Assessment of Student Performance and Progress (CAASPP) System: 2014-2015 25% meeting or exceeding state standards in math • Increase attendance rate: 2015-2016: K-5 Attendance rate through month 9 is 96.64% and 6-8 Attendance rate through month 9 is 96.97% • Reduce suspension rate by 5% 2014-2015: 20 unduplicated pupils suspended 				
<p>Goal Applies to:</p>	<table border="1"> <tr> <td data-bbox="306 792 430 841"> <p>Schools:</p> </td> <td data-bbox="430 792 2009 841"> <p>Single District</p> </td> </tr> <tr> <td data-bbox="306 841 632 1161"> <p>Applicable Pupil Subgroups:</p> </td> <td data-bbox="632 841 2009 1161"> <p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> • English Language Learners • Low Income • Foster Youth • Special Education </td> </tr> </table>	<p>Schools:</p>	<p>Single District</p>	<p>Applicable Pupil Subgroups:</p>	<p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> • English Language Learners • Low Income • Foster Youth • Special Education
<p>Schools:</p>	<p>Single District</p>				
<p>Applicable Pupil Subgroups:</p>	<p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> • English Language Learners • Low Income • Foster Youth • Special Education 				

LCAP Year 1: 2016 - 2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Class sizes by grade level: Less than 24:1 across grades TK-8 • Increase ELA proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System: 2015-2016 35% meeting or exceeding state standards • Increase math proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System: 2015-2016 30% meeting or exceeding state standards in math • Increase attendance rates to 97%: • Reduce suspension rate by 5%: 2015-2016 19 unduplicated pupils of less suspended
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide small class sizes across the district in order to maintain a positive school climate and increase pupil achievement and engagement.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 376,000

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Class sizes by grade level: Less than 24:1 across grades TK-8 • Increase ELA proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System • Increase math proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System • Maintain attendance rates of 97% • Reduce suspension rate by .5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide small class sizes across the district in order to maintain a positive school climate and increase pupil achievement and engagement.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 376,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Class sizes by grade level: Less than 24:1 across grades TK-8 • Increase ELA proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System • Increase math proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System • Maintain attendance rates of 97% • Reduce suspension rate by .5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide small class sizes across the district in order to maintain a positive school climate and increase pupil achievement and engagement.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 376,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>As a result of stakeholder input and data analysis we have determined to address the following goal: Improve student achievement in English Language Arts</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: Single School District Applicable Pupil Subgroups:</p>	<p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> • English Language Learners • Low Income • Foster Youth • Special Education 	
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increase DIBELS proficiency rates by 10% 2. Increase 1:1 device ratio to 50% 3. Increase reading proficiency rate of 3rd grade students by 10% as measured by Accelerated Reader 4. Increase ELA PD days by 15% 5. California Assessment of Student Performance and Progress (CAASPP) System will be the baseline this first year. 6. Local Benchmark English Language Arts – 50% of students will meet grade level standards 	<p>Actual Annual Measurable Outcomes:</p>	<p>The 2015-2016 school year brought about many changes in the Tipton Elementary School district. We began the implementation of the research based Reading Mastery intervention program. This program, delivered by our instructional aides, targeted students ability to decode, blend, and read with fluency. We fulfilled our goal of 1:1 Chromebooks in grades 3-8. These devices are used throughout the day to deliver core content, provide intervention, and in all electives for a variety of purposes. We believe our commitment to providing access has increased our ability to differentiate our instruction and provide a broad range of course study. Throughout 2015-2016 we completed professional development in the areas of writing, reading, and reading assessment. This work will continue into the 2016-2017 school year as we transition to the Developmental Reading Assessment (DRA) in grades K-5 as well as expand our work with guided reading and the writing workshop. We believe we have laid a strong foundation for academic, social, and emotional growth across our campus and that our future data will show the postivie results of these actions.</p>

1. DIBELS has been phased out as a District Wide Assessment. TESD is in the process of implementing the Developmental Reading Assessment (DRA) as a K-5 district wide assessment. Base line data will be available as a metric for the 2016-2017 LCAP.
 2. Our 1:1 initiative has been complete. All students in grades 3rd-8th have a device and all K-2 classrooms have both PCs and 6 iPads each.
 3. In 2015 39% of 3rd grade students are at or above the grade level benchmark as measured by Accelerated Reader. This was a baseline year for this data collection.
 4. In 2014-2015 we had 10 ELA PD days for all grades K-8. In 2015-2016 we had 21 ELA PD days. This is a 110% increase in ELA PD. These days were focused on the implementation of the writing workshop, guided reading, and DRA which were integral to our work in Goal 1 and Goal 3.
 5. 2014-2015 TESD ELA CAASPP baseline results for 3rd-8th grade:
 - 6% Standard Exceeded
 - 24% Standard Met
 - 28% Standard Nearly Met
 - 43% Standard Not Met
 6. This was the first year that we gave our CSS aligned local TESD mid year ELA writing benchmark which correlates with our Writing Workshop curriculum initiative. While the results were below our expectations the assessment has helped to guide the work of the 2nd semester in preparation for the rigor of the CAASPP.
- Mid Year Local TESD ELA Writing Assessment Results for K-8th Grade
- 9% Standard Exceeded
 - 18% Standard Met
 - 73% Standard Not Met

LCAP Year: 2015 - 2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Implement primary intervention program		2000-2999: Classified Personnel Salaries Supplemental and Concentration 200,000	
Scope of Service	School Wide	Scope of Service	School Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Provide students with access to technology and resources for student research and learning. Upgrade infrastructure to support implementation.		4000-4999: Books And Supplies Supplemental and Concentration 75,000 Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000 Infrastructure Upgrade 6000-6999: Capital Outlay Supplemental and Concentration 65,000	
Scope of Service	School Wide	Scope of Service	School Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3. Professional development focused		5800: Professional/Consulting	
5800: Professional/Consulting		5800: Professional/Consulting	

<p>on the English Language Arts California State Standards (CSS).</p>	<p>Services And Operating Expenditures Supplemental and Concentration 40,000</p>	<p>Surplus was applied to Goal 6 Action 1.</p>	<p>Services And Operating Expenditures Supplemental and Concentration 35,000</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Provide all students ancillary English Language Arts (ELA) materials</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 25,000</p>	<p>Services provided as expected.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 25,000</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Provide students with incentives and awards to recognize and encourage increased achievement in Language Arts.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 15,000</p>	<p>Services provided as expected.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 15,000</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>6. Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the Language Arts California State Standards (CSS).</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000</p>	<p>Services were provided as expected.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Provide a Vice Principal/Projects Director 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.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 90,000</p>	<p>Services provided as expected but expenses were below anticipated costs. Surplus was applied to Goal 6 Action 1.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 76,000</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>8. Provide summer school to enhance support for struggling students in English Language Arts.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30,000</p>	<p>Services will be provided in June 2016</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30,000</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>9. Provide field trips based around the California State Standards to help build background knowledge and increase student achievement in Language Arts</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000</p>	<p>Services provided as expected. Trips include SciCon for 5th and 6th grade as well as the 8th grade trip.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>10. Provide struggling students'</p>	<p>4000-4999: Books And Supplies</p>	<p>Services were provided as expected.</p>	<p>4000-4999: Books And Supplies</p>

<p>access to Lexia Core 5 and Accelerated Reader.</p>	<p>Supplemental and Concentration 8,000</p>		<p>Supplemental and Concentration 2,000</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>11. Tipton Elementary is fully committed to recruiting, hiring and retaining highly qualified staff which adversely affects the quality of the district's educational program, particularly for unduplicated pupils, and that the salary increase will address these adverse impacts.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 135,000</p>	<p>Services were provided as expected.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 135,000</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to</p>	<p>Due to student results, stakeholder feedback, and the collection baseline data all of the 2015-2016 actions will be continued for the 2016-2017 school year. All professional development will be continued but expenses will be charged to the TESD Educator Effectiveness Plan. In the 2016-2017 school year the DRA assessment will be implemented in grades K-5 and will be used as a metric to measure program effectiveness and pupil performance. We will be adding teacher assignment,</p>		

goals?	standards implementation and aligned materials, pupil access and enrollment in a broad range of study, including unduplicated and special needs students, teacher attrition rate, and our school facilities report as metrics for goal 1. There will be a reduction in budget for action 2 as our 1:1 initiative was fully implemented this year. The funds for this action will now be used to maintain and replace technology as necessary.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>As a result of stakeholder input and data analysis we have determined the need to address the following goal: Improve student achievement in Mathematics</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: Single School District Applicable Pupil Subgroups:</p>	<p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> • English Language Learners • Low Income • Foster Youth • Special Education 	
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase 1:1 device ratio to 50% California Assessment of Student Performance and Progress (CAASPP) System will be the baseline this first year Increase targeted Math PD by 5% Local Benchmark Math – 50% of students will meet grade level standards</p>		<p>Actual Annual Measurable Outcomes:</p> <p>For 2015-2016 we completed the purchase and implementation of the CSS based Go Math! curriculum. We received professional development around this curriculum and implemented a school wide math benchmark in order to monitor the effectiveness of our instructional program. We purchased and implemented Moby Max, an online based math program that differentiates instruction based on a personalized continuum of student learning as determined by an initial placement test. This work will continue in the 2016-2017 school year.</p> <ol style="list-style-type: none"> 1. Our 1:1 initiative has been complete. All students in grades 3rd-8th have a device and all K-2 classrooms have both PCs and 6 iPads each. 2. 2014-2015 TESD Math CAASPP baseline results for 3rd-8th grade: 7% Standard Exceeded 18% Standard Met 30% Standard Nearly Met 44% Standard Not Met

			<p>3. Due to our focus on our school wide ELA initiatives math PD was conducted on a needs basis for individual grade levels at TCOE.</p> <p>4. This was the first year that we gave our CSS aligned TESD mid year math benchmark. While the results were below our expectations the assessment has helped to guide the work of the 2nd semester in preparation for the rigor of the CAASPP.</p> <p>Mid Year TESD Math Assessment Results for K-8th Grade 38% Standard Met 62% Standard Not Met</p>
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LCAP Year: 2015 - 2016

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
1. Provide all students with the California State Standards (CSS) Math adopted materials.	4000-4999: Books And Supplies Supplemental and Concentration 30,000	Services were provided as expected but expenses were below anticipated costs. Surplus was applied to Goal 6 Action 1..	4000-4999: Books And Supplies Supplemental and Concentration 4,800				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>						
2. Provide students with access to technology and resources for student research and learning in Mathematics.	Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration Infrastructure Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration	Services provided as expected.	Chromebooks 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 2000-2999:				

				Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 1
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>3. Provide all teachers with Professional development focused on the Mathematics California State Standards (CSS).</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000</p>	<p>Due to our focus on our school wide ELA initiatives math PD was conducted on a needs basis for individual grade levels at TCOE and paid for using different funds.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p>	
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>4. Provide all students with ancillary math materials.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 10,000</p>	<p>Services were provided as expected but expenses were below anticipated costs and paid for using different funds. Surplus was applied to Goal 6 Action 1..</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 2,000</p>	
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>		

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>5. Provide students with incentives and awards to recognize and encourage increased achievement in math.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1</p>	<p>Services will be provided as expected.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	School Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						
<p>6. Provide summer school to enhance support for struggling students in Mathematics.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1</p>	<p>Services will be provided in June 2016</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	School Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						
<p>7. Provide field trips to students based around the California State Standards to help build background knowledge</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Services provided as expected. Trips include SciCon for 5th and 6th grade as well as the 8th grade trip.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental</p>				

and increase student achievement specific to math.	Supplemental and Concentration Expense reported in Goal 1		and Concentration Expense reported in Goal 1				
<table border="1"> <tr> <td data-bbox="86 207 233 280">Scope of Service</td> <td data-bbox="239 207 562 280">School Wide</td> </tr> </table>	Scope of Service	School Wide		<table border="1"> <tr> <td data-bbox="1037 207 1184 280">Scope of Service</td> <td data-bbox="1190 207 1520 280">School Wide</td> </tr> </table>	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to student results, stakeholder feedback, and the collection of baseline data most of the 2015-2016 actions will be continued for the 2016-2017 school year. All professional development will be continued but expenses will be charged to the TESD Educator Effectiveness Plan. Since the purchase of the California State Standards (CSS) Math adopted materials has been completed this action will be dropped from the 2016-2017 plan. We will be adding implementation of academic content/performance standards implementation as a metric for goal 2.						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	As a result of stakeholder input and data analysis we have determined to address following goal: Increase the language proficiency of all English learners.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Single School District ----- Applicable Pupil Subgroups: English Learners	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Increase reclassification numbers by 10% 2. Continue to meet AMAO 1 and AMAO 2 3. Meet AMAO 3 4. California Assessment of Student Performance and Progress (CAASPP) System will be the baseline this first year. 5. Increase reading proficiency rate of English learners by 10% as measured by Accelerated Reader 	<p>Actual Annual Measurable Outcomes:</p> <p>For 2015-2016 our work around guided reading and writing workshop helped us to better identify and meet the specific instructional needs of our EL students. The professional development that was anticipated to occur for this goal was conducted through our work in goal 1. We have implemented the internet based Lexia Core 5 and Accelerated Reader which provides us with the tools necessary to be able to differentiate our instruction and more efficiently meet the needs of our EL students. This work will continue into the 2016-2017 school year.</p> <ol style="list-style-type: none"> 1. For the 2015-2016 school year TESD reclassified 19 4th-8th grade students for an EL reclassification rate of 5.2%. In 2014-2015 TESD reclassified 21 4th-8th grade students for a reclassification rate of 5.3%. For the 2015-2016 school year there was a 2% decrease in the amount of EL students reclassified. We believe this is due to a variety of factors including a change in reclassification criteria which is now aligned with CAASPP results. We believe over a period of several years our ELA/ELD initiatives in both reading and writing as well as our EL enrichment opportunities will lead to an increase of the district reclassification rate. 2. For the 2014-2015 school year TESD met and exceeded the goals for both AMAO 1 and AMAO 2. 3. For the 2014-2015 school year TESD met AMAO 3. 4a. 2014-2015 TESD ELA ELL CAASPP baseline results for 3rd-

	<p>8th grade: 1% Standard Exceeded 14% Standard Met 27% Standard Nearly Met 58% Standard Not Met</p> <p>4b. 2014-2015 TESD Math ELL CAASPP baseline results for 3rd-8th grade: 3% Standard Exceeded 12% Standard Met 26% Standard Nearly Met 59% Standard Not Met</p> <p>5. Due to the quality and informative nature of the data we have collected from CELDT and CAASPP we will not be using AR/STAR results as a metric for EL learners.</p>
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LCAP Year: 2015 - 2016

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
1. Provide all teachers with Professional Development focused on research based best practice EL strategies.		4000-4999: Books And Supplies Supplemental and Concentration 17,000	4000-4999: Books And Supplies Supplemental and Concentration 0
Scope of Service	EL Learners	Scope of Service	EL Learners
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Provide all English Learners access to computer based programs Lexia Core 5 and Accelerated Reader.		4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1	4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1

<p>Scope of Service EL Students</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service EL Students</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Provide all English Language Learners students with access to technology and resources for student research and learning.</p>	<p>Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1</p> <p>Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 1</p> <p>Infrastructure Upgrade 6000-6999: Capital Outlay Supplemental and Concentration Expense reported in Goal 1</p>	<p>Services provided as expected.</p>	<p>Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1</p> <p>Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 1</p> <p>Infrastructure Upgrade 6000-6999: Capital Outlay Supplemental and Concentration Expense reported in Goal 1</p>
<p>Scope of Service EL Students</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service EL Students</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1</p>	<p>Services will be provided as expected.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1</p>

<p>Scope of Service EL Students</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service EL Students</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Provide summer school to enhance support for struggling ELL students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1</p>	<p>Services will be provided in June 2016</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1</p>
<p>Scope of Service EL Students</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service EL Students</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Due to student results, stakeholder feedback, and the collection of baseline data most of the 2015-2016 actions will be continued for the 2016-2017 school year. All professional development will be continued but expenses will be charged to the TESD Educator Effectiveness Plan. Although TESD is currently outperforming ELL CAASPP achievement at both the county and state level, we believe our ELL achievement will be enhanced in all areas by adding the following actions to goal 3: 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. In addition to this position we will add an action to support the purchase of the materials necessary for this new enrichment opportunity. We will be adding implementation of ELL standards, programs, and services as a metric for goal 3.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 4 from prior year LCAP:</p>	<p>As a result of stakeholder input and data analysis we have determined to focus on the following goal: Improving pupil attendance and truancy rates.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: <u>Single District</u> Applicable Pupil Subgroups:</p>	<p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> • English Language Learners • Low Income • Foster Youth • Special Education
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase attendance rate by 1% Create SARB committee to hear and review cases Decrease truancy rate by 5%</p>	<p>Actual Annual Measurable Outcomes:</p> <p>In the 2015-2016 school year the TESD implemented several initiatives in order to increase attendance and reduce our truancy rate. September is our attendance awareness month where we make a direct effort to communicate the importance of attendance with all stakeholders. Our increased psychologist support allowed us to follow through with student truanancies and create a local SARB process to help increase student attendance. Our additional social worker support helped us to better serve our families in need by increasing our communication and building a bridge of support between home and school. These actions will not only continue but increase as we work diligently to achieve our goal of a 97% attendance rate. We understand that students need to be in school in order to learn and we are striving to provide the support and learning environment necessary to get them here.</p> <p>1. 2014-2015: TK-5 attendance rate through month 9 was 96.4% and 6-8 Attendance Rate through month 9 was 96.97%</p> <p>2015-2016: TK-5 attendance rate through month 9 is 96.64% and 6-8 attendance rate through month 9 is 96.97%</p>

	<p>Although we did not achieve our goal of increasing our attendance rate by 1% we did see a .2% increase in our TK-5 attendance rate and our 6-8 attendance rate remained static at 96.97%. Our goal for 2016-2017 is an attendance rate of 97%. We believe we will continue to proceed towards this goal with the continued and increased services for this goal in 2016-2017.</p> <p>2. For the 2015-2016 school year the TESD SARB team was developed in order to help reduce the percentage of chronically absent students. This team included a variety of personnel not limited to our school psychologist, social worker, health aide, attendance clerk and school administrative staff. We believe the outreach of this team contributed to our increased TK-5 attendance rate and will continue to help us improve our parental involvement, pupil engagement, and school climate.</p> <p>3. In order to best align our metrics with state requirements the TESD has chosen to monitor chronic absenteeism rates instead of truancy rates. For the 2015-2016 school year 5.8% of our TK-8 students have been identified as chronically absent (i.e., students who are absent for any reason for 10 percent or more of the school days in the school year).</p>
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LCAP Year: 2015 - 2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Provide students with incentives and awards to recognize and encourage increased achievement and attendance.		Services provided as expected.	
4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1		4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1	
Scope of Service	School Wide	Scope of Service	School Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>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 and implementation of the SARB process.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 36,250</p>	<p>Services were provided as expected.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 36,250</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Provide Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000</p>	<p>Services were provided as expected</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Provide a Health Aide to assist with student health issues and family outreach.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,000</p>	<p>Services provided as expected.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,000</p>
<p>Scope of Service School Wide</p>		<p>Scope of Service School Wide</p>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to student results, stakeholder feedback, and the collection of baseline data all of the 2015-2016 actions will be continued for the 2016-2017 school year. In addition to these actions we will be adding an additional part time counseling position in order to increase support for K-5 students in building relationships and developing a positive school climate. We will be adding chronic absenteeism as well as our adjusted middle school drop out rate as a metric for the 2016-2017 year.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	As a result of stakeholder input and data analysis we have determined to focus on the following goal: To improve the participation and increase learning opportunities for parents.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: <input type="checkbox"/> Single District <input type="checkbox"/> Applicable Pupil Subgroups: <input type="checkbox"/> School Wide	
Expected Annual Measurable Outcomes:	Hold three school sponsored parent events Increase parent conference attendance rate to 70%	<p>Actual Annual Measurable Outcomes:</p> <p>In the 2015-2016 school year the TESD hosted three parent events that have now become an annual tradition. Our Moms and Muffins and Dads and Donuts are held seasonally in order to invite parents on campus in a casual atmosphere. Immediately following these events we hold meetings for PSO, ELAC, and/or LCAP updates in order to maximize our participation. Our fall parent conference attendance rate of 90% was better than expected. While we were pleased with this result, we will continue to work in order to ensure every parent has an opportunity to communicate with their child's teacher. These actions will continue into 2016-2017 and we hope to build on their success.</p> <ol style="list-style-type: none"> 1. The TESD held three school sponsored parent events for the 2015-2016 school year. <ol style="list-style-type: none"> a. Moms and Muffins-October 2015 b. Holiday Lunch-December 2015 c. Dads and Donuts-April 2016 <p>These events were well attended and social in nature. In order to increase participation in school committees like ELAC and PSO we scheduled our meetings to directly follow these school events. This strategy has greatly increased our attendance and participation in our committee meetings. Our goal is to continue this next year while diversifying the content of our parent/committee meetings.</p> <ol style="list-style-type: none"> 2. For the 2015-2016 school year our fall parent conference attendance rate was 90%. We exceeded our goal of 70%. Our

	goal for 2016-2017 will be to increase conference attendance by 2% to 92%.
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LCAP Year: 2015 - 2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Host Student/Parent events that to help build a positive school climate, increase capacity, and solicit community input.		4000-4999: Books And Supplies Supplemental and Concentration 5,000	
Services provided as expected. Surplus was applied to Goal 6 Action 1..		4000-4999: Books And Supplies Supplemental and Concentration 1,000	
Scope of Service	School Wide	Scope of Service	School Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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 and implementation of the SARB process.		5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4	
Services provided as expected.		5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4	
Scope of Service	School Wide	Scope of Service	School Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>3. Provide Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4</p>	<p>Services provided as expected.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Provide a Health Aide to assist with student health issues and family outreach.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 4</p>	<p>Services provided as expected.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 4</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Due to student results, stakeholder feedback, and the collection of baseline data all of the 2015-2016 actions will be continued for the 2016-2017 school year. Our goal is to continue to expand the breadth of parent involvement and education through our school sponsored events, school committees, and parent meetings. In order to best align with state requirements we will be adding the following as metrics for the 2016-2017 school year: Provide at least 5 opportunities for parent involvement in district decision making as well as provide at least 2 opportunities for parent education in school wide programs. We will be revising the metric of "increase parent conference attendance rate to 70%" to state "Monitor and increase the number of parents, including those of unduplicated pupils and special needs pupils, who attend parent conferences in order to receive</p>		

and give input regarding their students' academic program and progress by 2% in order to best align with the state priorities.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 6 from prior year LCAP:</p>	<p>To provide and equip a multipurpose room which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: <u>Single District</u> Applicable Pupil Subgroups:</p>	<p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> • English Language Learners • Low Income • Foster Youth • Special Education
<p>Expected Annual Measurable Outcomes:</p>	<p>40% of students will be participating in music Host 1 VAPA event LCAP Survey indicates that 50% of parents are satisfied with students access to music</p>	<p>Actual Annual Measurable Outcomes:</p> <p>In the 2015-2016 school year the TESD began finalizing plans for the construction of the new multipurpose room. However the construction of the new facility isn't preventing us from offering our students a broad range of course study including music and theater instruction. In the spring of 2016 the TESD hosted our annual band concert as well as the theater production of Pecos Bill and Slue Foot Sue. Despite the obstacle of inadequate facilities we are working hard to ensure our students have opportunities to participate in visual and performing arts. This work will continue into the 2016-2017 school year.</p> <ol style="list-style-type: none"> 1. For the 2015-2016 school year the TESD successfully implemented music instruction during the school day for all 3rd and 4th grade students which compose 22% of our school population. While we did not meet our goal of 40% we plan to continue the expansion of our music program over the next few years. 2. The TESD hosted 4 VAPA events in the 2015-2016 school year <ol style="list-style-type: none"> a. Winter Performance

	<p>b. Tipton Talent Show c. Open House Performances d. Theater production of Pecos Bill and Slue Foot Sue (May 2016). Due to a lack of appropriate facilities this production was forced to be held off campus at a local hall.</p> <p>3. 16% of our Annual LCAP surveys directly referenced the need to provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings.</p>
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LCAP Year: 2015 - 2016

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual 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 304,318					
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>School Wide</td> </tr> </table>		Scope of Service	School Wide	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>School Wide</td> </tr> </table>		Scope of Service	School Wide
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2. Provide music and theater equipment for visual and performing arts for all students.		4000-4999: Books And Supplies Supplemental and Concentration 10,000					
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>School Wide</td> </tr> </table>		Scope of Service	School Wide	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>School Wide</td> </tr> </table>		Scope of Service	School Wide
Scope of Service	School Wide						
Scope of Service	School Wide						
<input checked="" type="checkbox"/> All OR:		<input checked="" type="checkbox"/> All OR:					

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Due to student results, stakeholder feedback, and the collection of baseline data all of the 2015-2016 actions will be continued for the 2016-2017 school year. Our goal is to continue towards the construction of a multipurpose room which will allow us to implement a broad range of study, increase student achievement, and continue to expand our parental involvement.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$1,561,486</u>
<p>The Tipton Elementary School District is committed to cultivating a 21st century learning environment. Our unduplicated pupil count of English learners, low income, and foster youth is 91.78%, which is why we believe that a school wide program best meets the needs of our students. In order to increase our unduplicated pupils academic achievement we have principally directed the following supplemental services to our unduplicated student population:</p> <ul style="list-style-type: none"> • 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 reading intervention support for students who are performing below grade level with the purpose of accelerating student learning and closing the achievement gap. Our intervention approach is data driven and employs flexible groupings based on student need. Our local data has demonstrated strong growth for our students who participate in this intervention. • Provide our students with access to a variety of technology in order to develop 21st century knowledge and skills. • Provide our students with access to computer based programs that will individualize instruction in order to accelerate their learning. • Provide all students with access to rich reading material and other media for both instructional and recreational purposes with the goal of engaging students in powerful reading experiences. • Provide summer school in order to accelerate the learning of our students who are performing below grade level. • Provide access to enrichment programs and electives focused around Science, Technology, Engineering, Arts, and Mathematics. <p>In order to create a collegial school culture of inclusivity the TESD has committed to improving school attendance, reducing suspensions and expulsions, as well as increasing parent participation and voice in local decision making. In order to achieve these goals we will provide the following direct services to our students and school community:</p> <ul style="list-style-type: none"> • Provide a health aide to assist with student health issues and family outreach. • Provide school sponsored parent events, meetings, and workshops in order to increase participation in school decision making and improve school climate. • Provide parents with real time access to grades and attendance in order to improve school to home communication. <p>The purpose of our 7 goals and supporting actions is to provide the highest quality well rounded educational experience in a small nurturing environment while offering the support services necessary to reach our students and families who need extra academic, social, and emotional support. We want all of our students to exceed their potential and our plan creates the structures and supports necessary to achieve this goal.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

39.4	%
9	

Using the calculation tool provided by the state, the Tipton Elementary School District has calculated that it will receive \$1,564,539 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 39.49%. The Tipton Elementary School District has demonstrated that the district is meeting its minimum proportionality requirement by expenditure of the total 2016-20167 Supplemental and Concentration grant funding for qualifying purposes as described in part A of section 3.

The Tipton Elementary School District provides the following direct services specifically for unduplicated pupils:

- Additional School Psychologist hours to assist with increasing student attendance and decreasing the chronic absentee rate.
- Provide a social worker to assist with establishing a positive school climate and increase our capacity for family outreach and support of unduplicated pupils.
- Counseling support for TK-5 unduplicated pupils.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	1,265,568.00	1,047,368.00	1,561,486.00	1,528,972.00	1,541,634.00	4,632,092.00
After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	1,265,568.00	1,047,368.00	1,561,486.00	1,528,972.00	1,541,634.00	4,632,092.00
						4,546,070.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	1,265,568.00	1,047,368.00	1,561,486.00	1,528,972.00	1,541,634.00	4,632,092.00
1000-1999: Certificated Personnel Salaries	255,000.00	241,000.00	703,366.00	739,616.00	739,616.00	2,182,598.00
2000-2999: Classified Personnel Salaries	310,000.00	286,000.00	309,513.00	348,213.00	309,513.00	967,239.00
4000-4999: Books And Supplies	195,000.00	99,800.00	109,260.00	109,260.00	109,260.00	327,780.00
5000-5999: Services And Other Operating Expenditures	20,000.00	20,000.00	35,000.00	35,000.00	35,000.00	105,000.00
5800: Professional/Consulting Services And Operating Expenditures	116,250.00	96,250.00	61,250.00	25,000.00	25,000.00	111,250.00
6000-6999: Capital Outlay	369,318.00	304,318.00	343,097.00	271,883.00	323,245.00	938,225.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	1,265,568.00	1,047,368.00	1,561,486.00	1,528,972.00	1,541,634.00	4,632,092.00
		0	0	0	0	0	0
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	255,000.00	241,000.00	703,366.00	739,616.00	739,616.00	2,182,598.00
							0
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	310,000.00	286,000.00	309,513.00	348,213.00	309,513.00	967,239.00
4000-4999: Books And Supplies	Supplemental and Concentration	195,000.00	99,800.00	109,260.00	109,260.00	109,260.00	327,780.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	20,000.00	20,000.00	35,000.00	35,000.00	35,000.00	105,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	116,250.00	96,250.00	61,250.00	25,000.00	25,000.00	111,250.00
6000-6999: Capital Outlay	Supplemental and Concentration	369,318.00	304,318.00	343,097.00	271,883.00	323,245.00	938,225.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).