LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Tipton Elementary School District

Contact Name and Title	Jacob Munoz Co-Superintendent	Email and Phone	jmunoz@tipton.k12.ca.us (559) 752-4213

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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.

LCAP HIGHLIGHTS

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

For the 2017-2018 school year Tipton Elementary school is focused on improving these metrics:

Increase ELA proficiency rate on the CAASPP for all students
Improve pupil attendance and reduce the chronic absentee rate
Reduce the suspension rate for all students

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

* Provide highly qualified highly trained staff in all TK-8 classrooms with a teacher to pupil ratio of less than or equal to 24:1. Small class sizes allow our teachers to build quality relationships with our students and to develop a deeper understanding of their individual needs.
* Provide reading intervention support for students who are performing below grade level with the purpose of accelerating student learning and closing the achievement gap.
* Provide a social worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.
* Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate, parent outreach, and implementation of the SARB process.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

After reviewing the results of the spring 2017 California Dashboard we are proud of the work we have started and the results we have achieved here at Tipton School. Both of our Academic Indicators fell in the yellow range and our English Learner Progress as well as our Suspension Rate fell in the green range. We are moving forward with the plan we have created here by addressing individual student needs through differentiated instruction in both ELA and math while providing the social and emotional support necessary to ensure our students are safe and prepared to learn when the arrive to school every day.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Although we were pleased with the recent published results of the California School Dashboard, Tipton School remains committed to the vision of developing excellence in both character and academic achievement. We have implemented the Character Counts! program school wide and continue to work diligently to ensure the academic needs of all students are being met through the analysis of data and the differentiation of instruction. For the 2017-2018 school year we will be implementing the STAR Math assessment in grades 2nd-8th to help better guide our work and decision making in math instruction.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The district had no performance gaps.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Tipton Elementary School District has made a significant effort to provide increased and improved services for our English Learners, Foster Youth, and Low Income Students in the following ways:

- 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 students with access to technology and resources for student research and learning in English Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$6,968,722
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,545,591.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund budget expenditures that are not included in the LCAP include: Most teacher, administrator, classified staff salaries and benefits, purchase of state adopted curriculum and materials, maintenance, cafeteria, and transportation costs.

$6,968,722	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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 misassignement 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%

ACTUAL

- 2015-2016 33% of students were meeting or exceeding state standards on the ELA CAASPP assessment
- 2016-2017 3rd grade Winter STAR Reading results: 46% of students are at or above benchmark
- 2016-2017 Winter DRA K-5 Benchmark results: 28% of students reading at or above grade level
- 2016-2017 TESD Mid Year Writing Benchmark: 33% of students were meeting or exceeding standard
- 2016-2017 0% teacher misassignment rate
- 2016-2017 0% teacher attrition rate
- 2016-2017 100% student access to standards aligned materials
- 2016-2017 100% implementation of academic content/performance standards
- 2016-2017 100% access and enrollment in a broad range of study, including both unduplicated and special needs students
- 2016-2017 FIT report had a Good rating

- Maintain a Good or Exemplary rating on the FIT report: 2016-2017 Good or Exemplary

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
	1. Provide unduplicated students with intervention support in ELA.	1. Provided unduplicated students with intervention support in ELA.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	2000-2999: Classified Personnel Salaries Supplemental and Concentration 178,100	2000-2999: Classified Personnel Salaries Supplemental and Concentration 178,100

Action 2

Actions/Services	PLANNED	ACTUAL
	2. Provide students with access to technology and resources for student research and learning in English Language Arts.	2. Provided students with access to technology and resources for student research and learning in English Language Arts.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration 30,000	Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration 22,000
	Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,500	Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,500
	Infrastructure support and upgrades 6000-6999: Capital Outlay Supplemental and Concentration 20,000	Infrastructure support and upgrades 6000-6999: Capital Outlay Supplemental and Concentration 8,000

Action 3

Actions/Services	PLANNED	ACTUAL
	3. Provide all students ancillary English Language Arts (ELA) materials.	3. Provided all students ancillary English Language Arts (ELA) materials, including leveled books, news magazines, and student workbooks.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	4000-4999: Books And Supplies Supplemental and Concentration 30,000	4000-4999: Books And Supplies Supplemental and Concentration 30,000

Action 4

	PLANNED	ACTUAL
Actions/Services	4. Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts.	4. Provided students with incentives and awards to recognize and encourage increased achievement in English Language Arts.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	4000-4999: Books And Supplies Supplemental and Concentration 15,000	4000-4999: Books And Supplies Supplemental and Concentration 15,000

Action 5

	PLANNED	ACTUAL
Actions/Services	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).	5. Provided 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).
	BUDGETED	ESTIMATED ACTUAL
Expenditures	2000-2999: Classified Personnel Salaries Supplemental and Concentration 58,300	2000-2999: Classified Personnel Salaries Supplemental and Concentration 58,300

Action 6

	PLANNED	ACTUAL
Actions/Services	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.	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.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 78,300	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 78,300

Action 7

	PLANNED	ACTUAL
Actions/Services	7. Provide summer school to enhance support for struggling students in English Language Arts.	

		7. Provided summer school to enhance support for struggling students in English Language Arts including differentiated reading instruction and writing support.
Expenditures	**BUDGETED** 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	**ESTIMATED ACTUAL** 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

Action 8

Actions/Services	**PLANNED** 8. Provide field trips based around the California State Standards to help build background knowledge and increase student achievement in Language Arts.	**ACTUAL** 8. Provided field trips based around the California State Standards to help build background knowledge and increase student achievement in Language Arts. Trips were taken to old Sacramento, Stanford, San Francisco, California Missions, Tulare County Historical Museum, Tulare County Planetarium, and a variety of other locations.
Expenditures	**BUDGETED** 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000	**ESTIMATED ACTUAL** 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000

Action 9

Actions/Services	**PLANNED** 9. Provide struggling students' access to Lexia Core 5, Accelerated Reader, and other differentiated technology based applications.	**ACTUAL** 9. Provided struggling students' access to Lexia Core 5, Accelerated Reader, and other differentiated technology in order to address the academic deficits of each individual student.
Expenditures	**BUDGETED** 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000	**ESTIMATED ACTUAL** 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000

Action 10

Actions/Services	**PLANNED**	**ACTUAL**

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.	10. Tipton Elementary used these funds to provide a highly qualified and trained staff for unduplicated pupils during the 2016-2017 school year.
BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 135,000	**ESTIMATED ACTUAL** 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 135,000

Expenditures (label at left of the Budgeted/Estimated Actual row)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The focus of Goal 1 is to provide increased services and support in ELA for our unduplicated population. We were able to accomplish this in the following ways: Small group instructional support with instructional aides, the purchase of ancillary materials to support differentiated reading instruction, providing a full time librarian to ensure that unduplicated students have access to high quality reading and research materials, and through the administration of a high quality professional development plan. All actions and services were provided as planned.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the implementation of the actions of Goal 1 we achieved the following: An increase of 3% of our 3rd-8th students meeting or exceeding state standards on the ELA portion of the CAASPP. An increase of 6% of our K-8 students meeting or exceeding standards on our district mid year writing assessment. Specifically, we believe that the implementation of our small group intervention with instructional aides, our differentiated reading support, as well as our computer based programs have propelled our unduplicated population along an accelerated pathway of achievement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	All budgeted actions were implemented as expected except for action 2 part c where services were provided as expected but expenses were below anticipated costs. Surplus was applied to Goal 6 Action 1.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The following metric goals have been updated for 2017-2018: 1. 2016-2017 33% Meet or Exceed Standards on CAASPP 2. 2018 46% of 3rd grade students are at or above the STAR grade level benchmark 3. 2018 40% of K-5 Students are reading at or above grade level on the DRA.

4. 2018 38% of K-8 students are meeting or exceeding standard on the TESD mid year writing benchmark.
5. The evaluation and report on number and types of programs and services developed and provided to unduplicated pupils as well as individuals with
exceptional needs. Baseline established in 2017-2018.

We will continue to implement the actions and services for unduplicated pupils from 2016-2017.   We will continue to refine these practices in order to best meet the individual instructional needs of each student.

<u>Annual Update</u>   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2	As a result of stakeholder input and data analysis we have determined the need to address the following goal: Improve student achievement in Mathematics

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
• 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%	• 2015-2016 26% meeting or exceeding state standards on CAASPP • 2016-2017 35% meeting or exceeding standards on the TESD mid year math benchmark- • 2016-2017 100% implementation of academic content and performance standards

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL

Expenditures

1. Provide students with access to technology and resources for student research and learning in mathematics.	1. Provided students with access to technology and resources for student research and learning in mathematics.
BUDGETED 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	ESTIMATED ACTUAL 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

Action 2

Actions/Services

PLANNED 2. Provide all students with ancillary math materials.	ACTUAL 2. Provided students with ancillary math materials including manipulatives and supplemental workbooks.

Expenditures

BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration 3,000	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration 500

Action 3

Actions/Services

PLANNED 3. Provide students with incentives and awards to recognize and encourage increased achievement in math.	ACTUAL 3. Provided students with incentives and awards to recognize and encourage increased achievement in math.

Expenditures

BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1

Action 4

Actions/Services

PLANNED 4. Provide summer school to enhance support for struggling students in mathematics.	ACTUAL 4. Provide summer school to enhance support for struggling students in mathematics. Students engage in computer based programs that are adaptive in order to meet their individual needs.

Expenditures

BUDGETED 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	ESTIMATED ACTUAL 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

Action   **5**

	PLANNED	ACTUAL
Actions/Services	5. Provide field trips to students based around the California State Standards to help build background knowledge and increase student achievement specific to math.	5. Provided field trips based around the California State Standards to help build background knowledge and increase student achievement in math. Trips were taken to old Sacramento, Stanford, San Francisco, California Missions, Tulare County Historical Museum, Tulare County Planetarium, and a variety of other locations.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration Expense reported in Goal 1	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration Expense reported in Goal 1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The focus of Goal 2 is to provide increased services and support in math for our unduplicated population. We were able to accomplish this in the following ways: Small group instructional support with instructional aides, providing both traditional summer school and summer enrichment opportunities with our STEM summer program, and through incentives and awards for students who display growth in mathematics.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the implementation of the actions of Goal 2 we achieved the following: An increase of 1% of our 3rd-8th students meeting or exceeding state standards on the Math portion of the CAASPP. For the 2017-2018 school year there will be an increased focus on math instruction school wide, including the implementation of a common math assessment in grades 2nd-8th and professional development around the examination of this data. These will be paid for with Title I and Educator Effectiveness funds.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	All budgeted actions were implemented as expected except for action 2 where services were provided as expected but expenses were below anticipated costs. Surplus was applied to Goal 6 Action 1, completion of the multipurpose building.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The following metric goals have been updated for 2017-2018: 1. 2016-2017 26% meeting or exceeding state standards on CAASPP. 2. 2016-2017 40% meeting or exceeding standards on the TESD mid year math.

We will continue to implement the actions and services for unduplicated pupils from 2016-2017.   We will continue to refine these practices in order to best meet the individual instructional needs of each student

<u>Annual Update</u>   **LCAP Year Reviewed:**   2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	As a result of stakeholder input and data analysis we have determined the need to address the following goal: Increase academic achievement of all English learners.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
• Increase California Assessment of Student Performance and Progress (CAASP) 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 (CAASP) 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	• 2015-2016 14% of EL students met of exceeded state standards on the ELA portion of the CAASPP • 2015-2016 18% of EL students met of exceeded state standards on the Math portion of the CAASPP • 2016-2017 6% Reclassification rate • 2016-2017 AMAO data unavailable • 2016-2017 100% of students are receiving instruction aligned to ELL standards

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL

	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		1. Provided a STEM enrichment teacher in order to accelerate EL students acquisition of oral language fluency, academic vocabulary, and writing proficiency in STEM subject areas
Expenditures	BUDGETED STEM Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 91,026		ESTIMATED ACTUAL STEM Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 91,026

Action 2

Actions/Services	PLANNED 2. Provide all EL students access to computer based programs Lexia Core 5, Accelerated Reader, and other differentiated technology based applications.		ACTUAL 2. Provided all EL students access to computer based programs Lexia Core 5, Accelerated Reader, and other differentiated technology based applications in order to address their individual language acquisition needs.
Expenditures	BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1		ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1

Action 3

Actions/Services	PLANNED 3. Provide all EL students with access to technology and resources for student research and learning.		ACTUAL 3. Provided all EL students with access to technology and resources for student research and learning including language translation programs.
Expenditures	BUDGETED 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		ESTIMATED ACTUAL 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

Action 4

Actions/Services	PLANNED 4. Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA, and math.		ACTUAL 4. Provided students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA, and math.
Expenditures	BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1		ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1

Action 5

	PLANNED	ACTUAL
Actions/Services	5. Provide summer school to enhance support for struggling EL students.	5. Provided summer school to enhance support for struggling EL students, specifically differentiated reading and writing instruction.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1	1000-1999: Certificated Personnel Salaries Supplemental and Concentration Expense reported in Goal 1

Action 6

	PLANNED	ACTUAL
Actions/Services	6. Provide all EL students with access to ancillary materials	6. Provide all EL students with access to ancillary materials including leveled books, news magazines, and student workbooks.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 10,000	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,000

Action 7

	BUDGETED	ESTIMATED ACTUAL
Expenditures		

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The focus of Goal 3 is to provide increased services and support for our English Learners. We were able to accomplish this in the following ways: Access to computer based programs that differentiate instruction based on the language abilities of each individual student as well as our new STEM enrichment class for 1st-5th grade.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The achievement of English Learners continues to be a strong point for Tipton Elementary School. On the new California School dashboard we were placed in the Green portion of the matrix because of high CELDT achievement as well as continued growth on this assessment. We exceeded our reclassification goal by .5%, as well as strong growth on the math portion of the CAASPP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All budgeted actions were implemented as expected except for action 6 where services were provided as expected but expenses were below anticipated costs. Surplus was applied to Goal 6 Action 1, completion of the multipurpose building.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For the 2017-2018 school year AMAOs will be dropped as an indicator and the CA School Dashboard English Learner indicator and the number of EL students making progress towards English proficiency on the CELDT will be added as metrics.

Annual Update   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4	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.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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

ACTUAL

- 2016-2017 96.5% attendance rate
- 2016-2017 6% chronic absentee rate
- 2015-2016 3% suspension rate 23 unduplicated pupils suspended
- 2015-2016 .02% expulsion rate 1 unduplicated pupil suspended
- 2015-2016 0% middle school drop out rate

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED 1. Provide students with incentives and awards to recognize and encourage increased achievement and attendance.	ACTUAL

		1. Provided students with incentives and awards to recognize and encourage increased achievement and attendance.
Expenditures	BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration Expense reported in Goal 1

Action 2

Actions/Services	PLANNED 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.	ACTUAL 2. Due to staff turnover, we were unable to complete this action as planned.
Expenditures	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 36,250	ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0

Action 3

Actions/Services	PLANNED 3. Provide a social worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.	ACTUAL 3. Provided a social worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.
Expenditures	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000	ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000

Action 4

Actions/Services	PLANNED 4. Provide a Health aide to assist with student health issues and family outreach.	ACTUAL 4. Provided a Health aide to assist with student health issues and family outreach.
Expenditures	BUDGETED 2000-2999: Classified Personnel Salaries Supplemental and Concentration 14,365	ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Supplemental and Concentration 14,365

Action 5

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

Expenditures	BUDGETED 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,548	ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,548

Action **6**

Expenditures	BUDGETED .	ESTIMATED ACTUAL

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The focus of Goal 4 is to provide increased services and support for our unduplicated pupils by decreasing both the chronic absentee rate as well as the suspension rate. We had some difficulty with several actions within this goal. Action 2, increased psychological services and counseling support, went uncompleted due to a resignation of a staff member. For the 2017-2018 school year we have already contracted with TCOE to provide these additional services. And though we did complete action 5 there was some inconsistency in the position due to personnel matters. We expect more consistency in the role for the 2017-2018 school year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	While we did not achieve our metric goals for the 2016-2017 school year, we do believe that a 96.5% attendance rate and a 6% chronic attendance rate are strong results. We will continue to work towards achieving our metric goals and look forward to the release of the fall dashboard data in order to effectively measure our performance. We did receive a rating of Green for the Suspension rate indicator and were are eager to see how we perform with more recent data.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	All budgeted actions were implemented as expected except for action 2 which wasn't completed due to a staff resignation. Surplus was applied to Goal 6 Action 1, completion of the multipurpose building.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	For 2017-2018 the California Healthy Kids survey and a local parent and employee survey will be administered, analyzed, and reported as a district metric.

Annual Update   LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5	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.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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%

ACTUAL

- Provided 5 opportunities for parent involvement in district decision making
- Provided 2 opportunities for parent education in school wide programs
- Hosted 6 school sponsored parent events
- 93% Parent conference attendance rate

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
	1. Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	1. Hosted Student/Parent events, including moms and muffins, dads and donuts, Halloween carnival, holiday

		luncheon that help to create a positive school climate, increase capacity, and solicit community input.
Expenditures	**BUDGETED** 4000-4999: Books And Supplies Supplemental and Concentration 5,000	**ESTIMATED ACTUAL** 4000-4999: Books And Supplies Supplemental and Concentration 1,200

Action **2**

Actions/Services	**PLANNED** 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.	**ACTUAL** 2. Due to staff turnover, we were unable to complete this action as planned.
Expenditures	**BUDGETED** 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4	**ESTIMATED ACTUAL** 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4

Action **3**

Actions/Services	**PLANNED** 3. Provide Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.	**ACTUAL** 3. Provided Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.
Expenditures	**BUDGETED** 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4	**ESTIMATED ACTUAL** 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Expense reported in Goal 4

Action **4**

Actions/Services	**PLANNED** 4. Provide a Health Aide to assist with student health issues and family outreach.	**ACTUAL** 4. Provided a Health Aide to assist with student health issues and family outreach.
Expenditures	**BUDGETED** 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 4	**ESTIMATED ACTUAL** 2000-2999: Classified Personnel Salaries Supplemental and Concentration Expense reported in Goal 4

Action **5**

Actions/Services	**PLANNED** 5. Provide parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication.	**ACTUAL** 5. Provided parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication.
Expenditures	**BUDGETED** 4000-4999: Books And Supplies Supplemental and Concentration 5,000	**ESTIMATED ACTUAL** 4000-4999: Books And Supplies Supplemental and Concentration 3,000

Action   **6**

Expenditures	BUDGETED	ESTIMATED ACTUAL

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We continue to expand the opportunities for parent involvement and communication in our school. This year we opened the Aeries Web Parent Portal in order to allow real time access to grades and attendance information. We hosted a parent training on the new California School Dashboard, LCAP update and input sessions, as well as social events to help connect our stakeholders to what is happening on our campus.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We met or exceed all of our metric goals that we had set for this year. We are proud of the variety of opportunities we have provided, including student performances, family events, parent training, and stakeholder input sessions.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	While all of our actions were implemented, both action 1 and action 5 expenses were below anticipated costs. Surplus was applied to Goal 6 Action 1, completion of the multipurpose building.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There will be no changes for the 2017-2018 school year.

Annual Update   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6	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.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
30% of the students will be participating in music during regular school day Host at least 4 VAPA events available to entire school community	2016-2017 18% of our students participated in music during the regular school day (All 3rd & 4th grade students) 2016-2017 Hosted 4 VAPA events

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	**PLANNED** 1. Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings.	**ACTUAL** 1. Provided adequate facilities to increase student participation in the music program as well as other VAPA course offerings.
Expenditures	**BUDGETED** 6000-6999: Capital Outlay Supplemental and Concentration 323,097	**ESTIMATED ACTUAL** 6000-6999: Capital Outlay Supplemental and Concentration 323,097

Action   **2**

Actions/Services	PLANNED 2. Provide music and theater equipment for visual and performing arts for all students.	ACTUAL 2. Provided music and theater equipment for visual and performing arts for all students.
Expenditures	BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration 10,000	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration 10,000

ANALYSIS
Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We anticipate the construction of our multipurpose room to be complete in Fall 2017. Once ready, we will be able to host music and theater classes as well as performances on our stage with high quality audio and visual support.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	While we await the construction of our new facilities, we hosted music, drama, and holiday performances by our students. All events provided an opportunity for the community to attend and support Tipton School VAPA. While we did not meet our metric of 30% of our students participating in music, we understand that this number will fluctuate based on enrollment and will increase for next year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There will be no changes for the 2017-2018 school year.

Annual Update   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7	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.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
• 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 exceeding state standards in math • Increase attendance rates to 97%: • Reduce suspension rate by 5%: 2015-2016 19 unduplicated pupils of less suspended	2016-2017 Class sizes were maintained at 24:1 except in grades 2, 4, and 5. 2015-2016 33% of students were meeting or exceeding state standards on the ELA portion of the CAASPP 2015-2016 26% meeting or exceeding state standards on the Math portion of the CAASPP 2016-2017 96.5% attendance rate 2015-2016 3% suspension rate 23 unduplicated pupils suspended

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

	PLANNED	ACTUAL
Actions/Services	1. Provide small class sizes across the district in order to maintain a positive school climate and increase pupil achievement and engagement.	1. Provided small class sizes across the district in order to maintain a positive school climate and increase pupil achievement and engagement.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 376,000	Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 376,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	By maintaining small class sizes we are better able to meet the individual academic, social, and emotional needs of our students. Based on our Green suspension rate indicator as well as our Yellow academic indicators we believe we are able to better meet the needs of our unduplicated population.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	While we were unable to maintain a 24:1 ratio in all grade levels, we did show growth in our ELA and math achievement on the CAASPP. We believe our low suspension rate and high attendance rate is due to the personalized nature of our small classes.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The following metric goals have been updated for 2017-2018: 1. 2016-2017 33% Meet or Exceed Standards on the ELA portion of the CAASPP 2. 2016-2017 26% meeting or exceeding state standards on the math portion of the CAASPP. 3. 2015-2016 3% suspension rate 23 unduplicated pupils suspended

Stakeholder Engagement

LCAP Year	⊠ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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 2017, 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.

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:

- Parent - Community Surveys March 2017
- Back to School Night- August 2016
- Open House- April 2017
- Staff Surveys (Classified & Certificated)- March 2017
- Student Surveys- March 2017
- Staff Meetings (Classified & Certificated)- Throughout the year
- Board Meetings- September 2016, March 2017, May 2017, June 2017
- CTA/CSEA Bargaining Units February 2017, April 2017
- Parent Advisory Committee- October 2016, December 2016, April 2017
- ELAC/DLAC- October 2016, December 2016, April 2017
- School Site Council- October 2016, January 2017, March 2017, May 2017
- Annual Title I meeting- December 2016
- School Website- March 2017
- Tipton Town Council- November 2016
- Kiwanis- November 2016, February 2017

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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 2017-2018 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 unduplilcated 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, including music and theater. (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. For 2017-2018 we will be purchasing (Goal 1 Action 2, Goal 2 Action 2, Goal 3 Action 2)

5. All professional development actions have been transferred to the TESD Educator Effectiveness Plan for 2017-2018.

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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☒ Modified	☐ Unchanged

Goal 1	Improve student achievement in English Language Arts

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

For the 2016-2017 school year students at TESD have scores below the meeting or exceeding standard state average of 49% on the ELA portion of the CAASPP. Currently only 33% of TESD students are meeting or exceeding state standards. By implementing the actions outlined in this goal we aim to accelerate the learning of our unduplicated pupils in order to continue to close the achievement gap.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. California Assessment of Student Performance and Progress (CAASPP) System	1. 2015-2016 33% Meet or Exceed Standards	1. Increase ELA proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System.	1. Increase ELA proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System.	1. Increase ELA proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System.
2. Renaissance Reading Program	2. 2017 46% of 3rd grade students are at or above the STAR grade level benchmark	2. Increase reading proficiency rate by 5% as measured by Accelerated Reader.	2. Increase reading proficiency rate by 5% as measured by Accelerated Reader.	2. Increase reading proficiency rate by 5% as measured by Accelerated Reader.
3. Developmental Reading Assessment (DRA)	3. 2017 35% of K-5 Students are reading at or above grade level.	3. Increase reading proficiency rate by 5% as measured by the DRA.	3. Increase reading proficiency rate by 5% as measured by the DRA.	3. Increase reading proficiency rate by 5% as measured by the DRA.

4. Local Writing Benchmarks	4. 2016-2017 33% of K-8 students are meeting or exceeding standard on the TESD mid year writing benchmark	4. Increase writing proficiency rate by 5% as measured by the TESD mid year writing benchmark.	4. Increase writing proficiency rate by 5% as measured by the TESD mid year writing benchmark.	4. Increase writing proficiency rate by 5% as measured by the TESD mid year writing benchmark.
5. Teacher Misassignment Rate	5. 2016-2017 0%	5. Maintain a 0% teacher misassignment rate.	5. Maintain a 0% teacher misassignement rate.	5. Maintain a 0% teacher misassignement rate.
6. Teacher attrition rate	6. 2016-2017 0%	6. Maintain a 0% teacher attrition rate.	6. Maintain a 0% teacher attrition rate.	6. Maintain a 0% teacher attrition rate.
7. Student access to standards aligned materials	7. 2016-2017 100% of students have access to standards aligned materials	7. 100% of students have access to standards aligned materials	7. 100% of students have access to standards aligned materials	7. 100% of students have access to standards aligned materials
8. Implementation of academic content/performance standards	8. 2016-2017 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	8. Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	8. Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	8. Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.
9. Pupil access and enrollment in a broad range of study, including both unduplicated and special needs students	9. 2016-2017 100% of pupils are enrolled in a broad range of study	9. 100% of pupils are enrolled in a broad range of study	9. 100% of pupils are enrolled in a broad range of study	9. 100% of pupils are enrolled in a broad range of study
10. School Facility Good Repair Status Report (FIT)	10. 2016-2017 FIT Report overall rating of Good	10. Maintain a Good or Exemplary rating on the FIT report.	10. Maintain a Good or Exemplary rating on the FIT report.	10. Maintain a Good or Exemplary rating on the FIT report.
11. Evaluation and report on number and types of programs and services developed and provided to unduplicated pupils as well as individuals with exceptional needs.	11. Baseline established in 2017-2018			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐	All	☐	Students with Disabilities	☐	[Specific Student Group(s)]	

Location(s)	☐	All Schools	☐	Specific Schools:		☐	Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒	English Learners	☒	Foster Youth	☒	Low Income

Scope of Services	☒	LEA-wide	☐	Schoolwide	**OR**	☐	Limited to Unduplicated Student Group(s)

Location(s)	☒	All Schools	☐	Specific Schools:		☐	Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	200,000	Amount	200,000	Amount	200,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Provide students with access to technology and resources for student research and learning in English Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	30,000	Amount	30,000	Amount	30,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology Devices	Budget Reference	4000-4999: Books And Supplies Technology Devices	Budget Reference	4000-4999: Books And Supplies Technology Devices
Amount	38,000	Amount	38,000	Amount	38,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration

Budget Reference	2000-2999: Classified Personnel Salaries Tech	Budget Reference	2000-2999: Classified Personnel Salaries Tech	Budget Reference	2000-2999: Classified Personnel Salaries Tech
Amount	20,000	Amount	20,000	Amount	20,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Infrastructure support and upgrades	Budget Reference	6000-6999: Capital Outlay Infrastructure support and upgrades	Budget Reference	6000-6999: Capital Outlay Infrastructure support and upgrades

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Provide all students ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	26,000	Amount	26,000	Amount	26,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	15,000	Amount	15,000	Amount	15,000

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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).		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 62,000	Amount 62,000	Amount 62,000

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	81,000	Amount	81,000	Amount	81,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
7. Provide summer school for three weeks in June for approximately 160 students to enhance support for struggling students in English Language Arts.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	23,040	Amount	23,040	Amount	23,040
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Teachers
Amount	4,300	Amount	4,300	Amount	4,300
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides	Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides	Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides
Amount	1,400	Amount	1,400	Amount	1,400
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Clerical Support	Budget Reference	2000-2999: Classified Personnel Salaries Clerical Support	Budget Reference	2000-2999: Classified Personnel Salaries Clerical Support
Amount	1,260	Amount	1,260	Amount	1,260
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

| | Scope of Services | ☒ LEA-wide | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student Group(s) |

| | Location(s) | ☒ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
8. Provide field trips based around the California State Standards to help build background knowledge and increase student achievement in Language Arts.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	13,609	Amount	13,609	Amount	13,609
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | Students to be Served | ☐ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] |

| | Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | Students to be Served | ☒ English Learners | ☒ Foster Youth | ☒ Low Income |

	Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
9. A salary increase was authorized for 2015-16 school year and remains a continuing action through 2019-20. We are fully committed to recruiting, hiring, and retaining highly qualified staff which affects the quality of the district's educational program, particularly for English Learners, Foster Youth, and Low Income students. The salary increase has reduced our teacher turnout rate, thus retaining highly qualified staff. The effectiveness of the action will be measured by the academic achievement metrics for this goal.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	110,000	Amount	110,000	Amount	110,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 2	Improve student achievement in Mathematics

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

For the 2015-2016 school year students at TESD have scores below the meeting or exceeding standard state average of 37% on the math portion of the CAASPP. Currently only 26% of TESD students are meeting or exceeding state standards. Through the implementation of the action items in Goal 2 we will better identify individual student needs in order to accelerate their learning to meet or exceed grade level expectations.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. California Assessment of Student Performance and Progress (CAASPP) System	1. 2015-2016 31% meeting or exceeding state standards	1. Increase math proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System.	1. Increase math proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System.	1. Increase math proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System.
2. Local Math Benchmark	2. 2016-2017 45% of K-8 students are meeting standard on the TESD mid year math benchmark	2. Increase math proficiency rate by 5% as measured by the TESD mid year math benchmark.	2. Increase math proficiency rate by 5% as measured by the TESD mid year math benchmark.	2. Increase math proficiency rate by 5% as measured by the TESD mid year math benchmark.
3. Implementation of academic content/performance standards	3. 2016-2017 100% of students are receiving instruction aligned to academic content/performance standards	3. Maintain 100% implementation of all academic content/performance standards	3. Maintain 100% implementation of all academic content/performance standards	3. Maintain 100% implementation of all academic content/performance standards

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Provide students with access to technology and resources for student research and learning in English Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology Devices	Budget Reference	4000-4999: Books And Supplies Technology Devices	Budget Reference	4000-4999: Books And Supplies Technology Devices
Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Tech	Budget Reference	2000-2999: Classified Personnel Salaries Tech	Budget Reference	2000-2999: Classified Personnel Salaries Tech
Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Infrastructure support and upgrades	Budget Reference	6000-6999: Capital Outlay Infrastructure support and upgrades	Budget Reference	6000-6999: Capital Outlay Infrastructure support and upgrades

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Provide all students with ancillary math materials including manipulatives and supplemental workbooks.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	2,000	Amount	2,000	Amount	2,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

3. Provide students with incentives and awards to recognize and encourage increased achievement in math.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services
☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18			**2018-19**			**2019-20**		
☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged

4.Provide summer school for three weeks in June for approximately 160 students to enhance support for struggling students in math.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Teachers
Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides	Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides	Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides
Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Clerical Support	Budget Reference	2000-2999: Classified Personnel Salaries Clerical Support	Budget Reference	2000-2999: Classified Personnel Salaries Clerical Support
Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5. Provide field trips to students based around the California State Standards to help build background knowledge and increase student achievement specific to math.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 3

Increase academic achievement of all English learners.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

For the 2016-2017 school year only 14% of TESD EL students are meeting or exceeding standard in ELA and 18% of EL studens are meeting or exceeding standard in Math on the CAASPP. EL students comprise 65% of our student population and we are committed to accelerating their learning and increasing their achievement levels.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. California Assessment of Student Performance and Progress (CAASPP) System ELA	1. 2015-2016 19% of EL students meeting or exceeding state standards in ELA	1. Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels in ELA by 5%	1. Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels in ELA by 5%	1. Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels in ELA by 5%
2. California Assessment of Student Performance and Progress (CAASPP) System Math	2. 2015-2016 20% meeting or exceeding state standards in math	2. Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels in math by 5%	2. Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels in math by 5%	2. Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels in math by 5%
3. EL Reclassification Rate	3. 2016-2017 6%	3. Increase reclassification numbers by 5%	3. Increase reclassification numbers by 5%	3. Increase reclassification numbers by 5%
4. CA School Dashboard EL Learner Indicator	4. 2016-2017 Status level of high	4. Maintain a status level of high	4. Maintain a status level of high	4. Maintain a status level of high

5. Implementation of ELD standards, programs, and services	5. 100% of students are receiving instruction aligned to the ELD standards	5. 100% of students are receiving instruction aligned to the ELD standards	5. 100% of students are receiving instruction aligned to the ELD standards	5. 100% of students are receiving instruction aligned to the ELD standards
6. The percentage of ELs who make progress toward English proficiency on the CELDT	6. 2016-2017 79.9% of students making progress towards academic proficiency on the CELDT	6. Increase percentage of students making progress towards academic proficiency on the CELDT by 2%	6. Increase percentage of students making progress towards academic proficiency on the CELDT by 2%	6. Increase percentage of students making progress towards academic proficiency on the CELDT by 2%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services
☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	93,950	Amount	93, 950	Amount	93, 950
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries STEM Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries STEM Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries STEM Teacher

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services
☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged

2. Provide all English Language Learners students with access to technology and resources for student research and learning	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	Expense reported in Goal 1	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

| 3. Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA, and math. | | |

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Amount: Expense reported in Goal 1	Amount: Expense reported in Goal 1	Amount: Expense reported in Goal 1
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Reference: 4000-4999: Books And Supplies	Budget Reference: 4000-4999: Books And Supplies	Budget Reference: 4000-4999: Books And Supplies

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18　　　　　　　　　　**2018-19**　　　　　　　　　　**2019-20**

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. Provide summer school for three weeks in June for approximately 160 students to enhance support for EL students.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	2,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

2018-19

Amount	2,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

2019-20

Amount	2,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials and Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Attendance rate	1. 2016-2017 96.5% K-8 Attendance rate	1. Increase attendance rates by .5%	1. Increase attendance rates by .5%	1. Increase attendance rates by .5%
2. Chronic absentee rate	2. 2016-2017 6%	2. Decrease the chronic absentee rate by .5%	2. Decrease the chronic absentee rate by .5%	2. Decrease the chronic absentee rate by .5%
3. Pupil suspension rate	3. 2015-2016 3% suspension rate, 23 unduplicated pupils suspended	3. Reduce suspension rate by 5%	3. Reduce suspension rate by 5%	3. Reduce suspension rate by 5%
4. Pupil expulsion rate	4. 2015-2016 0% expulsion rate 0 unduplicated pupils expelled	4. Maintain a pupil expulsion rate of 0 unduplicated pupils expelled	4. Maintain a pupil expulsion rate of 0 unduplicated pupils expelled	4. Maintain a pupil expulsion rate of 0 unduplicated pupils expelled
5. Middle school dropout rate	5. 2015-2016: 0	5. Maintain a middle school dropout rate of 0	5. Maintain a middle school dropout rate of 0	5. Maintain a middle school dropout rate of 0

| 6. California Healthy Kids Survey | 6. Baseline to be established in 2017-2018 | | | |
| 7. Local LCAP parent and employee survey | 7. Baseline to be established in 2017-2018 | | | |

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Provide students with incentives and awards to recognize and encourage increased achievement and attendance.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1	Amount	Expense reported in Goal 1
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	18,000	Amount	18,000	Amount	18,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	25,000	Amount	25,000	Amount	25,000

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. Provide a Health Aide to assist with student health issues and family outreach.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	15,000	Amount	15,000	Amount	15,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration

Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5. Provide additional counseling support for TK-5 students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	24,000	Amount	24,000	Amount	24,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration

Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 5

To improve the participation and increase learning opportunities for parents.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

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:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Opportunities for parent involvement in district decision making.	1. 2016-2017: 5 Opportunities for parent involvement in district decision making.	1. Provide at least 5 opportunities for parent involvement in district decision making.	1. Provide at least 5 opportunities for parent involvement in district decision making.	1. Provide at least 5 opportunities for parent involvement in district decision making.
2. Opportunities for parent education in school wide programs.	2. 2016-2017 2 opportunities for parent education in school wide programs.	2. Provide at least 2 opportunities for parent education in school wide programs	2. Provide at least 2 opportunities for parent education in school wide programs	2. Provide at least 2 opportunities for parent education in school wide programs
3. Number of school sponsored parent events.	3. 2016-2017 6 school sponsored parent events	3. Host a minimum of 6 school sponsored parent events	3. Host a minimum of 6 school sponsored parent events	3. Host a minimum of 6 school sponsored parent events
4. Number of parents, including those of unduplicated pupils and	4. 2016-2017 93% Parent conference attendance rate	4. Increase parent conference attendance rate by 2%	4. Increase parent conference attendance rate by 2%	4. Increase parent conference attendance rate by 2%

special needs pupils, who attend parent conferences in order to receive and give input regarding their students' academic program and progress				

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	2,000	Amount	2,000	Amount	2,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	Expense reported in Goal 4	Amount	Expense reported in Goal 4	Amount	Expense reported in Goal 4
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Provide Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Expense reported in Goal 4	Amount Expense reported in Goal 4	Amount Expense reported in Goal 4

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. Provide a Health Aide to assist with student health issues and family outreach.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Expense reported in Goal 4	Amount	Expense reported in Goal 4	Amount	Expense reported in Goal 4
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration

Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5. Provide parent access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	3,000	Amount	3,000	Amount	3,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 6	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.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Tipton Elementary School District is dedicated to providing a broad range of study including science, technology, drama, art, and athletics which positively impacts the whole child, especially our unduplicated student population.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Percentage of students who participate in music during the regular school day.	1. 2016-2017: 18% of students participated in music during the regular school day.	1. 5% increase in students participating in music during the regular school day	1. 5% increase in students participating in music during the regular school day	1. 5% increase in students participating in music during the regular school day
2. Number of VAPA events available to entire school community	2. 2016-2017: Hosted 4 VAPA events	2. Host at least 4 VAPA events available to entire school community	2. Host at least 4 VAPA events available to entire school community	2. Host at least 4 VAPA events available to entire school community

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	334,105	Amount	355,319	Amount	392,535
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Provide music and theater equipment for visual and performing arts for all students.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	10,000	10,000	10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 7	Maintain class sizes of 24:1 or less across grades TK-8.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Class size of less than or equal to 24:1	1. 2016-2017: Maintained 24:1 in all grade levels except 2, 4, and 5.	1. Class sizes by grade level: Less than 24:1 across grades TK-8	1. Class sizes by grade level: Less than 24:1 across grades TK-8	1. Class sizes by grade level: Less than 24:1 across grades TK-8
2. Meeting or exceeding standards on the ELA portion of the CAASPP.	2. 2016-2017: 33% of students met or exceeded standard on ELA portion of the CAASPP.	2. Increase ELA proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System	2. Increase ELA proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System	2. Increase ELA proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System
3. Meeting or exceeding standards on the math portion of the CAASPP.	3. 2016-2017: 26% of students met or exceeded standard on the math portin of the CAASPP.	3. Increase math proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System	3. Increase math proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System	3. Increase math proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System
4. Attendance rate	4. 2016-2017 96.5% attendance rate	4. Maintain attendance rates of 97%	4. Maintain attendance rates of 97%	4. Maintain attendance rates of 97%

5. Suspension rate	5. 2015-2016 3% suspension rate	5. Reduce suspension rate by .5%	5. Reduce suspension rate by .5%	5. Reduce suspension rate by .5%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services
☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Provide small class sizes through the funding of additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 390,927	Amount 390,927	Amount 390,927

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Teachers

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $1,545,591   Percentage to Increase or Improve Services: 37.61%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, the Tipton Elementary School District has calculated that it will receive $1,545,591 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 37.61%. The Tipton Elementary School District has demonstrated that the district is meeting its minimum proportionality requirement by expenditure of the total 2017-2018 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.

The Tipton Elementary School District is committed to cultivating a 21st century learning environment. 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. Using the calculation tool provided by the state, the Tipton Elementary School District has calculated that it will receive $1,545,591 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 37.61%. The Tipton Elementary School District has demonstrated that the district is meeting its minimum proportionality requirement by expenditure of the total 2017-2018 Supplemental and Concentration grant funding for qualifying purposes as described in part A of section 3.

Our unduplicated pupil count of English learners, low ncome, and foster youth is 93.49%, 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:

- 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.

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:

- 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.

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.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

>> **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

>> **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

> **New, Modified, Unchanged**

>> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

> ### Goal

>> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

> ### 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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

> ### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards for English Language Arts
    b. Mathematics – Common Core State Standards for Mathematics
    c. English Language Development
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

    A. Pupil suspension rates;

    B. Pupil expulsion rates; and

    C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

    A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;

    B. Programs and services developed and provided to unduplicated pupils; and

    C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

    A. Working with the county child welfare agency to minimize changes in school placement

    B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

    C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

    D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

    A. Local priority goals; and

    B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 school sites 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?

Guiding Questions: Stakeholder Engagement

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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 bgroups 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 school sites?
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 school sites, 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,561,486.00	1,487,936.00	1,545,591.00	1,472,855.00	1,510,071.00	4,528,517.00
Supplemental and Concentration	1,561,486.00	1,487,936.00	1,545,591.00	1,472,855.00	1,510,071.00	4,528,517.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,561,486.00	1,487,936.00	1,545,591.00	1,472,855.00	1,510,071.00	4,528,517.00
1000-1999: Certificated Personnel Salaries	703,366.00	703,366.00	716,917.00	622,967.00	622,967.00	1,962,851.00
2000-2999: Classified Personnel Salaries	309,513.00	309,513.00	344,700.00	344,700.00	344,700.00	1,034,100.00
4000-4999: Books And Supplies	109,260.00	83,960.00	91,260.00	91,260.00	91,260.00	273,780.00
5000-5999: Services And Other Operating Expenditures	35,000.00	35,000.00	13,609.00	13,609.00	13,609.00	40,827.00
5800: Professional/Consulting Services And Operating Expenditures	61,250.00	25,000.00	25,000.00	25,000.00	25,000.00	75,000.00
6000-6999: Capital Outlay	343,097.00	331,097.00	354,105.00	375,319.00	412,535.00	1,141,959.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,561,486.00	1,487,936.00	1,545,591.00	1,472,855.00	1,510,071.00	4,528,517.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	703,366.00	703,366.00	716,917.00	622,967.00	622,967.00	1,962,851.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	309,513.00	309,513.00	344,700.00	344,700.00	344,700.00	1,034,100.00
4000-4999: Books And Supplies	Supplemental and Concentration	109,260.00	83,960.00	91,260.00	91,260.00	91,260.00	273,780.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	35,000.00	35,000.00	13,609.00	13,609.00	13,609.00	40,827.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	61,250.00	25,000.00	25,000.00	25,000.00	25,000.00	75,000.00
6000-6999: Capital Outlay	Supplemental and Concentration	343,097.00	331,097.00	354,105.00	375,319.00	412,535.00	1,141,959.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	625,609.00	625,609.00	625,609.00	1,876,827.00
Goal 2	2,000.00	2,000.00	2,000.00	6,000.00
Goal 3	95,950.00	2,000.00	2,000.00	99,950.00
Goal 4	82,000.00	82,000.00	82,000.00	246,000.00
Goal 5	5,000.00	5,000.00	5,000.00	15,000.00
Goal 6	344,105.00	365,319.00	402,535.00	1,111,959.00
Goal 7	390,927.00	390,927.00	390,927.00	1,172,781.00

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